College Students' Satisfaction on Digital-based Learning Evaluation Course in Elementary Education Program

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Article Info	Abstract
	In today's digital era, higher education faces new challenges and opportunities, especially in terms of integrating technology in the teaching and learning process. The digital-based learning evaluation course is one form of adaptation to this change. This course is designed to equip students with skills in evaluating and managing learning that utilizes digital technology. Student satisfaction is an important indicator in assessing the effectiveness of this course. Present study describes college students' satisfaction regarding digital-based learning evaluation in the program of elementary teacher education. This research was conducted using a survey method through giving a questionnaire with a total of 100 respondents who took this course. The questionnaire was given through google form with a total of 18 statements. The data were analyzed descriptively by presenting the acquisition of each aspect of satisfaction. The questionnaire results show the level of student satisfaction in the aspect of learning planning at 89.88%, the aspect of teaching ability of lecturers at 90.33% and the use of technology in learning at 86.37%. Thus, the learning process in the Digital-Based Learning Evaluation course can provide a high level of satisfaction to college students both for each aspect. This can certainly be a reference, especially for the lecturers themselves, to improve the quality of learning in the future in different courses **Keywords:** Student satisfaction, Digital-based Learning Evaluation Course, Elementary School

1. Introduction

In the rapidly evolving digital era, the education system is also undergoing significant transformation. Digital-based Learning Evaluation courses, especially in the context of the PGSD Study Program, play a crucial role in preparing prospective teachers to manage and evaluate learning involving digital technology in elementary schools. By using digital platforms, teachers can see student progress in real time, such as test results, exercises, or interactions in class discussions. In addition, digital-based evaluation helps teachers save time in correcting homework or exams (Huljannah, 2021; Magdalena et al., 2023). This course is designed to equip students with
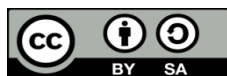
skills and knowledge on how to evaluate the effectiveness of technology-enabled learning, as well as how to utilize digital tools to support the evaluation process (Alim et al., 2022; Irhamni & Ashari, 2023). The thing that underlies the importance of this course for college students of PGSD is the preparation for students to face the challenges of digital education which affects almost every aspect of life, including education. With the widespread use of digital tools in elementary schools, prospective teachers need to understand how technology can be used effectively in the learning and evaluation process (Alenezi et al., 2023; Wulansari et al., 2023). The Digital Learning Evaluation course prepares students for this challenge by providing skills and knowledge on various digital-based evaluation tools and methods.

College students of PGSD are prospective teachers who are prepared by universities to teach in elementary schools. The purpose of this digital-based learning evaluation course is that students as professional teachers are able to design and implement digital-based learning evaluations. But in reality, in today's education there are still problems, especially in the failure of teachers to evaluate learning. The teacher's failure to evaluate can be seen by the teacher's failure to assess. Such as teachers only assessing at the end of learning, assessments that are monotonous or not diverse, assessments only from a cognitive perspective, paying less attention to affective and psychomotor assessments and the absence of clear assessment guidelines (Arrosyad et al., 2023; Bahri, 2023; Roseta, 2020). The low competence of teachers in carrying out evaluations is certainly inseparable from the learning process received by teachers during lectures where universities must prepare as much as possible in order to be able to produce graduates who are competent in their fields (Hidayat, 2022; Suhaimi, 2019).

Effective evaluation is key to understanding the extent of learning and how improvements can be made. This course teaches college students how to evaluate learning outcomes using digital tools, including online learning platforms, evaluation applications, and learning management systems (Jannah et al., 2020; Sudana et al., 2019). These skills are important to ensure that evaluations are objective and accurate, and provide constructive feedback for students. Educational technology is constantly evolving, and technology-based teaching is becoming increasingly common in primary school classrooms. By studying this course, college students can understand how various digital tools can be applied to support learning and evaluation. This includes the ability to use evaluation software, e-learning platforms and apps that support active learning and student engagement.

In the context of digital learning, classroom management becomes more complex as it involves additional technologies (Sousa et al., 2022; Walker, 2024). This course equips students with the skills to effectively manage the digital classroom, including strategies to address technical issues and ensure students' active participation in the online learning environment. It assists prospective teachers in creating productive and enjoyable learning experiences for students. Effective evaluation is not only beneficial for teachers, but also for students. By using digital technology for evaluation, teacher candidates can provide faster and more accurate feedback to students (Dewhirst, 2019; Shinde, 2022). This has the potential to improve the quality of learning and student outcomes,

as timely feedback can help students understand their strengths and weaknesses and improve their learning strategies.

Skills in digital-based learning evaluation are a much-needed competency in today's world of education. By mastering this course, college students of PGSD not only increase their capacity as prospective teachers, but also expand their career opportunities in education. This ability makes them more competitive in the job market and better equipped to contribute to innovation in education. Studying the Digital Learning Evaluation course is essential for college students of PGSD as it provides the necessary skills and knowledge to face the challenges of digital education (Ganagalla, 2023; Tripathi, 2018). With a deep understanding of technology-based evaluation, prospective teachers will be better equipped to create effective and adaptive learning environments and improve the quality of education in primary schools. This course not only strengthens students' professional competencies, but also supports educational efforts that are more inclusive and responsive to technological developments.

However, along with the widespread adoption of technology, challenges arise regarding student satisfaction with learning in this course. Student satisfaction is an important indicator that reflects the quality and effectiveness of the teaching and learning process. In this context, student satisfaction can affect their learning motivation, engagement level, and learning outcomes (Barbera et al., 2013; Batouei & Teoh, 2021). Therefore, it is important to understand the factors that influence student satisfaction in the Digital Learning Evaluation course, such as the quality of the material and the complex and diverse content, ranging from learning evaluation theory to practical applications of digital technology. Student satisfaction can be influenced by how relevant and clear the material presented in the course (Batouei & Teoh, 2021; Net et al., 2023). Problems can arise if the material does not match the practical needs of students or if the delivery of the material is considered ineffective. In addition, the use of technology in the teaching process by lecturers is an important aspect of the course. Students may experience satisfaction or dissatisfaction with the teaching methodologies used, including the use of digital tools such as online learning platforms, simulations and multimedia. The technical quality and ease of access to technology may also affect students' learning experience.

Other factors such as interaction between students and lecturers play an important role in digital learning. Student satisfaction is often influenced by how well lecturers can communicate and provide support through digital platforms (Basuony et al., 2020; Jeremias et al., 2023). Lack of interaction or support can lead to students feeling less satisfied with their learning experience. In addition, availability and technical support such as unstable internet access, difficulties in using digital platforms, or limited features of digital tools can affect student (Li & Tosati, 2023; Suhandiah et al., 2022). Adequate and responsive technical support is essential to ensure that students can follow the course properly without significant technical interruptions. Adaptation and perception of technology for students from different backgrounds also have different levels of skill and comfort in using digital technology. These differences can affect their satisfaction with digital-based courses, especially if the technology used is perceived as difficult or less friendly.

Student satisfaction with learning is a very important factor in higher education, and has a wide impact on various aspects. Students who are satisfied with their learning experience tend to be more motivated to learn and more engaged in academic activities (Shinde, 2022). This satisfaction can encourage them to actively participate in class, complete assignments better, and take initiative in academic projects (Anh, 2021; Putra, 2019). Student satisfaction is also often associated with better academic performance. Students who are satisfied with the teaching methods, course materials, and support they receive usually show better learning outcomes.

Satisfaction with learning can influence students' decision to continue their studies. Satisfied students are more likely to remain in their program and complete their studies, which contributes to higher graduation rates. A positive learning experience can also support students' mental and emotional well-being. Conversely, dissatisfaction can lead to stress, anxiety and feelings of helplessness, which can negatively impact students' mental health.

Student satisfaction provides valuable feedback for educational institutions. By understanding what students like and dislike, institutions can make improvements and adjustments to improve the quality of teaching, facilities, and support provided. Student satisfaction also affects the reputation of educational institutions. Satisfied students are more likely to recommend their program to prospective students, which can increase the attractiveness of the institution and attract more quality students. Overall, college student satisfaction is an important indicator of the quality of the educational experience provided and is key to creating an effective and supportive learning environment (Simbolon et al., 2022; Wijana & Dwi Rusiawati, 2021).

With this research, educational institutions and teachers especially lecturers can identify areas that need improvement to increase student satisfaction. Research on student satisfaction with the Digital Learning Evaluation course not only provides insight into the student experience but also helps in designing better strategies for the implementation and management of digital learning in the future. The purpose of this study was to determine the level of satisfaction of college students with the learning process in digital-based learning evaluation courses which included aspects of learning planning, lecturers' ability to teach and the use of technology in learning.

2. Methods

This research uses a survey method by questioning respondents about certain topics or matters in order to obtain data. The research data were obtained through giving questionnaires to PGSD study program students who had taken Digital-Based Learning Evaluation lessons, totaling 100 people namely students aged 20 to 21 years consisting of 14 men and 86 women. Table 1 shows the measurement of aspects of student satisfaction with learning.

Table 1. Aspects of Student Satisfaction with Learning

No	Satisfaction Aspect	Statement
1.	Appropriateness of lesson planning	• Suitability of material with RPS (semester learning plan) • Availability of modules/handouts or teaching materials

No.		
		• Appropriateness of time allocation
		• Suitability of the exam with the learning material
		• Evaluation of study results objectively and transparently
2.	Lecturer's teaching ability	• Lecturer's ability to communicate
		• Lecturer's ability to deliver material
		• Lecturer's ability to provide updated examples
		• Opportunities to discuss or ask questions in learning
		• Opportunity to get feedback/input
		• Creating an interesting and conducive learning atmosphere
3.	Use of technology in learning	• Ease of accessing e-learning
		• Availability of internet signal
		• Ease of accessing teaching materials in e-learning
		• Use of media (zoom application) for online learning
		• Lecturer and student interaction using the online system
		• Online learning in accordance with learning objectives
		• Effectiveness of all e-learning assisted learning activities

The questionnaire used is in the form of a Likert scale of 18 statements with answer criteria as in Table 2.

Table 2. Satisfaction Questionnaire Answer Criteria

No.	Criteria	Score
1.	**Very satisfying**	5
2.	**Satisfying**	4
3.	**Enough satisfying**	3
4.	**Less Satisfying**	2
5.	**Not satisfying**	1

Before the questionnaire was given to college students of PGSD, a questionnaire was first tested on 30 people to see the validity and reliability of the questionnaire. To determine the level of validity, the product moment correlation test was used and the reliability used the Cronbach's Alpha test. Both tests were conducted with the help of SPSS software. The results can be seen in Table 3 and Table 4.

Table 3. Questionnaire Validity test results

No	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18
r	.423	.530	.752	.841	.504	.796	.462	.622	.456	.565	.371	.839	.747	.795	.840	.807	.822	.866
r table	.361	.361	.361	.361	.361	.361	.361	.361	.361	.361	.361	.361	.361	.361	.361	.361	.361	.361

Based on Table 3, it is obtained that each statement has an r value greater than the r table value (0.361). It can be concluded that each questionnaire statement is valid. Meanwhile, for the questionnaire reliability test can be seen in Table 4.

Table 4. Questionnaire Reliability Test

Cronbach's Alpha	N of Items
.835	18

Table 4 shows that the Cronbach's Alpha value (0.835) > 0.60. In other words, the questionnaire is declared reliable or consistent (Sujarweni, 2014). Based on the validity and reliability of the questionnaire, it can be concluded that the questionnaire is suitable for measuring college students' satisfaction in the learning process in digital-based learning evaluation courses. Meanwhile, questionnaires were analyzed by describing and calculating the percentage of each indicator of student satisfaction with learning with the formula

$$\text{Statisfaction Score} = \frac{\text{Score obtained}}{\text{Maximum score}} \times 100\%$$

After the questionnaire scale is calculated, it is then analyzed based on modified criteria from Simbolon (2022) as in Table 5.

Table 5. Student Satisfaction Criteria

No	Score	Category
1	0 % ≤ Score < 49 %	Very Less
2	50 % ≤ Score < 59 %	Less
3	60 % ≤ Score < 69 %	Enough
4	70 % ≤ Score < 79 %	High
5	80 % ≤ Score < 100 %	Very High

Source: (Simbolon et al., 2022)

3. Result and Discussion

3.1 Result

Filling out a questionnaire by 100 respondents shows that the category of PGSD students' satisfaction level with learning in the Digital-Based Learning Evaluation course is in very high criteria with an average satisfaction percentage of 88, 86%. Measurement through a questionnaire includes aspects of the suitability of learning plans, lecturers' teaching abilities, and the use of technology in learning. The questionnaire results show that the level of student satisfaction is above 80% for each aspect, especially in the aspect of teaching ability of lecturers at 90.33%. This shows that students are very satisfied with the lecturers' teaching strategies both offline (face-to-face) and online (synchronous and asynchronous) using the zoom meeting application and e-learning platform. Details of aspects of student satisfaction with learning can be seen in Figure 1.
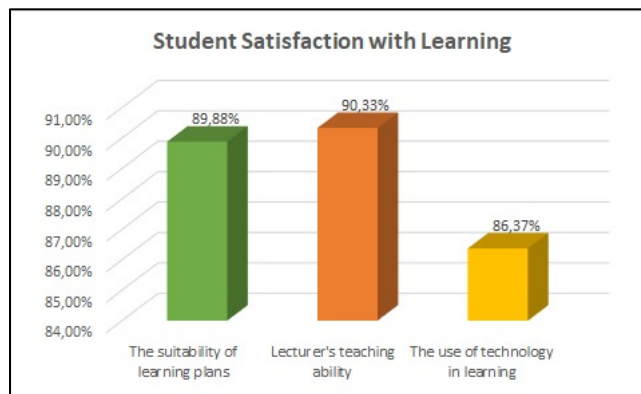
Figure 1: Graph of General Student Satisfaction

In the first aspect, namely the suitability of learning planning from 100 respondents, 1% stated that it was very unsatisfactory, 0.2% stated that it was unsatisfactory, 6% stated that it was quite satisfactory, 34% stated that it was satisfactory, and 58.8% stated that it was very satisfactory. Details of aspects of student satisfaction with learning can be seen in Table 6.

Table 6. College Student Satisfaction Level on Learning Planning Aspects

Category	Frequency	Percentage	Average	St Dev
Very satisfying	294	58,8%		
Satisfying	170	34%		
Enough satisfying	30	6%	4.49	0.71
Less Satisfying	1	0,2%		
Not satisfying	5	1%		

In Table 6, it can be seen that the average student satisfaction in the aspect of learning planning is 4.49 with a small standard deviation of 0.71. This means that students in giving responses are not much different or can be said to have the same opinion. For more details, it can also be seen in Figure 2.
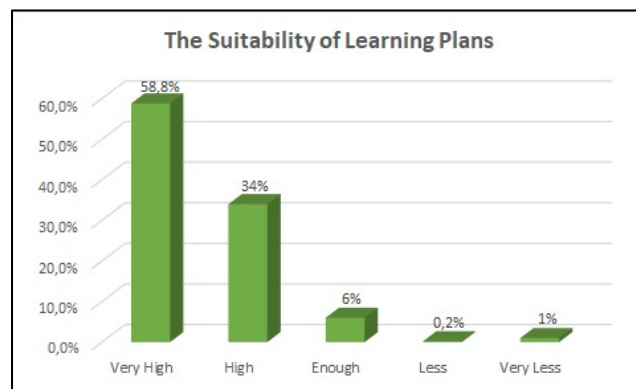
Figure 2: Frequency Chart of the Appropriateness of Learning Planning Aspects

In Figure 2, it can be seen that 82.8% of students expressed satisfaction with the learning strategies or methods used by lecturers in the Digital-based Learning Evaluation course.

In the second aspect, namely the teaching ability of lecturers from 100 respondents, 1% stated that it was very unsatisfactory, 5.3% stated that it was quite satisfactory, 33.67% stated that it was satisfactory and 60% stated that it was very satisfactory. For more details can be seen in Table 7.

Table 7. College Student Satisfaction Level on Teaching Ability of Lecture

Category	Frequency	Percentage	Average	St Dev
Very satisfying	360	60%		
Satisfying	202	33,67%		
Enough satisfying	32	5,33%	4.52	0.69
Less Satisfying	0	0%		
Not satisfying	6	1%		

In Table 7, it can be seen that the average student satisfaction in the aspect of teaching ability of lecture is 4.52 with a small standard deviation of 0.69. The average shows a score of almost close to 5 with a very satisfying category, although there are 1% of students with an unsatisfied category. However, 99% of students are satisfied with the learning process, especially in the aspect of the lecturer's ability to teach. For more details, it can also be seen in Figure 3.
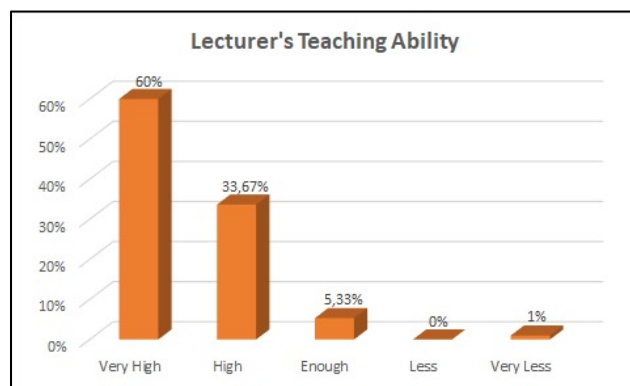

Figure 3: Frequency Chart of Lecturer's Teaching Ability Aspects

In Figure 3, it can be seen that 93.67% of students stated that they were satisfied with the ability or way of teaching lecturers in the Digital-based Learning Evaluation course.

In the third aspect, namely the use of technology in learning from 100 respondents, 1.14% stated that it was very unsatisfactory, 1% stated that it was unsatisfactory, 9.71% stated that it was quite satisfactory, 41.1% stated that it was satisfactory and 47% stated that it was very satisfactory. More details can be seen in Table 8.

Table 8. College Student Satisfaction Level on Using Technology in Learning

Category	Frequency	Percentage	Average	St Dev
Very satisfying	329	47%		
Satisfying	288	41,14%		
Enough satisfying	68	9,72%	4.32	0.78
Less Satisfying	7	1%		
Not satisfying	8	1,14%		

In Table 8, it can be seen that the average student satisfaction in the aspect of learning planning is 4.32 with a small standard deviation of 0.78. In addition, there are 2.14% of students who are not satisfied with the use of technology in learning. This happens because internet access is not good and also the devices owned by students do not support learning applications. For more details can also be seen in Figure 4
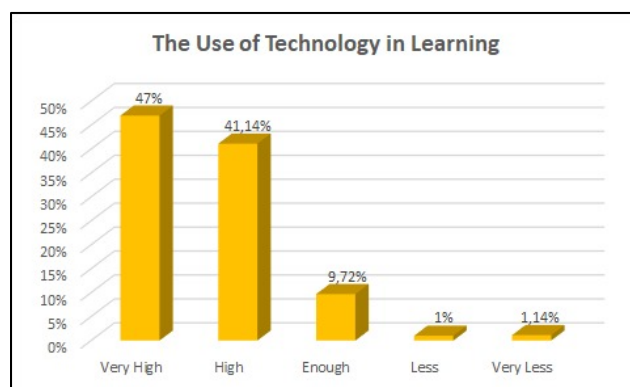

Figure 4: Frequency Chart of the Use of Technology in Learning Aspects

In Figure 4, it can be seen that 88.1% of students expressed satisfaction with the use of technology in the form of online learning both using the zoom meeting application and the e-learning platform in the Digital-based Learning Evaluation course.

3.2 Discussion

Student satisfaction with the learning process is one indication of the success of the learning. Student satisfaction is certainly not only on the value obtained but more on the process that is passed during learning. Likewise, student satisfaction with learning with Digital-based Learning Evaluation courses in elementary schools. Based on the survey results using a questionnaire, it was found that students were satisfied with the learning process which included the suitability of learning plans with the reality felt by college students, the teaching ability of lecturers, and the use of technology in learning. During learning, lecturers provide opportunities for college students to play an active role in expressing opinions related to the problems given, using digital platforms to

access information and assigning them to design digital-based evaluations using existing applications. This can certainly foster college student creativity in designing types of evaluations that are appropriate and can be applied in elementary schools (Rahmawati et al., 2023; Simbolon et al., 2022).

The aspects of learning planning carried out by lecturers include planning materials, teaching materials, time allocations and forms of evaluation in accordance with the designed RPS. For this reason, students can follow the learning process well because students already know what material is studied, the form of assignments and assessments used during learning. This certainly makes students more prepared and easier to learn because they already know the form and purpose of learning. Proper learning planning can certainly improve the effectiveness and quality of learning (Putrianingsih et al., 2021; Rokhmawati et al., 2023).

Lesson planning is a crucial step to achieving optimal learning outcomes and creating positive learning experiences for students. Planning helps lecturers set specific and measurable learning objectives, so students know what is expected of them. With a plan in place, learning becomes more structured. This makes it easier to organize the materials and time required for each activity (Cevikbas et al., 2024; Rahmalia & Sabila, 2024). In addition, good planning allows lecturers to utilize time effectively, avoid wasting time and ensure all materials can be delivered. Planning allows lecturers to choose and combine various teaching methods that suit the needs of students, so that the learning process becomes more interesting. With a clear plan, educators can more easily evaluate student learning outcomes and reflect on the effectiveness of the methods used. A well-planned plan can increase student motivation, as they feel involved in a structured learning process.

Aspects of the lecturer's teaching ability include how to implement the planned learning strategy that runs smoothly or not. Lecturers who have good teaching skills can explain the material clearly and interestingly, so that students more easily understand and master the lesson (Dewi et al., 2021; Indrayani, 2023). In addition, lecturers who are able to communicate and open space for discussion tend to create a more interactive classroom atmosphere. Students feel valued and heard for their opinions. Lecturers who are able to apply various learning methods according to student needs, such as active learning or the use of technology, can make the learning experience more interesting and relevant. A commitment to helping students, such as providing constructive feedback and supporting academic development, will increase student satisfaction. Enthusiastic and inspiring lecturers can motivate students to be more active in learning. This sense of motivation contributes to their satisfaction with the learning experience (Marheny et al., 2022; Murti & Prasetio, 2018). Overall, lecturers' teaching ability has a significant effect on students' learning experience, which in turn can increase their satisfaction with the education received.

The use of technology in learning has a significant impact on student satisfaction. Technology allows students to access learning materials anytime and anywhere, so they can learn with greater flexibility as they can adjust their learning time according to their needs. Online platforms, such as e-learning through discussion forum and video conference features can facilitate interaction between lecturers and students. In addition, technology allows the use of various teaching methods, such as learning videos, interactive quizzes and simulations. These variations can certainly make

learning more interesting and increase student motivation and satisfaction (Linda & Mandailina, 2024; Mubarok et al., 2022).

With the use of technology, lecturers can provide feedback more quickly and efficiently. Timely feedback helps students understand their progress and correct deficiencies. Technology supports collaboration between students through tools such as group-based learning platforms. This collaboration not only enriches the learning experience but also increases social satisfaction among students. Technology-based learning also helps students develop digital skills that are important for their careers. Thus, the integration of technology in learning not only makes the learning process more efficient and engaging, but also directly contributes to increased student satisfaction (Manek & Tanuwijaya, 2021; Naimnule et al., 2023).

4. Conclusion

Based on the survey results, it can be concluded that the satisfaction of PGSD students in the Digital-Based Learning Evaluation course is very high in the aspect of learning planning at 89.88%, the aspect of lecturers' teaching ability at 90.33% and the use of technology in learning both using the zoom meeting application or e-learning platform at 86.37%. Thus, college students of PGSD study program have a high level of satisfaction with the learning process in the Digital-Based Learning Evaluation course which includes planning and teaching skills of lecturers and technology used during learning.

The implication of this research can be a reference for other lecturers in improving and enhancing the quality of learning from the aspect of planning and designing fun learning. In addition, lecturers can choose the right technology in learning to facilitate students in developing abilities according to the demands of this course. Meanwhile, the limitations of this study only examine student satisfaction from three aspects only, namely planning, implementation and use of technology in learning. It is suggested that future researchers can also examine the effectiveness of learning seen from student learning outcomes (cognitive, affective, and psychomotor) either in the same or different courses.

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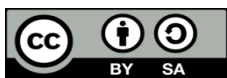
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