Analysis of Student Policy Regarding the Implementation of Online Learning During the Covid-19 Pandemic

Nuraisyah[1*], Fadhliah[2], Donal Adrian[2]

[1]Program Studi Ilmu Sosiologi, FISIP, Universitas Tadulako, Palu, Central Sulawesi, Indonesia
[2]Program Studi Ilmu Komunikasi, FISIP, Universitas Tadulako, Palu, Central Sulawesi, Indonesia

Abstract: The government, teachers, and all parties involved in education are committed to ensuring that students continue to learn, develop and have a good learning experience. During a pandemic, what is of concern is not whether online teaching and learning methods can provide quality education, but how universities can massively adopt online learning and ensure the implementation of online learning so that the teaching and learning process can take place. The research objective is to determine student satisfaction with the implementation of online learning (Covid-19 pandemic). The Cronbach alpha method of testing the reliability of the instrument produced. The results of the analysis of student satisfaction levels regarding online learning (the Covid-19 pandemic) are based on the four LORI components, namely planning, delivery, interaction, and evaluation, categorized as dissatisfied with online learning with a value of 35-45%.

Keywords: Analysis of student policy; Online learning; Covid-19

Introduction

The World Health Organization declared COVID-19 a global pandemic on March 11, 2020. To protect citizens, governments are imposing regulations such as stay-at-home and social distancing, as well as national and international restrictions (Hale et al., 2021). The PPKM policy is established by the central government which is then tasked with regulating the implementation of restrictions on community activities that can cause the spread of the COVID-19 virus (Zhao et al., 2020). This condition has an impact on all levels of society, such as the education sector where learning is carried out online due to the COVID-19 pandemic (Hui et al., 2020). The government, teachers, and all parties involved in education are committed to ensuring that students continue to learn, develop and have a good learning experience. Facing the COVID-19 pandemic, the government issued regulations to various sectors, including the education sector, to reduce face-to-face learning so that teaching and learning activities are carried out online (Saputri et al., 2021).

Online learning can be done remotely, without meetings between teachers and students, and is easily accessible even in remote villages and remote locations. Online learning is an educational model that is relatively cheaper in terms of lower transportation, accommodation, and special learning costs (Dhawan, 2020). Online learning can be called a tool that can make the teaching and learning process more student-centered, innovative, and even more flexible. Online learning is defined as "a learning experience in a synchronous or asynchronous environment using various devices such as mobile phones, smartphones, laptops and virtual reality connected to the internet. In this environment, students can learn from anywhere (independently) and interact with teachers and other students (Parkes et al., 2015).

During the Covid-19 pandemic, developments occurred in the field of education where the education

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and learning process took place remotely. This was done to break the chain of transmission of Covid-19. The spread of Covid-19 was unavoidable, causing mass closings of educational institutions around the world (Barreiro, 2022). During the pandemic, there has been a dramatic shift from face-to-face learning to teaching through various distance learning methods. Some institutions choose the online learning format, while others choose the offline format for distance learning strategies (Tobón et al., 2014). The Covid-19 pandemic has greatly increased the need for ICT connections and the educational model built into Education 4.0, namely technology and artificial intelligence adapting to new ways of learning and teaching in a new era. Students are turning to face-to-face virtual teaching methods and facing an education system where teachers are not ready to use other educational models and are leaving traditional methods.

Most countries can rely on the right digital platforms and resources to build long-distance connections (Daniel, 2020; Fujita, 2020). In this regard, many felt the need to increase speed to an unprecedented level. People around the world benefit from technology every day because it brings many benefits, especially in the field of education, where technology has revolutionized teaching and learning such as the use of digital learning environments. During a pandemic, what is of concern is not whether online teaching and learning methods can provide quality education, but how universities can massively adopt online learning and ensure the implementation of online learning so that the teaching and learning process can take place. The research objective is to determine student satisfaction with the implementation of online learning (Covid-19 pandemic).

Method

Population and Sampling
The population for this study included all students in semesters 2, 4, 6, and 8 of the Faculty of Economics at the University of Tadulako. The sample is one of the many characteristics that the population possesses (Sugiyono, 2013). To collect responses for this move, 10% of the total population was used. This study included a total of 1226 students. Proportional random sampling was used. Determine the number of research samples based on this population using the Slovin formula with a 10% margin of error. Data analysis was carried out through descriptive analysis of the question items in the questionnaire. Each alternative answer is given a score based on a Likert scale of 1 – 5 (Table 1). Then tested the validity and reliability of the questionnaire that had been designed by the research team.

Table 1. Scores Based on the Likert Scale

Category	Score
Very good	5
Good	4
Enough	3
Less good	2
Not good	1

Validity Test
The validity test measures the validity or validity of a survey. The process of measuring the validity is done by comparing the r-number (Pearson correlation) with the results of the correlation test with the r-table. If the r-number is greater than the r-table, the questionnaire is considered valid. But otherwise, if r reads and; r table, which means the item is invalid. The r-arithmetic search can be tried using the SPSS program, otherwise, table r is searched from table r by looking at the number of respondents (N) from table r.

Reliability Test
Reliability is an index that shows the level of reliability of a reliable measuring instrument. A tool is considered reliable if the tool gives consistent results every time it is measured. The purpose of the reliability test is to determine the reliability or consistency of a measuring instrument when it is used to measure the same object more than once. If the results of the Cronbach's alpha calculation are greater than > 0.6, it means that the statement is reliable, then the level of consistency of the statements of the respondents involved in the survey is high/good, but if Cronbach's alpha is less than < 0.6, it is concluded that it is not reliable. The results of the reliability test are then compared with the determination of the reliability index criteria (Cronbach's alpha and composite reliability), which aims to determine the consistency of the questionnaire statements.

Information-Performance Analysis
In determining the value of the researcher's expectations of adopting from similar research conducted before because it has proven credibility. From the results of the percentage of satisfaction levels per item, the researcher then described it rationally according to what the researcher experienced during online activities.
The description of the criteria is as follows:
a. If the value is > 100%, it means that the quality of learning services for the i-th indicator provided by the lecturer exceeds what is expected by students or is very satisfying.
b. If the value = 100%, it means that the quality of learning services for the i-th indicator provided by the lecturer is beyond satisfactory.

c. If the value is <100%, it means that the quality of learning services for the i-provided indicator by the lecturer is not satisfactory.

d. If it turns out the value is < 100%, then it is broken down again as follows:
   - 0-32% = Students are very dissatisfied.
   - 33-65% = Dissatisfied Student
   - 66-99% = Unsatisfied students

Result and Discussion

Validity Test

The results of testing the validity of the instrument student satisfaction during online learning with LORI can be seen in Table 2.

Table 2. Validation Test Results

Indicator	r-count	r-table	Conclusion
Planning	0.834	0.162	Valid
Presentation	0.872	0.162	Valid
Interaction	0.865	0.162	Valid
Evaluation	0.921	0.162	Valid

Based on the data in Table 2, it can be seen that all instrument items are declared valid where r count > r table. It can be concluded that all questionnaire statement items are declared valid.

Reliability Test

The results of the reliability test using the Cronbach alpha method can be seen in Table 3.

Table 3. Reliability Test Results

Reliability statistics	
Cronbach alpha	N of item
0.962	15

The reliability test results using the Cronbach alpha instrument method, the level of student satisfaction is classified as very high with a value of 0.962 or 96%. The results of the validity and reliability test of the instrument are stated to be valid and reliable.

Information-Performance Analysis Result
Level of Student Satisfaction with Online Learning Planning

Online learning planning and the clarity of online learning instructions are classified as dissatisfied with grades 37%, the clarity of learning objectives by 34% is classified as dissatisfied, and the clarity of lesson planning is 35% classified as dissatisfied. In conclusion, students are dissatisfied with online learning plans. Student satisfaction with online learning planning.

Level of Student Satisfaction with Online Learning Delivery

There are 5 questions on student satisfaction with the delivery of online learning, namely 1) content quality has a percentage value of 45% belonging to the category not satisfied. 2) Delivery of a variety of quality learning objects has a percentage value of 44% which means students are not satisfied. 3) Submission of presentation quality has a value of 45% classified as dissatisfied. 4) Submission of punctuality starting lectures has a value of 38%, which means it is classified as very bad satisfaction. 5) Submission of timeliness ends has 36% which means students are dissatisfied with delivery of timeliness ends because of time. Lectures usually end earlier than the schedule specified so that the material delivered by lecturers is less. There is limited time when conducting lectures online. The level of student satisfaction with delivery of online learning, students feel dissatisfied with the delivery of online learning.

Level of Student Satisfaction with Online Learning Evaluation

The online learning evaluation consists of task clarity of 36% significance students are dissatisfied because the explanation of the task is not detailed so that it is easily well understood by students. The clarity of the assessment rubric is 35% means students were dissatisfied with the clarity regarding the assessment rubric, that the lecturer explained and the service of giving a score of 36% means that students are dissatisfied with services for giving grades/scores to students because lecturers have requirements and own provisions in researching students.

Student satisfaction can be used as evaluation material to improve the quality of online learning. Many things have been affected by the Covid-19 pandemic, starting from the economic, social, and educational fields (Muzammil et al., 2020). This is a step for education providers to suppress the spread of Covid-19. Student satisfaction with the lecture process needs to be evaluated and becomes an important factor for higher education as a provider of educational services for students (Handayani, 2022). Online learning satisfaction was at a high level, meaning that students were satisfied with the online learning that had been implemented (Said et al., 2022). The major differences significantly affect online learning satisfaction (Elshami et al., 2021). Intercorrelation shows that there is a significant relationship between each indicator of online learning satisfaction with academic achievement, meaning that the higher the satisfaction felt by students in online learning, the student's academic achievement will increase (Basith et al., 2020). Due to the idea that it can be proven through student cognitive development and their capacity to construct information to promote their success in learning, the significance of student

engagement in online learning has been validated (Banna et al., 2015).

Student satisfaction is a condition where students can achieve what students want and feel satisfied (Meranga, 2022; Marlena et al., 2022). There are six types of satisfaction analyzed by researchers, namely: Language Learning Potential, Learner Fit, Meaning Focus, Authenticity, Positive Impact, and practicality. After analyzing the indicators, the result of the study showed that students' satisfaction with online learning is in the satisfied classification with the highest options percentage (49%) (Sanora, 2021).

The findings identify three underlying satisfaction components: engaged learning, agency, and assessment (Avsheniuk et al., 2021). The factor scores comparisons indicate that students in the general satisfaction categories characterize important differences in engaged learning and agency, but not assessment (Hettiarachchi et al., 2021). These results lead the authors to hypothesize that predetermined, but unspecified expectations (i.e., psychological contracts) for online courses by both students and faculty members are important to advance organizers for clarifying student satisfaction (Dziuban et al., 2015). Other researchers who have researched Analyzing Student Policies During Online Learning (Covid-19 Pandemic), among others (Sofyan Rofi et al., 2021; Faize et al., 2020; Jiménez-Bucarey et al., 2021; Pham et al., 2019).

Conclusion

The results of the analysis of student satisfaction levels regarding online learning (the Covid-19 pandemic) are based on the four LORI components, namely planning, delivery, interaction, and evaluation, categorized as dissatisfied with online learning with a value of 35-45%.

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