Level of Satisfaction of Online Learning in Mediation Lecturer Competence on Learning Motivation

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Abstract

The phenomenon in the community regarding the implementation of online learning during the Covid-19 period has become a new habit for students, students, and lecturers. The sample set in this study amounted to 100 respondents (students, students, teachers, and lecturers) in the Panai Hulu sub-district. is a coastal area in Labuhanbatu Regency with a purposive sampling technique. Each indicator must be tested for instrument validity and reliability. Precise data analysis using path analysis with IBM SPSS and AMOS applications. The results of the study show that online learning has a direct effect on learning satisfaction, lecturer competence has a direct effect on learning satisfaction, and learning satisfaction has a direct effect on learning motivation. The implementation of online learning with distance learning is almost similar, the difference in online learning during the covid-19 period has used various platforms such as google classroom, google meet, zoom, Microsoft teams, and various other online learning applications, this is a manifestation of the era of the industrial revolution 4.0 in the field of learning today more real in front of us so that it has an impact on humans in the future.

I. Introduction

The education system in the world is now experiencing various changes in the way learning is implemented since the Covid-19 outbreak was present, including in Indonesia, changes in learning that were previously face-to-face are now carried out online (Abidah et al., 2020). There is a policy of Large-Scale Restrictions (PSBB) by the Government for all agencies or companies to enforce the policy as an effort to break the chain of the spread of COVID-19 in the community. Changes that occur require all parties in it to quickly adapt to new habits that will emerge. The Ministry of Education and Culture prohibits universities from conducting face-to-face lectures and orders online lectures or learning to be held (Ministry of Education and Culture Circular Letter No. 1 of 2020) (Abidah et al., 2020).Various health protocols have been issued by the government to obtain this limited activities.

The tragedy of covid-19 that attacked the whole world resulted in the whole world carrying out education and teaching looking for alternatives, one of which was E-learning as a form of progress from the Industrial Revolution (Abidah et al., 2020). There were several first waves of the Covid-19 problem, the second economic problem related to this global pandemic, which prompted the third wave, namely the acceleration of the implementation of the industrial revolution itself (Sobrosa Neto et al., 2020). Through the Industrial Revolution

4.0, students can use it to support learning patterns and thinking patterns to develop more interesting creative learning innovations.

Online learning is a form of modern learning that has been implemented by the government in this emergency period, in the future the implementation of online learning could become an annual government program in addition to accelerating the implementation of 4.0 in the world of education so that learning between students and lecturers can carry out learning interactions with the help of the internet (virtual world). Online learning satisfaction is at the highest level, meaning that students are satisfied with the online learning that has been carried out which has an impact on learning achievement (Basith et al., 2020). The occurrence of a small significant decrease in distance learning satisfaction (Loton & Parker, n.d.). The three main categories that make it difficult to achieve online learning in educational institutions need to be developed including instructors (lecturers), pre-learning training, and other technical support (Kebritchi et al., 2017). This means that online learning that is carried out should be carried out by educational institutions in preparing facilities and infrastructure, supporting content and student participation.

This situation challenges the education system in Indonesia such as forcing all parties to switch to online teaching modes, other problems that occur to students and online learning lecturers require the availability of large quotas and require high costs to facilitate online learning needs (Dhawan, 2020). The obstacles faced by students during online learning are unstable internet networks, difficulty focusing, limited quotas, complicated applications, and preferring face-to-face learning. Online learning cannot be separated from the internet network. The difficulty of signaling is one of the obstacles faced by students who live on the coast.

The success of the implementation of online learning depends on the ability of lecturers in process of implementing online learning in this pandemic situation, during this pandemic the ability in question is the competence of lecturers in innovating and designing materials, learning methods, and what applications are by the materials and learning methods and appropriate applications. with materials and methods. Changes in online learning policies and practices related to lecturer competencies must be aligned with the curriculum and assessment (Scheopner Torres et al., 2018). The implementation of CBE meets the level set to prepare students for the future (van Griethuijsen et al., 2020). Blended learning and google classroom are very possible to be effective in implementing the teaching and learning process in the era of the industrial revolution 4.0, research was carried out before covid-19 was at its climax, but this research has been successful in future learning in schools and universities will be more interesting supported by technology applications (Butar-butar et al., 2018).

From the various explanations described above, this article aims to re-measure the implementation of online learning which is closely related to the competence of lecturers as learning facilitators with student satisfaction. The level of student satisfaction in online learning is often emphasized as one of the most important factors that reflect the quality of learning the better the quality of online learning services, the students will feel satisfied (Tj & Tanuraharjo, 2020). The existence of online learning is an opportunity for students to interact outside the classroom as an opportunity to develop and hone various personal knowledge and skills to be ready to face the globalization of human resources (Herdlein & Zurner, 2015). This has become the philosophy of implementing an independent campus for students to study outside the campus for several semesters as an effort to build student character in the community (Abidah et al., 2020).

This study seeks to measure the effectiveness of online learning that is being implemented for campuses located in coastal areas and for students, students, and lecturers whose domicile location is difficult for internet networks to motivate learning. Online learning is something new because its implementation uses various platforms such as Google

Classroom, Google Meet, Zoom, and other platforms. The novelty that is expected from this research is very close to the implementation of online learning itself, especially for students who are in the area including interest, learning motivation, and the level of student satisfaction from the implementation of online learning on campus, so that a comparison will be obtained regarding the implementation of online learning on campuses in big cities and in the regions.

II. Review of Literatures

2.1 Online Learning

Online learning as a process of transforming conventional education into digital form so that it has its own challenges and opportunities (I Gusti Agung Ayu Wulandari & Gusti Ngurah Sastra Agustika, 2020). The implementation of online learning has actually been implemented in Indonesia, previously known as distance learning. Along with the development of distance learning technology, it is becoming closer because of the media used in the implementation of the learning which is termed online learning. If we look closely, the notion of online learning is the implementation of distance learning between students and lecturers by using technology applications as a supporter of learning to display content and material from learning. Through this hybrid learning, lecturers must be able to adapt its application in different conditions (Syam et al., 2019). In this era of the industrial revolution, students are required to have special skills in carrying out creative and fun learning under these conditions (Sagita & Khairunnisa, 2020).

2.2 Lecturer Competence

That educators must have competence in using e-learning to assist in its implementation (Sagita & Khairunnisa, 2020). The development of pedagogic competencies for lecturers depends on learning design, material development, carrying out learning, and evaluating it (Sarimanah, 2017). From the explanation above, the competence of lecturers in online learning is the embodiment of the mix of soft skills of educators and their pedagogical abilities so that the output is the ability of educators to collaborate teaching techniques with supporting applications. Lecturers must have broad and in-depth knowledge of the subjects they will deliver in learning (Prasetya et al., 2020). Lecturer competence is the knowledge, skills, and attitudes in the form of intelligent and responsible actions in carrying out tasks like learning. That good competence includes knowledge, skills, confidence, and professional motivation is an important indicator for the success of online learning (Rahman, 2020).

2.3 Motivationt to Learn

Virtual learning motivation is believed to directly affect the classroom because, in its implementation social presence, cognitive presence and direct teaching attendance can improve learning achievement(Tan, 2020). The emergence of this hybrid learning model provides a variety of responses among students or lecturers in Indonesia. This hybrid learning model tends to force every student to understand the theory and practice to be successful in its implementation. Therefore, we need motivation within us to be able to translate the conditions that occur. Changes in the online learning paradigm among students and students need to be continuously evaluated so that its implementation becomes more effective and efficient. The Blended Learning Model significantly increases students' motivation and learning achievement (Firdaus et al., 2018). In his study, it showed that all aspects of the motivational dimension had increased(Santoso et al., 2017). To achieve company goals, it is

necessary to increase motivation, it is very important to develop (Syamsuri & Siregar, 2018). Motivation is one of the important factors to improve performance (Niati et al., 2021).

2.4 Satisfaction Level

Measuring the satisfaction level of online learning is a new thing in recent years in the covid-19 era. Many studies have been conducted on student learning satisfaction. Here, the level of satisfaction is more simply about the level of suitability of students in the implementation of online learning carried out during the Covid-19 emergency. Some students find online teaching quite satisfactory (Cole et al., 2014). This means that the positive response of both students and students regarding online learning is a wise attitude that must be possessed by every student or anyone to support the progress of hybrid learning besides that there is a match between the expectations of the service compared to the reality it receives (Prasetio et al., 2017). A person can be said to be satisfied if someone feels what he wants has been fulfilled (Dewi et al., 2021). Job satisfaction can be seen from several aspects such as satisfaction with the salary he receives, satisfaction with promotion fairness, satisfaction with working conditions, satisfaction with the conditions of the work environment, satisfaction with the attitude of superiors, satisfaction with co-workers and others (Siregar et al., 2020). Job satisfaction relates to a person's view of what they receive compared to what they should receive (Nasution et al., 2021). People who have job satisfaction, will be more committed in carrying out their duties (Syahputra et al., 2021).

2.5 Framework

The framework that supports this research will be described briefly to strengthen the framework that is structured as a research line of thought in strengthening the proposed hypothesis, the quality of e-learning services is measured from aspects namely the e-learning system, e-learning instructors, quality of e-learning materials, administrative services and e-learning supporting factors can influence student satisfaction in e-learning learning (Pham et al., 2019). Confirms that the effect of e-learning provides students' learning motivation (Harandi, 2015). The results of the study from his findings that the competence of lecturers has a direct influence on the quality of teaching and is perceived as good with student satisfaction (Suwarni et al., 2020). Explicitly in e-learning related to the quality of teaching and learning to maintain student motivation to learn depends on the instructional design teaching and learning to maintain student motivation to learn depends on the instructional design provided by the lecturer (Kim & Frick, 2011). Digital learning has a better positive effect on learning motivation than traditional learning, digital learning influences achievement and learning outcomes, learning motivation influences learning outcomes (Lin et al., 2017). Job satisfaction can effect commitment in working (Siregar et al., 2020 ; Zufrie et al., 2021). Siregar et al., (2019) also cited that a person's competence can increase motivation.The framework of thought that supports this research will be described briefly to strengthen the framework of thought that is prepared as a research line of thought in strengthening the hypothesis proposed:

H_1: Online learning has a direct effect on learning satisfaction.
H_2: Lecturer competence has a direct effect on learning satisfaction.
H_3: Learning satisfaction has a direct effect on learning motivation

III. Research Methods

This research adopts a quantitative descriptive approach, seeking to raise phenomena in society regarding the implementation of online learning during the COVID-19 period and the factors that influence it. The target population in this study includes students, students, teachers, and lecturers who are the parties responsible for the online learning process. The sampling technique in this study used the slovin formula (n=N/(1+ (N.e2). The total population of the Panai Hulu District was 21,686 people. The results of the calculation of the slovin formula (n=21,686/(1+(21,686.0,102)) obtained the results of 99.54 were fulfilled into 100 samples. The sampling technique that can support this research is the purposive sampling technique (the defined characteristics are students, students, teachers, and lecturers who have been and are currently participating in and implementing online learning. From the distribution of questionnaires, conducted as many as 100 respondents who returned or met the requirements. The indicators of online learning variables were five, namely (easy to understand, easy access, suitability of use, level of difficulty, and learning quality). The indicators of variable competence of lecturers were seven namely (level of knowledge, skills, personal character, guiding, responsibility, communication, and authority). The indicator of the variable competence of lecturers is seven, namely (the level of knowledge, skills, personal character, guiding, responsibility, communication, and authority). There are five indicators of satisfaction level variables, namely (quality of material, interesting material, appropriate media, easy to digest, and fun. Indicators of learning motivation variables are three, namely (self-motivation, enthusiasm, and confidence). Each indicator must be tested for instruments namely validity and reliability While the right data analysis, the researcher decided to use path analysis with IBM SPSS and AMOS applications which aimed to see the direct effect. Determine the level of instrument validity and to determine the level of instrument consistency if the validity value above 0.30 was declared valid (Ulfah et al., 2020). From the table above, it is known that the indicator variable for lecturer competence, namely personal and authoritative character, each has a corrected item-total correlation value below 0.30 so it is declared invalid. Until the researcher decided to discard the invalid indicator. That the reliability index is 0.60, when viewed from the data above that the Cronbach alpha value of all variables has a value greater than 0.60 so it is declared reliable (Royadi et al., 2018).

IV. Discussion

Hypothesis Test

To find out the path analysis model in this study, as follows:
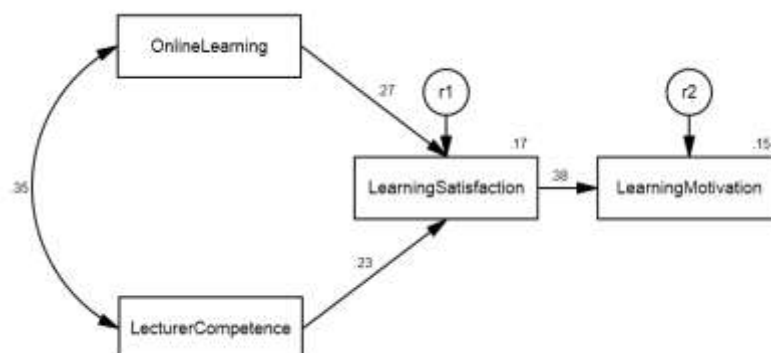
Source: Amos Output, 2021
Figure 1. *Path Analysis Model*

Based on the path analysis model, a good model is obtained, this can be seen from the table below:

Table 1. *Regression Weights*

Variabel			Estimate	S.E.	C.R.	P	Information
Learning Satisfaction	<-	Online Learning	.227	.094	2.414	.016	Signifikan
Learning Satisfaction	<-	Lecturer Competence	.251	.120	2.084	.037	Signifikan
Learning Motivation	<-	Learning Satisfaction	.263	.072	3.624	***	Signifikan

Source: Amos Output, 2021

Based on Table 2 above, the results of testing between variables can be obtained as follows:

1. H1: Online learning has a direct effect on learning satisfaction while the test results obtained a CR value of 2.414 > 1.96 and a p-value (0.016) less than 0.05. This means that there is a match between the hypothesis and hypothesis testing, namely that online learning has a direct effect on learning satisfaction. The implementation of online learning has actually been carried out in Indonesia, previously known as distance learning. Along with the development of distance learning technology, it is becoming closer because of the media used in the implementation of the learning which is termed online learning. If we look closely, the notion of online learning is the implementation of distance learning between students and lecturers by using technology applications as a supporter of learning to display content and material from learning. Through this hybrid learning Lecturers must be able to adapt its application in different conditions (Syam et al., 2019). In this industrial revolution era, students are required to have special skills in carrying out creative and fun learning under these conditions (Sagita & Khairunnisa, 2020).

2. H2: Lecturer's competence has a direct effect on learning satisfaction while the test results obtained a CR value of 2.084 > 1.96 and a p-value (0.037) smaller than 0.05. This means that there is a match between the hypothesis and hypothesis testing, namely the competence of lecturers has a direct effect on learning satisfaction. That educators must have competence in using e-learning to assist its implementation (Sagita & Khairunnisa, 2020). Lecturer's pedagogic competence development depends on learning design, material development, carrying out learning, and evaluating it (Sarimanah, 2017). From the explanation above, the competence of lecturers in online learning is the embodiment of the mix of soft skills of educators and their pedagogical abilities so that the output is the ability of educators to collaborate teaching techniques with supporting applications. Lecturers must have broad and deep knowledge of the subjects they will deliver in learning (Prasetio et al., 2017). Lecturer competence is the knowledge, skills, and attitudes in the form of intelligent and responsible actions in carrying out tasks as learning.

3. H3: Learning satisfaction has a direct effect on learning motivation while the test results obtained a CR value of 3.624 > 1.96 and a p-value (0.000) less than 0.05. This means that there is a match between the hypothesis and hypothesis testing, namely the competence of lecturers has a direct effect on learning motivation. Measuring the satisfaction level of online learning is a new thing in recent years in the covid-19 era. Many studies have been conducted on student learning satisfaction. Here, the level of satisfaction is more simply about the level of suitability of students in the implementation of online learning carried out during the Covid-19 emergency. Some students considered online teaching quite

satisfactory (Cole et al., 2014). This means that a positive response from both students and students regarding online learning is a wise attitude that must be possessed by every student or anyone to support the progress of hybrid learning besides that there is a match between the expectations of the service compared to the reality it receives (Prasetio et al., 2017). The emergence of this hybrid learning model provides a variety of responses among students or lecturers in Indonesia. This hybrid learning model tends to force every student to understand the theory and practice to be successful in its implementation. Therefore, we need motivation within us to be able to translate the conditions that occur, changes in the online learning paradigm among students, and students need to be continuously evaluated so that its implementation becomes more effective and efficient. Confirmed that the Blended Learning Model significantly increased student motivation and achievement(Firdaus et al., 2018). In his study showed that all aspects of the motivational dimension had increased(Santoso et al., 2017). From the explanation of the studies above, it is directed that motivation in student self-study is so important for the sake of running smoothly so that motivation can be interpreted as an inner urge to accept good things.

V. Conclusion

The conclusion of this study states that all the hypotheses proposed are by the results of the research that have been tested. This is reinforced by relevant references confirming that online learning can provide learning satisfaction to students who are supported by good competence and motivation in responding to it so that the implementation of online learning becomes commonplace in the future. The implications of this research concerning finding several things to consider regarding the implementation of online learning both in the country and in urban areas are strongly supported by the right technology so that the success of online learning is easy to realize, while this study takes the object of people living on the coast of Labuhanbatu Regency, as we know. in terms of supporting facilities, especially technology is not adequate as in big cities. The suggestions that can be conveyed are that students' learning motivation in this study during online learning is very important to be monitored, controlled, and developed empirically to obtain important information in future research, the sample size needs to be increased by other researchers and the development of variables or indicators right.

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