

CHAPTER I

INTRODUCTION

1.1 Research Background

Higher education in Indonesia is directly affected by COVID-19, due to the activities of gathering together in teaching and learning activities. The Ministry of Education and Culture issues a special circular, namely the circular of the Directorate of Higher Education No.1 of 2020, to prevent the spread of Corona Virus Disease 19 (COVID-19). Through this letter, the Ministry of Education and Culture instructs higher educational institutions to conduct distance learning (study from home) via online and advises students to stay at home. It also prohibits large-group activities such as graduations, anniversaries, scientific orations, professor inaugurations, seminars, and workshops. According to these regulations, there was a sudden transition in Indonesia's learning system, which was originally from face-to-face learning to online learning, with no time to adjust.

Many colleges readily follow the instructions from this circular. One of them is Andalas University, through Andalas University Chancellor Circular No. 8 / UN.16.R / SE / 2020 regarding awareness of the COVID-19 pandemic, encourages online learning from their respective homes and also calls on lecturers and education staff to work from home. The learning from home instruction was valid from 24 March 2020 and will be reviewed according to the current situation. The increase in positive cases of COVID-19 in Indonesia has left campuses with no choice but to continue the online teaching and learning process. According to Milman (2015) the use of digital technology allows students and lecturers to be in different places during the learning process .

According to Sari (2015), online learning is a viable option in this rapidly evolving era of technology and communication. Moore et al. (2011) define online learning as “learning that uses internet networks with accessibility, connectivity,

flexibility, and the ability to generate various types of learning interactions”. Indonesia is the country with the fourth highest number of internet users in the world, after China, India, and the United States, with 196,000,000 users or around 73.7% of the populations (Pratama, 2020), means almost all Indonesian citizens already have communication tools in the form of smartphones, tablets, laptops, or computers. This really supports the continuity of online learning in Indonesia. Also, in recent years, an increasing amount of technology platforms have been extensively used to assist learning in higher education. So, the possible learning model that applies during the pandemic is online learning, there is some media that can be used in online learning such as using campus e-learning, as well as other application like zoom meetings, whatsapp group, google meet, and other application related to online learning.

Online learning aims to guide students to be more independent and responsible for their learning (Suyanto, 2005). The advantages of doing online learning is such as increasing the level of interaction between students and lecturers, because the learning can be done anywhere and anytime (time and place flexibility), Reaching students in a broad scope, and easy updating of content as well as archivable capabilities, provide a more learning experience with text, audio, video and animation which are all used to deliver information. Although online learning has many benefits, the current situation is very different from ordinary online learning applications. The COVID-19 pandemic forces every educational institution to use online learning even though many education institutions are not ready for this sudden transition. This sudden transition to the learning model has sparked quite a debate about the quality of learning and student satisfaction. The COVID-19 pandemic has forced educational institutions, including instructors and students, to move online, which is still quite common for them and they were not mentally prepared for such a shift.

Preliminary research emphasizes that student satisfaction plays a critical role in determining the success or failure of online education (Alqurashi, 2019; Kuo et al., 2014; She et al., 2020). Student satisfaction is one of the five elements of the Sloan Consortium 5 Pillars for Quality in Online Education (Sloan C) along

with learning effectiveness, cost effectiveness, access, and faculty satisfaction. All of these elements can be used to assist education institutions to continuously improve, evaluate, and develop programs and online courses in accordance with their respective missions (Moore, 2005). Student satisfaction is closely related to the dropout rate, motivation to complete education, and level of success in online learning (Alqurashi, 2019). Academic achievement and student-related outcomes are also associated with student satisfaction (Kuo et al., 2014). Student satisfaction has frequently been used to measure the effectiveness of online learning systems (Virtanen et al., 2017). There is a link between higher student satisfaction and more positive attitudes toward online learning, according to Dai et al. (2020).

Interaction in a fully online learning environment has been identified as a key aspect in determining how satisfied students are with their online education (Cidral et al., 2018). High levels of interaction with the instructor, other learners, or content, contribute to high levels of student satisfaction (Kuo et al., 2014). Students who learn online have less opportunity to interact with their instructors and classmates than those who learn in a face-to-face setting. As a result, an online learning environment that allows students to connect more with their surroundings – such as instructors, classmates, and learning content – can lead to enhanced motivational, cognitive, and affective outcomes (Zhang, 2019). On the other side, online learning self-efficacy has been shown to have a significant impact on students' learning satisfaction (Alqurashi, 2019). Online learning self-efficacy, defined as students' belief in their capacity to do academically well while using an online platform, has been identified as the strongest predictive component of student satisfaction (Jan, 2015; Shen et al., 2013). Another factor that affects student satisfaction on online learning based on APEC's Quality Assurance on Online Learning is student information system quality. According to Ismail et al., (2019) student information system quality has a significant impact on student's satisfaction.

As previously stated, prior research has found a link between online learning self-efficacy (Shen et al., 2013; Alqurashi., 2019), interaction (Kuo et al.,

2014; Sebastianelli et al., 2015; Alqurashi, 2019), and student information system quality (Ismail et al., 2019) on online learning student satisfaction. There is a lack of research on the effects of online learning self-efficacy, interaction, and student information system quality on student satisfaction (She et al., 2020). As a result, the existing research must be expanded. Therefore this research will be conducted to investigate factors affecting Andalas University accounting students satisfaction and how the students perceive how satisfied they are with this sudden transition to online learning.

1.2 Research Problem

Based on the background of the problems above, several problems can be identified which will be studied later and more in depth discussion to obtain a further explanation. The problems of the study are:

- a. Does online learning self-efficacy affect student satisfaction during the sudden transition from face-to-face learning to online learning in the COVID-19 pandemic situation?
- b. Does learner-content interaction affect student satisfaction during the sudden transition from face-to-face learning to online learning in the COVID-19 Pandemic situation?
- c. Does learner-instructor interaction affect student satisfaction during the sudden transition from face-to-face learning to online learning in the COVID-19 Pandemic situation?
- d. Does learner-learner interaction affect student satisfaction during the sudden transition from face-to-face learning to online learning in the COVID-19 Pandemic situation?
- e. Does student information system quality affect student satisfaction during the sudden transition from face-to-face learning to online learning in the COVID-19 Pandemic situation?

1.3 Research Objective

Based on the research problem above, the objectives of this study are:

- a. To determine the effect of online learning self-efficacy on student satisfaction during sudden transition from face-to-face learning to online learning in Pandemic COVID-19 situation.
- b. To examine the effect of learner-content interaction on student satisfaction during sudden transition from face-to-face learning to online learning in Pandemic COVID-19 situation.
- c. To investigate the effect of learner-instructor interaction on student satisfaction during sudden transition from face-to-face learning to online learning in Pandemic COVID-19 situation.
- d. To determine the effect of learner-learner interaction on student satisfaction during sudden transition from face-to-face learning to online learning in Pandemic COVID-19 situation.
- e. To analyze the effect of student information system quality on student satisfaction during sudden transition from face-to-face learning to online learning in Pandemic COVID-19 situation.

1.4 Research Purpose

This research expected to give some benefits which are:

1. For researchers, to determine student satisfaction with online learning.
2. For the Accounting department, as additional information regarding the perceptions of accounting student satisfaction with online lectures so that through the faculty they can further improve, control or evaluate lectures in the accounting department of Andalas University.
3. For readers, it is hoped that this research can be useful and can be used as information for those who need to increase their knowledge and further research materials

1.5 Writing Systematic

This study consists of five systematic chapters with the following arrangement:

1. CHAPTER I INTRODUCTION

This chapter contains an explanation of the research background, research problems, research objectives, research purpose and writing systematic.

2. CHAPTER II LITERATURE REVIEW

In this chapter, it consists of theoretical basis, previous study, conceptual framework, and hypothesis development.

3. CHAPTER III RESEARCH METHOD

This chapter contains data collection methods, data analysis methods, and operational definitions of the research variables.

4. CHAPTER IV ANALYSIS AND DISCUSSION

Explain the analysis of research and discussion explaining how the results of the study.

5. CHAPTER V CONCLUSION AND SUGGESTION

This chapter consists of conclusions, limitations, implications, and suggestions.

