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Students Counselling Guidance Using Digital Platforms and Satisfaction for Online Learning

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Abstract: The study aimed to obtain an analysis of the use of digital platforms and the level of satisfaction through student prospects during dare learning which has been carried out for 2 years at the State Islamic Institute of Sheikh Nurjati Cirebon. This study was designed using mixed methods, namely qualitative and quantitative methods. The participants in this study were students of the Faculty of Ushuluddin Adab and Da'wah of Institute Agama Islam Negeri Syekh Nurjati Cirebon with a total of 758 students. They are students in the even semester of the 2020-2021 and 2021-2022 academic years. Data collection was carried out using a questionnaire distributed to participants, observations and documents. The data obtained were analyzed using quantitative data analysis using MS Excel. For the qualitative analysis, the inductive coding technique was used. The results of the data analysis found two main conclusions, namely, first, the use of digital platforms is related to digital competence, and the level of student motivation and responsibility is lower. Meanwhile, the online learning environment and digital technology facilities are quite good. The second conclusion is the level of satisfaction which shows students are dissatisfied with the aspects of interaction, evaluation, communication, and the usefulness of online learning. The results of these findings also recommend that teachers pay attention to the level of needs, abilities, and readiness of students in carrying out online learning.

Keywords: Digital Platforms, Learning, Online, Satisfaction, Students

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INTRODUCTION

The Covid-19 pandemic has changed face-to-face learning activities to online using digital platforms (Alsarayreh, 2020; Alshawabkeh et al., 2021; Daniel, 2020; Herliandry et al., 2020; Siahaan, 2020). These changing conditions have caused many challenges for universities Dhawan, 2020; Dong et al., 2020, Yan et al., 2021), such as expectatation and experience of teachers and students (Sarker et al., 2022; van der Spoel et al., 2020), students' stress (Moawad, 2020), parents' readiness (Haller & Novita, 2021), technology readiness and digital competence of human resource in the institutation (Saputra et al., 2021; Tafano & Saputra, 2021), motivation and satisfaction (Aznam et al., 2021). It included in the Syekh Nurjati Cirebon State Islamic Institute. Technological facilities suddenly had to be prepared because the teaching and learning process had so far been carried out offline. This means that educational institutions should be able to prepare online learning infrastructure that can meet the needs of the distance education system and the need to achieve learning goals Giatman et al., 2020;)Harasim, 2017).

Online learning activities have been carried out for 2 years from the 2019-2020 and 2020-2021 academic years. The results of the evaluation of the lecturers' teaching documents found many obstacles related to the use of digital platforms and student dissatisfaction. It means that there are problems faced by students both in the aspect of self-readiness or technological device facilities. Interviews with 25 lecturers during the learning evaluation activities for the 2021-2022 academic year concluded that there were various obstacles faced by lecturers and students because the learning objectives were not achieved as planned in the syllabus. Student performance (learning outcomes) has decreased compared to before the Covid-19 pandemic. ecturers also have obstacles from the various uses of digital platforms

that have been used so far and the readiness to understand the condition of students' backgrounds on aspects of ownership of technological devices is a part that must be considered by lecturers.

However, from the results of discussions at the evaluation meeting of teaching activities, an agreement was found to carry out in-depth identification from the perspective of students regarding the use of digital platforms and their level of satisfaction with online learning. Several problems related to the implementation of various online learning. There are also psychological complaints that are most often experienced, namely feeling bored and wanting everything to end. These psychological complaints arise due to boredom with online learning (Suyadi & Selvi, 2022). In addition, network stability is not good due to uneven internet connection. The problem of broadband connectivity in rural areas is a challenge for students to take advantage of online learning initiatives (Muthuprasad et al., 2021; Adijaya & Santosa, 2018). However, distance or online education has advantages such as saving time, modern teaching methods that are more effective, creative, and flexible, and lecturers or students can record lectures so that they can be taken into consideration in studying teaching materials that are not understood after class is over (Blahušiaková et al., 2021).

This is because the use of digital platforms will not only stop after the spread of the Covid-19 virus has decreased. This means that various digital platforms must have been implemented for learning activities both online and offline. Therefore, the urgency of the need for analysis of the level of satisfaction and the use of digital platforms is imperative, because the State Islamic Institute of Sheikh Nurjati Cirebon must start building an education system that involves current technological advances to be able to meet the demands of the quality needs of graduates that are relevant to the industrial era 4.0 even in the 4.0 industrial era. era 5.0. This urgency becomes a gap that appears in research as a form of novelty.

Although many previous studies have been conducted regarding the evaluation of online learning activities, this research presents an analysis of the success of online learning through the level of student satisfaction and the use of digital platforms. Moreover, the characteristics of students from various regions in the West Java region, especially around the city of Cirebon, are unique. This means that the student context is different from the conditions in large urban areas. So, the level of satisfaction and dissatisfaction of students will differ with the implementation of online learning (Shah et al., 2021; Alqurashi, 2019). This means that many preparations must be considered by educational institutions such as resources, staff readiness, confidence, accessibility, and student motivation because they play an important role in ICT-integrated learning (Deng & Tavares, 2013; Watson et al., 2017; Ali, 2020; Patricia Aguilera-Hermida, 2020; Yudiawan et al., 2021; Cifuentes, 2021).

From the explanation of the findings of the problem and previous research, it provides an in-depth understanding that successful online learning requires comprehensive readiness because it is not only the existence of tertiary institutions but students and lecturers as the main actors in the implementation of educational activities which are of the important components. So, this study aims to obtain an analysis of the use of digital platforms and the level of satisfaction through a student's perspective during online learning that has been carried out for 2 years at the State Islamic Institute of Sheikh Nurjati Cirebon. The research results are expected to provide benefits in improving the quality of online and offline education in tertiary institutions, especially in the aspects of digital platform mastery and student satisfaction.

METHODS

The participants of this study were students at the Faculty of Ushuluddin Adab and Da'wah, Institut Agama Islam Negeri Syekh Nurjati Cirebon. The number of respondents to find out students' use of digital platforms and satisfaction was 758 students. They are students in the even semester of the 2020-2021 and 2021-2022 academic years. So, this study was designed using a mixed method, namely qualitative and quantitative methods. Mixed method research is a research methodology that

combines several methods to answer research questions in an appropriate and principled manner (Bryman, 2012; Creswell, J.W., Clark, 2017; Creswell & Creswell, 2018), involving the collection, analysis, interpretation, and reporting of qualitative data and quantitative. Qualitative research is taken from the perceptions of the participants and quantitative research is presented through the processing of descriptive statistical data through the results of codes and themes according to the interpretations carried out. So, data was collected using a questionnaire distributed to participants, observations and documents.

Aspects of students' use of digital platforms were identified using a questionnaire distributed to all participants with open-ended and multiple choice question types with a 5-point Likert type scale and it had 30 items. the components of questionnaire adapted from (Amin & Paiman, 2022) involves 3 components, as follows;

Table 1. An aspect of students' use of digital platforms

	Components	Indicator
1	Digital platform for online learning	Online web meeting platform a. Zoom cloud meeting b. Microsoft team c. Google meet Learning management system a. Google Classroom b. Moodle c. MOOC Messaging application a. Email b. WhatsApp c. Telegram E-resource material a. Video YouTube b. E-book c. Open educational resources
2	Digital competence (Tóth et al., 2022)	a. Mastery of the availability of technical equipment b. Attitudes toward the use of digital technology c. Technical skill level d. Ability to concentrate and multitask in online education
3	Online learning challenges	Students factor (individual) - Motivation - Responsibility Social factors (environment at home and university) - Parents support - Institutional support - Readiness of human resource - Institutional management system Facility of learning - Technology device - Internet network - Variety authentic material - Media technology for learning - Strategy of learning Students and teacher management for learning - Time management - Interaction - Communication

The questionnaire was tested for reliability and validity with a Cronbach α value of 0.73 (Gülbahar, 2012). While the satisfaction aspect was identified using the level of satisfaction in the

online learning environment using a questionnaire distributed to all participants with open-ended and multiple-choice question types with a 5-point Likert type scale. The questionnaire was adapted from research results from (Kuo et al., 2013) and consists of four factors, namely communication and usability, teaching process, instructional content, and interaction and evaluation. The questionnaire was tested for reliability and validity with a Cronbach α value of 0.87 (Gülbahar, 2012). The data obtained were analyzed using quantitative data analysis using MS Excel. For the qualitative analysis, the inductive coding technique was used. This coding is separated according to three groups (Strauss & Corbin, 2015). The first is open coding and the researcher deals with labeling and categorizing phenomena as indicated by the data. The second is axial coding refers to the process of developing main categories and their sub-categories. The third is selective coding that involves the integration of categories that have been developed to form an initial theoretical framework.

In this study, the coding was carried out according to the initial theoretical framework and the researcher analyzed the data through substantial themes. The triangulation validation strategy was used in this study for validity (Miles et al., 2014), while the intercoder agreement strategy was used for reliability.

RESULT AND DISCUSSION

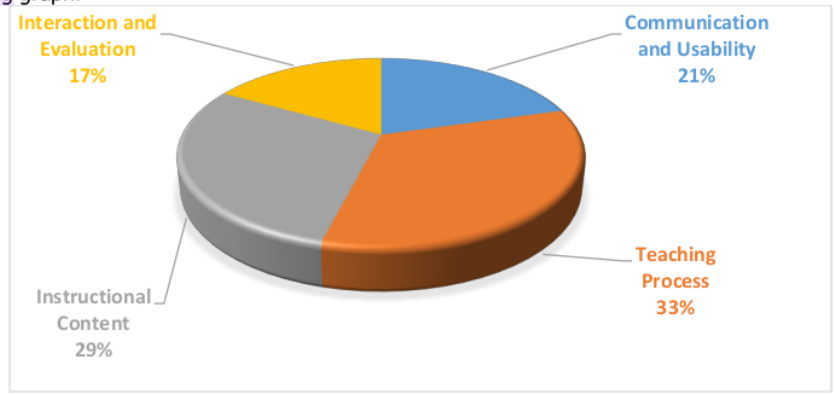
The result of the questionnaire data analysis for students' use of digital platforms is presented in the following table.

Table 2. An aspect of students' use of digital platforms scale result

	Components	Indicator	N	Mean	Std. Dev
1	Digital platform for online learning	Online web meeting platform			
		a. zoom cloud meeting	3416	0,9	1030,7
		b. Microsoft team	2574	0,68	419,8
		c. google meet	3016	0,79	679,007
		Learning management system			
		d. google classroom	3249	0,8	849,05
		e. moodle	1974	0,5	412,23
		f. MOOC	1758	0,5	647,15
		Messaging application			
		d. email	2616	0,6	493,65
		e. WhatsApp	3466	0,9	1291,63
		f. telegram	3058	0,8	691,57
		E-resource material			
		d. video YouTube	3058	0,8	838,61
		e. e-book	3249	0,8	820,13
		f. Open educational resources	3416	0,9	1030,73
2	Digital competence	Mastery of the availability of technical equipment	1958	0,5	641,60
		Attitudes toward the use of digital technology	2058	0,5	780,43
		Technical skill level	1858	0,5	527,47
		Ability to concentrate and multitask in online education	1916	0,5	551,91
3	Online learning challenges	Students factor (individual)			
		- motivation	2316	0,6	547,87
		- responsibility	1916	0,5	551,915

Social factors (environment at home and university)			
- parents support	1658	0,44	450,99
- institutional support	3466	0,9	1291,63
- readiness of human resource	2316	0,6	547,878
- institutional management system	3058	0,8	691,572
Facility of learning			
- technology device	1858	0,5	527,477
- Internet network	1758	0,46	647,15
- variety authentic material	3016	0,8	679,007
- media technology for learning	3016	0,8	679,007
- strategy of learning	3058	0,8	691,572
Students and teacher management for learning			
- time management	2316	0,61	547,878
- interaction	2058	0,54	780,431
- communication	2058	0,54	780,431

While the result of the analysis of students' satisfaction with online learning is presented in the following graph.



Graph 1. Students' Satisfaction with Online Learning

Table 2 and graph 1 has described the use of digital platforms by students. The digital platform components used for online learning show that 1) students like using zoom cloud meetings for online discussions in class which is indicated by the highest average of 0.9, and 1) the easy LMS used is google classroom with an average value of 0.8. Students consider the menu presented on google classroom to be simpler and clearer, 3) students prefer messaging applications using WhatsApp with an average value of 0.9 and students are more familiar with WA as a communication medium, 4) more frequent electronic learning resources The OER used is derived from various online learning sources from both domestic and foreign universities. However, the average score for this aspect is very high for YouTube, e-books, and OER. Overall, the data found that the level of students' digital abilities was still low.

Whereas in the second component regarding digital competence students found that the level of students' digital abilities was still low. This means that students need more in-depth mastery of digital competencies in terms of technological readiness or skills, students' attitudes toward the use of current technology, and level of concentration during online learning activities. From the average value of the three components, the lowest student digital competency is 0.51.The third component concludes that the biggest challenge of using digital platforms during the online learning process comes from the

students themselves and the learning management of students and teachers. Because the average value of these two aspects is 0.5. Students must face their level of learning motivation and responsibility in completing online learning activities. Whereas in the learning management aspect related to study time that cannot be disciplined, student interaction with teachers, material or digital applications that do not work well, and communication that tends to be passive. This finding is consistent with the results of research from (Gameel, 2017) which shows that student-student interaction and student-instructor interaction do not affect student satisfaction using MOOCs. It means that online interaction has the important role to support the learning process (Abrami et al., 2011; Duensing et al., 2012; Huang et al., 2019; Kurucay & Inan, 2017; Omar et al., 2012; Phirangee, 2016; Strauß & Rummel, 2020)

The data findings in graph 1 show alignment with the analysis of students' use of digital platforms. Students are not satisfied with the interaction and evaluation during the online learning process and the percentage shown is 17%. While the communication component shows low interaction as well. Because so far the process of communication and interaction of students tends to be passive. The findings illustrate that the analysis of student satisfaction levels when students study online has been studied theoretically, but this study presents different findings because the feedback process that occurs during online learning is low (Cavalcanti et al., 2021; Ladyshewsky, 2013; Yang et al., 2021). This is to the findings of data analysis from teacher teaching report documents and observations of learning activities so far. These conclusions are obtained from the components of communication, evaluation, and student learning interactions during online learning. However, the findings also describe students who are most and least prepared when communicating with instructors and their peers in online classes (Alawamleh et al., 2022; Kaufmann & Vallade, 2020). So, teachers must pay attention to the comfort of students during the online learning process (Hollister et al., 2022; Walker & Koralesky, 2021).

From all these findings it is clear that the level of student satisfaction with online learning is influenced by many factors. These factors relate to how online teaching and learning prepare content, exercises, learning evaluations, and guidelines for using the LMS (Xu & Mahenthiran, 2016). In addition, consideration is given to the use of digital technology or online learning technology applications, technical mastery in operating technological devices, and the availability of internet networks from both the teacher's and student's perspectives. (Al-Samarraie et al., 2018) showed that the core factors-information quality, task-technology fit, system quality, utility value, and usability can also influence e-learning satisfaction (Chen & Adesope, 2016; Låg & Sæle, 2019; Vidić, 2021a, 2021b; Watts, 2019; Zhang & Lin, 2020).

Thus, the findings on the level of satisfaction and use of students using digital platforms are a consideration for educational institutions to strengthen their readiness for the quality of implementing online learning (Jackson et al., 2010;Machado-da-Silva et al., 2014; Markova et al., 2017; Pannen, 2019, 2021). Higher education institutions consider student satisfaction as one of the main factors in determining the quality of their online learning. The popularity of online programs offered by educational institutions is steadily increasing on many levels. Students must be adequately prepared and competent for online learning, and have diverse expectations from the online learning process (Ilgaz & Gülbahar, 2015). The online experience is a valuable learning experience for undergraduate students to have an online learning experience that is sure to become a part of their professional learning journey; increase their exposure to learning materials regardless of space and time; and, provide learning materials in a variety of media to address student variability (BAYRAK et al., 2020; Marković et al., 2021; Su & Guo, 2021)

CONCLUSION

The results of the data analysis found two main conclusions. First, the use of digital platforms by students concluded that students' digital competence was lower with an average of 0.5, so students faced various difficulties. This is reinforced by lowering the level of students' self-esteem such as motivation and responsibility. So, teachers and students must pay attention to the management of their learning such as setting the time for learning activities and building good interactions and communication. Meanwhile, the aspect of using digital platforms shows quite good readiness, such as aspects of online websites, messaging applications, LMS, and electronic learning resources. The home environment and the university are considered quite good, including the availability of technological facilities for learning. The second conclusion is related to the level of student satisfaction with the implementation of online learning. Students feel dissatisfied with aspects of interaction, evaluation, communication, and the usefulness of online learning. This is influenced by the individual factor level of

the students themselves who have low learning motivation. The implication of this study referred to the understanding of teacher in using digital platforms and satisfaction with implementing online learning from a student perspective. So, future researchers can examine more deeply through other perspectives such as teachers and parents, because both are the main supporters of the success of student learning. The results of these findings also recommend that teachers pay attention to the level of needs, abilities, and readiness of students in carrying out online learning. Thus, teachers can use digital technology strategies and media for the implementation of teaching and learning.

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