

# Chapter 13

## Online Learning Satisfaction: A Comparative Study on Malaysian and Indonesian Students

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### ABSTRACT

*Far from being optional, teaching and learning for education providers at various levels have made online learning the primary medium of delivery, due to Covid 19. As such, this study investigates how students' preparedness, motivation, internet availability, technical support, and psychological support influence students' online learning satisfaction in Malaysian and Indonesian higher learning institutions. An online survey was administered across Malaysia and Indonesia, with three hundred thirty-six (336) responses from Malaysia and two hundred ninety-two (292) from Indonesia. Structural equation model with smart PLS 3.2.4 was used for data analysis, with five hypotheses being tested. The present study found that motivation, psychological support, and technical support significantly affected student satisfaction in Malaysia, whereas an additional factor, students' preparedness, affected Indonesian students. Future research may investigate other aspects that may have contributed to students' satisfaction and which medium is the best for students to satisfy their learning curve.*

### INTRODUCTION

To fulfil the need for education, the rapid transfer of knowledge within society has been necessitated by the immense technological development of the present day. This is a result of the rise of online learning

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as an adjunct teaching and learning tool for educators around the world. As teaching and learning are increasingly distributed over many internet-based platforms, online platforms have become a significant impetus for people to become more adaptable to the rapid shift in global education (Koksal, 2020). With global investments in education technology exceeding \$18.66 billion in 2019, the adoption of education technology has increased dramatically. The niche market for language apps, virtual tutoring, video conferencing tools, and online learning software is anticipated to produce US\$350 billion by 2025 (Li & Lalani, 2020).

As the Covid-19 pandemic forced schools worldwide to close for physical interactions, the rapid advancement of online learning became even more significant (Zhao et al., 2022). As a result, over 1.2 billion students in 186 countries were forced to leave their regular classrooms (Li & Lalani, 2020). Since then, all education providers have been compelled to integrate online learning as an alternative to blackboard-style learning. Online learning has evolved from a complementary medium to the primary mode of delivery for teaching and learning for education providers at all levels, including universities. Tertiary education educators and students were compelled to participate in synchronous and asynchronous activities on online platforms.

Committed to preserving its high quality for students while simultaneously learning from the challenges of adapting to new methods of teaching and learning, the current study aims to investigate the higher education students' preparedness, motivation, internet availability, technical support, and psychological support that influence their satisfaction with online learning in Malaysia and Indonesia. The subsequent section is a discussion of the literature review, followed by the research methodology, findings and discussion and conclusion of the study.

## **LITERATURE REVIEW**

### **Student Satisfaction**

Student satisfaction is the most significant aspect of encouraging students to continue learning. Astin(1993) defined student satisfaction as a student's perception of their educational experiences at a higher education institution. According to Muilenburg and Berge (2005), students' perceptions of their online learning experiences continue to vary substantially. Therefore, students' satisfaction with their educational experiences can influence their commitment to the course and their levels of happiness with their online learning experiences (Carr, 2000). Student satisfaction is one of the most important factors to consider when determining the success of implementing online learning (Harsasi & Sutawijaya, 2018).

According to Elliott and Healy (2001), student satisfaction is a short-term attitude because evaluation is based entirely on students' educational experiences at the time of evaluation. Consequently, this element influences student retention and is a consequence of the educational system (Navarro et al., 2005). Student satisfaction is defined by Elliott and Shin (2002) as students' subjective judgements of their academic performance and experiences. Consequently, student satisfaction can be described in terms of relative interaction and actual performance regarding educational services supplied during the study (Mukhtar et al., 2015). Multiple criteria are considered when defining student satisfaction as a short-term behaviour based on evaluating the students' personal experience, assistance, and educational facilities (Li et al., 2016).

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