

Factors Affecting The Learning Satisfaction Of Faculty Dharma Duta Students In Entrepreneurship Courses

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Abstract

Learning satisfaction is a factor that cannot be ignored in the learning process. From the mass Covid-19 pandemic to the present, students learn with two systems, namely online learning and offline learning. Of course, these two things produce different learning satisfaction. This study aims to: 1) describe student learning satisfaction in the Entrepreneurship course in online learning; 2) describe student learning satisfaction in the Entrepreneurship course in offline learning and 3) analyze factors that affect student learning satisfaction in the entrepreneurship course. This research is classified as qualitative descriptive research. The population of this study is students of the Faculty of Dharma Duta class of 2021 and 2022. Samples were taken as many as 130 respondents using *purposive sampling techniques*. The research instrument is a learning satisfaction questionnaire consisting of 26 statements. The data is analyzed descriptively. The results of the study are as follows: 1) student learning satisfaction in online learning is classified as satisfied; 2) Student learning satisfaction in offline learning is classified as very satisfied and 3) Factors that affect student learning satisfaction are learning facilities, the quality of lecturers in teaching, learning interaction and assessment in learning.

Keywords: Factor; Learning Satisfaction; Student; Entrepreneurship

Introduction

The situation of the COVID-19 pandemic has made the government adapt to various fields in order to prevent the spread of the outbreak that attacks the respiratory tract. One of the policies carried out is the policy of learning from home (Wijaya et al., 2021). The learning from home policy in question is that teachers and learners carry out learning without meeting face to face and going to school or known as online learning because it utilizes internet facilities (Indarti et al, 2021).

Online learning takes place from basic education to higher education, including the Faculty of Dharma Duta State Hindu University I Gusti Bagus Sugriwa Denpasar. Since the pandemic situation, faculties and universities have implemented online learning in all courses in the curriculum except practical courses whose implementation is adjusted to health protocols. One of the courses that carry out online learning is the Entrepreneurship course. This course is a course that aims to equip students related to the concept of entrepreneurship so that they have a soul *entrepreneurship*. The implementation of online learning in the Entrepreneurship course is carried out synchronously and asynchronously (Krisdayanthi et al, 2023).

In 2022, the pandemic situation is improving. Various concessions have been set by the government, including in the field of learning. Learning activities have begun to be carried out face-to-face or offline on a limited basis. Offline learning activities certainly provide a different atmosphere from online learning. This certainly has an impact on learning satisfaction which certainly has differences. Research conducted on elementary school students reported that students are more satisfied learning in an offline atmosphere than offline (Radhika, 2022).

Based on this, researchers are interested in conducting research related to factors that affect student learning satisfaction in the Entrepreneurship course. This research is certainly expected to be one of the references for policy makers at the faculty and university levels related to the implementation of learning both online and offline. This research has novelty (*Novelty*) i.e. this research was conducted descriptively qualitatively and used a considerable number of samples.

Method

This research is included in qualitative descriptive research. The population of this study is students of the Faculty of Dharma Duta class of 2021 and class of 2022 which totaled 475 students. The sampling technique is to use the technique *purposive sampling* That is sampling based on the conditions set by the researcher. The requirement set by the researcher is that the student has attended the Entrepreneurship course both offline and offline. Based on this, a sample of 130 students was finally obtained. The instrument used in this study was a learning satisfaction questionnaire developed by Aman (2009) consisting of 26 statement items. The entire statement was divided into five components, namely learning comfort as many as 4 items, learning objectives as many as 4 items, learning assessments as many as 5 items, learning resources as many as 5 items, lecturer and student interaction as many as 4 points and the quality of learning media as many as 4 items. Before being distributed to respondents, the research instrument was tested for validity and reliability. The validity test is carried out in two stages, namely expert validity tests and field validity tests. The expert validity test uses two experts, namely the field of learning technology and education management. The results of the expert validity test get a score of 1.00 which means it is very valid. Field validity tests were conducted on 30 respondents and the results were measured by correlation *product moment*. As a result, all correlation prices are above 0.3, which means they are valid. Reliability tests are carried out with *Alpha Cronbach* and shows a price of 0.9 which means it is very reliable. Data analysis is done descriptively. Based on the questionnaire that has been filled out by respondents, a study and analysis of data by researchers is carried out so that conclusions are obtained about factors that affect student learning satisfaction. The data is presented in the form of a narrative presentation.

Results and Discussion

1. Student Learning Satisfaction in Online Learning

Based on the results of data analysis, it can be stated that students of the Faculty of Dharma Duta (FDD) expressed very satisfied with the learning of the Entrepreneurship Course with an online learning model. In addition, if the analysis is based on aspects of learning satisfaction, in online learning aspects of learning quality, learning comfort and learning objectives are on the criteria of very satisfactory. Three other aspects, namely learning interaction, learning assessment and learning resources, are on the criteria of satisfaction. In the Entrepreneurship course, the course lecturers are quite successful in carrying out quality online learning. The online learning tools used can be synchronous and asynchronous online learning. Synchronous online learning is online learning where lecturers and students can interact directly and *real time*. Then asynchronous online learning is online learning where lecturers and students interact within wider and non-time constraints *real time* (Rahma, Nuzulia & Setyaningsih, 2021). The learning devices used are generally applications *zoom cloud meeting* for synchronous online learning and *WhatsApp Group* For asynchronous online learning (Hignasari & Wijaya, 2020). Lecturers carry out synchronous and asynchronous online learning in turns according to

the situation, conditions and requests of students. This makes students feel very satisfied with the quality of learning the Entrepreneurship course with an online learning system.

In addition, the use of various learning media by lecturers during online learning allows students to achieve learning goals. Lecturers use various media that are audio-visual in nature. If examined with theory *dual coding* developed by Paivio states that humans have two information processing systems, namely verbal and visual (Ed, Aaron, and Jessica, 2012). If both systems are activated simultaneously and integrated, information will be conveyed and received optimally (Pajriah & Budiman, 2017). Then, lecturers every time they start a lecture always convey learning objectives through the learning media used so that students understand the learning objectives from the beginning and are motivated to follow this lecture. In addition, students are also very comfortable learning with an online learning system. This is because with online learning, students can follow lectures from where they want and a supportive situation. In addition, more flexible lecture times make them feel more comfortable with the online learning system (Indrawan, Saskara, & Wijaya, 2019).

Then aspects of learning interaction, learning assessment and learning resources are on the criteria of satisfaction. For learning resources, during online learning students are only able to access learning resources that are of a nature *Online* and difficulty accessing learning resources *offline* (Indrawan et al., 2022). This is because during the Covid-19 pandemic it was urged to reduce traveling outside the home and most students were at their respective homes, which in fact the distance from the campus library was relatively far so that access to learning resources in the form of *hardcopy* is a bit limited.

Regarding learning assessment, online learning systems make the learning assessment process less valid and holistic (Sari, 2021). Students feel that the assessment carried out by lecturers during online learning is only limited to cognitive assessments measured by test scores and assignments alone. While the process assessment is not carried out. It can be understood that during online learning, lecturers are rather difficult to assess processes such as the level of student activity in lectures and other assessments. In addition, during the pandemic, many students' scores have increased considering that the assessment is carried out with an exam pattern *open book* or assignments so as to reduce the competitive atmosphere of students in class.

Regarding learning interaction, it must be admitted that in the online learning system the interaction between students and students with lecturers is less than optimal. They find it difficult to carry out physical interaction, especially in doing lecturer assignments. In addition, minimal physical interaction makes it difficult for them to foster a good communication culture, especially oral communication. In addition, online learning also makes student participation in learning less optimal due to technical constraints (network and internet quota) and lecturer control over student attendance which is still not optimal.

2. Student Learning Satisfaction in Offline Learning

The results of the study stated that Dharma Duta Faculty students were very satisfied with the learning of the Entrepreneurship course with an offline learning model. When viewed from the aspect of learning satisfaction, all components are in the criteria of very satisfied. The highest aspect is the convenience of learning and the lowest aspect is the assessment of learning.

Offline learning is learning that occurs where lecturers and students are at the same time and space (Pratama & Mulyati, 2020). It makes them very comfortable in learning. They can discuss with lecturers and all students. In addition, lecturers can also personally check students who have and have not understood the material provided. Lecturers can

also do verbal and non-verbal reinforcement to students related to the material studied. It makes them feel comfortable and very satisfied in learning. Moreover, in the lecture process, lecturers often provide *ice breaking* to restore student concentration and learning becomes more enjoyable (Khoerunisa & Amirudin, 2020). In addition, in lectures, lecturers always start by conveying learning objectives and continue with perceptions. This certainly makes students more prepared to learn and motivated to learn. After conveying the learning objectives, the lecturer continues with apperception, namely the process of associating the material that has been learned and the material to be studied (Al-Muwattho, 2018). Thus, students will feel the learning process with a meaningful learning philosophy.

Learning entrepreneurship courses with an offline learning system allows students to access various good learning resources *offline* and *Online*. Lecturers always give assignments that stimulate students to access various literature available in the library and on the internet. Thus, students will be able to achieve learning objectives and add insight related to the Entrepreneurship course.

Students can also interact physically with each other both with fellow students and with course lecturers (Marriage and Death, 2022). Students are accustomed to studying with a different group learning system in each lecture. In addition, they also do not hesitate to ask the lecturer if there is a part of the course that is understood. With the offline learning system, lecturers can explain this personally to students and use various ways so that parts that are not yet understood can be understood. In addition, in the assessment process, lecturers can conduct holistic and thorough assessments in offline learning (Hardiansyah et al., 2021). Holistic assessment is an assessment that includes process and product assessment, and a comprehensive assessment is an assessment that covers all aspects, namely cognitive, affective and psychomotor (Darmayanti & Wijaya, 2020). Process assessment is taken during lecture activities including student learning activities. Product assessment includes assessment of assignments and exams (Darmayanti et al., 2022).

In the offline lecture process, lecturers are very easy to apply various innovative lecture models. In addition, lecturers can also provide assignments to students in the form of projects or practical assignments while monitoring and assessing students' abilities in working on and completing project assignments and practices given.

3. Factors Affecting Student Learning Satisfaction in Entrepreneurship Course

Based on the results of the analysis of questionnaires distributed to students and strengthened by the results of interviews with several students, it can be concluded that factors that affect student learning satisfaction.

First, the means of learning. Quality learning will take place if there are quality learning facilities as well. When learning online, students learn by *Online* from each house. Of course, at that time they will have the readiness of different online learning facilities such as laptops, cellphones, internet networks and other facilities. Unlike the case when they study offline in a campus environment, they enjoy learning facilities that are of uniform quality. This is reinforced by the results of research by Indarti et al (2021) that learning facilities are positively correlated with student learning satisfaction during the distance learning period. Second, the expertise or ability of lecturers in teaching. Lecturers as teachers certainly have an important role in the success of the learning process (Putra, 2019). When mass online learning, of course, lecturers must adapt to teaching strategies in the network. Unlike the case when learning takes place offline where lecturers are relatively accustomed to various creative and innovative ways of teaching. In addition, when learning offline, lecturers are easier to refresh student

concentration, personal approaches and other things. Third, interaction in learning. In the learning process, there is a two-way interaction, namely fellow students and students with lecturers (Yoga and Poetry, 2020). This makes students more comfortable in learning because they can discuss in detail and ask in detail to lecturers regarding things that are not understood. When learning online, of course, student interaction will be more limited and potentially disrupted due to the ownership of online learning facilities and facilities that are not uniform. Fourth, assessment in learning. Assessment in online learning will certainly be different from assessment during offline learning, especially in terms of technical and assessment instruments. When learning offline, students feel the assessment is more holistic because they are assessed from various aspects. When learning online, the assessment carried out by lecturers tends to be only cognitive and less challenging and has the potential for cheating committed by students during the assessment process.

Conclusion

Based on the description of the results and discussion, several things can be concluded as follows: 1) Student learning satisfaction in the Entrepreneurship course in the online learning concept is classified as satisfied. Judging from the aspect of learning satisfaction, aspects of learning comfort, learning objectives and learning quality are classified as very satisfied. However, aspects of assessment, learning resources and learning interactions are classified as satisfied; 2) Student learning satisfaction in the Entrepreneurship course in the offline learning concept is classified as very satisfied. All aspects of learning satisfaction are on the criteria of very satisfied; 3) Factors that affect student learning satisfaction in Entrepreneurship lectures are factors of learning facilities, quality of lecturers in teaching, learning interaction and assessment in learning.

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