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Online Learning Course Amid Outbreaks: A Comparison of Satisfaction Between Islamic High School and High School Students

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Abstract

Amid outbreaks, with limited preparation and infrastructure, learning is carried out by all of school in Indonesia. This research is aimed to investigate the satisfaction of Islamic high school (IHS) and high school (HS) students with online learning that they have participated in during the pandemic. This research is quantitative research. Data was collected by online questionnaire which was distributed to 520 HIS students and 796 HS students in South Kalimantan. Data were analyzed by t-test to determine the significance of differences in satisfaction levels. The results found that online learning during the pandemic was carried out with various platforms, and there were no changes in the learning system: curriculum and syllabus. Online learning in South Kalimantan at the IHS/HS level is faced with problems with an internet connection, internet quota, student independence, learning design, and technical ability. The satisfaction of IHS and HS students in South Kalimantan with regard to learning is in the quite satisfactory category (average score of 2.9). The difference between the two types of education is significant 0.009, with a significance level of <0.05. Thus, H0 is rejected, and Ha is accepted.

Keywords: Online Learning Process; Online Course Satisfaction; Islamic High School and High School; LFH Problems

Introduction

The Covid-19 pandemic in Indonesia does not only have an impact on the health sector and the economy. Dramatically, the pandemic also has an impact on the learning process in madrasas/schools. In an instant without preparation, schools/madrasas must carry out distance learning which is called learning from home (LFH). A term created so that there is no explicit concept of online learning. Circular of the Minister of Education and Culture Number 4 of 2020, dated March 24, 2020, requires schools to carry out the learning from home. The circular also changes the technical implementation of exams in schools and is also followed by madrasah.

Learning from Home in principle is learning that is carried out remotely which does not require students to come to school/madrasah. In the Circular of the Secretary-General of the Ministry of Education and Culture Number 15 of 2020, it is stated that learning from home is carried out in two ways: distance learning in the network (online) and outside the network (offline). Online learning is carried out using gadgets/laptops through portals or applications. Distance learning outside the network (offline) is implemented using modules, television, radio, worksheets, and other media.

During a pandemic, online learning allows students to continue to follow learning while maintaining health (Wei & Chou, 2020). The advantages of online learning include

convenience and easy access with limitations on efficiency and academic integrity.(Mukhtar et al., 2020) Online learning is not monotonous, both in the use of time, and learning materials are easily accessible(Agarwal & Kaushik, 2020). Students from technology programs are better performance than other programs, feel comfortable, and are more satisfied with the online learning process (Xhelili et al., 2021).

In other hand, Online learning experiences various problems. In developing countries, unstable electricity and internet connections and economic limitations to buy data are problems for students in online learning (Koh & Daniel, 2022). Factors that cause students not to want online learning are the lack of school life experience, no interaction in class, health problems, and heavy assignments (Ratham, 2022). The main problems of online learning are unstable motivation, technical issues, and the absence of face-to-face interaction (Altuwairesh, 2021). In pandemics. Students feel unable to complete assignments on time (Schrenk et al., 2021).

Bayrak et al. (2020) write that satisfaction with online learning is one of the most important indicators of the learning experience (Bayrak et al., 2020). Therefore, various studies show the level of satisfaction with online learning and the factors related to it. The level of student satisfaction is at an average score of 3.45 denote neutral which is related to stimulation and attractiveness (Agyeiwaah et al., 2022). Satisfaction of students from Africa is at a low level which is the result of low emotional engagement (Tian & Lu, 2022). Student satisfaction with online learning is related to online student attributes, time management, technical competencies, and online communication competencies (Rafsanjani et al., 2021). Student online learning satisfaction is influenced by content and activity design (Yuanyuan He & Xin Fu, 2022). Motivation, interaction and the role of the teacher contribute to online course satisfaction (Thanasi-Boçe, 2021). Student dissatisfaction with online learning during the pandemic was caused by distraction and lack of focus, psychological issues, and management (Maqableh & Alia, 2021).

In the Indonesian context, education is carried out in two forms: Islamic high school and high school, online learning in during a pandemic is done in a different way. For this reason, the level of satisfaction and the significance of the difference in the level of satisfaction of the two types of schools will be examined in this study. Studies that look at the significance of differences in the levels of student satisfaction of the two types of schools for online learning during a pandemic have not yet been conducted.

Therefore, it is very important for HIS and HS to gather students views, perceptions, or opinions about the online learning experience. This will be the basis for designing, developing, and implementing online learning in HIS and HS. According to students, online learning that has been implemented for more than one year can be used as a basis for policymakers in learning management in local government for school and Mora for Islamic school. Thus, online learning is no longer emergency learning, but learning that is equivalent to face-to-face learning. In that context, the research was carried out. Opinions and perceptions will be a description of the implementation of Learning From Home in madrasas and schools at the secondary level.

Method

This research is field research by quantitative approach. Data sources of this research are students of HIS and HS in Tabalong, Hulu Sungai Selatan, Tanah Laut and Banjarmasin City, South Kalimantan, Indonesia. Participants in this study were determined by purposive sampling. They are the number of participants of IHS students is 520 people and 796 HS students.

Research instrument use an online course satisfaction scale (OCCS) questionnaire and distribute online with google form. The questionnaire contains eight statements with

four choices of answers: strongly disagree, disagree, agree, and strongly agree. Questionnaire items are adopted from Wei and Chou (2020) and Bayrak, Tibi and Altun (2020). They are

1. I am satisfied with learning style;
2. I am satisfied with the content of learning;
3. I am satisfied with the online learning time and schedule;
4. I feel satisfied with the teacher when studying online;
5. I feel satisfied with online discussions;
6. I am satisfied with the assigment;
7. I am satisfied with the test;
8. In general, I am satisfied with online learning.

Average score per item are grouped to IHS dan HS student. To find out the difference in student satisfaction between MAN and SMAN, the analysis used t-test using SPSS 23.

The hypothesis in this article

H0 : There is no significant difference between the level of satisfaction of MAN students and SMAN students in South Kalimantan with online learning during the pandemic;

Ha : There is a significant difference between the level of satisfaction of MAN students and SMAN students in South Kalimantan with online learning during the Pandemic.

Results and Discussion

1. Online Learning Process

Student satisfaction with the online learning process is a reflection of the fulfillment of their expectations of the learning process. However, on the other hand, problems in the learning process can arise from the students' independence. For example, regarding learning time, students are satisfied not because of the learning time itself but rather due to the inability of students to manage their time independently.

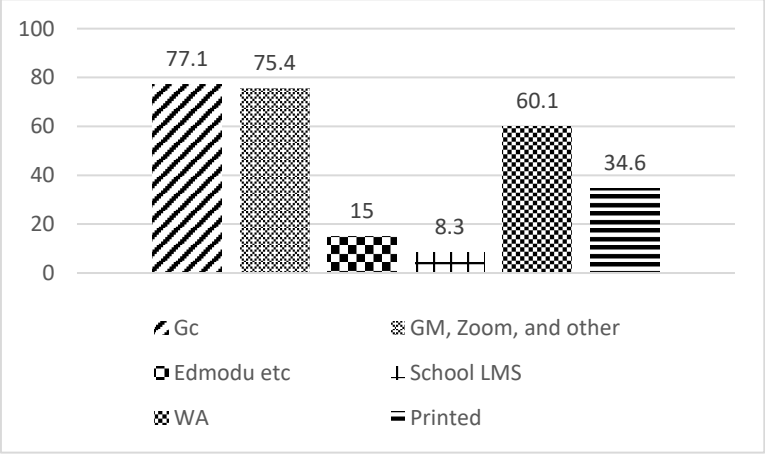

Figure 1. Platforms used

Online learning at IHS and HS in the three districts where the research is located does not have a striking difference. IHS and HS carry out learning with google classroom, google meet and other video conference app, Edmodu and other free learning management system (LMS), LMS provided by Islamic school and school, and WhatsApp. The most widely used platform in South Kalimantan is Google Classroom, followed by video streaming applications: Google Meet and Zoom Meeting. From these data, it can be concluded that free applications are the first criteria in choosing technology for online learning.

LMS development has been considered by education management as something expensive. The process of developing and maintaining a moodle-based learning management system, for example, is claimed to cost Rp. 200,000,000 per year. This was told by a manager of a private school in Banjarmasin we make e-learning for schools around two hundred million rupiahs a year, we don't know what it is for).

By using the site https://builtwith.com/ it can be seen that the school's online learning site is made with the Moodle application which can be downloaded for free and installed on the server. The LMS homepage has been changed so that it looks more attractive than the default version of Moodle. However, when compared to the Postgraduate LMS of UIN Antasari, which only requires funds of under ten million, the school's LMS is overvalued. As a comparison, the Postgraduate LMS has been integrated with the similarity Turnitin and zoom meeting, which is subscribed to about one hundred and twenty million per year.

In IHS, the e-learning application used by the IHS is not entirely made by madrasas. They use the application provided by the ministry. If they look closely, the e-learning applications used are not e-learning in general, such as Moodle, Edmodo, and applications that have received global recognition.

By using the https://builtwith.com/ site, we checked the e-learning site of the Indonesian Ministry of Religion used by IHS at http://elearning.man01bjm.sch.id/. The e-learning site was created like a website in general, not based on online learning applications that have been recognized globally. The e-learning site used by the madrasa was not built with a course management system (CMS), so it could not fully meet the needs of online learning. The thing that cannot be answered is why the Indonesian Ministry of Religion does not use a course management system application that meets online learning standards and is recognized by educational institutions in the world.

The application is different from the one used by a high school at the address https://elearning.sman1banjarbaru.sch.id/. The online learning site using the https://builtwith.com/ site can be seen that site was developed based on Moodle, which is indeed a site with a Course Management System (CMS). However, high schools that do not create e-learning sites use Google Classroom or other applications that can be obtained for free. The Ministry of National Education or local governments do not provide applications that can be used by HS in South Kalimantan.

This is illustrated by the following statement of a teacher

> If we are in Tabalong, we use google classroom, zoom meeting, and whatsapp group. Some use the LMS which was developed by several schools in Banjarmasin and Banjarbaru. We were told to use a learning.id account which is like an email, not an LMS, with unlimited capacity. The government is intensively training the use of learning id for online learning (N. NJ, personal communication, September 15, 2021).

The problem of internet quota is a problem that teachers and students complain about, as well as the following narrative:

> The online learning system has its pluses and minuses, if it’s a plus with online learning, finally both students and teachers are technology literate. However, the minus is still constrained by the frequent disconnection of the network and internet quota. There is quota assistance from the axis but 125ha t not effective because it cannot be used optimally. Plus, when using the zoom and google meet applications, students often go in and out 125ha ti the network. Mother often also reprimands students who come in and out and ask for a position in a really strong signal area to avoid this network problem earlier (R. Rwt, personal communication, July 13, 2021).

In the learning process, the teacher explains the material using video conference: google meet or zoom meeting. Google meet is more widely used because 126ha t free, and there is No. need to buy a license like zoom meeting. The use of video conferencing is very limited because it requires a large connection fee. Not all students can afford to buy a large amount of internet quota. 126ha tis the reason teachers rarely use it.

Teachers more often use GCR to send assignments or interact with students. In fact, teachers also use WA, which actually does not qualify for use in the learning process. Students send their answers or work through WA as well. For schools that have e-learning, they send assignments through the platform.

Schools that use Students' Worksheet carry out learning with assignments that are notified through WA. Students send their work via WA to the teacher. Sometimes the teacher explains via video conferencing very limitedly.

> The system at this school uses zoom, google meet, google glassroom, combined. Teachers are allowed to choose what to use. But for face-to-face only twice a month, the rest can use wa, google classroom or telegram. What the teacher feels during this online learning is the problem with mastering IT, especially this teacher, who is an old man like me, whose name is already old today, maybe tomorrow he won't remember anymore. It's not uncommon for people to study (people say) when they grow up it's rich (like) painting on water. There is training on the use of online learning applications from schools, there is also (also) colleagues, at MGMP there is also (also) training. From the students who have problems with quotas, Ulun (I) has been able to provide (advise) the kouta students, in fact, they are kawa (can) from the daily money that usually comes out when you go to school when you go to school. As long as he's online, there's No. time (he doesn't) spend money (go) or go shopping to school. The dilemma is also actually giving assignments to children, because all subjects must also give assignments. If you go offline, that day's task is finished. According to Ulun (me) online, the advantages are that it requires teachers and students to be creative, to innovate using technology (M. Md, personal communication, August 2, 2021).

Learning from home conducted by madrasas/schools has common problems related to the internet connection. Many friends complain about quotas and networks, said a student in Banjarmasin City. (A. AA, personal communication, November 8, 2021) That one sentence already shows that the problem is certain to occur in all regions in South Kalimantan. Students who live in the city of Banjarmasin only complain about the internet network, especially in rural areas.

These problems are not only experienced by students but also experienced by teachers. A teacher tells

> My house is not covered by a signal so when I teach I have to go to the back of the house near the chicken coop. Maybe the location of my house is in the middle so that sometimes there is no signal, even though the house that is farther away the internet connection is still smooth (J. Js, personal communication, July 13, 2021).

Not only internet connection problems, but teachers also experience difficulties in carrying out learning: learning methods and materials. Teachers can only do learning with video streaming which not all students can follow. On the other hand, students also think that learning is not important.

> During the pandemic, schools must put students in the next grade. Whatever happens, students must go to upper class. Finally, what happens is that students often do not submit more than half of the assignments. Even filling out the attendance 126is tis often ignored. I have to collect assignments from students (D. Dw, personal communication, August 4, 2021).

The same thing is also reflected in the following teacher's statement

> The fact is that they are collect assignments rarely (They often don't collect assignments) they need to be forced, I have to call them one by one and the most frequently excuse from them is that there is no network or no quota (I. IW, personal communication, June 13, 2021).

From the teacher's perspective, it can be seen that students tend to ignore and do not try to participate in learning: slow to collect assignments, cannot participate in learning by video conferencing due to internet connection reasons, cannot buy internet quota.

Students also complained that they did not understand about learning "in this pandemic period, there are many students who do not understand the lesson/material, because of the lack of explanation from the teacher. (A. Bb, personal communication, November 8, 2021). In online learning, explanations can only be done by the teacher using video conferencing. On the other hand, students complained about internet connection and data quota. This dilemma is faced by both teachers and students.

In such conditions, online learning during this pandemic can be said to have not been oriented to the quality of learning.

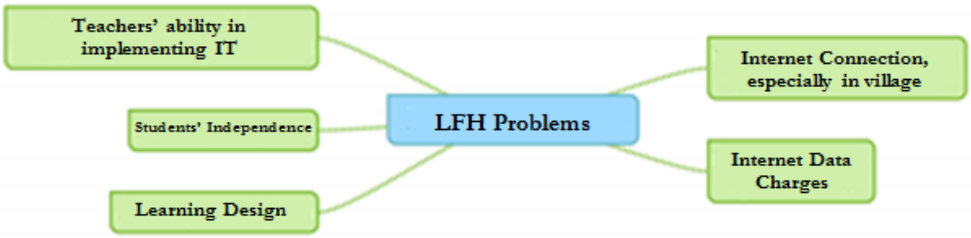

Figure 2: Problems in LfH

The learning style in online learning reflects the variety of videos, images, or audio in the learning delivered by the teacher online. The monotonous learning process with only videos is a learning style that does not have variations in learning styles.

2. Online Course Satisfaction

The level of satisfaction of IHS and HS students in terms of learning styles was on an average score of 2.9 (IHS), and 2.94 (HS) and the average for the two types of educational institutions was 2.92 See table 1. This shows that video, audio, and text-based materials are still quite satisfactory for students. On the other hand, variations in learning styles that use video, audio, and text-only at a level that is quite satisfactory for students. As for the content/learning materials provided by the teacher during the lesson, it is based on the established curriculum. During the pandemic, the curriculum and syllabus did not experience significant changes. Changes are only in the way of delivery in the learning process. The teacher does not change, for example, the form of assignments or learning materials so that they are in accordance with online learning which places more emphasis on student activity.

Active learning generally uses modules designed to make students active. Modules are generally used in distance education that does not do face-to-face. Teachers have not changed learning materials into modules that are commonly used in online/distance learning. At IHS, the average score is 2.83 (quite satisfactory), and at HS, the average is 2.9 (quite satisfactory). Thus, the average total IHS/HS in South Kalimantan is 2.865, with a satisfactory category.

Time and learning schedules in online learning are essentially not limited by a certain schedule. Online learning allows students to study whenever and wherever they want. The satisfaction of IHS students is at an average score of 2.9 (quite satisfactory), and

HS's average score is 3.05 (satisfactory). Thus, the average satisfaction of IHS/HS students in South Kalimantan is 2,975 (quite satisfactory).

In addition, satisfaction with teachers when teaching more reflects the interaction between teachers and students during learning. Interaction during online learning is very limited and can only be done via text message. Face-to-face communication with video streaming is very limited. IHS students in South Kalimantan were quite satisfied with their interactions with teachers, with an average score of 2.76. Likewise, with HS students, the average score of satisfaction is 2.87. The average satisfaction of IHS/HS students in South Kalimantan is 2.82 (quite satisfactory).

Discussions on online learning are carried out in writing. Discussions using video conferencing are very limited due to unstable connections and internet quota loads. IHS students' satisfaction with online discussions was at an average score of 2.88 (quite satisfactory), and HS students had a score of 2.87 (quite satisfactory). The average score of student satisfaction in South Kalimantan is 2.875 in the quite satisfactory category.

The assignment is a learning method that stimulates students to be more active in learning even during a pandemic. The teacher gives assignments in online learning through WAG and GCR. Students are required to have an awareness of their responsibilities in doing assignments. IHS students' satisfaction with the given task was at an average score of 3,027 (satisfactory), and HS students had a score of 3,025 (satisfactory). Thus, the average score of student satisfaction in South Kalimantan is 3.026 in the satisfactory category.

In evaluating learning in online learning, teachers experience difficulties, especially in the supervision process during tests/exams. Because learning is carried out online, the teacher cannot provide direct supervision to students. IHS students' satisfaction with the tests/tests carried out was at an average score of 3.09 (satisfactory), and HS students had a score of 3.15 (satisfactory). Thus, the average score of student satisfaction in South Kalimantan is 3.12 in the satisfactory category.

While satisfaction with the online learning process includes learning styles, learning content/materials, learning time and schedule, teachers when teaching, online discussions, assignments are given, and tests/tests carried out. The average satisfaction of IHS and HS students with the overall online learning process during the pandemic was at a score of 2.855 with a fairly satisfactory category.

Overall, it was found that HS students had a relatively better level of satisfaction than IHS students with a significant difference in satisfaction levels. However, the level of satisfaction of the two types of education is both in the quite satisfactory category.

Table 1 IHS and HS Student Satisfaction Levels

No	Question Items	IHS	HS	Sig
1	Learning Styles	2,9	2,94	0,04
2	Learning Content	2,83	2,9	0,00
3	Time and schedule of online learning	2,9	3,05	0,013
4	The teacher acts during online learning	2,76	2,87	0,00
5	Online Discussion	2,88	2,87	0,571
6	Assignments	3,027	3,025	0,808
7	Test	3,099	3,15	0,003
8	General satisfaction with online learning	2,85	2,86	0,824
	x	2,91	2,96	0,009

Overall, it was found that HS students had a relatively better level of satisfaction than IHS students with a significant difference in satisfaction levels. The difference

between the two types of education is significant 0.009, with a significance level of <0.05. Thus, H0 is rejected, and Ha is accepted. However, the level of satisfaction of the two types of education is both in the quite satisfactory category.

This research found that the online learning process in HIS and HS during the pandemic uses various platforms and has been carried out to the maximum extent possible. google classroom (GC) is most popular application for online learning amid outbreak. Previous research found that GC has advantage such as cover ease of access and use, application shopistiation, availability of facilities and infrastructure, school policy, and level of teacher and students' digital literacy skills (Suparjan Suparjan & Mariyadi Mariyadi, 2021).

Apart from that, this research found that level of online learning satisfaction (OLS) HS students is better than HIS students with significant difference. Interaction for motivation is a significant factor on online learning satisfaction (Thanasi-Boçe, 2021). OLS is influenced by student-teacher interaction determines student-student interaction which impact to student-material interaction (Bervell et al., 2020). Online learning satisfaction correlates with unstable electricity, especially in rural areas, unreliable internet and wifi connection, expensive smartphones /laptops, and high cost digital mobile technologi and mobile apps for online learning during the covid-19 pandemic (Demuyakor, 2021)

Inconsistent learning structures and layouts, such as modules, assignments, and schedule pages, affect student satisfaction (Shen et al., 2013). Learning that uses a variety of platforms can be ascertained that there is no consistency in the structure and layout of learning.

Another variable that can affect student satisfaction with online learning is self-efficacy(Shen et al., 2013). Self-efficacy is important in online learning where opportunities for interaction are less and cause social isolation. Self-efficacy is something that determines a person's motivation which is reflected in the efforts made in trying hard and surviving in difficult situations. Indicators that can show self-efficacy are 1) motivation to do things that can improve performance, 2) motivation to study harder, 3) directing oneself to set goals and high performance to achieve them. (Sunaryo & Sri, 2021)

Low self-efficacy can cause failure in the educational process. Dropping out online learning is greater than face-to-face learning cannot be separated from the influence of a lack of self-efficacy (Shen et al., 2013). Someone who has a low level of self-efficacy in learning will exert less effort, so his achievement will be lower. A person who does not have self-efficacy will ignore difficult tasks in learning but students who have self-efficacy will perceive difficult tasks as challenges. He will try to improve his abilities in order to complete the task to the best of his ability successfully.

Rabin's research, et al (2020) found that the barriers to online learning were lack of interest/relevance, timing, and lack of knowledge/technical problems (Rabin et al., 2020). Interest in the learning process is related to the ability to self-evaluate and plan strategies in learning. The higher the ability to do these two things, the less interest in learning. On the other hand, the higher the level of seeking help in the online learning process, the less interesting learning will be.

The factor of lack of time/poor planning was negatively related to the ability to design achievement targets, age, and learning strategies and positively related to the ability to manage time. The higher the ability to design learning targets and strategies, as well as age, the lower the barrier to satisfaction, namely sufficient time. However, good time management skills were not correlated with reduced barriers to satisfaction.

The last factor that can reduce student satisfaction with online learning is knowledge/technical problems. These factors are related to students self-efficacy. In

academic life, aelf-efficacy refers to whether the student believes they are capable, or not capable, of succeeding in learning (Larsen & James, 2022). The higher the self-efficacy, the lower the barrier to student satisfaction. However, the higher the external motivation and time management, the higher the barriers to satisfaction. Time management that does not remove the barriers to achieving satisfaction seems inconsistent with the general view. However, other research shows that far-reaching goals are still far from being achieved and that there is a competing intent that planning will get in the way of success (Rabin et al., 2020).

A common problem is the low level of student engagement using these various learning platforms. Therefore, in online learning, student activity must be encouraged and emphasized. In essence, learning is continuing the growth of students' cognitive level, and students need to be actively involved in achieving perfect understanding. (Baloran et al., 2021) Self-efficacy and teacher support influence self-regulated learning (Weiqin Zhou et al., 2022).

Online learning is more self-directed and requires more effort to get higher results. Students must be prepared: knowledge and behavior to be more responsible in order to face problems in online learning successfully (Robins JR, 2021) SDL has four dimensions: social, technological, methodological, and personal (Alghamdi, 2021). The social dimension is reflected in the ability to communicate and cooperate with peers as a form of independent learning. The technological dimension is a dimension that supports learning activities so that they receive knowledge and learning styles more quickly. The methodological dimension refers to students' methods for independent learning: learning by doing, working together, demonstrating, and discovering. The last dimension is the personal dimension that reflects the personality and traits of students: perseverance, flexibility, analytical ability, and self-motivation

Condon et al. (2016) divide social capital into three aspects, namely trust, hope, and close relationships between generations (Condon et al., 2016). Trust will be felt when there is dependence between someone and another person for what they need. Trust is characterized by a willingness/surrender to twists and turns and danger(Tschannen-Moran & Gareis, 2015). Once someone has been found, it will be the foundation for the next relationship. (Topor et al., 2018) Trust consists of five aspects, namely kindness, honesty/integrity, openness, reliability, and workability. (Tschannen-Moran, 2014) These aspects will build trust in the family.

Hope plays an important role in increasing motivation to participate in the educational process in schools/madrasahs and universities. Hope is an attitude that aims at the future, so it is important to continue to be nurtured and developed in a person. He wrote, without hope, we are not likely to act on our own behalf (Richard S. Lazarus, 1999). Parents who explain the impact of education on improving socio-economic status are a form of family social capital (Kuranchie & Addo, 2017).

The close intergenerational relationship in the family is reflected in the willingness of parents to invite their children to participate in activities. Parents who take their children fishing, visit grandmothers, go to the market, or do other parental activities. The more often invited or invite other people is an indicator of the level of closeness between generations (Condon et al., 2016). Social capital in the family is reflected in the willingness of family members to invite other family members to carry out activities jointly. The closeness of the relationship is reflected in the invitation of parents and children to participate in activities together so that they will be physically close.

The second capital is cultural capital. Cultural capital is an invisible resource that is reflected in knowledge, qualifications, tastes, and choices that can be seen with the level of parental education and involvement in the community (Pagulayan et al., 2021). Cultural

capital can be seen from education and professions, qualifications, work, creativity, cultural awareness, ways of expression, behavior, clothing, ways to spend free time, and cultural goods owned (Gajek & Marchlik, 2021).

Cultural capital which is reflected in positive habits will be able to increase learning outcomes. For example, reading habits or participation in art activities have a positive effect on academic achievement (Fedor, 2020). Social capital has a positive effect on a person's level of education (Emre Avci et al., 2020).

The third capital is the economic model. Economic capital is related to the family's ability to pay the cost of education. The education costs that the family must pay can be divided into several classifications. Classical research on student spending classifies expenses into quarterly expenditure (university fees, books, and school supplies, clothing), monthly (room and organizational expense), and weekly (food, clothing, laundry, transportation) (Arsdol & Jahn, 1952). Alvisa Palese et al. classifies student expenses: living (accommodation), attending lectures (transportation or parking fees), food/consumption, books, photocopy, and tuition fees (Palese et al., 2014).

Research by Juhaidi et al. (2020) found that family financial resources had no impact on the completion of education at primary and secondary levels when compared to higher education. According to them, the higher the level of education, the more financial support is needed. (Juhaidi et al., 2020) Therefore, social capital and cultural capital are relatively important for students at the secondary level.

This study provides evidence that there is a gap in student OLS levels between IHS and HS students which is a challenge for IHS. On the other hand, this research also shows various problems faced by students in online learning during the pandemic. HIS and the government must provide more support to improve the quality of learning so that IHS and HS are ready for online learning beyond outbreak.

Conclusion

Online learning during the pandemic is carried out with various platforms, and there are no changes in the learning system: curriculum and syllabus. Online learning in South Kalimantan at the IHS/HS level is faced with obstacles to the internet connection, internet quota, student independence, learning design, and technical ability. The satisfaction of IHS and HS students in South Kalimantan with regard to learning is in the quite satisfactory category and difference between the two types of education is significant Thus, Ho is rejected, and Ha is accepted. The limitation of this study is that it does not investigate the factors that influence student satisfaction with online learning at IHS and HS. Therefore, future research is recommended to examine the factors that cause differences in the satisfaction levels of IHS and HS students with online or face-to-face learning processes. In practical, this research recommend governments and policy makers to provide ongoing support for online learning not only during a pandemic. Thus, education will be accessible to the wider community without reducing the quality of learning.

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