The Use of Electronic Learning Aid (Elena); It’s Impact on Student Satisfaction

Ahmad Nurkhin\textsuperscript{1*}, Ida Nur Aeni\textsuperscript{1}, Satsya Yoga Baswara\textsuperscript{1}, Anna Kania Widiatami\textsuperscript{1}, Harsono\textsuperscript{2}

\textsuperscript{1}Faculty of Economics, Universitas Negeri Semarang
\textsuperscript{2}Faculty of Teacher Training and Education, Universitas Muhammadiyah Semarang

\textsuperscript{*}ahmadnurkhin@mail.unnes.ac.id

Abstract. This research aims to describe the use of Electronic Learning Aid (ELENA) at the Universitas Negeri Semarang (UNNES) as an online learning platform during the Covid-19 pandemic. It also explains the effect of using ELENA on the students’ satisfaction. The research objects are the lecturers and the students of the Economic Education study program, Faculty of Economics of UNNES. The data are collected using documentation and questionnaire methods. The data are then analyzed using descriptive statistics. The results show that the lecturers have made good use of ELENA as an online learning platform. They can operate some features available in ELENA (attendance, files, assignments, quizzes, links, labels, discussions, video conferencing) well. The students also think that their lecturers have sufficient competence in utilizing ELENA. Their satisfaction level is in a good category. However, they also suggest some other learning activities that the lecturers can conduct by utilizing other applications besides ELENA.

1. Introduction

The online learning policy during the pandemic era in Indonesian universities has come to the second year of its process. Many universities are trying to implement this relatively new method as best as they can. Online learning can be either asynchronous or synchronous through an LMS (learning management system). Online learning can also utilize certain applications that are adjusted to the conditions and agreements between students and lecturers. The ease of monitoring and evaluating lectures to maintain the learning process quality is also another reason for choosing the online learning model implemented in tertiary institutions.

There are many various ways of implementation of online learning during the pandemic. The lecturers can use Google Classroom or video conference to build interaction with their students. Problem-based learning strategies can also be applied to improve student's critical thinking skills \[1\]. The use of instant messenger applications such as WhatsApp can also connect the lecturers and students more easily \[2\]. The online video presentation is also useful for online learning \[3\]. The Google Classroom has been widely used for delivering the materials during the covid-19 pandemic \[4\].

Universitas Negeri Semarang (UNNES) has optimized the use of Electronic Learning Aid (ELENA) for even semester learning for the Academic Year 2020/2021 according to the Circular Number: B / 345 / UN37 / TU / 2021. This policy is carried out to anticipate and prevent the spread of Covid-19 infection (unnes.ac.id). ELENA is an e-learning site developed by UNNES based on Moodle version 2.0 to support academic activities. It aims to keep the academic services not disrupted and run effectively. All learning activities, both theoretical and practical, are done online through ELENA.
ELENA itself has been developed by the Information and Communication Development Department (BPTIK) of UNNES since 2012. The use of ELENA by UNNES lecturers in 2020, however, indicates an unpleasant thing. There are still many lecturers who are still reluctant to take advantage of ELENA. ELENA is considered complicated and difficult to access for online learning. The low utilization of ELENA will affect the students’ satisfaction. They consider their lecturers to be less creative in designing remote learning, including using ELENA. Thus, their satisfaction in online learning is very crucial to be evaluated to make future decisions.

The students’ satisfaction levels may be affected by switching physical classes to online ones due to the lockdown policy to prevent the coronavirus from spreading. Online learning does not only affect the students’ learning but can also influence their satisfaction level with the university’s brand image [5]. The online video presentation method can affect the students’ satisfaction levels [3]. Many factors may influence their satisfaction in online learning such as class time, loss of interest, motivation, and self-motivation [6]. The lecturers’ competence in teaching online can also determine the satisfaction level [7]. Learner-content interaction and learner-learner interaction have been tested empirically and have a significant effect on student satisfaction in online learning [8]. The instructor attribute is also found to have the most significant effect on user satisfaction in online learning [9].

This paper aims to describe the use of ELENA by the lecturers of the Economics education study program at UNNES during the Covid-19 pandemic. Also, this research tries to explain the students’ satisfaction level with the use of ELENA by their lecturers. Therefore, the influence of the use of ELENA on the students’ satisfaction can be described and explained clearly. The high level of student's satisfaction level reflects the lecturers’ ability in utilizing ELENA for online learning.

2. Methodology
We use a quantitative research approach with a descriptive analysis design. The research objects are the lecturers and students of the Economic Education study program, Faculty of Economics of UNNES. The main variables that will be explained in this research are the use of ELENA by lecturers and the students’ satisfaction level. The satisfaction level related to the use of ELENA by the lecturers is measured by some indicators; course design, course delivery, course activity, course interaction, and course delivery environment [10]. We use a 7-point Likert scale to measure the students’ satisfaction level.

Documentation and questionnaires are two methods to collect research data. Documentation is used to find activities to use ELENA by the lecturers during online learning. The questionnaire aims to search the data about the students' perceptions of online learning activities through ELENA and their satisfaction level. The questionnaire is distributed to the students online. The data are analyzed using descriptive analysis technique to describe the use of ELENA by the lecturers.

3. Result and Discussion
There are many features available in ELENA that can be used by the lecturers of the Economics Education study program. They are shown in Figure 1. Assignments feature can be used to assign the students in the form of uploading files or texts. Attendance is used to record the students’ attendance in the lectures. The students can record their attendance list independently. The lecturers may use the links, labels, or file features to share learning materials and resources. The interaction between lecturers and students can be improved through the discussion method. The lecturers can also hold quizzes to test students’ understanding. The newly developed ELENA feature is a connection to video conference applications such as Google Meet and MS Teams.
Figures 2 and 3 show the activities that have been carried out by lecturers in Cost Accounting course learning through ELENA. In one meeting, they can use several features simultaneously. At the beginning of the lecture, the lecturers deliver course descriptions, semester lesson plans (RPS), and teaching materials. RPS contains the learning objectives and outcomes of each course. The lecturers can also submit their lecturing contracts to support the learning process.

Attendance, file, discussion, and assignment features are mutually supporting activities to create quality online learning. Discussions are used to increase student interaction with the lecturers, and among the students. The lecturers can use videos from YouTube as the discussion materials sources. The meeting ends with an assignment to the students. The works can be done either individually or in groups.
Table 1 shows the students’ satisfaction level related to the use of ELENA by their lecturers. Overall, they are quite satisfied with the use of ELENA in online learning. They think that the lecturers have been able to design online learning well at ELENA. The learning objectives are explained at the beginning of the course accompanied by an exploration of the materials to be studied. They can understand the learning outcomes of the courses being followed. They also consider their lecturers’ abilities in delivering the materials through ELENA are satisfying. The lecturers are also passionate about the online teaching process.

Table 1. Students’ Satisfaction Level on the Use of ELENA

| No.   | Measures of satisfaction       | Score | Satisfaction |
|-------|--------------------------------|-------|--------------|
| 1.    | Course design                  | 5.75  | High         |
| 2.    | Course delivery                | 5.50  | High         |
| 3.    | Course interaction             | 5.20  | High         |
| 4.    | Course delivery environment    | 5.35  | High         |
|       | Total satisfaction             | 5.45  | High         |

The students feel less satisfied with course interaction. They think that discussion forums held by the lecturers still cannot improve interaction and communication between lecturers and students. The lecturers are also deemed not to provide sufficient opportunities to express their opinions when they hold video conferences. The course delivery environment is also an item that scores lower than the course design and course delivery. Network constraints are the main problem faced by students. During the pandemic, the students can only stay in their living areas. Internet connection power is quite diverse. Most of them experience weak internet access. The devices owned by the students are relatively adequate to access ELENA for learning. Most students already have adequate laptops and smartphones to support online activities.

4. Conclusions
The lecturers of the Economic Education study program, Faculty of Economics of UNNES have made good use of ELENA as an e-learning platform. They have been able to use some features available in ELENA to support online learning. The most frequently used features are attendance, files, links, labels, assignments, quizzes, discussions, pages, and video conferencing. The students also think that their lecturers have good skills in online learning. They have been able to design online
learning well using various learning activities. They firstly convey learning objectives and outcomes before materials delivery. The students are satisfied with the applied online learning. Even so, they still expect that the lecturers can be more creative and innovative in online learning by using applications other than ELENA. Therefore, they might be more enthusiastic and motivated in learning.

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