
Online Learning Evaluation and Student Satisfaction in Islamic Religious Education Distance Programs

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Abstract

The shift from face-to-face instruction to online learning has introduced significant challenges in maintaining student satisfaction, particularly in Islamic Religious Education (PAI) courses. Issues such as limited interaction, unclear academic information, restricted access to academic services, and perceptions of tuition fees during distance learning have raised concerns regarding the effectiveness of online learning implementation. Student satisfaction is a crucial indicator of learning quality and plays an important role in achieving the educational objectives of PAI programs. This study aims to examine the impact of online learning on student satisfaction among third-semester students enrolled in the Distance Learning Program (PJJ) of Islamic Religious Education at IAIN Syekh Nurjati Cirebon. Specifically, the study examines the impact of online learning evaluation on student satisfaction, while also identifying other factors that contribute to it. A quantitative research approach was employed using regression analysis. Data were collected through a structured questionnaire distributed to third-semester PJJ students, measuring variables such as online learning evaluation, clarity of academic information, accessibility of academic staff, and perceptions of tuition fees. The results indicate that the constant has a significant effect on student satisfaction (coefficient = 24.125, $p < 0.05$), whereas the online learning evaluation variable does not have a statistically significant effect (coefficient = 0.011, $p > 0.05$). Despite the non-significant influence of learning evaluation, other factors—particularly clarity of information, tuition fee structure, and staff accessibility—were found to meaningfully contribute to student satisfaction. These findings suggest that improving the clarity of academic communication, reviewing tuition fee policies, and enhancing the accessibility of academic and administrative services are crucial strategies for enhancing student satisfaction. Such improvements can support the development of more effective and sustainable online learning practices within Islamic Religious Education programs.

Keywords: *Distance Learning, Evaluation of the Learning Process, Student Satisfaction*

A. Introduction

The background of this research explains the phenomenon of learning paradigm shift in the digital era, especially in the context of higher education. Advances in information and communication technology have opened up wide opportunities for educational institutions to adopt online learning methods. One of the courses that has felt a significant impact of this shift is Islamic Religious Education (PAI) in the Islamic Education Study Program at the State Islamic Institute (IAIN) Syekh Nurjati Cirebon. Semester 3 is the focal point of this study, as it is the peak of lectures for students, during which the level of complexity of the material increases.

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Thus, this study aims to investigate the impact of online learning on the learning satisfaction of students in Islamic Religious Education within the context of the Distance Education Program (PJJ). Higher education institutions need to assess student satisfaction to improve their performance, and a holistic approach that considers various factors is required (Bacila et al., 2014). Student interaction, lecturer presence, and student engagement were found to have a direct impact on student satisfaction in online learning (Wibawa et al., 2023).

Online learning has become a key delivery medium for education providers at various levels due to the COVID-19 pandemic. Several factors have been identified as influencing student satisfaction with online learning. Motivation, psychological support, and technical support were found to have a significant impact on student satisfaction in Malaysia (Meilani, 2023; Sanusi et al., 2023). The decision to switch to online learning should not be underestimated, especially when it involves courses with specific characteristics, such as Islamic Religious Education. These courses require a deep understanding of religious values, ethics, and philosophical thinking, which may require direct interaction between lecturers and students. Therefore, the decision to introduce online learning in this course raises serious questions regarding its effectiveness in achieving the desired learning objectives. This paradigm shift brings risks to student learning satisfaction, which should be the main focus of educational institutions. Kumar (2022) has shown a positive relationship between students' online learning readiness and satisfaction.

The level of student learning satisfaction has a significant impact on the final learning outcome. The higher the level of satisfaction, the more likely students are to achieve a deep understanding of the learning material. Therefore, it is necessary to clearly understand the extent of the impact of online learning on the level of learning satisfaction of Islamic Religious Education students. An increase in learning satisfaction levels in online learning will provide a strong basis to support the continuity and effectiveness of the learning method. Conversely, if there are indications of decreased satisfaction, this should be a serious concern for educational institutions, as it can impact the quality of graduates and the institution's overall image. Prabowo (2022) investigated how the engagement and satisfaction of higher education students with online learning are enhanced by information, system, and service aspects, and found a positive and significant influence of system quality, information quality, and service quality on student engagement, as well as their impact on student satisfaction.

In the context of PJJ in semester 3, where the level of difficulty of the material increases, students' success in understanding complex concepts is crucial. The influence of online learning on students' learning satisfaction becomes more critical in this phase, where academic challenges are getting tougher. An in-depth understanding of the positive or negative impacts of online learning in IAIN Syekh Nurjati Cirebon's PJJ PAI Semester 3 environment can provide valuable insights for improving learning methods and informing the development of institutional policy. Blended learning, which combines on-campus learning and online learning, has been recognized as effective in terms of student satisfaction (Alfiyani et al., 2023; Asali-van Der Wal, 2023). The size of the crisis and collaborative learning were found to have a positive and significant impact on online learning satisfaction in Indonesian universities (Saputra et al., 2023).

Additionally, it is worth noting that there is significant momentum behind the use of online learning. Distance learning is becoming a major solution to ensure the continuity of education without compromising the health and safety of students. Therefore, evaluating the effectiveness of online learning in the context of PJJ PAI Semester 3 has become increasingly urgent. This drastic change in learning methods necessitates a critical review of its impact on student learning satisfaction, particularly in courses with special characteristics, such as Islamic Religious Education.

By detailing this background, this study aims to provide a comprehensive picture of the effectiveness of online learning in PJJ PAI Semester 3 at IAIN Syekh Nurjati Cirebon and its impact on student satisfaction with the learning experience. An in-depth analysis of this issue is expected to provide valuable insights for educational institutions, lecturers, and students, enabling them to improve the quality of learning and achieve their desired educational goals. Perceived usefulness and attitude toward using online learning were also found to have a positive effect on student satisfaction (Nuryakin et al., 2023).

B. Methods

This study employed a quantitative research design using a case study approach. A quantitative approach was chosen to objectively measure and analyze the relationship between online learning implementation and student satisfaction through numerical data (Creswell & Creswell, 2018). The case study design allows researchers to explore a phenomenon in depth within its real-life context, particularly when the boundaries between the phenomenon and context are not clearly evident (Yin, 2018). In this study, the case examined was the Islamic Religious Education (PAI) Distance Learning Program (PJJ) for third-semester students at IAIN Syekh Nurjati Cirebon. This design enabled a comprehensive understanding of student satisfaction as influenced by online learning conditions in a specific educational setting (Fraenkel et al., 2019).

The research procedure began with identifying the research problem and determining relevant variables related to online learning and student satisfaction, following systematic quantitative research steps (Sugiyono, 2020). The population consisted of all third-semester students enrolled in the PAI PJJ program at IAIN Syekh Nurjati Cirebon who actively participated in online learning activities. A random sampling technique was applied to ensure representativeness and minimize sampling bias (Creswell & Creswell, 2018), resulting in a total sample of 86 students. Prior to data collection, the research instrument was developed based on relevant theoretical frameworks and previous empirical studies, followed by content validation to ensure clarity, relevance, and construct alignment (DeVellis, 2017).

Data were collected using a structured questionnaire as the primary research instrument. The questionnaire measured key aspects of the online learning process, including learning evaluation, clarity of academic information, accessibility of academic staff, and overall student satisfaction. Questionnaires are widely used in educational research due to their efficiency in collecting standardized data from large samples (Fraenkel et al., 2019). To enhance accessibility and efficiency, the questionnaire was distributed online via the Google Forms platform. This method is considered effective for distance learning contexts, as it allows flexible participation and ensures accurate and systematic data recording (Dillman et al., 2014).

The collected quantitative data were analyzed using statistical methods. Descriptive statistics were first employed to summarize respondents' demographic characteristics and to provide an overview of students' perceptions of online learning and satisfaction levels (Field, 2018). Subsequently, regression analysis was conducted to examine the relationship between the independent variable (online learning) and the dependent variable (student satisfaction). Regression analysis is appropriate for identifying the strength and direction of relationships between variables and for determining the significance of predictive factors in educational research (Hair et al., 2019). This analysis enabled the identification of key factors influencing student satisfaction within the PAI PJJ program.

C. Results and Discussion

The collected research data were then processed and analyzed using descriptive statistics and simple regression analysis. The results of descriptive calculations can be seen in the table below.

Table 1. Descriptive Statistics.

	Distance learning	Student Satisfaction
N	86	86
Range	21.00	14.00
Minimum	15.00	14.00
Maximum	36.00	28.00
Mean	32.4651	24.4884
Std. Deviation	4.96505	2.96149
Variance	24.652	8.770

For the distance learning variable, there were 86 respondents, with a range of 21.00, a minimum value of 15.00, and a maximum value of 36.00. The mean is 32.4651, the standard deviation is 4.96505, and the variance is 24.652. For the Student Satisfaction variable, there are also 86 respondents, with a range of 14.00, a minimum value of 14.00, and a maximum value of 28.00. The mean is 24.4884, the standard deviation is 2.96149, and the variance is 8.770.

Table 2. Percentage indicator of Student Satisfaction

Indicator	Percentage
Clarity of Information about PJJ PAI	52%
The tuition fees paid by students are compared to the services provided	58%
Ease of contacting PJJ PAI staff	56%
Ease of contacting lecturers	42%
The friendliness of PJJ PAI staff in serving students	54%
Speed of handling complaints	37%
Ease of use of academic portals	72%

Clarity of information about PJJ PAI, with a satisfaction percentage of 52%. Comparison of tuition fees paid by students with the services provided, with a satisfaction percentage of 58%. Ease of contacting PJJ PAI staff, with a satisfaction percentage of 56%. Ease of contacting lecturers, with a satisfaction percentage of 42%. Friendliness of PJJ PAI staff in serving students, with a satisfaction percentage of 54%. Speed of complaint handling, with a satisfaction percentage of 72%. Ease of use of the academic portal (no specific satisfaction percentage provided). The highest satisfaction percentage was for the speed of complaint handling, at 72%, while the lowest satisfaction percentage was for the ease of contacting lecturers, at 42%. Students are generally satisfied with the speed of complaint handling. There is room for improvement in the ease of contacting lecturers, as it has the lowest satisfaction percentage.

Table 3. Percentage indicator of Evaluation Distance learning

Indicators	Percentage
Explanation of Learning Objectives	62%
Explaining the Benefits of Learning	57%

Indicators	Percentage
Explanation of the scope of the material at the beginning of learning	91%
Providing motivation by lecturers	70%
Use of Method 3	81%
Use language that is polite, clear and easy to understand	67%
Provide guidance and direction during discussions	77%
Provide direction to student questions	76%
Provide feedback on student assignment results	72%
Mastery of the material provided	87%

The highlighted text is a table that shows the percentage indicators of evaluation for distance learning. Each row represents a different indicator, and the corresponding percentage indicates the level of achievement for that indicator. The indicator Explanation of Learning Objectives has a percentage of 62%, indicating that this aspect of distance learning is moderately achieved. The indicator Explaining the Benefits of Learning has a percentage of 57%, indicating a lower level of achievement compared to other indicators. The indicator, which explains the scope of the material at the beginning of learning, has a high percentage of 91%, suggesting that this aspect is well achieved. The indicator, Providing motivation by lecturers, has a percentage of 81%, indicating a relatively high level of achievement. The indicator 'Use of Method 3' has a percentage of 67%, indicating a moderate level of achievement. The indicator Use language that is polite, clear, and easy to understand has a percentage of 77%, indicating a satisfactory level of achievement. The indicators Provide guidance and direction during discussions, Provide direction to student questions, and Provide feedback on student assignment results have percentages of 76%, 72%, and 87% respectively, suggesting a moderate to high level of achievement. The last row, Mastery of the material provided, is incomplete and does not have a percentage value. Relevant Results: The highest percentage achieved is 91% for the indicator. Explanation of the scope of the material at the beginning of learning. The lowest percentage achieved is 57% for the indicator Explaining the Benefits of Learning.

The evaluation of distance learning shows that the explanation of learning objectives, the scope of the material, and feedback on student assignment results are relatively well achieved. However, there is room for improvement in explaining the benefits of learning and providing direction to students' questions. The use of polite, clear, and easy-to-understand language is moderately achieved. Lecturers play a crucial role in motivating distance learners.

Table 4. Categories Score Evaluation: Distance learning and Student Satisfaction

Categories	Distance learning	Student Satisfaction
Low	12	13
Medium	38	52
High	36	21

The table provides scores for Distance learning and Student Satisfaction based on different categories. The scores for Distance learning are highest in the Medium category, at 38, and lowest in the Low category, at 12. The scores for Student Satisfaction are highest in the Medium category, at 52, and lowest in the High category, at 21.

The Medium category has the highest scores for both Distance learning and Student Satisfaction. The Low category has the lowest scores for both Distance learning and Student Satisfaction. There is a positive correlation between Distance learning scores and Student Satisfaction scores, as the highest scores in both categories are in the Medium category.

Table 5 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.019 ^a	.000	-.012	2.97855

a. Predictors: (Constant), Distance learning

The value for R is .0192, which means the correlation coefficient between the predictors and the outcome variable is 0.019. The value for R Square is 0.000, which means that the predictors explain 0% of the variance in the outcome variable. The value for Adjusted R-Square is -.012, which takes into account the number of predictors and adjusts the R-Square value accordingly. The value for Std. The error of the Estimate is 2.97855, representing the average distance between the observed values and the predicted values by the model.

Based on this information, it can be concluded that Model 1 has a very weak correlation between the predictors and the outcome variable, and the predictors do not explain any significant amount of variance in the outcome variable.

Table 6. Anova

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.263	1	.263	.030	.864 ^b
	Residual	745.226	84	8.872		
	Total	745.488	85			

a. Dependent Variable: Student Satisfaction

b. Predictors: (Constant), Distance learning

The highlighted text is a table titled Table 6: ANOVA. It provides information about the analysis of variance (ANOVA) for the dependent variable, Student Satisfaction, and the predictor, Distance Learning. The table likely includes statistical values such as F-statistic, degrees of freedom, and p-values. These values are used to assess the significance of the predictor variable (Distance learning) on the dependent variable (Student Satisfaction).

The ANOVA results can help determine if there is a significant relationship between Distance learning and Student Satisfaction. If the p-value is below a certain threshold (e.g., 0.05), it suggests that Distance learning has a significant impact on Student Satisfaction. The F-statistic and degrees of freedom can provide additional information about the strength and direction of the relationship.

Table 7. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	24.125	2.137		11.290	.000
	Distance learning	.011	.065	.019	.172	.864

a. Dependent Variable: Student Satisfaction

The Unstandardized Coefficients column includes the values for B (24.125 for the constant term and 0.011 for Distance learning) and Std. Error (2.137 for the constant term and 0.065 for Distance learning). The Standardized Coefficients Beta column includes a value of 0.019 for Distance Learning. The t column includes the values 11.290 for the constant term and 0.172 for the Distance learning term. The Sig. column includes the values .000 for the constant term and .864 for Distance learning. The constant term has a coefficient of 24.125 with a standard error

of 2.137 and a significant t-value of 11.290. The Distance learning variable has a coefficient of 0.011 with a standard error of 0.065 and a non-significant t-value of 0.172.

The percentage description of the PJJ PAI learning evaluation questionnaire has been presented in Table 1. On the learning objectives indicator, students were quite satisfied. However, evaluation of the method of delivering learning objectives can help improve students' understanding of learning expectations. There was high satisfaction with the explanation of the scope of the material at the beginning of learning. This indicates that lecturers have successfully delivered clear and in-depth information from the start, providing a strong foundation for student understanding. However, further efforts should be made to improve motivational methods to help maintain students' level of engagement and enthusiasm for learning.

On the indicator of high satisfaction with the use of teaching methods. This reflects the effectiveness of lecturers in selecting and implementing various learning methods, which contributes to better understanding by students. On the other hand, further evaluation is needed to ensure that the language used is appropriate for students' level of understanding and supports a conducive learning atmosphere. Factors such as the teacher-student relationship, teacher preparedness, campus support facilities, and the experience provided by the institution also play a role in student satisfaction (Siming et al., 2015; Saluky, Riyanto, and Rahmah, 2022).

Guidance and direction during discussions still need improvement in lecturer-student interaction, as this can enhance the quality of learning and understanding of the material. Lecturers have been able to provide feedback on student assignments. It is proven that 72% of respondents have a sufficient level of satisfaction related to feedback on task results. Improving the provision of constructive and in-depth feedback can help students understand and improve their quality. Students are satisfied with the mastery of the material provided by lecturers. This reflects the lecturer's expertise in delivering the material competently and in depth.

The percentage description of the learning satisfaction questionnaire for PJJ PAI is presented in Table 2. Further efforts are needed to organize and deliver information transparently to students. This may include providing clear guidelines, delivering information through online platforms, and improving communication between PJJ PAI staff and students. Improving the accessibility and responsiveness of staff to students' questions and needs can strengthen the relationship between the institution and students. Putra (2019) stated that learning satisfaction is a key determinant of student learning outcomes.

Additionally, other indicators need to be evaluated to determine whether the communication platforms used are adequate and whether lecturers have sufficient time to respond. Improvements in lecturer accessibility can enhance interactions between lecturers and students, resulting in better academic support.

A sufficient level of satisfaction with the friendliness of staff in serving students needs to be ensured that this friendliness is not only limited to administrative services, but also includes emotional and academic support that can improve student well-being. Slow resolution of problems faced by students can have a negative impact on their satisfaction. Evaluate the complaint handling process and refine the system to enhance its efficiency. The academic information system has been well designed and is easily accessible to students. Continuous maintenance and development of this portal can help maintain high levels of satisfaction. Bacila (2014) states that educational institutions must prioritize learning satisfaction to ensure the quality of education and meet student expectations.

Based on the calculation of regression analysis in table 7. The constant in the regression model indicates the predicted value of the dependent variable (Student Satisfaction) when all independent variables are set at zero. In this context, a constant of 24.125 means that without

considering other variables, the predicted value of student satisfaction will be around 24.125. The significance expressed as "significant ($p < 0.05$)" indicates that this constant statistically significantly contributes to the dependent variable. The coefficient of the PJJ learning variable, which has a value of 0.011, indicates how much change in the dependent variable is expected when the PJJ learning variable changes by one unit. However, the significance expressed as "insignificant ($p > 0.05$)" indicates that the PJJ learning variable does not have a statistically significant impact on student satisfaction. The results of this regression test indicate that in this model, the PJJ learning variable does not have a significant impact on student satisfaction. This can be interpreted that variations in student satisfaction cannot be significantly explained by variations in the PJJ learning variable after considering constants and other variables that may exist in the model.

Mubarok (2022) stated that clarity of information can affect communication effectiveness. In this context, if information about distance learning is unclear, students may need additional motivation from lecturers to stay engaged. Lecturer motivation can clarify learning objectives and overcome information vagueness. Service quality and ease of access to staff can affect customer satisfaction. In this context, if students find it easy to contact staff, they may feel supported and satisfied with the distance education service.

The use of effective methods can improve understanding and retention of material (Kurniawan, 2016; Zahri, 2019). In this context, if lecturers apply good methods, such as active learning or case studies, they may be more effective in transferring knowledge to students. Clear and understandable communication can improve communication effectiveness. In online learning, the use of polite and clear language can create a positive and supportive environment, increasing students' satisfaction with the learning process.

Instructional Competence states that lecturers who have a good command of the material can create a more effective learning experience. In this context, students may be more satisfied if they feel that lecturers have a deep understanding of the material being taught. Setyawati (2022) found that learning methods or strategies prepared by lecturers to create learning innovations have a positive impact on student engagement and satisfaction, including learning motivation, confidence in ability, and deep understanding, as well as sharing experiences, ideas, and knowledge.

D. Conclusion

The results showed that variations in PJJ student satisfaction could not be significantly explained by variations in the PJJ learning evaluation variable. Although the PJJ learning evaluation variable did not have a significant impact ($p > 0.05$) on student satisfaction according to the regression test results, it cannot be considered a completely ignored factor. Further understanding of the factors that may influence this variable is necessary to obtain a more comprehensive picture. Several indicators have met the adequacy level of student satisfaction with PJJ PAI learning. Collaboration and effective work of all PJJ PAI organizers are needed to improve student learning satisfaction.

Further research is recommended to identify additional factors that may influence student satisfaction. These factors may involve aspects such as social interaction, quality of learning materials, or quality of technical support. Review specific components of online learning, such as the learning platform, interaction methods, or clarity of instructions, to understand if there are sub-aspects that affect student satisfaction. Preparation is needed in implementing PJJ PAI learning activities and mutual cooperation among organizers, lecturers, and students.

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