

HEALTH STUDENT SATISFACTION WITH METHODSONLINE TEACHING DURING PANDEMIC COVID 19 IN 2020

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ABSTRACT

Learning is at the core of the educational process. The quality of education describes the quality of learning. Improving the quality of education can be done through improving the quality of learning. The COVID pandemic demands online learning even though there are many pros and cons. The purpose of this study was to determine the satisfaction of health students with the online lecture method during the COVID-19 pandemic in 2020. This type of research is quantitative with a descriptive research design, using google form to retrieve health student satisfaction data. Ppopulation, namely all health students with a sample of 427 people. The results showed that 205 respondents (48%) expressed satisfaction, 167 respondents (39%) expressed dissatisfaction, 34 respondents (8%) expressed dissatisfaction, and 21 respondents (5%) stated that they were very satisfied with the online learning method. So that it is hoped that the lecturers will be more motivated to complete the learning tools in the form of modules, videos for each lesson.

Keywords: *satisfaction, student health, online lectures*

1. INTRODUCTION

The COVID 19 pandemic in Indonesia began to occur in March 2020, starting with a positive victim in the city of Depok. After that, an increase in cases occurred throughout the Greater Jakarta area so that it became a red zone area. The National Disaster Management Agency (BNPB) issued decree number 13 A regarding the determination of the emergency period due to the Corona virus. (Novita, 2020).

Learning is at the core of the educational process. The quality of education describes the quality of learning. Improving the quality of education can be done through improving the quality of learning. However, online learning has many pros and cons, including the cons, namely: Online learning still confuses students, One of the things that is of concern in online learning is the implementation of learning. Recently, many students complained about the large number of assignments without sufficient material so that they were somewhat overwhelmed in the learning process. Even the Whatsapp, e-learning, and Zoom applications are still confusing for students (Novita, 2020).

Even though online learning using various applications is implemented, teachers and lecturers still have to pay attention to how the learning models and scenarios of learning will be carried out because learning without a careful plan will make it difficult for educators and students to achieve learning goals. In reality, there are still many educators who have an understanding that learning is a transmission of knowledge to students. This causes students to be passive, less creative and productive in developing their potential and the accumulation of information / concepts in students is less useful. It cannot be denied that the concept is very important, but it does not lie in the concept itself, but in how the concept is understood by students. The importance of understanding concepts in the teaching and learning process greatly influences attitudes, decisions, and ways of solving problems, so the most important thing is the process of learning (Sari D, 2020).

The level of student satisfaction is one measure of the quality of e-learning. The level of student satisfaction using e-learning can show that students enjoy the online learning process. Quality learning will have a high level of satisfaction for its users. One of the methods used to measure the effectiveness of learning is end-user computing satisfaction (EUCS) (Cheok M. L., and S. L. Wong, 2015). In the EUCS method, there are several factors that affect the level of user satisfaction of a media. The factors used to measure the level of satisfaction with the EUCS method include; ease of use, perceived benefits, accuracy and interaction (Purwandani, 2018)

In this study, the level of student satisfaction with e-learning vocational learning media will be measured using the EUCS method. The satisfaction level of students who take e-learning can be a reflection of the quality of online learning as a vocational learning media. Good quality of learning will produce good outcomes too. The indicators used to measure the level of student satisfaction using the EUCS method are content, accuracy, format, ease of use, and timeliness. a) Content is the content of the system in the form of system functions and also information generated by the system itself. Measuring the level of student satisfaction with online learning of vocational learning media is seen in terms of e-learning content. In this study, the content was viewed from the appearance of e-learning, and the availability of all information (material & assignments) for lectures. b) Accuracy is the accuracy between the data displayed in e-learning and the syllabus of vocational learning media. In this study, student satisfaction in terms of the accuracy of e-learning in terms of the suitability of the material and assignments presented in e-learning with the lecture syllabus. c) Form is a form of e-learning, vocational learning media. Measuring the level of user satisfaction in terms of form is seen from the e-learning display itself (Purwandani, 2018).

The level of student satisfaction in implementing e-learning reflects the quality of e-learning as a vocational learning media. Good quality learning will produce optimal learning outcomes. The high level of satisfaction can be an indication that online learning in vocational learning media courses is going well. In this study, the effect of the level of student satisfaction using e-learning in vocational learning media courses on student learning outcomes during the Covid19 pandemic will be observed.

From the results of the initial survey via online or via WhatsApp to 10 students who were undergoing online lectures or during this pandemic, where were the students I asked how they thought about online learning methods? So 8 of them answered that they said they did not like online learning, which was constrained by unstable networks, waste of internet quota used, lack

of understanding of the material provided and too many assignments given by lecturers. Based on the above phenomenon, researchers are interested in seeing the satisfaction of Health Students with the Online Lecture Method during the Covid 19 Year 2020 Pandemic.

The purpose of this study is to determine the satisfaction of health students with the online lecture method during the Covid 19 year 2020 pandemic. Where it is hoped that this research will serve as a means of identifying student satisfaction in the application of online recovery. And become input so that institutions can find other solutions related to this pandemic.

2. METHODS

This type of research is quantitative with a descriptive research design, which is a type of research that emphasizes time measurement / data observation to discuss the satisfaction of health students with the online lecture method during the COVID-19 pandemic in 2020. The population in this study were all health students at Abdurrah University totaling 2135 people. The sample is part of the number and characteristics of the population (Sugiyono et al, 2013). The research sample used a formula > 1000 population, 10-20% was taken, and the sample of this study was 427 people. (Nursalam, 2017)

3. RESULTS

Based on the research results, the following data were obtained

No	Information	Total	Percentage (%)
1.	Gender		
	Female	325	76,2
	Male	102	23,8
	Total	427	100
2.	Program Studi		
	Nurse	95	22.2
	Physiotherapy	89	20.8
	Pharmacy	93	21.8
	Medical Laboratory	115	27
	Engineering	35	8,2
	Midwife	427	100
	Total		

Table 1. Characteristics of Respondents

Based on table 1, the majority of the gender of DIII Health students at the Faculty of Pharmacy and Health Sciences, Abdurrah University, female respondents, amounting to 325 respondents (76.2%) and male respondents totaling 102 respondents (23.8%). Based on the table above, it can be seen that the distribution of the distribution of students based on study programs is almost the

same, and the majority of study programs, namely medical laboratory engineering, are 115 respondents (27%).

No	Information	Total	Percentage (%)
1	very satisfied	21	5%
2	satisfied	205	48%
3	less satisfied	167	39%
4	not satisfied	34	8%
	Total	427	100

Table 2. Student Satisfaction

From table 2, it is found that there are almost the same between satisfied and less satisfied, where respondents who said they were satisfied with online lectures were 205 respondents (48%) and those who expressed dissatisfaction were 167 respondents (39%).

4. DISCUSSION

From the research results, it was found that 205 respondents (48%) stated that they were satisfied with the online learning method, 167 respondents (39%) stated that they were not satisfied with the online learning method, 34 respondents (8%) stated that they were not satisfied with the online learning method, and 21 respondents (5%) stated that they were very satisfied with the online learning method.

This is in line with the Hutabar 2020 research, where simplicity of use, easy to understand and suitable use and the role of Lecturers when online learning takes place affect the level of student satisfaction. Health students are students who are required to master theory, practicum and clinics where direct involvement or direct practice is mandatory for the creation of professional health worker graduates. With the implementation of online learning caused by the COVID-19

pandemic, it demands the ministry to provide rules for implementing learning to all institutions online.

Based on the results of research by Prasetya (2020), most respondents stated that they were satisfied with e-learning as a vocational learning media. The level of student satisfaction can show how much e-learning can be accepted by students. The level of student satisfaction can also be a measure of the quality of online learning. Measurement of student satisfaction with e-learning in vocational learning media courses is carried out using a questionnaire. There are five factors used to measure the level of student satisfaction, namely; content, accuracy, form, ease of use, and timeliness. Based on the results of filling out the questionnaire, according to the student's perspective, the content of the e-learning vocational learning media is interesting in terms of appearance and all information about lectures is available on e-learning. From the accuracy factor, the material and assignments presented in the elearning are in accordance with the syllabus. From the form factor, e-learning has provided space to study material, collect assignments, view grades, and communicate. From the convenience factor, most respondents stated that e-learning is easy to use. From the punctuality factor, according to most respondents, the time provided is sufficient to study the material and do the assignments given

Based on the researchers' assumptions, this was obtained because the online implementation carried out at Abdurrahman University was 40:60, where 60 online were carried out not only in the form of zoom / meet / classroom, e-learning, but also lecturers making direct learning videos when related to competency learning. . So that 40% in the form of clinical practicum carried out according to the health protocol can be directly absorbed by students. Students have been given theories, videos, learning modules to support these online activities.

5. CONCLUSION

From the results of the study, it was found that 205 respondents (48%) stated that they were satisfied with the online learning method, 167 respondents (39%) stated that they were not satisfied with the online learning method, 34 respondents (8%) stated that they were not satisfied with the online learning method, and 21 respondents (5%) stated that they were very satisfied with the online learning method. So it is hoped that the lecturers will be more motivated to complete the learning tools in the form of modules, videos for each lesson.

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