
STUDENT LEARNING SATISFACTION DURING THE COVID-19 PANDEMIC REVIEW OF TEACHER'S PROFESSIONAL COMPETENCY AND LEARNING FACILITIES

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ABSTRAK

Penelitian ini bertujuan mengetahui adanya pengaruh kompetensi profesional guru terhadap kepuasan belajar siswa, pengaruh fasilitas belajar terhadap kepuasan belajar siswa, dan pengaruh kompetensi profesional guru dan fasilitas belajar terhadap kepuasan belajar siswa. Penelitian ini menggunakan pendekatan kuantitatif. Populasi dalam penelitian ini adalah peserta didik kelas XII Akuntansi dan Keuangan sebanyak 114 siswa, dengan sampel 80 siswa menggunakan rumus *proporsionate stratified* random sampling. Hasil penelitian menunjukkan kompetensi profesional guru berpengaruh positif dan signifikan terhadap kepuasan belajar siswa dengan tingkat pengaruh 49%, fasilitas belajar berpengaruh positif dan signifikan terhadap kepuasan belajar siswa dengan tingkat pengaruh 48%, kompetensi profesional guru dan fasilitas belajar secara simultan berpengaruh positif dan signifikan terhadap kepuasan belajar siswa dengan tingkat pengaruh 60,6%.

Kata Kunci: *Kompetensi Profesional Guru, Fasilitas Belajar, Kepuasan Belajar*

ABSTRACT

This study intends to ascertain the impact of learning facilities on student learning satisfaction, the impact of learning environments on student learning satisfaction, and the interaction between teacher professional competency and learning environments. Utilizing a quantitative methodology, this investigation. 114 students in class XII Accounting and Finance made up the study's population, and 80 of those students made up the sample utilizing the proportionate stratified random sampling method. The findings demonstrated that learning facilities and teacher professional competence both had a positive and significant impact on student learning satisfaction, with learning facilities having a positive and significant influence level of 48% and teacher professional competence having a positive and significant influence level of 49%. Having a 60.6% influence on student learning.

Keywords: *Learning environments, instructional resources, and student satisfaction.*

PRELIMINARY

The progress of a nation can be seen in the quality of education and human resources. Education is fundamental in the formation of human resources (Wahyuningsih et al., 2018). Education is also the key to achieving success. Advances in technology and science play a role in education in Indonesia today and require a creative, innovative, and competitive generation. One of these things can be achieved by optimizing the use of technology as an educational aid

which is expected to produce outputs that can keep up with and change the times for the better.

Professional teachers support educational institutions as organizations that organize the achievement of goals. According to Law no. 23 of 2017 Article 1, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and

secondary education. Professional teachers have received formal recognition based on applicable regulations concerning their position and formal educational background.

Professional teachers must meet the requirements for aspects of academic qualifications, competence, and educator certification (Zahuri & Israhadi, 2021). Data on the percentage of teachers with a minimum qualification of S1 at the vocational high school level is 91%, and the percentage of certified teachers is 28.49% (Verification data, condition 05/07/2020). Thus the requirements for professional teachers are already owned by some teachers but are still relatively low. Meanwhile, teachers must provide excellent and appropriate services to improve student learning. Student learning satisfaction is a positive attitude toward the teacher's service to the teaching and learning process because of the harmony between what is expected and reality. Each student has a different level of satisfaction. The more aspects that fulfill the desire, the higher the level of satisfaction felt. If students feel satisfied, it will produce a positive attitude, and vice versa. If students feel unsatisfied, it will lead to negative attitudes that can tell other people about evil or good experiences. As school customers, students expect maximum satisfaction from every service in the school that can support the improvement of science and technology.

One of the teachers who meet the professional competence of teachers can organize a virtual learning process, one of the services for the distance education system that aims to streamline and streamline learning methods using the internet.

Distance and time are no longer a problem in the learning process in this Virtual Learning. With the professional competence of teachers, students will feel satisfied and helped in their learning, especially during the COVID-19 pandemic, where the learning process is carried out online.

In addition, the online learning process requires learning facilities. Adequate facilities will provide students satisfaction, indirectly supporting academic improvement and success. Learning facilities and infrastructure are available to facilitate online learning, especially equipment and supplies at school and home that students must have. Equipment and supplies provided at home significantly influence teaching and learning programs.

The phenomenon that is currently sweeping the world, including in Indonesia, with the Covid-19 pandemic, the government ordered Physical Distancing and Social Distancing, which resulted in some students feeling restless and confused in the sudden online learning process (Supriyanto, 2021). Some students are worried about the factors of teachers' teaching and learning facilities.

The impact of the COVID-19 pandemic on the learning process is the use and utilization of tools, media, and the internet. Professional teachers must develop and use various types of learning, such as Virtual Learning. Teachers at SMK NU 01 Slawi have met the requirements of professional teachers and are proficient in teaching. However, there are still teachers who have not mastered and are not ready to use Virtual Learning services in their learning, especially during the covid-19 pandemic. This is because it was carried out too suddenly, previously

rare before the covid-19 pandemic. Some students have difficulty consulting with the teacher, especially for lessons requiring a more profound explanation

and understanding that the teacher's learning system must be adapted to the circumstances. This situation is an indicator of weakness in the professional competence of teachers that affects student learning satisfaction.

Learning facilities during the COVID-19 pandemic are not yet fully adequate for implementing online learning (Supriyanto et al., 2021). Some students feel uneasy with the facilities at school and home. Some students can't take lessons because they don't have a data package, so they can't connect to the internet. The relatively high price of data packages is the main factor for students' anxiety due to the different incomes of parents (Furqon, 2020).

In addition, using applications during online learning is also a problem for some students (Ayuningtyas, 2021). The difficulty of the network is often disconnected, and often, when online learning takes place in the applications used, there are still students who are left behind and do not take part in learning; this incident is because students are not proficient in operating applications and operators who are not ready so that schools must pay attention to this by providing an application that is easily understood by students and operators who are ready.

Based on the description above, the researchers are interested in conducting research under the title "Students' Learning Satisfaction in the Covid-19 Pandemic Period Judging from the Professional Competence of Teachers and Learning Facilities."

METHOD

The research method used is that researchers find problems in the professional competence of teachers and learning facilities on student learning satisfaction at SMK NU 01 Slawi, then develop a theoretical basis and draw a hypothesis formulation. The total population in this study was 114 students, with a sample of 80 students. The sampling technique used by the researchers used a proportional stratified random sampling technique— data collection techniques used by researchers using observation and questionnaires. The researcher uses descriptive analysis techniques, simple linear regression analysis, and multiple regression analysis.

RESULTS AND DISCUSSION

SMK NU 01 Slawi, which was formerly known as SMEA Walisongo, obtained an operational permit with registered status with a Decree of the Minister of Education and Culture, Regional Office of the Ministry of Education and Culture of Central Java Province with Number: 780 / 103 / I / 1993 dated 10 May 1993.

Vocational High School NU 01 Slawi started student admissions in 1993/1994 by using the location in the NU PC Building, Tegal Regency, by accepting approximately 56 students divided into two classes, namely Accounting class and Trade Management class. Learning activities are carried out during the day.

As for the results of the study, the first is descriptive analysis; the results of the descriptive analysis of these variables are described in the following table.

Table 4.1 Frequency Distribution of Teachers' Professional Competencies

Category	Range	Frequency	%	Mean	SD
Tall	31-40	44	55	30,37	4,18
Currently	21-30	34	42,5		
Low	10-20	2	2,5		
		80	100		

Based on table 4.1 above, it can be seen that the professional competence of teachers is in the high category. This can be shown from the

total percentage of 55%, with an average score (mean) of 30.37 and a standard deviation of 4.180.

Table 4.2 Distribution of Learning Facilities Frequency

Category	Range	Frequency	%	Mean	SD
Tall	31-40	31	38,8	29,35	5,004
Currently	21-30	48	60		
Low	10-20	1	1,3		
		80	100		

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	14,86	4,031		3,68	,000
	Total_X2	1,150	,135	,693	8,49	,000

a. Dependent Variable: Total_Y

with an

The results from table 4.2 above show that the learning facilities are in the medium category. This can be shown from the percentage of 60%,

average score (mean) of 29.35 and a standard deviation of 5,004.

Table 4.3 Distribution of Learning Satisfaction Frequency

Category	Range	Frequency	%	Mean	SD
Tall	46-60	48	60	48,61	8,302
Currently	31-45	32	40		
Low	15-30	0	0		
		80	100		

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,064	4,493		,237	,813
	Total_X1	,882	,178	,444	4,965	,000
	Total_X2	,708	,148	,427	4,771	,000
a. Dependent Variable: Total_Y						

From table 4.3, it can be seen that learning satisfaction is in the high category. This can be shown from the percentage of 60%, with an average score (mean) of 48.61 and a standard deviation of 8.302.

Table 1 Results of Analysis between Teacher Professional Competence and Student Learning Satisfaction

Table 4.4 shows that the regression coefficient score of the teacher's professional competence variable on student learning satisfaction is 1.390 with a constant of 6.383. Thus

Table 3 The results of the analysis of the professional competence of teachers and learning facilities on student learning satisfaction

it can be stated that the professional competence of teachers influences student learning satisfaction.

Table 2 Analysis Results between Teacher Professional Competence and Student Learning Satisfaction

Table 4.5 shows that the regression coefficient score of the learning facility variable (X2) on student learning satisfaction (Y) is 1.150 with a constant of 14.861. Thus it can be stated that learning facilities influence student learning satisfaction.

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Consta	6,383	4,922		1,297	,199
	Total_X	1,390	,161	,700	8,659	,000
a. Dependent Variable: Total_Y						

DISCUSSION

The results of the regression analysis can be seen that the teacher's professional competence variable has

a significant influence on student learning satisfaction at SMK NU 01 Slawi. This shows that teachers' professional competence has the most

influence compared to other factors in this study. Teachers must possess professional competencies: (1) mastering subject matter, understanding competency standards and essential competencies, and (3) utilizing information technology. Teachers with professional teacher competencies are proven to learn by mastering the material according to competency standards and basic competencies and making good use of technology and information to produce student learning satisfaction.

The regression analysis results showed that the variable learning facilities significantly influenced student learning satisfaction at SMK NU 01 Slawi. This shows that learning facilities influence student learning satisfaction.

While the results of the regression analysis show that the professional competence of teachers (X1) and learning facilities (X2) together have a significant and significant effect on student learning satisfaction at SMK NU 01 Slawi, this shows that the better the professional competence of teachers and learning facilities, the higher the student's learning satisfaction will be.

CONCLUSION

Based on the results of this study, the conclusions that can be drawn are as follows: Teacher professional competence has a significant effect on student learning satisfaction. Indicators of teacher professional competence include (1) mastering the subject matter, (2) Understanding competency standards and essential competencies, and (3) utilizing information technology. Based on the indicators of teacher professional competence, it can be interpreted that increasing teacher professional competence can increase

student learning satisfaction at SMK NU 01 Slawi;

Learning facilities have a significant effect on student learning satisfaction. Indicators of learning facilities, among others: (1) facilities at school and (2) facilities at home. Based on the competency indicators of learning facilities, it can be interpreted that improving learning facilities can increase student learning satisfaction at SMK NU 01 Slawi.

Professional competence and learning facilities have a significant effect on student learning satisfaction. Increasing the professional competence of teachers and learning facilities can affect student learning satisfaction at SMK NU 01 Slawi. This can be seen from several indicators of learning satisfaction, including: (1) tangible (quality of service); (2) assurance (certainty); (3) empathy (empathy); (4) reliability (reliability); (5) responsiveness (responsiveness).

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