

The Students' Satisfaction of Online Learning Services

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Abstract: The online learning era found significant momentum when the coronavirus was spreading globally. Innovation, creativity and online learning tools increased significantly and rapidly. All levels of education, from early childhood to university, were racing to provide online learning. This context made the satisfaction dimension of necessity that must be realized by schools/educational institutions. Measurement of satisfaction in learning services was related to five dimensions including reliability, responsiveness, assurance, empathy and tangible. This study aimed to look at the level of satisfaction and the factors that contribute to satisfaction of online learning during the covid-19 pandemic. This study used a qualitative approach with a survey research type based on quantitative descriptive data analysis. The results showed that the average level of satisfaction reached 75%. While, the contributing factors were methods and strategies, and also the discipline and feedback attitudes of the teachers.

Keywords: satisfaction; students; online learning; al-amin MBS

Introduction

At the beginning of its emergence and development, Islamic boarding schools were still seen as institutions that were not very attractive because of the formal legal aspects that were still not recognized, although the output quality could be justified. This cannot be separated from the role of Islamic boarding schools to shape the civilization of Indonesian Muslim society since the beginning of its existence (Akhiruddin, 2015;

Usman, 2013; Abdullah, 2014). The educational reformation era which is marked by the independence of the educational institution's management has a good impact on the development of pesantren today. Gontor and other Islamic boarding schools which are tied to the IKPM (the association of modern Islamic boarding school) organization and several other Islamic boarding schools have received recognition by the existence of PMA (the regulation of Religion minister) number 18 of 2014

concerning the *Mu'adalah* educational unit at Islamic Boarding Schools. *Mu'adalah* policy as a new concept related to Islamic boarding school can simply be interpreted as an appreciation of the independence of Islamic boarding school in determining policies ranging from curriculum to graduation policy (Hefni, 2012; Mushollin, 2014; Najib, 2018). The dynamics of the development of Islamic boarding school is also shaped by Muhammadiyah, which since its inception has been concerned with educational, social and religious movements. The pioneering Islamic Boarding School under the auspices of Muhammadiyah is Muhammadiyah Boarding School (MBS), as a form of educational institution that integrates the balance of learning and knowledge of science and religion as its spirit. The content of science and religion subjects as MBS's identity cannot be separated from the big idea of Muhammadiyah's funding father, KH. Ahmad Dahlan about education (Ali, 2016; Mawardi, 2017).

The establishment of the Muhammadiyah Boarding School (MBS) educational institution is currently massive. One of the Muhammadiyah Boarding Schools (MBS) that was successfully initiated was Al-Amin MBS which is located in Bojonegoro. It was established in 2015 which was inaugurated by Din Syamsudin. Al-Amin MBS currently has 251 male students and 64 female students from various regions, especially from the province of East Java. Referring to the development of the number of male and female students, it can be seen that Al-Amin MBS has good competitive potential in managing educational institutions. Since the Covid 19 pandemic, Al-Amin MBS of Bojonegoro has decided to repatriate all students as a form of commitment to the rules which was declared by the policies of Bojonegoro Regent. This condition presents its challenges for Al-Amin

MBS of Bojonegoro to provide online learning services to the students.

Learning as the main identity in the educational process has an urgency that cannot be negotiated. The development of all student potential which includes spiritual, attitude, intellectual and others following the National Education System Law number 20 of 2003 article 1 paragraph 1, can only be done through learning besides as a transfer of knowledge and value process. On the other hand, learning orientation under the auspices of the educational process is not only for learning outcomes but also as a process of forming and developing the character of students (Hanifah et al., 2020; Koko, 2020; Makinuddin, 2015). Based on the above conditions, the identity of Islamic boarding schools in the modern era is no longer considered a second class institution. It is known as a constitution that has high competitiveness today. The management of Islamic boarding schools in the modern era has been understood more deeply as an educational institution that puts forward a center of excellence. The shift in the concept of "as it is" management shifts to the field of educational services which demands totality in service, where the external customer satisfaction dimension is an aspect that must be able to be realized (Rusdi, 2018; Siswanto, 2016).

The main dimension was related to educational institutions or institutions. Learning is a spirit or identity that must be able to be realized not only routine but must be innovative, effective, efficient and fun. This concept cannot be separated from efforts to develop students' abilities and competencies in a focused and consistent manner. On the other hand, learning activities can present a process that does not burden students. The ability to realize learning competencies is the identity of the goals that must be able to be realized (Astuti, 2014; Priyono, 2018; Yatimah et al., 2019). The

implementation of quality learning, with various challenges and derivations, can help to shape customer perceptions regarding the accountability of these educational institutions, especially during the current covid-19 pandemic. The reconstruction of the learning process took place on a massive scale which was previously dominated by the offline model turned into an online model. The complexity of the capabilities of each educational institution becomes a challenge to adapt in the implementation of online learning.

Online learning or more popularly known as e-learning is the utilization, application and use of information technology in learning (Chaeruman, 2018; Sutanta, 2014). During the Covid-19 pandemic, online learning found its popularity and became a trending topic in the field of education. The process of implementing online learning during the Covid 19 pandemic, apart from being a form of educational service, can also be used to improve the quality of learning. So, it can synergize with the development of abilities and learning outcomes and can realize satisfaction (Goh et al., 2017).

Referring to this reality, customer perceptions and responses, in this case, the students of Al-Amin MBS of Bojonegoro, need to be measured. Perceptions and responses can describe the level of satisfaction that is felt and obtained. Satisfaction is a concrete form of the condition and the quality of services that is the online learning services provided. Regarding the modern management perspective, the value of satisfaction can create customer loyalty. When it is associated with educational institutions, it will give a high level of trust, not only to students but also to their parents. (Mulders & Mulders, 2020; Zamry & Nayan, 2020).

Several studies on online learning in the covid-19 pandemic era have been carried

out. These studies mostly take place at the level of universities and public schools. Research by Jatmoko and Faizun (2020) describes the student perceptions of online learning during the Covid 19 pandemic. Besides, the focus of the research done by Firman and Rahman (2020) is about online learning as an alternative during the Covid 19 pandemic. At the public school level, Lina's research (2020) focuses on the advantages, constraints and solutions of online learning during the Covid 19 pandemic. In addition, the research conducted by Beki (2020) focuses on the use of online media in learning.

Based on the several studies mentioned above, this research has a different urgency and focus. This study sees that measuring the level of satisfaction is an urgency for every institution, both profit and non-profit which functions for the evaluation process so that periodic measurement activities need to be carried out. Therefore, this study aims to see the level of satisfaction of learning services carried out by Al-Amin MBS of Bojonegoro from the perspective of male and female students as external customers. On the other hand, this study also looks at the treatment of Al-Amin MBS of Bojonegoro in the implementation of online learning.

Research Method

The qualitative approach used in this research is survey type. The research place is at Al-Amin MBS of Bojonegoro as an educational institution that issues online learning policies during the covid-19 pandemic. The number of respondents was 211 students. The instrument used is an online questionnaire through google form using a Linkert scale as the answer choice. The data analysis used is descriptive quantitative.

Findings

Based on the questionnaire filled in through the google form application provided by the researcher at the link address: https://docs.google.com/forms/d/1Boiv0gWXFj_I m3Q2JNDqbBZ-KvQmDxpVqkAsdAO3ET0.

There are only 211 of 317 students who filled out the questionnaire application. The student participation rate in this measurement is 66.56% which can be assumed to be good in terms of the percentage of involvement in the research process. This research questionnaire uses 17 questions related to the level of satisfaction of

online learning services during the Covid 19 pandemic at Al-Amin MBS of Bojonegoro.

The 17 questions are divided into five aspects of service measurement namely reliability, responsiveness, assurance, empathy and tangibles. The reliability aspect is represented by questionnaire questions numbered 9, 10 and 16, responsiveness is reflected in questions 1, 2, 7 and 12, assurance is explored by questions number 13 and 14. Questions 4, 5, 11 and 15, focuses on the empathy aspect. While the measurement of tangibles on items number 3, 6, 8 and 17 is the question. The description can be tabulated as follows:

Table 1. The Classification of Questions in 5 Service Aspects

No	Service Aspect	Question Item Number
1	Reality	9, 10 and 16
2	Responsivity	1, 2, 7 and 12
3	Assurance	13 and 14
4	Empathy	4, 5, 11 and 15
5	Tangibles	3, 6, 8 and 17

Based on the data of the questionnaire recapitulation processing statistically descriptive can be presented as follows.

Table 2. The Descriptive Statistics

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Reality	211	12.00	03.00	15.00	11.5877	2.00372
Responsivity	211	15.00	05.00	20.00	16.000	2.48998
Assurance	211	08.00	02.00	10.00	8.0095	1.36274
Empathy	211	16.00	04.00	20.00	15.8815	2.71156
Tangibles	211	16.00	04.00	20.00	16.0000	2.41424
Valid N (listwise)						

Based on the table data above, the number of respondents was 211 students consisting of junior high school students (the first until the third class) to senior high school students (the first until the third), both male

and female. The highest range score for the components of the question of the questionnaire is on the empathy and tangibles aspect, while the lowest range is on the aspect of assurance questions. The highest

maximum score is in the aspect of responsiveness, empathy and tangibles and the lowest score is on assurance. The highest mean score is on the aspect of responsiveness and tangibles questions, while the lowest mean is on the aspect of questions about assurance. This fact occurs because there are fewer items in assurance than other aspects of questions.

Referring to the tabulation results of the analysis of the score processed from the data recapitulation of the answers of the questionnaire above, the tabulation of the data scoring interval score is needed to see the level of satisfaction of each aspect. The preparation of interval score is based on 5 kinds of scores that are generated starting

from the range score to deviation from the standard. The detailed description can be explained as follows:

1. *Reality*

There are three questions containing aspects of reliability. Based on the range of answer choices on the Linkert scale of 1-5, the ideal score range is 3-15. Referring to the table above, the range score for reliability is 12, 3 for minimum, 15 for maximum, 11.58 for mean and 2003 for std. deviation. These results can be used to compile a categorization on the level of satisfaction based on these references. The categorization is as in the following table:

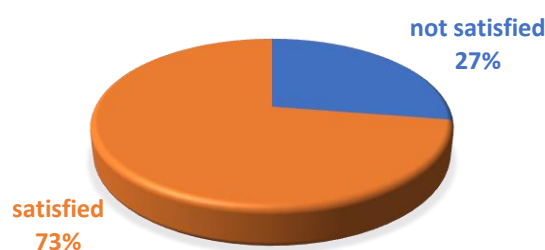
Table 3. The Tabulation of Satisfaction Categories Based on the Questionnaire Answers of Reliability Aspects

No	interval	Category	Quantity. Student	Percentage
1	14 < 15	Very satisfied	36	17.06
2	11 < 13	Satisfied	117	55.45
3	8 < 10	Less satisfied	54	25.59
4	5 < 7	Not satisfied	3	1.42
5	3 < 4	Very Dissatisfied	1	0.4
amount			211	100

Based on the tabulation above, it is clear that the very satisfied category is only 17.06% and the satisfied category is 72.56%. Those who fall into the category of not satisfied to very dissatisfied are 27.41%.

Based on this description, it can be more narrowly categorize into a satisfied and dissatisfied categories. The conditions can be drawn on the diagram as follows.

Figure 1. The Percentage of Satisfied and Dissatisfied Categories of Reality Aspect



The diagram above clearly confirms that the level of student satisfaction in online learning services during the Covid-19 pandemic reached 73%. The reliability aspect related to learning services that are measured is the ability of *ustadz/ustadzah* (the male and female teachers) to create online learning that is conducive, disciplined and also able to give examples according to the learning material which is learnt by the students. This fact is very important due to the nature of online learning which is sometimes disrupted by external factors such as networks, availability of facilities and others. Conducive learning, discipline and examples of how to do or complete assignments are aspects that can provide a level of comfort in online learning.

2. Responsiveness

The responsiveness aspect as the second dimension that is measured has four questions. The data analysis on the responsiveness aspect is as follows: the range score of 211 students is 12.00, the minimum score is 5.00, the maximum score is 20.00, the mean is 16.00 and std. the deviation is 2.48. Based on the data from the analysis on the questionnaire score that became the answer of the Al-Amin MBS of Bojonegoro students, it can be used to tabulate the answer categories. The results of the tabulation based on the description can be displayed as follows.

Table 4. The Tabulation of Satisfaction Category Based on Responsiveness Aspect of Questionnaire Answers

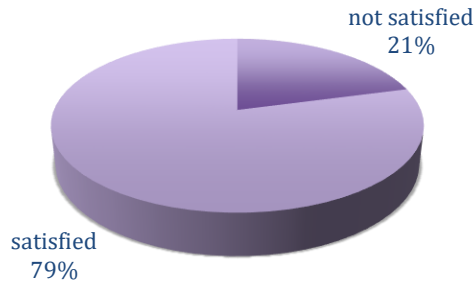
No	interval	Category	Quantity. Student	Percentage
1	18 < 20	Very satisfied	53	25,11
2	15 < 17	Satisfied	114	54.02
3	12 < 14	Less satisfied	37	17.53
4	9 < 11	Not satisfied	3	1.42
5	5 < 8	Very Dissatisfied	4	1.89
<i>amount</i>			<i>211</i>	<i>100</i>

Based on the table above, it can be observed specifically that the category of students satisfaction level in online learning

services is spread over five categories from very dissatisfied category to very satisfied

category. The classification for those can be made in a diagram as follows.

Figure 2. The Percentage of Satisfied and Dissatisfied Categories of Responsiveness Aspect



It can be seen in the piechart diagram that the level of satisfaction of learning services in the aspect of responsiveness reaches 79% and the dissatisfied level reaches 21%. The measurement of this responsiveness aspect is related to students' responses to the learning services provided by Al-Amin MBS of Bojonegoro. This response relates to the response and reaction to the implementation of learning which is on schedule, providing motivation, providing good feedback to students questions and the enthusiastic attitude shown by the teachers in online learning. This dimension has a close picture of the responsiveness element as one of the aspects used to measure the service quality. The form of the teachers' response in the form of answering the student's questions well and providing feedback is an indicator of the responsiveness aspect felt by the students during online learning in the pandemic era.

The assurance aspect which is measured in the context of online learning services during the covid-19 pandemic is more focused on the provision of teaching materials carried out by the teachers in the teaching and learning process. On the other hand, the assurance aspect measurement is also related to the learning improvement process carried out by the teachers during online learning. This context is seen as part of the assurance aspect of certainty that students can feel in online learning. Based on the results of data processing analysis in the aspect of assurance, the average score is 8.00, the minimum score is 2.00 and the maximum score is 10.00, while the mean score is 8.00 and std. deviation score is 1.36. Based on the minimum and maximum scores that have been mentioned, these scores can be used as the basis for the tabulation of answer categories in the assurance aspect.

3. Assurance

Table 5. The Tabulation of Satisfaction Categories Based on the Assurance Aspect of Questionnaire Answers

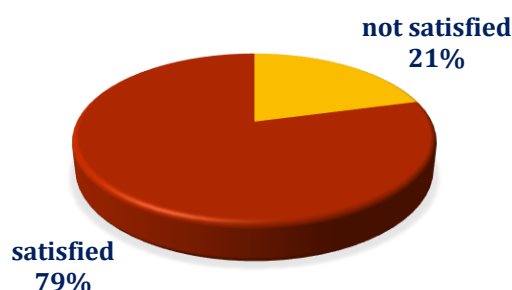
No	interval	Category	Quantity. Student	Percentage
1	10 <	Very satisfied	37	17.53
2	8 < 9	Satisfied	111	52.60
3	6 < 7	Less satisfied	58	27.48

4	4 < 5	Not satisfied	4	1.89
5	2 < 3	Very Dissatisfied	1	0.47
amount			211	100

Based on the tabulation of the answers of the questionnaire, in the very satisfied and satisfied category, there were 148 students, while in the less satisfied to very dissatisfied category there were 63 students. The answers that were chosen by many students in the category of answers were satisfied whose

score range is 8-9 (111 students) and were less satisfied whose score range is 6-7 (58 students). These results can generally be classified into two general categories, namely satisfied and dissatisfied. The description can be visualized in the following diagram.

Figure 3. The Percentage of Satisfied and Dissatisfied Categories of Assurance



The data salted above specifically illustrates that the level of student satisfaction in aspects of assurance related to online learning services during the pandemic era reaches 70%. As for the dissatisfied category, which includes very dissatisfied, not satisfied, and not satisfied, it reaches 30%. This description indicates that the assurance aspects or dimensions related to the improvement of the learning process and the provision of teaching materials can be felt by students.

4. Empathy

The empathy aspect which is the fourth component that is trying to be measured has 4 questions distributed in the questionnaire. These questions include

opportunities to consult, evaluations provided, guidance provided and space provided for students to express opinions related to the learning process whether it includes difficulties or other things. Based on the results of the data recapitulation, the distribution of the analysis results in the range of empathy aspects is 16.00, the minimum score is 4.00, and the maximum score is 20.00. The mean score is 15.88 and std. deviation score is 2.711. The results of the score analysis can be used as a reference as material for tabulating the classification of student answers to the research questionnaires. The tabulation results can be seen in the following table.

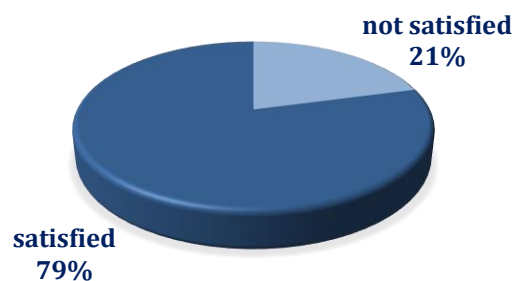
Table 6. The Tabulation of Satisfaction Categories Based on the Questionnaire Answers of Empathy Aspects

No	interval	Category	Quantity. Student	Percentage
1	18 < 20	Very satisfied	55	26.06
2	15 < 17	Satisfied	103	48.81
3	12 < 14	Less satisfied	45	21.32
4	8 < 11	Not satisfied	6	2.84
5	4 < 7	Very Dissatisfied	2	0.94
amount			211	100

The tabulated data above explicitly provides an explanation that the percentage of satisfaction level reaches 74.88%, while for less satisfied to very dissatisfied category reaches 25.11%. These results illustrate that learning services that are related to empathy aspects can be directly felt by students as part of the learning process. Referring to the

description of the process results specifically in the satisfied and dissatisfied categories, it can be constructed to a diagram as a visualization of the distribution of the satisfaction level of learning services during the Covid 19 pandemic. The diagram is as follows.

Figure 4. The Percentage of Satisfied and Dissatisfied Categories of Empathy Aspects



Visually, the diagram above explains that the achievement of the satisfaction of empathy aspects reaches 75%. This fact indicates that the learning service process provided by Al-Amin MBS of Bojonegoro during the covid 19 pandemics related to the empathy aspect can be measured properly. On the other hand, these results also indicate that the components of implementing learning during the covid-19 pandemic with an online system on the empathy aspect can be given well by the teachers.

5. *Tangibles*

The measurement on the aspects of learning services which is related to tangibles is the realization of online learning services during the covid 19 pandemics. Some questions to measure this aspect includes learning methods or strategies, assignments that are under the material, providing notes on evaluation results, clothing styles and teachers' attitudes in the online learning process. Based on some of these questions, the results of student questionnaires can be categorized in the tabulation of answers to the level of satisfaction as follows.

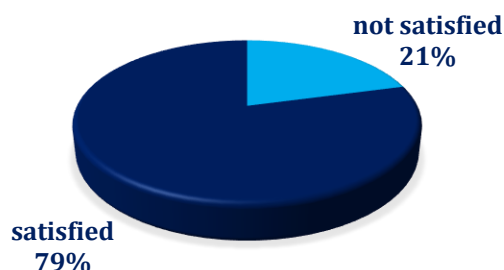
Table 6. The Tabulation of Satisfaction Categories Based on the Questionnaire Answers of the Empathy Aspects

No	interval	Category	Quantity. Student	Percentage
1	18 < 20	Very satisfied	53	25,11
2	15 < 17	Satisfied	114	54.02
3	12 < 14	Less satisfied	38	18.01
4	8 < 11	Not satisfied	5	2.3
5	4 < 7	Very Dissatisfied	1	0.47
amount			211	100

Based on these data, the largest number of students were 114 students whose answers are satisfied category. While the second-largest number of students were 53 students whose answers are satisfied category. As for the dissatisfied category,

there were 38 students with a total percentage of 18.01%. Based on these data, if it is classified into two categories namely satisfied and dissatisfied as a large group, it can be visualized in the following diagram.

Figure 5. The Percentage of Satisfied and Dissatisfied Category of Tangibles Aspect



The visualization on the diagram of the percentage level of satisfaction of tangibles aspects reached 79%. The tangibles aspect as one of the service indicators in online learning services is given well so that students' responses are positive.

Based on the measurements on each aspect as a part of the five dimensions that can be measured to see the level of satisfaction of online learning services can be simply summarized in the following table.

Table 8. The Table of Percentage of Satisfaction Level of Five Service Aspects

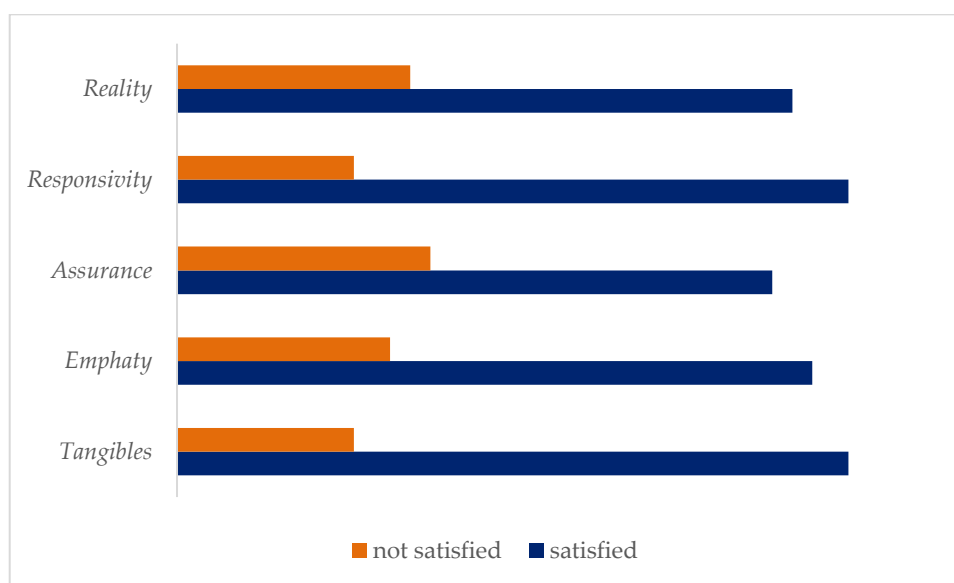
No	Service Aspect	Satisfied		Not satisfied	
		Number of Students	%	Number of Students	%
1	Reality	153	72.56	58	27.44
2	Responsivity	167	79.13	44	20.87

3	Assurance	148	70.13	63	29.87
4	Empathy	158	74.87	53	25,13
5	Tangibles	167	79.13	44	20.87

The table data above explains that the greatest level of satisfaction is in the aspects of responsiveness and tangibles. They reached 79.13%. The aspect that has the lowest level of satisfaction is the assurance dimension. It is 70.13%. Based on the

summary of the table above, a bar chart can be constructed to visualize the number of students and the measurable percentage of satisfaction. The results of the diagram are as follows.

Figure 6. The Percentage of Satisfied and Dissatisfied category of Five Aspects



Based on the data above, as a whole, if the level of satisfaction is taken, then each aspect measured has 75%, while the average number of students is 158 students. The results of data research show that the level of student satisfaction of online learning services during the covid 19 pandemics at Al-Amin MBS of Bojonegoro is in the satisfied category.

Discussion

Based on the research data, in general, the five aspects that are the main basis for measuring start from reliability to tangibles

(Kotler & Armstrong, 2009) have a good percentage of satisfaction level. The assurance aspect has the lowest level of satisfaction namely 70.13%. As for the high level of satisfaction, there are tangibles and responsiveness aspects that reach 79.13%. The average level of satisfaction in all aspects measured is 75%. These results reflect that the level of student satisfaction with learning services during the covid-19 pandemic is in a good category.

The high contribution of satisfaction level is from tangibles and responsiveness aspect. They are got from the direct impact which can be felt by students rather than other aspects. The responsiveness aspect in

this study explores student responses to the attitudes of educators in the process of online learning activities. Educators' attitudes such as answering and providing feedback, being discipline, having good motivation are the dimensions that can be directly felt by students so that they can affect the level of perceived satisfaction. This reality cannot be separated that the measurement of satisfaction is identical with the indicators of the experience felt by consumers or customers in this context of students and the existence of harmony between expectations and reality (Lovelock, Wirtz, & Mussry, 2011; Tjiptono, 2012). The condition of student satisfaction in the explanation above cannot be separated from the role of teachers' motivation and discipline as the dimension of work ethic affecting the students learning outcomes (Bakir & Setiawan, 2021; Nashir, 2017; Srinawati & Achmad, 2020).

Student satisfaction on the tangibles aspects which is related to learning methods or strategies, and learning outcomes notes which are carried out by teachers in the implementation of online learning also have a high level of satisfaction. The satisfaction level of this aspect which reaches 79% is in line with the benefits of learning methods and strategies in growing good learning outcomes. The application and use of appropriate methods and strategies by teachers in online learning will have a significant influence on student learning outcomes (Ibrahim, 2018; Utami, 2016).

The implementation of the learning process by using the right methods and strategies is a form of the quality of educational services provided to students. The results of the quality of these services will of course have an impact on the realization of student satisfaction (Setiawan, 2018). On the other hand, the implementation of online learning with various methods and strategies applied will affect student learning styles which can encourage the growth of

motivation and good learning awareness. This context can be related to the quality of online learning which can affect the level of student satisfaction (Ghufron, 2020; Prasetya & Harjanto, 2020).

Regarding the assurance aspects which has a satisfaction level of 70%, it is related to the teacher's evaluation of the implementation of the learning process that has been carried out. This aspect does seem to have a significant influence on student satisfaction, because the assurance dimension, although related to students, is more focused on the role of teaching materials used by teachers in online learning. This level of satisfaction cannot be separated from the effectiveness and efficiency of teaching materials in the online learning process. The role of teaching materials is more in a partial context that cannot be collaborated with other components such as strategies, models and learning methods in looking at the level of their influence on student satisfaction. The influence of teaching materials is more in the context of increasing learning activities rather than student satisfaction. (Darnita et al., 2014; Puspita, 2018).

Conclusion

Based on the construction of the research problem formulation, the following conclusions can be drawn: the level of student satisfaction of learning services during the covid-19 pandemic is in the good category whose is 75%. The factors contributing to the student's satisfaction are divided into two aspects of measurement, namely: (a). responsiveness, related to discipline factors, good feedback and the teacher's role in providing learning motivation; (b) tangibles, related to the factors of methods and learning strategies used by teachers.

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