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Student Satisfaction in Terms of Creativity and Mastery of Lecturer Materials in Online Learning

by Damai Apri

Student Satisfaction in Terms of Creativity and Mastery of Lecturer Materials in Online Learning

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ARTICLE INFO	ABSTRACT
	This study aims to analyze the level of student satisfaction with Indonesian language lecturers in terms of creativity and material mastery during online lectures for second semester students of the 2020/2021 academic year at Sanata Dharma University. The number of samples as many as 150 students were selected randomly by using probability sampling technique of simple random sampling type. Sampling in the study was calculated using the minimum sample determination table according to Krejcie and Morgan with a 95% confidence level. This type of research is survey research with a quantitative descriptive approach and uses a survey research design with descriptive analysis techniques. The instruments used to measure creativity and mastery of lecturer materials are questionnaires, observations, and interviews. The criteria used refer to the criteria for the percentage of success intervals, namely very high, high, medium, less and very less. The results showed that the level of student satisfaction with subject teachers, creativity skills and mastery of lecturer materials in online learning obtained an average score in the very high category.

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1. INTRODUCTION

Barnes (Toni, 2011) says that satisfaction is the customer's response to the fulfillment of needs. Student satisfaction is important in the learning process to determine the emotional state of students towards the material studied in learning. Student satisfaction can also be interpreted as the extent to which the expectations and desires of students towards teaching and learning activities are expected with the reality received by students (Harmen, Agustini, & Aprinawati, 2019). The creation of student satisfaction can provide several benefits, including harmonious relations between universities and students, providing good information or recommendations to prospective students by word of mouth (word of mouth) which is beneficial for universities (Sulastri, 2017). Word of mouth is part of a form of communication that is commonly used by the public, even to promote through word of mouth, a very

effective way to influence others (Sugiyanto, 2021). Students who feel satisfied can indirectly use it as an effective promotional tool. The spearhead of student satisfaction is the quality of the lecturers. As a party that carries out the production process or delivers educational services to students (Dafroyati, 2016). This is because, good or bad education depends on the quality of lecturers in lectures.

The quality of lecturers can be assessed based on the quality of lecturers' performance, especially in the field of teaching change. The quality of teaching by lecturers should be oriented towards teaching into learning, passive students becoming active learners, faculty-centred to learner-centered, solitary learning to interactive and cooperative learning, and classroom learning to community learning (Brodjonegoro, 2002). The direction of this change is clearly towards a creativity in the field of learning. Creativity is the ability to find possible answers to a problem where the emphasis is on quality, dependability, and diversity of answers (Al-Tabany, 2014). In addition to creativity, a mastery of material in educational learning is also needed. Educational learning is not just transferring knowledge into the human brain but dealing with attitude development in order to build mature and mature humans, not only acquiring knowledge but also applying that knowledge. The direction of this mastery clearly leads to an interesting method or model that can be used in the field of learning.

The importance of creativity and mastery of material, lecturers should pay attention to creativity and mastery of material in lectures. However, during the Covid-19 pandemic, all forms of learning are held online. Online learning and working from home for educators are changes that must be made by lecturers to continue teaching students (Argaheni, 2020). Online education has the aim of improving the quality of education and the relevance of education as well as increasing equitable access and expansion of education (Wahyudin, 2020). The approach to learning methods used during online learning is informative lectures, group discussions, and making learning tools. Because efforts to foster student satisfaction with learning need to use interesting learning methods.

Sanata Dharma University, as a university engaged in services in entering increasingly fierce business competition, must be able to provide satisfaction to students. The student satisfaction factor has a very important role for universities to maintain their existence and development (Wahyuningsih & Suardi, 2018). In order for students to get satisfaction as consumers, Sanata Dharma University needs to implement lecturer performance in accordance with the quality of lectures that refers to the standard of the learning process, so that student satisfaction as customers will be fulfilled. In practice, the level of student satisfaction at Sanata Dharma University is relative, that is, it depends on each student's perception of the lecturer's performance. Therefore, lecturers must always try to continuously improve service (performance) that is oriented to meeting student needs and satisfying student desires. Lecturers must know the needs and desires of students so that factors that can cause student dissatisfaction are known early and anticipated through various service improvement actions.

Research related to the level of student satisfaction with lecturer performance has been carried out by several researchers, including: 1) Dafroyati (2014) examined student satisfaction with lecturer performance in learning in majors and study programs within the scope of Poltekkes, Ministry of Health, Kupang. The results showed that the level of student satisfaction was high, it was seen from the aspect of lecturers who used interesting learning strategies by 78%, the use of interesting learning media by 51%, using clear and easy to understand language by 55%, and attractive appearance by 66% . 2) Harmen, Agustini, Aprinawati (2019) analyzed the level of student satisfaction with learning methods and media in the human resource management course in the second semester of class A in the management department. The results showed that students were satisfied with the media provided and the methods used. This is evidenced by obtaining answers to the use of media (78-95%) and learning methods (67-95%) on each indicator tested. 3) Sulastri (2016) analyzed student satisfaction with lecturer performance. The results showed that the lecturer's performance was not fully in line with the student's expectations because the value of the level of conformity was 97.33% less than 100%.

Based on previous research and the importance of student satisfaction on lecturer performance, the researcher wants to examine the extent to which lecturers at Sanata Dharma University carry out lectures according to lecture quality standards in terms of creativity and material understanding

through observation, interviews, and distributing questionnaires, with the focus of the research object being students. semester II in the 2020/2021 academic year in the "Advanced Indonesian Language" course. Based on the description of the background, the formulation of the problem in this study is 1) how is the level of student satisfaction with lecturers in terms of creativity in online learning? 2) how is the level of student satisfaction with lecturers in terms of the aspect of mastery of the material in online learning? From the formulation of the problem, the objectives of this study are 1) to determine the level of student satisfaction with lecturers in terms of creativity in online learning 2) to determine the level of student satisfaction from lecturers in terms of mastery of material in online learning.

2. METHODS

Types of research

This type of research is a survey with a quantitative descriptive approach, where the phenomenon to be studied is an event that has passed or is in progress, in this context an online learning process. Yusuf (2013) said that quantitative descriptive research is one type of research that aims to describe systematically, factually, and accurately about the facts and characteristics of certain populations, or try to describe phenomena in detail. Survey research is also defined as research that takes samples from a population and uses a questionnaire as a data collection tool (Effendi, 2012).

Survey research requires data analysis to determine the level of student satisfaction, creativity, and mastery of lecturer materials in online learning. In this study, the researcher used a probability sampling technique of simple random sampling in determining the sample. Probability sampling is the process of selecting a sample that is carried out randomly and objectively, in the sense that it is not based on the wishes of the researcher, so that each member of the population has a certain opportunity to be selected as a sample (Abdurahman, 2011). Sampling in the study was calculated using the minimum sample determination table according to Krejcie and Morgan with a 95% confidence level and 5% error, so the error rate tolerated by the researcher was 5%. Based on these calculations, the number of samples used in this study were 73 students.

Validity and reliability

Anderson, et al (in Arikunto, 2016) mentions "A test is said to be valid if the test measures what it is intended to measure". Testing the validity of the instrument in this study is construct validity. Construct validity means that a measuring instrument is said to be valid if it is suitable or in accordance with the theoretical construction in which the test was made. The research questionnaire was tested on the respondents, then the results of each questionnaire item were correlated with the total score (Product Moment correlation). The following is the Product Moment correlation formula from Karl Pearson:

$$r_{xy} = \frac{\{N(\Sigma XY)\} - \{(\Sigma X) - (\Sigma Y)\}}{\sqrt{\{N(\Sigma X^2) - (\Sigma X)^2\}\{N(\Sigma Y^2) - (\Sigma Y)^2\}}}$$

Description:
r_{xy} = product moment correlation
N = number of samples
X = item score
Y = total score
ΣX = number of item scores
ΣY = sum of the total score
ΣX^2 = sum of the squares of the score
ΣY^2 = the sum of the squares of the total score
ΣXY = the number of times the item score and the total score (Arikunto, 2016).

Furthermore, r_{xy} is compared with r_{table} with a significant level of 5%. If r_{xy} is smaller than r_{table} then the item is said to be valid and otherwise the item is said to be invalid. Based on 30 items of

questionnaire questions from the aspect of creativity that were tested, 23 of them were declared valid and used. In addition, from the 40 items of the questionnaire in terms of mastery of the material being tested, 30 of them were declared valid and used.

The reliability analysis technique in this study is the Cronbach's Alpha technique or the Alpha coefficient. Alpha coefficient formula is as follows:

$$r_v = \left(\frac{(k)}{k-1}\right)\left(\frac{1-\Sigma\sigma b^2}{\sigma^{2t}}\right)$$

Description:

r_v	=	Instrument reliability
$\Sigma\sigma b$	=	Number of item variances
k	=	Lots of questions
σt	=	Total variance

Arikunto (in Hendriana & Sumarmo, 2014)conveys the reliability criteria as follows:

Table 1. Reliability Criteria

Vulnerable yield	Category
$0,00 < r \leq 0,20$	Very low
$0,20 < r \leq 0,40$	Low
$0,40 < r \leq 0,60$	Currently
$0,60 < r \leq 0,80$	Tall
$0,80 < r \leq 1,00$	Very high

Based on the results of the reliability of the creativity and mastery of the tested material, the results obtained were 0.632 and 0.768, so a conclusion can be drawn that the data is reliable in the high category.

Research Instruments

Hikmawati (2017) said that research instruments are research tools to measure natural and social phenomena that are the focus of researchers, specifically all of these phenomena are called variables. In this study, the researcher used a questionnaire sheet containing closed questions. Closed question questionnaires were used to determine the level of student satisfaction with creativity and mastery of lecturer materials. The measuring instrument used is the Likert scale. The Likert scale is used because the measurement uses the dimensional unit of a multidimensional variable (Sudaryono, 2016). This measurement scale will get a firm answer, namely by putting a checklist (√) on the answer items "Very high", "high", "medium", "low", and "very low". Students are not allowed to give answers other than the answer choices that have been determined (Effendi, 2012). Question items/questionnaire statements are compiled based on a grid that has been created using indicators on each variable and disseminated with the help of google forms because it adjusts to the Covid19 pandemic conditions to be more effective and efficient.

The researcher also used a structured interview guide sheet to find out things in depth related to the respondents' answers from the results of the completed questionnaire. The researcher conducted interviews with student representatives in each class 2A to 2B so that the data obtained was truly in accordance with the actual situation. This is done to minimize student answers that do not match the real situation. In addition, it is disseminated using google forms because it adapts to the Covid-19 pandemic conditions to be more effective and efficient. Lecture observation sheets are used as observations of the course of the lecture process with Zoom. Observations were made by placing a checklist (√) on the score with the provisions of "1 (very low)", "2 (low)", "3 (medium)", "4 (high)", "5 (very high)".

Data analysis technique

Data analysis in this research is quantitative descriptive statistical analysis technique with survey research type. The stages of data analysis carried out include editing, coding, and tabulation stages. The stages of data analysis were carried out to determine the level of student satisfaction, creativity,

and mastery of lecturer material in online learning, using a Likert scale. According to Sugiyono (2017) the Likert scale is used to develop instruments used to measure attitudes, perceptions, and opinions of a person or group. The Likert scale has gradations in the form of words as shown in the intervals in the following table:

Table 2. Data on trend grouping
Questionnaire Average Score

Ideal Score Interval	Category
$X > Mi + 1,8\,SBi$	Very high
$Mi + 0,6\,SBi < X \le Mi + 1,8\,SBi$	Tall
$Mi - 0,6\,SBi < X \le Mi + 0,6\,SBi$	Currently
$Mi - 1,8\,SBi < X \le Mi - 0,6\,SBi$	Low
$X \le Mi - 1,8\,SBi$	Very low

(Sukarjo, 2006)

Description:

X = the score obtained in filling out the questionnaire

SBi = The ideal standard deviation of the overall score of the questionnaire

$\frac{1}{6}$ *(highest score − lowest score)*

Mi = *ideal average score for the whole questionnaire*

$\frac{1}{2}$ *(highest score + lowest score)*

3. FINDINGS AND DISCUSSION

This study was raised from the problem of implementing lectures, especially in terms of student satisfaction with creativity and mastery of lecturer material in online learning. So this study aims to determine the level of student satisfaction with creativity, and mastery of lecturer materials in online learning. The instruments in this research are observation sheets, interview guidelines, and questionnaires. The instrument has been tested on students and is declared suitable for use.

Observation Sheet Result Data

The activities assessed are activities carried out by Indonesian language lecturers during the online learning process, whether they are in accordance with the steps of the learning model that have been submitted to researchers or not. The assessment is carried out by observers, namely the researchers themselves in Indonesian language courses class IIA to IIF. Here are the results:
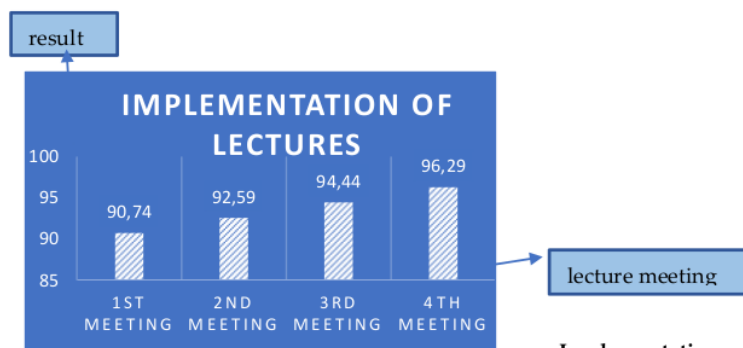

Figure 1. Lecture **Implementation** **Diagram**

Based on the picture above, it can be concluded that the implementation of online learning has increased in every meeting, where the first week meeting is 90.74%, the second week meeting is 92.59%, the third week meeting is 94.44% and the fourth week meeting is 96.29% . From these results, the mean will be searched to find out the success criteria achieved in the implementation of lectures with the following formula: $\frac{Total\ skor\ keseluruhan}{Skor\ Maksimum}x100=\frac{203}{216}x100$ = 93,98%. With the acquisition of a percentage score of 93.98%, the implementation of lectures seen from the aspect of student satisfaction with Indonesian language lecturers can be said to be very high.

Student Satisfaction Questionnaire Result Data in terms of Lecturer Creativity Aspects in Online Learning

Data on student satisfaction from the aspect of lecturer creativity when teaching consists of 23 questions/statements, measured using a Likert scale with a score of one to five and distributed to 150 students/respondents. Sturges formula 1+3.3 log 150= 8.181 is brought closer to 8. The data range is 95-72=23. The class interval length of each group, which is 2.811, is brought closer to 3. The following is a table of frequency distribution of student satisfaction data on aspects of lecturer creativity in online lectures.

Table 3. Distribution of Satisfaction Frequency Students on the Aspect of Creativity

Interval		Frequency	Percent
72	74	0	0%
75	77	0	0%
78	80	2	1%
81	83	4	3%
84	86	10	7%
87	89	22	15%
90	92	46	31%
93	95	64	43%
Amount		150	100%

The data in table 3 above is processed to obtain descriptive statistical values with the help of SPSS 24 software. The results of the analysis are shown in table 4 below:

Table 4. Data Description of the Results of the Satisfaction Survey Questionnaire Students from Lecturer's Creativity Aspect

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
kreativitas	150	23,00	72,00	95,00	90,9533	4,29506	18,447
Valid N (listwise)	150						

$$Average\ score = \frac{Mean}{Skor\ Max\ Ideal}X100\% = \frac{90,953}{95}X100\% = 0,957$$

So it can be concluded that the student satisfaction survey on the aspect of lecturer creativity in learning obtained an average score of 0.957 (96%). To find out the tendency of student satisfaction scores on the creativity of lecturers, it can be done with the following calculations:

$$\text{Mean Ideal (Mi)} = \frac{1}{2}(95 + 72) = 83,5$$
$$\text{SD ideal (SDi)} = \frac{1}{6}(95 - 72) = 3,83$$

And categorized into five categories as follows:

Table 5. Classification of Student Satisfaction Trends in Lecturer Creativity Aspects

Criteria	Interval	Frequency	Percent	Score
Very high	X ≥ 96	0	0%	A
Tall	91 < X ≤ 96	85	57%	B
Currently	87 < X ≤ 91	47	31%	C
Low	82 < X ≤ 87	18	12%	D
Very low	X < 82	0	0%	E

In the following, the circle of student satisfaction tendencies in the aspect of lecturer creativity is presented in Figure 2:
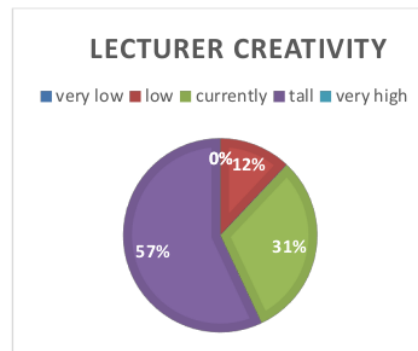
Figure 2. Satisfaction Survey Tendency Circle Chart Students Seen From the Aspect of Lecturer Creativity.

Based on table 5 and diagram 2 shows that in the tendency of student satisfaction in the aspect of lecturer creativity during online lectures, there are 85 students (57%) in the high category, 47 students (31%) in the medium category, 18 students (12%) in the high category. low, there are no students in the low category, and there is no student satisfaction in the very high and very low categories. This shows that the average tendency of student satisfaction in the aspect of lecturer creativity in online learning is in the high category.

Student Satisfaction Questionnaire Results Data from the Aspect of Material Mastery

Student satisfaction data from the aspect of material mastery consists of 23 questions/statements, measured using a Likert scale with a score of one to five and distributed to 150 students/respondents. The Sturges formula $1 + 3.3 \log 150 = 8.181$ is brought closer to 8. The data range is 122-99=23. The length of the class interval for each group, 2.811, is brought closer to 3. The following is a table of the frequency distribution of student satisfaction data on aspects of lecturer material mastery in online lectures.

Table 6. Distribution of Student Satisfaction Frequency On the Aspect of Material Mastery

Interval		Frequency	Percent
99	101	1	1%
102	104	0	0%
105	107	0	0%
108	110	0	0%
111	113	2	1%
114	116	1	1%
117	119	42	28%
120	122	104	69%
Amount		150	100%

Data in table 6 above is processed to obtain descriptive statistical values with the help of SPSS 24 software. The results of the analysis are shown in table 7 below:

Table 7. Description of Survey Questionnaire Result Data Student Satisfaction from the Aspect of Material Mastery

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Deviation	Variance
penguasaan	150	23,00	99,00	122,00	120,1600	2,59085	6,712
Valid N (listwise)	150						

$$Mean\ score = \frac{Mean}{Score\ Max\ Ideal} X100\% = \frac{120,1600}{122} X100\% = 0,984$$

So it can be concluded that the student satisfaction survey on the aspect of lecturer material mastery in online learning has an average score of 0.984. To determine the tendency of student satisfaction scores in the aspect of mastery of lecturer material during online learning, it can be done with the following calculations:

$$Mean\ Ideal\ (Mi) = \frac{1}{2}(122 + 99) = 110,5$$

$$SD\ ideal\ (SDi) = \frac{1}{6}(122 - 99) = 3,833$$

And categorized into five categories as follows:

Table 8. Classification of Satisfaction Tendencies Students on the Aspect of Material Mastery

Kriteria	Interval	Frequency	Percent (100%)
Very high	X ≥ 117	142	95%
Tall	110 < X ≤ 113	5	3%
Currently	107 < X ≤ 110	2	1%
Low	107 < X ≤ 107	0	0%
Very low	X < 107	1	1%

To make it clearer, the following is presented the circle of student satisfaction tendencies in the aspect of mastery of the material in Figure 3:

Material Mastery

■ very low ■ low ■ currently

■ tall ■ very high

1% 0% 3%

1%

95%
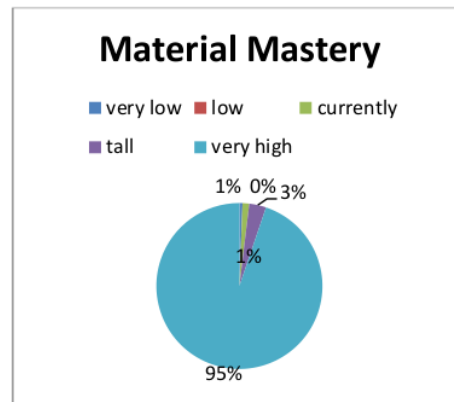
Figure 3. Circle diagram of the trend of student satisfaction surveys seen from the aspect of mastery of the material

Based on table 8 and figure 3, it shows that in the tendency of student satisfaction in the aspect of material mastery, there are 142 students (95%) in the very high category, 5 students (3%) in the high category, 2 students (1%) in the medium category, and 1 student (1%) in the very low category. This shows that the average tendency of student satisfaction in the aspect of lecturer material mastery in online learning is in the high category.

Discussion

Barnes (Toni, 2011) said that student satisfaction is important in the learning process to determine the emotional state of students towards the material studied in learning. The results of the study prove, where the total score of the observations reached 93.98%. This figure shows that Indonesian language lecturers have carried out the learning process well so as to create satisfaction for students. This is because the spearhead of student satisfaction is the quality of the lecturers. As a party that carries out the production process or delivers educational services to students. Because, good or bad education, one of which depends on the quality of lecturers in lectures (Dafroyati, 2016).

The quality of lecturers can be assessed based on the quality of lecturers' performance, especially in the field of teaching change. The direction of this change is clearly towards a creativity in the field of learning. The survey results show that student satisfaction in the aspect of lecturer creativity in online lectures is in the very good category with an average score of 0.957 (96%). This figure shows that there is creativity from the lecturers in the teaching and learning process. In addition, lecturers also apply the demands of learning in the 21st century. Educators in the 21st century are required to be creative in utilizing the development of science and technology and integrating them in the learning process (Sutrisno, 2012).

In addition to creativity, a mastery of material in educational learning is also needed. Educational learning is not just transferring knowledge into the human brain but dealing with attitude development in order to build mature and mature humans, not only acquiring knowledge but also applying that knowledge. The survey results prove that student satisfaction in the aspect of lecturer material mastery in online lectures is in the very good category with an average score of 0.984 (98%). This figure shows that the lecturer has mastered the learning material well. This is in accordance with the demands of the professional competence of educators. Professional competence also requires educators to be able to master the subject matter taught to students including the steps that need to be taken in deepening mastery of the field of study they are taught (Suprihatiningrum, 2016).

4. CONCLUSION

So, there are several things that need to be considered to improve the quality of learning in advanced Indonesian language courses online as follows: 1) student satisfaction surveys for lecturers

are very good to be carried out at least 2 times in one semester so that the level of satisfaction can be known, the level of satisfaction is known. satisfaction in the aspects of creativity and mastery of the material. 2) The questionnaire regarding the student satisfaction survey needs to be distributed widely taking into account the situation and condition of the respondents so that the resulting data is valid. 3) this survey of student satisfaction with Indonesian language lecturers is only viewed from creativity and mastery of the material in general, it is hoped that future researchers can review more specifically on the sub-indicators of creativity and mastery of the material.

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