



Description Of Student Satisfaction Level Against The Method Hybrid Learning At STIKes Karsa Husada Garut

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Abstract

Over time, the number of Covid - 19 cases has decreased in several regions of Indonesia. This has caused several institutions to implement new policies to switch to hybrid learning methods, systems that use technology to integrate offline and online learning. Hybrid learning refers to a combination of face-to-face learning and online learning that forms a learning approach. Learning methods hybrid learning involving several factors, including students, lecturers, and networks. lecturers and students must understand the technology needed for hybrid learning, they also need to have a stable network to carry out hybrid learning methods so that students can avoid being left behind in the learning process. It is students in addition to adjusting to hybrid learning, students also still have to complete various coursework in order to get good grades and graduate on time, with changes in lecture methods that will affect the level of student satisfaction in the learning process. This research method is a quantitative research with the research design chosen is Quantitative Descriptive. In this study, quantitative descriptive was used to determine "Description of the Level of Student Satisfaction with the Method Hybrid Learning at STIKes Karsa Husada Garut". The results showed that most of the respondents were in the satisfied category, namely 74 respondents (77.9%). Based on the research results it can be concluded that the level of student satisfaction with the hybrid learning method in STIKes Karsa Husada Garut most of them are in the satisfied category.

Keywords: Hybrid learning, satisfaction level, student.

INTRODUCTION

Initially, in 2019 Indonesia was hit by the Covid-19 pandemic, which caused Indonesia to experience many changes, namely in the fields of technology, economics and education. One of the most significant changes during the Covid-19 pandemic in the education sector is online teaching (Dewi & Sadjiarto, 2021). This has the impact of causing various obstacles in

its implementation which hinder the effective implementation of online learning (Aji, 2020).

As time goes by, the number of Covid - 19 cases has decreased in several regions of Indonesia. This has caused several institutions to implement new policies switching to hybrid learning methods, a system that uses technology to integrate

offline and online learning. (Verawati & Desprayoga, 2019). Based on a joint decree from the Minister of Education and Culture, the Minister of Religion, the Minister of Health and the Minister of Home Affairs, learning in higher education is carried out using hybrid learning. Therefore, all universities in Indonesia have experienced changes in learning methods, which were initially carried out fully online, becoming hybrid learning.

Hybrid learning consists of the words hybrid (mixture/combination) and learning (learning). Hybrid learning refers to a learning pattern that combines face-to-face learning and online learning which forms a learning approach (Horn et al., 2014). Learning methods Hybrids exist at almost all levels of education, including universities. This causes every university to face obstacles in implementing hybrid learning (Buckley et al., 2021). Some of the problems faced are low technical abilities which can hamper learning outcomes and cause students to become lazy in learning (Busher et al., 2015). Therefore, hybrid learning must be implemented by involving students in learning according to the curriculum used (Lewis-Kipkulei et al., 2021).

Hybrid learning method involves several factors, including students, lecturers and networks. lecturers and students must understand the technology needed for

hybrid learning, they also need to have a stable network to carry out hybrid learning methods so that students can avoid being left behind in the learning process (Makhin, 2021). Apart from adapting to hybrid learning, students also still have to complete various course assignments in order to get good grades and graduate on time. This change in lecture methods will affect the level of student satisfaction in the learning process.

There is research related to student satisfaction, namely: research conducted by Dewi et al, (Dewi, 2022) entitled "evaluation of satisfaction with the implementation of hybrid learning at the Sepuluh November Institute of Technology". The results are as follows: student satisfaction is very satisfied with the offline hybrid application, while the online hybrid application is only satisfied, which is more compensated by a more positive mood in the offline hybrid application than in the hybrid application on line.

Student satisfaction is a feeling of happiness or sadness that arises after comparing the imagined product results with the expected results (Sulistyawati & Seminari, 2015). Student satisfaction has five dimensions including: tangibles (direct evidence), direct evidence received by students, reliability (reliability), employees who are reliable in doing the work, responsiveness (responsiveness) the ability

to quickly support and provide services, assurance (guarantee) providing services that are promising and trustworthy and empathetic, one of the proofs of caring and paying attention to students. Satisfaction also aims to meet the needs and expectations of students as customers of educational services.

Based on Native Indonesia, there are campuses that hold high schools of health sciences, namely: STIKes Garut and STIKes Karsa Husada Garut (Ma'arif, 2022). From the results of interviews with several students from the two campuses, it was stated that STIKes Garut uses a full offline method while STIKes Karsa Husada Garut uses a hybrid learning method. This means that this research will be carried out at STIKes Karsa Husada Garut.

STIKes Karsa Husada Garut is a health campus which has a total of 1739 students and there are six study programs including D3 health analysis, D3 pharmacy, D3 midwifery, D3 nursing, nursing profession, and Bachelor of Nursing.

Based on information obtained from interviews with Puket 1 of the academic section of STIKes Karsa Husada, the results showed that the obstacles experienced when using the hybrid learning method, especially lecturers and staff, were the network and lack of adaptation, especially in industry 4.0, so that it could affect the learning process. Based on the results of

interviews conducted with several Nursing students at STIKes Karsa Husada Garut, it shows that students said there were several problems that occurred when the hybrid method was implemented, namely that the student network always had problems due to regional differences so students felt the learning process was disrupted. Students feel that implementing the hybrid method takes up a lot of time and has to adapt to technological developments quickly so that it is less effective. In the end, the learning process should be on time but in reality is often late and left behind.

With this description, the author is interested in conducting research with the title "Overview of Student Satisfaction Levels with the Hybrid Learning Method".

RESEARCH METHOD

The approach in this research is a quantitative approach. Quantitative research is research that is systematic, orderly, planned, directed and structured from start to finish and this type of research also emphasizes the measurement aspect because of the large number of objective statistical figures that require sample calculations according to the survey conducted, according to Sandu Siyono and Ali Sodiki (2015). The method used in this research is quantitative descriptive. Descriptive research is research that aims to describe something that was going on when

the research was conducted and examine the causes of certain symptoms (Abdullah, 2015).

The population is all the objects studied that have certain quantities and characteristics that are determined to be studied and conclusions drawn (Sugiyono, 2017). The population in this study were STIKes Karsa Husada students in 2022. The population in this research was 1,639 people.

The sample is part of the number and characteristics found in the population and is representative or representative (Sugiyono, 2017). In this research, the samples taken were STIKes Karsa Husada Garut students. The sample technique was selected using Cluster Sampling using the Quota Sampling method.

To obtain data that has high validity in this research, the author used a questionnaire method. A questionnaire is a number of written questions that are used to obtain information from respondents in the sense of reporting about their personality or things they know.

The author uses this questionnaire to find out how high student satisfaction is with the hybrid learning method in terms of the service they experience, with the expected service in accordance with the dimensions of satisfaction level, namely: Reliability (reliability), Responsiveness (responsiveness), Assurance (guarantee),

Emphaty (individual concerns), and Tangibles (direct evidence).

In research, the data source or type of data collected is primary data, both qualitative and quantitative. What is meant by primary data here is: data obtained directly from students in the form of answers to questions in a questionnaire. Then the instrument used is a direct questionnaire, by means of which questions or queries are sent directly to the person whose opinion and beliefs are asked or to tell about their own situation.

RESEARCH RESULT AND DISCUSSION

RESULT

This research involved 95 respondents, namely STIKes Karsa Husada Garut students from 5 study programs, namely Bachelor of Nursing, D3 of Nursing, D3 of Midwifery, D3 of Health Analyst and D3 of Pharmacy. The data collection technique in this research is that respondents are given a Google-Form link. Then respondents filled out the Google-Form with questions regarding student satisfaction with the hybrid learning method. The data obtained is primary data, then the data is analyzed univariately using the Statistical Product and Service Solution (SPSS) for Windows program.

Table 1. Characteristics of Respondents

Age (Years)	Frequency (F)	Percentage (%)
< 21	32	33.7
≥ 21	63	66.3
Gender	Frequency (F)	Percentage (%)
Man	23	24.2
Woman	72	75.8
Study Program	Frequency (F)	Percentage (%)
Bachelor's Degree in Nursing	34	35.8
D3 Nursing	23	24.2
D3 Midwifery	15	15.8
D3 Health Analyst	13	13.7
D3 Pharmacy	10	10.5
Total	95	100

Based on table 1, it was found that the majority of respondents were ≥ 21 years old, most were women and a small number of respondents were from the Bachelor of Nursing study program.

Table 2. Frequency Distribution of Respondents' Satisfaction

Student Satisfaction	Frequency (F)	Percentage (%)
Very satisfied	12	12.6
Satisfied	74	77.9
Quite satisfied	9	9.5
Total	95	100

Based on table 2, the results showed that the majority of respondents were in the satisfied category, namely 74 respondents (77.9%) and Very few of the respondents in the quite satisfied category were 9 respondents (9.5%).

Table 3. Frequency distribution based on satisfaction dimensions

Dimensions of Satisfaction	Frequency (F)	Percentage (%)
Reliability	1311	19.31%
Responsiveness	1305	19.22%
Assurance	1452	21.39%
Empathy	1323	19.49%
Tangibles	1398	20.59%
Total	6789	100%

Based on table 3, the results show that very few respondents are satisfied with the responsiveness dimension (19.22%) and a small percentage of respondents are satisfied with the assurance dimension (21.39%).

DISCUSSION

The results of the frequency distribution research based on respondent characteristics showed that the majority of respondents in this study were ≥ 21 years old, with a total of 63 people (66.3%). The researcher's assumption is that students who are more mature tend to have a more advanced or mature mindset, so that those who are older tend to avoid risks more than those who are younger. However, age does not affect the level of student satisfaction. This is in line with Christasani (2016), that there is no significant relationship between age level and satisfaction which influences satisfaction, namely good service.

Furthermore, the frequency distribution based on respondent gender shows that the majority of respondents are women, with a total of 72 people (75.8%).

The researcher's assumption is that women tend to be more influenced by the quality of in men, while men tend to be more influenced by the economic value they feel when receiving services. This difference can cause differences in the level of satisfaction between the two. In contrast to Christasani (2016), both men and women tend to have the same level of satisfaction when receiving services.

And for the distribution based on study program, it was found that a small portion of respondents were Bachelor of Nursing as many as 34 respondents (35.8%) and very few respondents were from the D3 Pharmacy study program as many as 10 respondents (10.5%). The researcher's assumption is that STIKes Karsa Husada Garut prioritizes the application of knowledge in the health sector, where students are required to study theory, practice and clinics in depth. Therefore, in the learning process, lecturers need to convey material in a way that is easy for students to understand.

In line with research by Hutabaran (2020) , where simplicity of use, easy to understand and suitable use as well as the role of the lecturer when learning takes place directly influences the level of student satisfaction. Health students are students who are required to master theory, practicum and clinical practice where direct involvement or direct practice is mandatory

for the creation of professional health worker graduates.

Research result shows that almost all respondents were in the satisfied category, namely 74 people (77.9%). The researcher's assumption is that this is because lecturers have evidence of being able to satisfy students, such as ease of learning, giving students what they are entitled to, responding quickly to complaints, providing very satisfactory facilities in providing services that suit students' needs so that students feel satisfied with the service.

This research is in line with research by Bhakti & Rahmawati (2017), that the aspects reviewed to determine satisfaction are seen in five dimensions, namely:

First direct evidence, this means that there is evidence that the lecturer can show that can satisfy students, such as matters relating to punctuality, convenience, friendliness and interaction with students. Second, reliability, in the sense of lecturers who are reliable in carrying out tasks that are the rights of students. Third, responsiveness means that lecturers must be responsive to student complaints and needs. Whether it is related to administration or other matters relating to all their needs. The four guarantees, this means that lecturers must be responsive to student complaints and needs. Whether it is related to administration or other matters relating to

all their needs. The fifth is empathy, which includes making it easy for students to build relationships, good communication, personal attention, and understanding to lecturers the individual needs of students. Apart from that, the services provided by campus lecturers are satisfied.

CONCLUSION

The authors of this study analyzed data and discussed the findings to draw conclusions about the relationship between organizational activeness and student academic achievement at STIKes Karsa Husada Garut. The results indicate that students who are actively involved in organizations have a high GPA, with some even achieving cumlaude status. Furthermore, the study found a significant correlation between organizational activeness and student academic achievement at STIKes Karsa Husada Garut.

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