

Chapter One

Introduction

In this chapter, the researcher presents several points related to the introduction of this research. This chapter is divided into the background of the research, the statement of the problem, the delimitation of the problem, the research questions, the objective of the research, and the significance of the research. Moreover, the detail of each mentioned point before is presented as follows:

Background

The COVID-19 pandemic affects various elements of people's lives including the education system. Lockdown or quarantine policy is implemented to minimize transmission chain of the virus. Moreover, schools, colleges, and universities throughout the world were also forced to lock their doors to apply social distancing including Indonesia. As a result, the government enforced that all educational institutions transfer from conventional to online learning using digital platforms (Iivari, Sharma, & Vent'ä-olkkonen, 2020, as cited in Maqableh & Alia, 2021).

In Indonesian context, the Ministry of Education responded to shift traditional learning which is offline learning to be online teaching and learning mode. No one knows when the pandemic will be completely eradicated, educational institutions all over the world have decided to employ the currently existent technological resources to create online learning materials for students in all academic subjects (Kaur, 2020, as cited in Hermanto & Srimulyani, 2021). Herliandy et al. (2020) stated that given the

significant risks during this pandemic, online learning can be an effective model for active classrooms even after schools or institutions have closed. In Indonesia, online learning has been practiced for the recent few years by some practitioners and teachers. Additionally, the current condition forces all educational aspects to apply online learning. Initially, the government encourages schools and universities to switch from traditional classes to online classes. Moreover, due to a significant increasing case in July 2021, all schools and institutions were encouraged to continue using online classes for a longer period to fulfill students' rights to receive educational services during the COVID-19 pandemic.

Online learning can be done synchronous or asynchronous learning that takes place via the internet and allows students to engage with teachers and other students from wherever they are (Singh & Thurman, 2019 as cited in Faize & Nawaz, 2020). Hrastinski (2008) defined synchronous e-learning as a learning situation where students and teachers to collaborate even when they are not all online at the same time. Moreover, synchronous e-learning can assist students develop collaborative learning. At the university level, before the pandemic occurred, many online learning systems (LMSs) have been used to support learning. In this model, students can see the offered modules, check assignments, and do the tests, and view virtual discussion schedules with instructors. Then, the distance learning policy set by the government makes the asynchronous as a teaching and learning process besides applying synchronous learning. Padmo et al. (2020) argued that this regulation is a major issue for all schools

and institutions, particularly those that have not used online learning yet. Besides, not all lecturers and teachers are ready to conduct online learning, which raises some issues including a lack of expertise regarding online learning techniques and supporting resources like computers and internet connections. Surahman (2020) also stated that the preparation and execution were delayed because of the urgency. As a result, both teachers and students are challenged with many remarkable and unexpected circumstances. Whelan and Eileen (2018) stated that although online teaching is not a new pedagogical strategy and it has been utilized in a variety of disciplines for many years, there are still flaws in the implementation of online learning platforms from K-12 to college levels. Cochran (2015) argued that teachers' capacity to modify lectures for online learning, manage student during synchronous or asynchronous cooperation activities, and build realistic online assessment techniques as part of the obstacles of the changes from face-to-face meetings to online platforms.

According to Malik and Mubeen (2009), the role of the teacher is considered crucial in online learning. Students will not feel comfortable in an online environment without a teacher's quick response, and this is mostly dependent on the teacher's attitude toward online learning. However, in the context of higher education level, especially in English Language Education Department (ELED) at one private universities in Yogyakarta during the teaching and learning process, some lecturers who teach online learning courses frequently only convey knowledge to students and do not consider students' satisfaction. They tend to put up a minimum effort in

presenting material. For example, synchronous meetings are performed in a short and uncertain time, students are not given feedback on finished tasks or assignments, and do not pay attention to the development of students' understanding of the material being taught. Besides, Pham et al. (2018) stated that students' satisfaction is one of the most critical aspects that determine academic achievement. Woodworth et al., (2015) argued that inadequate course design, monitoring, and pedagogy in online instruction could contribute to poor academic achievement and the lack of excitement for this format.

A correlation analysis conducted by Almusharraf and Kahro (2020) discovered that there is a substantial association between student satisfaction and online learning. According to Moore and Kearsley (2011), the level of student satisfaction during the learning interaction process is a good indicator of the quality of online learning (as cited in Basith et al., 2020). Hanaysha et al. (2011) stated that the evaluation of satisfaction gives information that can be used to improve the learning environment. In education, the quality of service is determined by students' overall assessments of the services that they get. Students are satisfied when the service meets their expectations. Therefore, in designing and developing the online learning, the faculty member should consider students' satisfaction to improve the quality of online learning programs (Sampson, Leonard, Ballenger, & Coleman, 2010, as cited in Andersen, 2013).

The studies from Jamshidi et al. (2017), Rashidi and Moghadam (2014) discussed the correlation of students' satisfaction and their academic achievement on

face-to-face learning. Meanwhile, this study focuses on finding the correlation between these two variables specifically on the sudden online learning implementation. To examine this topic comprehensively, the researcher conducts research entitled “The Correlation between College Students’ Satisfaction on Online Learning and Their Academic Achievement”.

Statement of the Problem

Based on the phenomenon found by the researcher as a student in ELED at a private university in Yogyakarta, students’ satisfaction is important during teaching and learning process especially in online learning. However, it is less considered by some lecturers in this research setting. Besides, students’ satisfaction is also influenced by the instructional services offered by lecturers, as well as the utilization of teaching materials by lecturers. This component will be difficult to achieve without the assistance of educators. Students who are dissatisfied with the learning activities performed by the lecturers tend to be less engaged and motivated than students who are well facilitated and satisfied. This can be associated with on their academic achievement, either directly or indirectly. Therefore, the researcher is curious to find out the correlation between college students’ satisfaction on online learning and students' academic achievement. Both issues are intertwined and should be investigated. By knowing the correlation between students’ satisfaction on online learning during COVID-19 pandemic and their academic achievement, it will help educators to improve the quality of the learning being carried out. Besides, at the same

time, it also can be used to evaluate the conducted teaching and learning practice so far.

Delimitation of the Problem

This study focused on finding out the correlation between student satisfaction on online learning and their academic achievement. Among the factors associating to the level of students' academic achievement, such as internal motivation, expected examination, and family support, this study specifically investigated the students' satisfaction with online learning. Furthermore, the researcher restricts the study's population. The population included students in batch 2019 of ELED since they have experienced both online and offline learning. They also have been experiencing online learning for quite long due to the pandemic regulation. In addition, they have been studying in the same private university for 5 semesters. Thus, most of them have been taught by the same lecturers and have the same treatment under the faculty facilities.

Research Question

According to the problem stated above, the researcher has formulated the research question into three. They are formulated as follows:

1. How is the ELED students' satisfaction on online learning during COVID-19 pandemic?
2. How is the ELED students' academic achievement?

3. How is the correlation between ELED students' satisfaction on online learning during COVID-19 pandemic towards their academic achievement?

Objective of the Research

According to the research questions, this study aims to:

1. Find out the level of students' satisfaction on synchronous and asynchronous online learning at English Language Education Department at one private university in Yogyakarta.
2. Discover out the students' academic achievement at English Language Education Department at one private university in Yogyakarta.
3. Find out the correlation between students' satisfaction on synchronous and asynchronous online learning and academic achievement at English Language Education Department at one private university in Yogyakarta.

Significance of the Research

The researcher expects the readers to be able to take advantages of this research, such follows:

For the teacher

The researcher hopes teachers and future teachers who read this research will be able to gain a better understanding of the correlation between student satisfaction on online learning and academic achievement, which will assist teachers in improving

the quality of the online learning. In addition, this research also can be used to evaluate what has been done so far, particularly in teaching online.

For the students

The researcher expects students who read this research will gain new understanding and perspectives on students' satisfaction with online learning and its impact on academic achievement. Students also can engage in self-reflection on what services that can make them satisfied and how it affects their academic achievement regarding on online learning.

For other researchers

This research might be beneficial to other researchers as a reference when they undertake another research under the same topic. Furthermore, the other researcher also can use this research as a supporting argument and reference for complementing their research.