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CORRELATION OF THE USING ONLINE LEARNING SYSTEMS (E-LEARNING) ON STUDENT LEARNING SATISFACTION

Inawati, Erwin, Musmulyadi*
Universitas Negeri Malang
Universitas Sulawesi Barat
Institut Agama Islam Negeri (IAIN) Pare Pare

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ABSTRACT

System developed education _ currently refers to the campus concept of independent or independent study so that system learning online (E-learning) can answer the challenge, because that college tall Keep going develop system learning online (E-Learning) including system studied at the Universitas Sulawesi Barat, Universitas Negeri Malang and Institut Agama Islam Negeri (IAIN) Pare-Pare. In line with the implementation of system learning online (E-Learning) is the background study collaboration to find out system usage relationship learning online (E-Learning) to satisfaction student learning. Research data was obtained from the 93 students who were the sample from four study programs (Management, Libraries, Sharia Accounting, and Sharia Tourism). Data collection techniques are taken from students' willingness to fill E-Questioner, then the data was analyzed by the method quantitative. The results of this study show that each indicator of the E-Learning system variable and student learning satisfaction obtained a positive correlation value so that it can be interpreted that the relationship between the two variables is unidirectional with the assumption that if the ease, form/features, material effectiveness, the response speed of applications/systems used and security of user privacy are getting better, then Student learning satisfaction

* Corresponding author.
E-mail addresses: inawati.fs@um.ac.id (Inawati), erwin@unsulbar.ac.id (Erwin), musmulyadi@iainpare.ac.id (Musmulyadi)

in utilizing E-Learning will also increase. The technical problems are limited internet access, server error, and limited internet quota which hinders students in the learning process using the E-Learning system.

INTRODUCTION

The movement of the industrial revolution which is increasingly leading to more modern things such as changes to date has reached the industrial revolution 4.0 which focuses on promoting the *internet of things*, changing many things, including the education system in the world in general and Indonesia in particular. The education system implemented by the Ministry of Education and Culture of the Republic of Indonesia with the slogan Campus Merdeka, which issued several policies regarding the changes that were proclaimed, one of which was to give students the right to take courses outside the Study Program and change the definition of Semester Credit Units (SKS). Universities are required to give students the right to determine the courses to be taken provided that these courses have the same characteristics, so students can take or not take credits outside their campus for 2 semesters or the equivalent of 40 credits, plus students can also take credits in the study program others in college the same high as one semester of the total semester that must be taken. (Kemendikbud RI, 2020a) .

Apart from the policies of the Ministry of Education and Culture that promote change, the changes in the industrial revolution have also changed the pattern in the learning and teaching process, based on these changes, the learning and teaching process has now entered the *e-learning system* or better known as *online lectures*, (Colvin Clark, R., & Mayer, 2016) defines *e-learning* as instruction delivered on a digital device (such as a desktop computer, laptop computer, tablet, or smartphone) intended to support learning.

The *e-learning learning process* has been widely used in various State and Private National Universities including the Universitas Sulawesi Barat, Universitas Negeri Malang, and the Institut Agama Islam Negeri Pare-Pare where each of these universities develops an *e-learning learning system* owned independently. personal data for their respective universities or using available private company applications.

E-learning is currently taking a big role in the Covid-19 virus outbreak, according to the government's recommendation regarding people's safety, so all work, learning processes, and worship are carried out in their respective homes. (Regional Cabinet Secretariat, 2020) This condition is due to COVID 19 which has infected the world community without exception for the Indonesian people that this condition requires related parties, both public and private, to develop various MLS *(Management Learning System) innovations* to meet the needs and demands of the current world of education. This MLS is not only implemented in universities but has also been used in high schools and elementary schools so that it will make it easier to do *online* learning both using synchronous and asynchronous online systems. (Kemendikbud RI, 2020b)

These conditions demand existence changes in the system learning that was previously carried out stare advance directly (*face to face*) in space must change these habits by switching to learning distance remote with the help of supporting media

and applications (Napitupulu, 2020). The existence of this transition does not come immediately accepted by the whole teachers and students, will but need long enough to get used to self-implementing learning distance remotely using the help of media and applications *online*. Learning based on electronic (E-*Learning*) that can support learning distance far not only can be done in the learning process teach where teachers and students transfer knowledge will but can also give ease in the *assessment process* learning. (Inawati & Desyana, 2020)

Along with the development of *e-learning learning, it began to* be applied in various universities nationally, to replace direct meetings, a phenomenon that occurred in *e-learning learning* which reached a point where related to knowledge transfer was hampered such as user convenience, learning *formats*, the accuracy of information effectiveness, speed of response. / speed of access for users, security, and privacy. (Faoziah & Sembiring, 2017)

Various things related to the phenomena that occur cannot be separated from this *problem solving* that can be offered is an agreement between the teacher and the student in the *e-learning learning process.* Besides that, other alternatives offered are various aspects of the process of using the learning *format*, the agreement offered is not only a formula that is profitable for both parties, as in research (Zuriati, Widyawati, Sitanggang, & Buono, 2018) with the title of user satisfaction analysis of *e-learning* Lampung State Polytechnic with the results of the study concluded that user satisfaction with *e-learning performance* is good. While the research results (Marlindawati & Indriani, 2015) with the research title measuring the level of satisfaction of *e-learning users* with the EUCS model at private universities in Palembang City, the results show that not all factors incorporated in the EUCS instrument affect the satisfaction of *e-learning users*.

Based on these conditions, this study will analyze the relationship between the use of online learning applications (*e-learning)* with student learning satisfaction during the COVID-19 pandemic at three universities, including the Universitas Sulawesi Barat Faculty of Economics, Management Study Program; Universitas Negeri Malang Faculty of Letters, Library Study Program; and IAIN Pare-Pare Faculty of Economics and Business Study Program Sharia Accounting and Sharia Tourism, these students are also the population and sample in this study.

METHOD

In this study, we used research data sources from the population represented by samples from the three universities with restrictions only on certain study programs where the authors directly implemented the *e-learning system* in the learning process. The data used in this research is primary data, according to (Erwin, 2020) primary data is obtained from the results of filling out questionnaires by respondents, the measurement design of this study uses *a Likert scale.* as for the characteristics, The sample in this study is a student from the three universities (UNSULBAR, UM, and IAIN Pare-Pare) which focus more on certain study programs with a total sample of 93 respondents. Whole The sample was obtained from the willingness of students from the three campuses in filling out this research questionnaire. The type of data used in this study is quantitative data with the data analysis process using the *Spearman rank* correlation statistical analysis method with

the help of the SPSS version 25 application, where this analysis is used to assess how well arbitrary monotonic is used to describe the relationship between two variables without making assumptions about a frequency distribution. of the variables studied. (Sarwono, 2015) In correlation analysis, the term correlation coefficient is known, which means a statistical measurement of covariance or association between two variables with a correlation coefficient of +1 to -1 which can be translated into the following criteria.

Table 1 Coefficient Value

Coefficient Value	Interpretation Results
0	there is no correlation between the two variables
> 0 - 0.25	very weak correlation
> 0.25 - 0.5	enough correlation
> 0.5 - 0.75	strong correlation
> 0.75 - 0.99	very strong correlation
1	perfect correlation

(Sarwono, 2015)

FINDINGS AND DISCUSSION

From the results of the data analysis in this study, several applications are used to support the implementation of e-learning at the Universitas Sulawesi Barat, Universitas Negeri Malang, and IAIN Pare-Pare in three different study programs. applications that are often used can be divided into two categories, firstly applications used in synchronous learning include *WhatsApp Group (WAG), Zoom Meeting* Applications, and *Google Meet* while asynchronous learning usually uses MLS such as *Google Classroom, Edmodo,* and other applications. developed by each institution.

To find out the correlation between the implementation of *the E-Learning learning system* which can be measured from five aspects including convenience, form (features), accuracy (effectiveness), media response speed, user privacy security, and student satisfaction in carrying out learning can be seen in the following table.

Table 2 Correlation Test

Correlations

			User Ease	Shape (Feature)	Accuracy (Effectivity)	Media Response Speed	User Privacy Security	Satisfaction
Spearman's rho	User Ease	Correlation Coefficient	1,000	.788 **	.548 **	.623 **	.516 **	.658 **
		Sig. (2-tailed)	.	.000	.000	.000	.000	.000

	N	93	93	93	93	93	93
Shape (Feature)	Correlation Coefficient	.788 **	1,000	.625 **	.571 **	.513 **	.639 **
	Sig. (2-tailed)	.000	.	.000	.000	.000	.000
	N	93	93	93	93	93	93
Accuracy (Effectivity)	Correlation Coefficient	.548 **	.625 **	1,000	.537 **	.402 **	.705 **
	Sig. (2-tailed)	.000	.000	.	.000	.000	.000
	N	93	93	93	93	93	93
Media Response Speed	Correlation Coefficient	.623 **	.571 **	.537 **	1,000	.476 **	.734 **
	Sig. (2-tailed)	.000	.000	.000	.	.000	.000
	N	93	93	93	93	93	93
User Privacy Security	Correlation Coefficient	.516 **	.513 **	.402 **	.476 **	1,000	.627 **
	Sig. (2-tailed)	.000	.000	.000	.000	.	.000
	N	93	93	93	93	93	93
Satisfaction	Correlation Coefficient	.658 **	.639 **	.705 **	.734 **	.627 **	1,000
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.
	N	93	93	93	93	93	93

**. Correlation is significant at the 0.01 level (2-tailed).

From the table above, it can be seen that the correlation coefficient of several indicators of the e-learning system with student learning satisfaction can be seen that in terms of the ***ease*** of use of the e-learning system, a correlation value of 0.658 is obtained or it can be interpreted that the indicators of the ease of use of e-learning have a strong relationship. strong with student learning satisfaction which can be seen in the criteria between > 0.5 - 0.75. then for the indicator of the ***form of the*** e-learning system used, a correlation value of 0.639 is obtained which means that the forms/features in an e-learning system are by the needs of students in the teaching and learning process with strong correlation criteria because they are in the criteria between > 0.5 - 0.7. in terms of ***the effectiveness*** **of** information/material delivered

through learning e-learning and student, learning satisfaction obtained a correlation value of 0.705, which means it has a strong correlation value because it is close to 1 and falls on the criteria between > 0.5 - 0.7. in terms of ***speed response*****,** The e-learning system ***application used is a correlation value*** of 0.734 which can be interpreted that it has a strong correlation with the variable of student learning satisfaction and correlation in terms ***of security and privacy user*** The e-learning system used has a correlation value of 0.627 which is also included in the criteria > 0.5 - 0.7 which means it has a strong correlation.

The overall results of the correlation test between each indicator of the e-learning system variable and student learning satisfaction obtained a positive correlation value so that it can be interpreted that the relationship between the two variables is unidirectional with the assumption that if the ease, form/feature, the effectiveness of the material, speed of application response The system used and the security of user privacy are getting better, so student learning satisfaction in utilizing e-learning will also increase. This is in line with research conducted by (Zuriati et al., 2018) that the level of satisfaction users to performance *E-Learning* is good. although the implementation of the e-learning system has a positive and strong correlation, students have some hope that the *e-learning* system used in the future can be further improved in terms of its effectiveness and efficiency as well as the material or content provided when using *online learning* by the conditions and abilities of students. as for technical constraints in the form of limited internet access, servers that sometimes error, and limited internet quotas that hinder students in the learning process by using the e-learning system used in the three study programs at the Universitas Sulawesi Barat, Universitas Negeri Malang, and IAIN Pare-Pare.

CONCLUSION

Learning using e-learning systems which are currently being developed and used in recent months, where e-learning is a form of learning innovation that can be used to support distance learning or online learning to the needs of the academic world today, given the conditions in doing face-to-face learning is still not possible. each indicator of the *E-Learning system variable* with student learning satisfaction obtained a positive correlation value so that it can be interpreted that the relationship between the two variables is unidirectional with the assumption that if the ease, form/feature, the effectiveness of the material, response speed of the application/system used and The security of user privacy is getting better, so student learning satisfaction in utilizing *E-Learning* will also increase. The technical problems are limited internet access, server *error*, and limited internet quota which hinders students in the learning process using the E-*Learning system*.

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