

Student's Satisfaction towards Online Lectures during the Covid 19 Pandemic at Medical and Health Sciences Faculty in UIN Alauddin Makassar

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Abstract: The COVID 19 pandemic caused students to have to take part in online learning. This study aims to assess the satisfaction level of medicine and health science students' with online lectures during the Covid 19 pandemic in UIN Alauddin Makassar. This research is quantitative research conducted at medical and health sciences faculty of UIN Alauddin Makassar, with a descriptive observational approach. The population in this study were all students of medicine and health sciences faculty of 1672 students. The samples were taken by accidental sampling technique of 340 students. Data collection using Google form which distributed by students' Whatsapp group. The questionnaire asked student's satisfaction of online learning based on monitoring form. Data is processed by descriptive analysis. The research found that the majority of respondents felt usual with the atmosphere of online lectures (33.5%), difficult to understand online lecture material (29.4%), had problems in the process online courses (87.35%) and were dissatisfied with the online learning process (85%). This study concluded that students are not satisfied with online learning. Preparation and review of the existing curriculum is needed to adjust to the current conditions, including by strengthening students so that they can adapt well to the online learning system.

1 INTRODUCTION

The Corona virus (2019-Cov) first appeared in Wuhan, China, has caused a disease known as COVID 19. This disease causes symptoms of pneumonia, causing fluid buildup in the lungs, respiratory problems, decreasing function of organs and ultimately lead to death (Chen et al., 2020). COVID 19 then spreaded rapidly and affected 33 countries. The disease has become a new pandemic for the world (Khan & Fahad, 2020) (No & Mona, 2020). Apart from having an impact on the health sector, COVID 19 also has an impact on the education sector. UNESCO reported that more than 90% or around 1.5 billion students worldwide are affected by COVID 19. They cannot study as usual as a result of the closure of schools and campuses (UNESCO, 2020).

In Indonesia, the first case of COVID 19 were found in Depok City. From day to day, Indonesia is started to experience panic like other countries that have been attacked by COVID 19. As a precautionary measure, the Indonesian government has implemented social distancing arrangements. In this arrangement, a distance of about two meters is required when interacting with other people (Maragakis, 2020). As an impact of social distancing, the Minister of Education and Culture issued a circular so that learning activities can be carried out from home using online learning.

Online learning systems are software-based learning to share, track and organize learning activities using the internet (Keis et al., 2017). Online learning makes use of information technology to design, deliver content and facilitate two-way communication between students and lecturers (Thanji & Vasantha, 2016).

Research conducted on students programming general Indonesian language courses from 3 faculties, namely the Teaching and Education Faculty (FKIP), the Science and Technology Faculty (FST) and the Medical Faculty shows that online learning is effectively used in the lecture process. Online learning is able to increase the absorption of material by students with an increase of more than 81% (Kuntarto, 2017). However, research conducted by Novita and Hutasuhut found that students encountered obstacles in online lectures, namely limited networks and difficulty understanding the material presented by lecturers (Diana Novita, 2020). In line with this, research conducted on students from the Faculty of Medicine and Dentistry in the City of Lahore Pakistan, reported that students had difficulty understanding lectures and maintaining concentration while participating in online learning (Mukhtar et al., 2020).

The Faculty of Medicine and Health Sciences of UIN Alauddin Makassar, as one of the institutions that provide higher education in the health sector, also conducts online lectures during the COVID 19 pandemic. This research wants to see how the level of satisfaction of health students with the implementation of online lectures during the COVID 19 pandemic in Makassar city.

2 METHOD

2.1 Type and Location of Research

The type of the research is quantitative research, using quantitative methods with the aim to get description of the level of student satisfaction with online lecture activities during the Covid-19 pandemic. This research was conducted at the Faculty of Medicine and Health Sciences UIN Alauddin Makassar.

2.2 Research Approach

The approach used in this research is descriptive observational. This approach is used to see the distribution of student answers related to the online lecture process conducted by lecturers in the Faculty of Medicine and health sciences UIN Alauddin Makassar.

2.3 Population and Sample

The population in this study was 1672 students of the Faculty of Medicine and Health Sciences at UIN

Alauddin Makassar. The sample in this study was taken using accidental sampling technique as many as 340 people from 6 study programs, namely medical, public health, pharmacy, nursing study programs, professional nurses, and midwifery D3.

2.4 Method of Collecting Data

This research was carried out during the lockdown period so that the data collection process was carried out online with the google form, which distributed by students' WhatsApp group.

In this research, the questionnaire was not tested to get validity and reliability value because the questions was referred to the lecture monitoring sheet at Medical and Health Sciences of UIN Alauddin Makassar.

2.5 Data Processing and Analysis Techniques

The research data was inputted and processed in SPSS version 22, analyzed by descriptive analysis. Data analysis was then carried out univariately and then presented in tables and graphs accompanied by narration. The classification of satisfied if the value is more than mean, and dissatisfied if the value is less than mean.

3 RESULT AND DISCUSSION

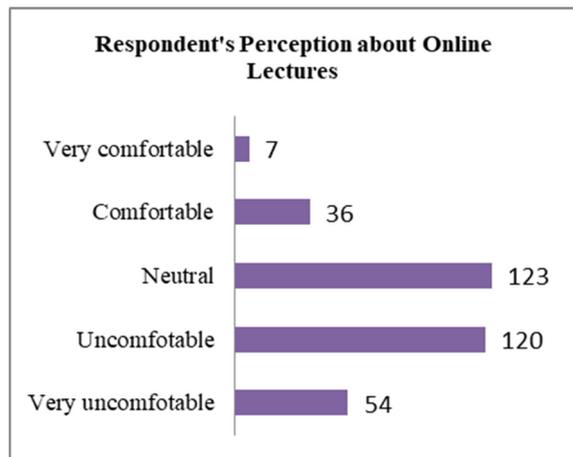
3.1 Respondent Characteristics

Of the 340 people studied, most of the respondents in this study were female, namely 89%, most of which came from the public health study program, namely 113 people or 33.2% and the most were the 2017 class, namely 127 people or 37% (table 1).

Table 1: Distribution of Respondents based on characteristics of gender, study program and batch.

Characteristics	n (340)	%
Gender		
Male	6	2.0
Female	336	98.0
Study Program		
School of medicine	43	12.65
Profession of Ners	16	4.7

Public Health	113	33.2
Nursing	54	15.9
Pharmacy	65	19.1
Midwifery	49	14.4
Batch		
2014	1	0.3
2015	7	2.1
2016	8	2.4
2017	127	37
2018	89	26
2019	108	32



3.2 Respondents' Perceptions of Online Lectures

Based on a survey conducted on 340 respondents, most of the respondents felt normal, namely 114 people or 33.5% when asked about the atmosphere of online lectures (Diagram 1), only 7 people or 2% of people answered that they were very comfortable doing online lectures (Diagram 2), as many as 100 people or 29.4% of respondents answered that it was difficult to understand online course material (Diagram 3), 25% or 85 respondents answered that the explanation of the lecturer when doing online lectures was quite good (diagram 4) and as many as 90 respondents answered that online lectures made it difficult for them to discuss or express opinions because there is no face-to-face interaction with the teaching lecturer (diagram 5).

Diagram 2: Distribution of respondent's perception based on the convenience of online lectures.

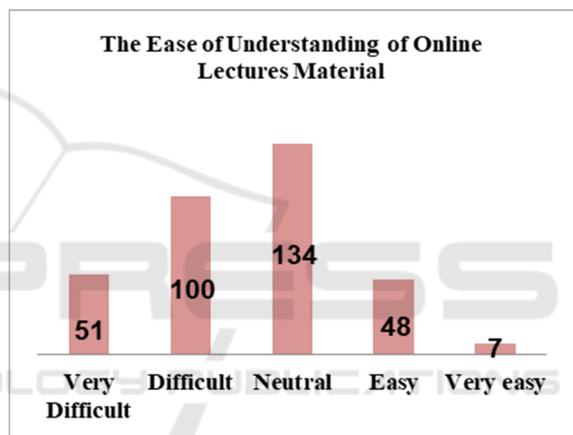


Diagram 3: Distribution of Respondents Perception about The Ease of Understanding of Online Lectures Material.

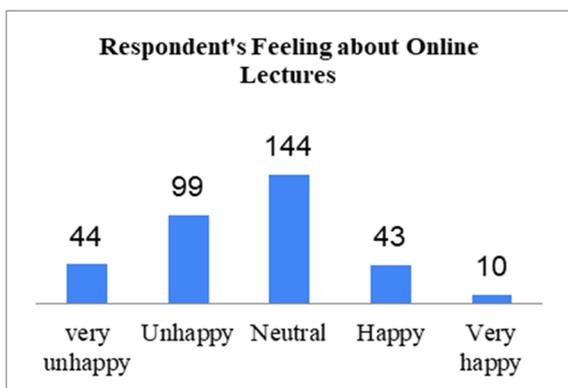


Diagram 1: Distribution of respondent's perception based on the atmosphere of online lectures.

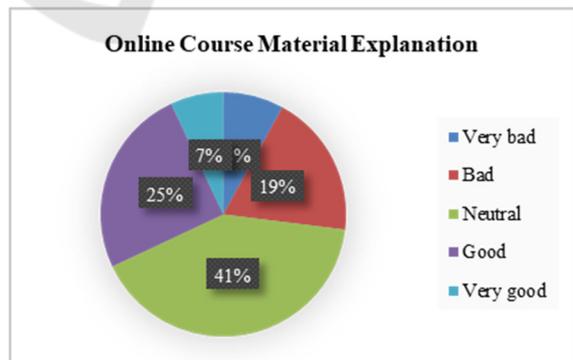


Diagram 4: Distribution of respondents' perceptions based on questions on the quality of material explanation.

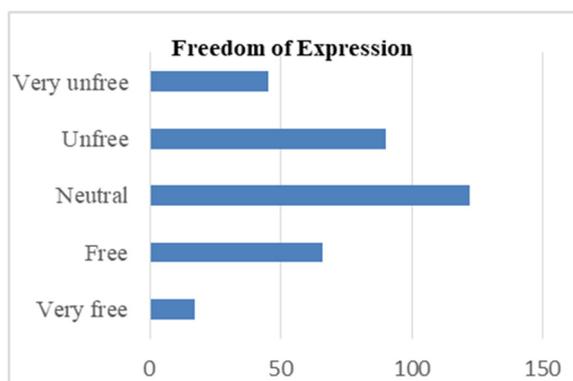


Diagram 5: Distribution of respondents' perceptions based on freedom of expression questions.

This study found that based on the perception of the atmosphere of online lectures, most respondents perceive online lectures as just ordinary. Based on the ease of understanding the material, most respondents also answered plainly. Meanwhile, based on the explanation of course material and freedom of expression, most respondents answered neutral. This shows that the atmosphere and implementation of online lectures do not give a different impression and impact on the majority of respondents, because they consider online lectures to be normal.

This is because UIN Alauddin health students were accustomed to attending online lectures before the pandemic took place. The difference is, before the COVID 19 pandemic, online lectures were served side by side with conventional lectures or known as a hybrid or blended system. Online lectures are held in full for a maximum of 4 meetings, the rest students continue to meet face to face with lecturers in class. Implementation of online lectures before the pandemic took place, more as a complement to conventional learning. Unlike when the pandemic took place, online lectures were carried out in full, without allowing students to conduct lectures directly in class.

The studies that wanted to see students' perceptions about the implementation of learning in the Islamic religious education department at the Tarbiyah and Teaching Faculty of UIN Alauddin found that students' perceptions were good about the ongoing learning. Because the learning process is carried out interactively, inspires and motivates students. This situation can be realized when lectures are carried out conventionally or face-to-face in class (Yahdi, 2019).

During the implementation of online lectures which were interspersed with conventional lectures, students' understanding was quite good about what

was presented online. As research conducted on students programming general Indonesian language courses from 3 faculties, namely the Teaching and Education Faculty (FKIP), the Science and Technology Faculty (FST) and the Medical Faculty, it shows that online learning is effectively used in the lecture process. Online learning is able to increase the absorption of material by students with an increase of more than 81% compared to only using face-to-face learning methods (Kuntarto, 2017).

3.3 Constraints and Satisfaction with Online Lectures

Diagram 6 provides information that the majority of respondents, namely 297 people (87.35%), stated that they experienced problems in the online lecture process such as unstable networks, high quota fees, difficulty getting signals in the respondent's home environment and difficulty understanding course material.

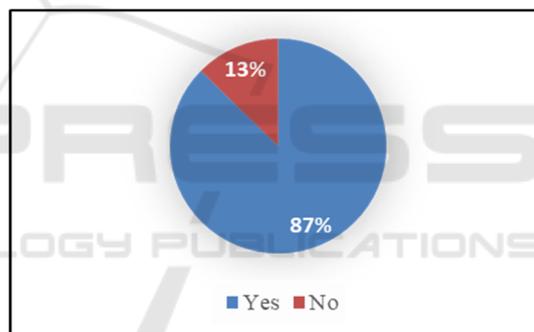


Diagram 6: Constraints faced by students during online lectures.

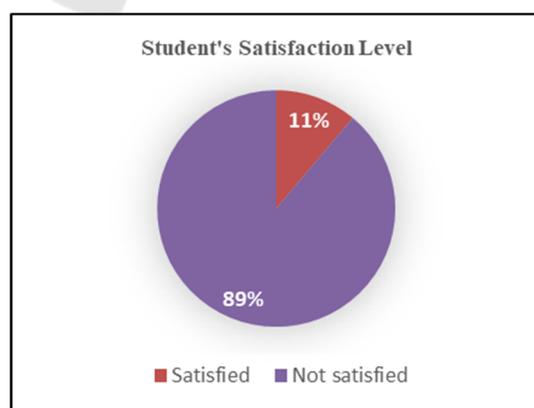


Diagram. 7. The level of student satisfaction with online lectures

Based on Diagram 7, it can be seen that most respondents (85%) answered that they were dissatisfied with the online learning process on the grounds that they experienced many network problems so that they needed more money to buy internet quotas.

This study found that online lectures make it difficult for students to discuss or express opinions because there is no direct interaction with the lecturers. Other problems faced by students are unstable networks, quota fees and difficulty understanding course material delivered online. So it is surprising that 85% of students are not satisfied with online learning.

Online tuition has both advantages and disadvantages. The advantage of online education is that it can make a positive contribution to encouraging disparities in the quality of tertiary institutions in Indonesia, in addition, minimizing limited access to universities of a certain quality. Cutting the limited facilities which is one of the obstacles that causes the low quality of higher education. In addition, online lectures also remove the limitations of understanding on certain materials and provide wide access to educational resources (Mustofa et al., 2019). However, online courses need to be studied and developed according to the concept of course graduation outcomes. Students give a positive response to the development of online courses (Prasetyo et al., 2017). In addition, the implementation of online lectures requires an evaluation of higher education preparation also requires evaluation from students (Rusdiana & Nugroho, 2017).

A study conducted in Pakistan with a qualitative design involving 12 lecturers and 12 students from the Faculty of Medicine and Dentistry in the City of Lahore, found that online learning during COVID 19 provides benefits as a learning system that is more manageable, comfortable and accessible. While the weakness is inefficiency and difficulty for students to understand the material in an integrated manner. Recommendations given to online learning include training lecturers in using online resources and building lesson plans that reduce mere knowledge sharing and increase interactive discussion. The study concludes that online learning provides benefits for medical and dental education institutions. Online learning promotes student-centered learning and enables them to manage study time during times of social distancing (Mukhtar et al., 2020).

Lecturers complained about the low feedback from students. Whereas the interaction between

lecturers, study materials and students accompanied by emotional and social support is very important for effective learning (Bernard et al., 2009). In a study that looked at the use of empathy-based online learning management, it was found that student learning motivation was in the good category. Learning management based on empathy is moderately correlated with students' motivation to learn online in a situation with the COVID 19 outbreak (Suryana & dkk, 2020).

One of the causes of student dissatisfaction in online learning is they cannot meet face to face with lecturers. In online learning, students complain about shorter attention spans when compared to face-to-face lectures (Bradbury, 2016). Because of this, it is important for lecturers to break down learning activities into several small activities. Lecturers need to build a dialogue with lecture participants, by giving them opportunities to ask questions. If possible, before lecture activities begin, students are given the task to read books or articles in journals or watch videos (Sandars et al., 2020).

One of the important benefits of online lectures is that this learning model causes students to become independent learners, which is an important asset as a competency that supports lifelong learning for a medical professional (Kim & Jang, 2015). Independent learning is an important component in successful online teaching and learning (Wandler & Imbriale, 2017). Learning independence is a process of careful self-design and monitoring of cognitive and affective processes in completing an academic goal (Wanti et al., 2017).

Online learning uses various types of media. Whatsapp is one of the most frequently used types of online learning platforms (Diana Novita, 2020). The use of whatsapp as an online learning medium shows that this platform helps students acquire knowledge, discuss and learn actively and interact more easily than traditional learning (Grover et al., 2020). This application can also positively support learning objectives (Zulkanain et al., 2020). WhatsApp has a positive impact on behaviors that affect the learning process such as sharing knowledge, preparation for learning, attention and participation in class (Rahaded et al., 2020).

John Sandars, et al provide some tips to support the success of online learning. These tips are to improve the lecture management stage. If there is a Learning Management System on campus, this facility should be used. Lecturers must be able to optimize the potential for online learning, optimize small group division, optimize video-based learning facilities, optimize social media, optimize the

potential for online reflection. If the lecturer cannot explain the whole material, then divide the material into small parts. Simplify the abundance of study resources available online to make it easier for students to choose study materials according to their needs. Support creativity to create online materials and activities and show how several professions work using online media (Sandars et al., 2020).

Online learning requires responsibility, independence and personal diligence of students. This may be something that is unpleasant for most students who feel comfortable with conventional methods. In the conventional method, students are more often given the material directly, without them bothering to process it themselves. Even though online learning forces students out of their comfort zone, their learning capacity will be much better. Because students become figures who not only have scientific knowledge but also master the use of information technology in the learning process.

4 CONCLUSIONS

The result of this study showed 85% of students in this study were dissatisfied with online learning. This dissatisfaction could be related to the difficulty of having discussions or expressing opinions directly, spending on quotas and the difficulty of students understanding course material.

However, it is certainly necessary to prepare and review the curriculum according to the current conditions. This includes strengthening students so that they are able to adapt well and quickly to the online learning system

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