

### **AN ANALYSIS OF STUDENT' SATISFACTION AND DISSATISFACTION EXPERIENCE AND LEARNING STYLE ON REMOTE LEARNING AT 8th SEMESTER OF ENGLISH DEPARTEMENT IN UNIVERSITY OF SULTAN AGENG TIRTAYASA**

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#### **Abstract**

This research has its goals to find out what students have experienced in remote learning and additionally to find out what most of the students applied in their learning style in 8th-semester of the English department at the University of Sultan Ageng Tirtayasa. The researcher used qualitative research with thematic analysis as the data analysis technique. Open questionnaires and interviews as the instrument to gather the needed data. The subject in this research is the 8th-semester student of the University of Sultan Ageng Tirtayasa, 40 student report has been recorded. Based on the report the researcher discovered that most students experience more unsatisfied than satisfied with remote learning. Even with unsatisfied experience mostly reported, the student still gained a satisfactory experience with remote learning. Based on the data student mostly applied a “visual” learning style in their learning, students are able to gain better perception in learning by seeing a video that has a use to give a better understanding in an enjoyable way. In light the finding, the researcher suggest to use the findings as references material for improving a remote learning system.

**Keywords:** *Student experience, Remote learning, Satisfied, unsatisfied, Learning style.*

#### **INTRODUCTION**

Changing from a traditional classroom (face to face) to remote learning can lead to a problem such as; limited access to devices, maintaining motivation, and adapting to new environment (mohd, 2021), those are what 8th semester students of University of sultan Ageng Tirtayasa has experienced while shifting from traditional classroom to remote learning. For those who do not

have much experience, the distinctive change can make teacher and the learner have difficulties to adapting as both might not have much experience operating technology (Hodges, 2020).

In order to make remote learning success a matter of satisfaction student is very important (Hanssen, 2015). There is some research on the satisfaction of students, kit Ho (2021), in his study he uses machine learning algorithms to verify student satisfaction with e-learning. Razinkina (2018) performed a study at Peter the Great St. Petersburg Polytechnic University she monitored what facility make the student likely satisfied. Loton (2020) studied institutional student satisfaction, No profoundly dissatisfied or ineffectively performing understudy sub-bunches were recognized. The comparison data indicates a successful initial transition to remote learning, despite the fact that not all aspects of education are measured. With the effect of moving from traditional learning to online remote learning. To obtain student satisfaction in remote learning ware, system quality, Information quality, instructor attitude and variety in appraisal and students saw connection with others (Cidral, 2018).

It is essential to pay attention to the learning styles of the students because remote learning includes students with diverse characteristics, including disabled students and working adults with significant commitments and limited time (Wanna 2021). Baherimoghadam (2021) stated in his study that student the connection among's satisfaction and the dimension of learning style (processing, perception, input and understanding) showed that the dynamic component of handling data had a critical relationship with the degree of satisfaction.

Based on those study a limitation from shifting traditional classroom to remote learning can be disadvantage for remote learning itself and it can lead to the failure of remote learning, therefore Students play a crucial role in making success in remote learning a matter of satisfaction (Hanssen, 2015).

Hence, the researcher conducted a research about analyzing the experience of the 8th semester student who whoever has the experienced of remote learning at English department of the University of Sultan Ageng Tirtayasa (UNTIRTA), with limitation on satisfaction and dissatisfaction in remote learning student experience and student learning style.

## **LITERATURE REVIEW**

### **Learning Approach**

In traditional learning system there is LMS (Learning Management System) and LCMS (Learning Content Management System). LMS known as a Learning Management System since it has generally centered on course organization, classroom management, and student enlistment. Although reporting is a traditional component of the LMS, it has been constrained by the SCORM (Sharable Content Object Reference Model) and AICC (Aviation Industry Computer-based Training Committee) standards on which formal training content is built. The Learning Content Management System (LCMS), the LMS's less notable kin, is regularly disregarded through planning relationships in lieu of workspace and fast composing mechanical assemblies for making and managing their learning content.. Nonetheless, late turns of events, similar to the drive to make learning content more modest and to take figuring out how to the roads as portable execution support, have at last made learning experts aware of the way that isolating substance from show is important to create learning content for an intercession, conveyed from any system,

and experienced on any device (Kraft 2014). Another approach is student-centered learning, in student-centered learning, students become the main component in learning as they learn things by themselves, and for teachers, and they only become the guidance for the student. The study can be done solo or by working as a group. Whenever a student is working alone, they can get ready thoughts or make notes before class conversations, do listening errands, do short composed tasks, or do language or jargon works out. Understudies can cooperate two by two or in gatherings when they analyze and examine their responses, or peruse and respond to each other's composed work and propose enhancements. Understudies might cooperate in conversations or in pretends, to share thoughts, conclusions, and encounters (Emeliana, 2017).

## **Remote Learning**

Extraordinary consideration should be paid to learning results that depend on socialization, relational connections, and relational critical thinking. Youthful students, particularly, lock in in play-based acquiring and master abilities, for example, turn-taking, bunch work, and creating positive associations with peers. These sorts of collaborations and learning exercises require a connection with schoolmates and are novel to the lower grades (Garbe, 2020).

For advanced education foundations, the first frenzied surge of changing from face-to-face to remote learning is behind them-not the cycle is complete. Most employees have made due to lay out new schedules. Others are as yet working out how to show courses intended for a physical study hall through web-based stages that they may still be figuring out how to dominate (Heitz, 2020).

Moving remote learning raises issues connected with access and value. There are the prompt strategic difficulties of guaranteeing understudies have the fundamental innovation they need to advance from a distance. One reaction brings been for establishments to the table for payments for web access and PC (personal computer) rentals or buys. Others have advanced gear and acquired extra PCs and problem areas for under-resourced understudies; this might get hardware to them quicker and at an open expense. The University of Washington-Bothell, for instance, has expanded its hardware advance help and purchased workstations and problem areas for understudies who need them. (Laboissiere, 2020).

## **Types of Remote Learning**

Synchronous has broadly become the most popular remote learning due to the demand in education. No physical meeting requires three things that are required in the matter to have an effect on synchronous remote learning; classroom, convocation, and learning medium. In the matter of comprehensive synchronous must have interconnection and time. To apply synchronous remote learning is to partake in conversations and manage course ideas together continuously are two fundamental components of coordinated getting the hang of, offering understudies chances to apply learning and team up with peers. As for Asynchronous Remote Learning to call asynchronous, remote learning must consist of an intelligent learning local area that isn't restricted by time, place, or the requirements of a study hall. Similar to synchronous, Asynchronous takes advantage of online resources and depend on technology such as a computer.

To apply asynchronous remote learning must combine the use of online technology and self-study (Shahabadi, 2015).

Hybrid Remote Learning, Can be said as combination learning of traditional and unconventional formats. In hybrid remote learning hierarchical structures and techniques (addresses, useful and research strategies and advances) were incorporated, they were joined into areas of course books and other pedantic materials, were consolidated into modules, and conventional college structures were joined with designs of another sort. In current circumstances, the hybridization design has no limits. To make hybrid remote learning success it's important to have a goal in mind for the study, figure out which course targets are best filled in as face to face exercises, Decide the web-based piece of your course and try to simulate the learning plan (Masalimova, 2021).

The mixed Remote Learning, this method has been around since the 90s in the twentieth century. This learning uses semantic as the content because it is based on its nature that is mixing traditional learning (face-to-face) with modern technology (Masalimova, 2021). There are three approaches that can be applying such as; synchronous with physical as the format (workshop, study trip, etc.), synchronous with online as the format (online classroom, radio broadcast, etc.), and asynchronous with self-learning (Video learning, web browsing, mobile learning, etc.) (Singh, 2020).

### **Student Satisfaction & Dissatisfaction**

Based on Kauffman (2015) research, student satisfaction can be gained through the course itself, course that wares interactive, constructivist, and structured likely make can please the student in a matter of learning, but the root of the factor is instructional and course design. For instructional refer to how the educator gives a lecture or lecturer. Ought to give opportune input also, act as facilitators of conversation and cooperation similarly to in conventional courses (face to face). As four course design, the course should be well structured because it has an impact on how students perceive and understand the material, Courses ought to give potential chances to peer joint effort and sharing of thoughts to foster a web-based local area of students, instead of sensations of confinement.

Based on Maqableh (2021) Distraction, decreased focus, and students' poor interactions with instructors and colleagues are the primary causes of dissatisfaction among them. During direct online classes, 72% of participants easily become distracted. In terms of interaction, more than half of the participants (62%) stated that they had bad interactions with colleagues and instructors. Management problems and psychological issues are the other two imported factors. Only 5% of participants reported that they had to use online platforms to reach out for support. Sixty percent of the students reported psychological issues, such as feeling more bored, anxious, and frustrated during online learning than they did during traditional learning, as well as a lack of support from peers, instructors, and administrators. This study confirms the factors that caused students' dissatisfaction with online learning in comparison to traditional learning during the COVID-19 pandemic. Distraction and diminished focus, technology and Internet connectivity, insufficient support, workload, difficulty level, interaction, psychological issues, and management are some of these factors

## **Learning Style**

Kapur (2020) reported in his research ten types of learning method:

### **Visual**

In this learning strategy, the use of image and pictures are the main point to get a better understanding of learning. The learner is required to use the sense of sight as the first thing they needed to gain the information. They should know about the system of mapping their thought before they could handle them to good use. Also, the learner with visual strategy usually has better perception in learning by seeing a video that has the use to give a better understanding in a palatable way. So that being said the use of images, mind mapping, and video is beneficial to the learner. Aural/Auditory-musical

### **Aural/Auditory-musical**

In this learning strategy, the use of sound and the use of speech is the main point. They are very much aware as far as the way that speech and investment will contribute to working with learning. To identify Aural learners there is a specific characteristic, to Aural learner some music can stimulate them in matters of emotion when they study they can have a better understanding because while listening to music they feel comfortable and at ease. They are utilizing music in increasing their learning like remembering the material in alphabetic order by rhyming them. So that being said the use of music, speech, and sound with rhythm is beneficial to the learner.

### **Verbal**

The verbal learning strategy is all about hearing words. The learner tends to render functioning support in perusing and composing exercises, get clarification on some things and present themselves well. Find enjoyment in learning through reading and writing.

### **Physical/Kinesthetic**

Physical/Kinesthetic find comfortability learning through a physical movement as far as the thing they are learning and understanding. Motor memory is what they are good with, they like to learn with role plays. To motivate themselves they may do physical activity first.

### **Logical/Mathematical**

The learner tends to find the reason behind the material first to gain a better understanding like they should now like “this can happen only if...” Gathering information and then making classify or conclusions with the purpose to make a better understanding of the material. They can sharpen their decisive reasoning, logical, critical thinking, and specialized abilities. As these are essential in prompting the age of wanted results. Along these lines, this kind of learning strategy will be significant to the understudies in taking care of issues, especially in the fields of designing, arithmetic, science, and innovation.

### **Social**

It is exhaustively perceived that socialization is the key in up-reviewing learning. At all degrees of schooling, the teachers put accentuation after advancing collaboration. At the end of the day, they urge the understudies to mingle and trade thoughts and points of view. Learner having hard time learning material with their own, then need to compare their understanding with other people, with that reason they tends to make study group. The people can frame lovely and pleasant terms and associations with others. In this way, it is viewed as a fundamental learning strategy, which should be incorporated at all degrees of instructive establishments.

### **Solitary**

Learners is preferring to learn things by themselves. They have preferences for a quiet place to study. The fundamental viewpoint that should be considered by lone students is, investing energy in self-investigation, carrying out time usage abilities, planning objectives, and making arrangements. They read books and create mindfulness as far as methods of values that are required in improving their general nature of lives. They find comfort in doing any assignment at their own pace. With that in mind, solitary learning strategies are the type of learning individually.

### **Naturalistic**

The natural term refers to the environment situation or condition. The learner found comfort in matters of the surrounding environment, they cannot concentrate if they are restrained from the outside world. They are of the perspective that when they will investigate the climate, they will want to advance their learning and get along nicely.

### **Technology user based**

Learners found comfort in learning with the use of technology, making use of the internet to gather information. Learners usually love to operate hardware such as I pad, Laptops, and PC (personal computers), as the main reason because using technology is take less time. Use of technology is a crucial variable required in improving one's learning and understanding and in the accomplishment of scholarly objectives.

### **Use modern, scientific and innovative methods**

Whenever the learner is working autonomously, then likewise utilizing these techniques will end up being effectual and advantageous in up-evaluating their learning and understanding. Whenever the understudies are exceptional as far as the use of present-day, logical, and inventive techniques in working with learning, they will actually want to accomplish scholastic objectives. Subsequently, it is thoroughly perceived, creating data and incorporating present-day, logical, and inventive strategies in enlarging learning is a learning strategy, which is respected to be of most extreme importance for understudies at all degrees of schooling. Learners fond learning using modern innovation and innovative learning such as using graphs, image, pictures, model, diagrams, chart, VR (virtual reality), and learning software.

## **METHOD**

In order to discover any recurring patterns in the data and gain insight into complex phenomena, this study employed a flexible and in-depth qualitative and epistemological (investigation and explanation of what knowledge is and its logic.) thematic analysis method (Kiger, 2020). The advantage of thematic analysis is that it enables core themes to be grasped and meaningful associative relationships to be developed between them. It also examines the similarity and association between individually derived theme words.

This research is qualitative research using questionnaires and interviews and using thematic analysis to analyze the data. This research has the purpose to analyze satisfaction and dissatisfaction regarding student experience from remote learning and to find out the learning style of the 8th semester student of the English department at the University of Sultan Ageng Tirtayasa (UNTIRTA) who already experienced remote learning in their study. This research using descriptive qualitative analysis because the descriptive qualitative analysis is fit to analyze phenomena that require analyzing patterns from data to answer questions that consist of who, what, where, when, and what context (Kim, 2017).

There are no firm principles around the number of individuals that ought to include in examination, gauge somewhere in the range of 10 and 50 members as being adequate relying upon your kind of endless research question (Creswell. 2018). Therefore, this subject research study involving 40 students of 8th-semester students at English Department of University of Sultan Ageng Tirtayasa (UNTIRTA). The reason why choosing 8th –semester student is because they have the needed experience in remote learning.

### **Data Collection Technique**

The researcher using questionnaire to collect the data. Questionnaire is one of the methods to gathering information in research, using only open question as only needed to respondent to write their own answer (Krosnick, 2018). There is four open questions in total. The purpose of the use of open question to gain broader answer from 8th-semester student at English Department of University of Sultan Ageng Tirtayasa, with the goal to find out the student satisfaction and dissatisfaction with their experience in remote learning. The questionnaire is adopted from Shim (2020) research “College students’ experience of emergency remote teaching due to COVID-19”.

Two question are adapted, in this research one of the question are used to determine student satisfaction “What remote learning feature that you feel satisfied with and why is that?” one question to determine whether students feels satisfied or unsatisfied “Did the problem make you feel dissatisfied with remote learning and why is that?” and one question to determine student dissatisfaction “What remote learning feature that you feel dissatisfied with and why that is?” One question to find out student learning style “While undergoing remote learning, how do you get motivated to understand the information or complete the assignment from the instructor, and what type of learner are you?”, all of the question are open ended.

Interview, The goal of this interview is to strengthen the data from the questionnaire regarding the student satisfaction, dissatisfaction and learning style, toward their experience in remote

learning from 8th-semester student at English Department of University of Sultan Ageng Tirtayasa. Type of this interview is semi-structured formal interview because there is a chance where the researcher develops more question, there is six main questions for this interview.

The interview question is consist six question “How do you feel undergoing lessons with remote learning?”, “What do you like/be satisfied with about remote learning and why is that?”, “Did you encounter any problems while doing remote learning?”, “What kind of problems that you encountered in remote learning?”, “Did the problem make you feel dissatisfied with remote learning and why is that?”, and ”While undergoing remote learning, how do you get motivated to understand the information or complete the assignment from the instructor, and what type of learner are you?”. The second question is to indicate the student satisfaction, the third and fourth question are to directly indicate student satisfaction, the fifth question is to indicate whether the student feel dissatisfied or satisfied with remote learning based on their experience, and the last question in to indicate the student learning style.

### Data Analysis Technique

In qualitative research thematic analyze is one way to analyze the data, with purpose to find and identification pattern to determine a theme. (Heryanto, 2018). This research using thematic analysis to analyze the data gained from questionnaire and interview.

## RESULT AND DISCUSSION

### Satisfaction analysis

This part of the paper explains the result of the researcher analyzing the data based on the problem. This research uses questionnaires and interviews as instruments to collect data. Questionnaires and interviews are analyzed into one data so thematic analysis can be used as a data analysis technique.

Table 1 Satisfaction analysis

No.	Thematic word classification	Content Coding	Number of event	Percentage
1	Time implementation	The flexibility time and place to study (24), Save more time due to less traveling (2), More time for doing other nonacademic	33	73.33%

		activates (7)		
2	The education environment comfortability	Attire flexibility due to informality (1) Less pressure of competition (1) Free from restriction (2), Better focus due to less people (1)	5	11.11%
3	Better learning acquirement	Ease of finding material (1), Ease of getting material due to recorded lecturing (3), The ease of choosing learning behaviour (1) Better understanding due ease of self-study management (1)	6	13.33%
4	Better Interaction	Flexibility to ask question in lesson to the lecturer(1)	1	2.22%
Total			45	100.00%

According to the report, there are multiple satisfaction themes among the 45 total responses. The most common theme is “time implementation”, which reached 73.33% rates, with initial code The flexibility time and place to study (24), Save more time due to less travelling (2), More time for doing other nonacademic activities (7). One student who feel the satisfaction reported “Remote learning allows me to save time on travel. With that extra bit of time, I can pursue other hobbies and interests that I normally wouldn't be able to do. It gives me a better sense of autonomy as well. I have a schedule, but I have more control over my own schedule, which is

helpful.” The report is considered belong in the category because it focus on the time implementation, how is the student able to make their own schedule time and peruse other activities.

The second common theme is “Better learning acquirement” reached 13.33% with code Ease of finding material (1), Ease of getting material due to recorded lecturing (3), The ease of choosing learning behaviour (1) Better understanding due to ease of self-study management (1) Flexibility to ask question in the lesson to the lecturer(1). The student who thought this believe they were able to find learning material better whether browsing on internet or reviewing their recorded lesson.

The third common theme is “The education environment comfortability” reached 11.11% with the initial code Attire flexibility due to informality (1) Less pressure of competition (1) Free from restriction (2), Better focus due to fewer people (1). Students write a report stating appreciating the fact that remote learning is more peaceful and enable you to concentrate on your tasks without being interrupted by your classmates' conversations.

The fourth common theme is “Better Interaction” which reached 2.22%. With initial code Flexibility to ask question in the lesson to the lecturer (1). “The student state a report about how easy is ask a question, the student state “as many times as I need and my lecturer are open to questions” in the report.

### **Dissatisfaction analysis**

The second analysis is dissatisfaction. Student dissatisfaction is analyzed second in this research, one student can have multiple response. The result of what students reported is shown below in the form of thematic an analysis.

Table 2 dissatisfaction analysis

No.	Thematic word classification	Content Coding	Number of event	Percentage
1	Poor learning achievement	Lower material understanding (1), Boring due to lack understanding (1), Easily lose motivation due to lack of understanding (1), Less understanding due lack of advisor control (3)	6	13%

2	Poor Interaction	Lack of understanding due to less interaction with other (1), Less social interaction between peers an lecturer (2), Less chance to have better relationship with peers and lecturer (1)	4	9%
3	Poor concentration	Harder to concentrate due to environment issue (6) , Hard keep track on studies due too much work (2), Less concentration ability due environment issue (9)	17	37%
4	Irregular time allocation	Hard to manage time because too much assignment (4),	4	9%
5	Psychological problem	Emotional disturbance do feel of isolation (1), Hard to gain motivation to study (1)	2	4%
6	Insufficient equipment	Wi-Fi device problem due to unpredictable behaviour (5), Study device problem due to unpredictable behaviour (4)	9	20%
7	Network misbehaviour	Internet suddenly goes out (3), Slow Internet Connection (1)	4	9%
Total			46	100%

Poor concentration with a rate of 37% as the most common theme, one of the students stated “It can be hard to concentrate on your work when there are so many distractions like your TV or the people inside your home who can make a lot of noise and disturb you from working on your assignment” with many things around happen makes student losing their concentration. The last code that occurs is “Hard to keep track of studies due to too much work (2)”. The student reported the reason for hard to keep track is hard to stay focused and motivated, also state one of the students “There are some challenges that I've faced while doing remote learning, such as maintaining focus and motivation. It can be really hard to stay focused when you're studying at home, especially if you get distracted easily by the things around you”.

The second common theme is “Insufficient equipment” with rate 13%, this theme is based on two codes “Wi-Fi device problem due to unpredictable behaviour (5), and Study device problem due to unpredictable behaviour (4)”. The code “Wi-Fi device problem due to unpredictable behaviour (5)” the most occurred code in this theme is defined by a student report, said from the student the

wife tends to cut out connection unpredictably, some cases the problem is with the lecturer Wi-Fi and an internet outage from the provider, also state one of the students “like losing internet connection and trouble joining meetings because of bad device”. The second code is “Study device problem due to unpredictable behaviour (4)” A student report having a hard time studying because the phone is not suitable for an online lesson. Students have a hard time due to the pc acting really slowly, when a lesson is being held in some cases is hard to hear the lecturer's voice.

The third common theme is “The Poor learning achievement” theme followed by Poor Interaction with rate 9%. “The Poor learning achievement” theme was constructed because of four code that has been identified through code analysis “Lower material understanding (1), Boring due to lack of understanding (1), Easily lose motivation due to lack of understanding (1), Less understanding due lack of advisor control (3). “Less understanding due lack of advisor control (3)” code achieved through data analysis, is the most occurrence code. The student report they experience difficulty staying in the line of their studies due to no one watching over or monitoring them, lack face to face interaction make them difficult learning the material and it can occasionally be challenging to maintain attention when there is no one to push you or hold you accountable. “Boring due to lack understanding (1)” is the less occurrence code, the student reports it’s boring due to the complexity of using the personal device the other least code is “Lower material understanding (1)” This code determined because the student reported state it is because the student has it the lesson difficult to follow the lesson when participating in remote learning since the professor often merely provides an assignment without providing any context for the subject.

Poor interaction is the fourth common theme followed by other theme Irregular time allocation, and misbehavior networks with the same rate of 9%. “Poor Interaction” contains three code that constructs the theme “Lack of understanding due to less interaction with other (1)”, “Less social interaction between peers and lecturer (2)”, less chance to have a better relationship with peers and lecturer (1)”. Code that has most occurrences is “Less social interaction between peers and lecturer (2)”, the student reported the feeling of doing communication in the online environment is just different, face to face communication cannot be replaced, also an interaction between classmates is very limited. “Lack of understanding due to less interaction with others (1)” This is one of the codes that construct the theme and the least code occurrences, the student reported losing more focus on the online lesson resulting lack of understanding of the material. The other least code is “less chance to have a better relationship with peers and lecturer (1), the student has made a statement it is difficult to have a relationship, “It can be hard to focus on the lessons, and it's difficult to ask questions if you don't understand something” state the student.

The fifth theme is “Irregular time allocation” This theme is constructed because of the code “Hard to manage time because too much assignment (4)”, Students report an experience that happens while doing online learning irregular sleep hours also sometimes students missed a lesson because overslept, hard to make keep up with schedule due piled up work because it’s more than usual, it’s even harder for the student who likes to do the task last minute.

The six theme is “Network misbehaviour”, this theme is constructed by two codes “Internet suddenly goes out (4), and “Slow Internet Connection (1)” the most theme that occurrences are “Internet suddenly goes out (4),” Student reported internet intent to goes out while in online classes also an internet outage that cannot be avoided, this problem what makes the code.

The most uncommon theme is “Psychological problems”. It’s constructed from two codes “Emotional disturbance do feeling of isolation (1)”, hard to gain motivation to study (1)”. A student stated “The biggest issue I have encountered in remote learning is feeling a sense of isolation.” This statement has constructed this code. The second code is hard to gain motivation to study (1), a student stated “I think the only problem in remote learning is the motivation for me like there are sometimes that I don't have enough motivation to do some work or study. I'll feel like I'm wasting my time if I'm not really in the right mood to have good quality work or study.” That’s what makes the code.

### Dissatisfaction and Satisfaction Rate

The third analysis satisfaction and dissatisfaction rate and satisfaction rate.

Table 3 Dissatisfaction and Satisfaction Rate Analysis

No.	dissatisfaction and satisfaction	Occurrences	Percentage
1	Dissatisfaction	27	67.50%
2	Satisfaction	13	32.50%
Total		40	100%

Based on the collected data most students feel dissatisfied with remote learning. The parameter is defined by asking the student directly the question “Did you encounter any problem while doing remote learning?” the student with the answer dissatisfied reach 67.50% and the student with a satisfaction report reach 32.50%. Even with an answer directly they still have thought the opposite of what they reported the student with dissatisfied reports still can think one or two things positive about remote learning and so does the satisfied student. Students with dissatisfied reports tend to gain their dissatisfaction based on the problem they are experiencing; they do have a positive experience but it’s not enough to make them feel satisfied. Satisfied, students think all the problems of remote learning do not matter to them because the benefit of remote learning they gained is better than the problem. Based on the data the researcher states the student feel more dissatisfied with remote learning.

### Learning style Analysis

The fourth analysis satisfaction and dissatisfaction rate and satisfaction rate.

Table 4 Learning Style Analysis

No.	Learning strategy (based on	Occurrences	percentage
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	data)		
1	Logical/Mathematical (3)	3	7%
2	Visual (16)	16	36%
3	Social (6)	6	14%
4	Naturalistic (2)	2	5%
5	Use modern, scientific and innovative methods (2)	2	5%
6	Aural/Auditory-musical (4)	4	9%
7	Verbal (5)	5	11%
8	Physical/Kinesthetic (4)	4	9%
9	Solitary (2)	2	5%
total		44	100%

After the research was conducted, the data has been collected and analyzed, the researcher found how the students would react when they asked what strategy they preferred. 44 responses reported from 40 students are recorded. The most frequent learning strategy that occurred is “visual” with 36% response. The student mainly said they need a picture for example to gain more understanding. The second frequent learning study is “social” with 14% occurred, the student mainly can understand more the material if they can learn from another individual like a lecturer or their peers. The third frequent is “Verbal” with 11% most of the students gain their better knowledge based on what they read and the notes they have taken. The fourth frequent learning strategy is “Physical/Kinesthetic” and “Aural/Auditory-musical” With frequently occurred 9% of these students would with “Physical/Kinesthetic” tend to get concentration if they can move their body as for “Aural/Auditory-musical” they like to use what they hear as the main core of their study like listening to the audio lesson and audiobook. The fifth most frequent learning study is Logical/Mathematical with 7% of occurring, Students tend to motivate themselves with motivation like everything they do is affecting the outcome, think logically by managing tasks into smaller pieces in order the gain more focus, and learn things based on history so not making a mistake. The sixth most frequent learning strategies are Use modern, scientific and innovative methods”, “Naturalistic” and “solitary”, three of them have the same occurred rate of 5%, Students who applied “use modern, scientific and innovative methods” tend to use learning method what they think is correct and their own system to get better motivation and understanding. “Naturalistic” students tend to look for an ideal environment that is comfortable and productive and like one of the students stated “, I need to sit in a proper study environment, where I can focus on the teachings.” for “solitary” the students tend to study alone with peaceful environment and doing things as they are comfortable.

## Discussion

Most of the students who participated in the research mostly feel dissatisfied with remote learning. Most students feel dissatisfied because they experience how hard is to concentrate during remote learning, distracted by things surrounding them, Wei (2020) also have finding

about reduced focus in remote learning, Asserts that modifying the pace of online classrooms can improve the delivery of course material while reducing focus problems Student also feels they have less understanding of remote learning. Having a hard time managing their own time, student report due to tasks and non-academic work making it difficult to manage their time. Hollister (2002) find during online learning, students had problems controlling their workloads. To match students' excitement for engagement tactics like chat features and polls, the researcher concluded that teachers should employ them more frequently.

Physiological problems also have been reported in this research, Physiological problems in remote learning have been studied by Wang Y. (2023), the researcher's study demonstrates that first-year students are more susceptible than fourth-year students, who have studied at the university virtually and feel considerably more confident about their ability to succeed in a university setting. Furthermore, remote learning for young people may have certain hazards to their mental health. However, the research demonstrates that undergraduate students' psychological states are more stable and that they are better equipped for remote learning. Some students have difficulties with their learning devices and networking which reduces their achievement in learning. The study has the same result as by Cecelia (2021) asserts lack of learning components or learning devices can lead to decrease learning achievement the absence of distant learning supporting components is one factor that may contribute to the regional disparity.

Satisfied students mostly report about time implementation, The flexibility in time and place to study, Saving more time due to less travelling, and More time for doing other nonacademic activities are what they positively in time implementation. Albogami (2022) also studied it and find saving time is one of the benefits of remote learning, because they may attend their classes remotely from their homes, save time, and save transportation costs associated with travelling to and from the institution, students preferred online learning to in-person education. Online education also gives students the chance to develop their focus, motivation, self-assurance, and autonomy as learners. Remote learning also gives the student a more comfortable environment, NG (2021) stated the physical environment is crucial to online distance learning in higher education. The learner's use of different computer and mobile devices for learning activities can be supported or hampered by the physical environment, which comprises the physical infrastructure and space, ambient elements, and its social context. Another positive report gained from remote learning is better Interaction, Shim (2020) stated a future trend towards remote learning may be indicated by the participants' preference for online class interactions, which are often a benefit of face-to-face sessions. There are benefits specific to remote learning, as evidenced by the fact that some student replies suggested they would be happier with the ability to listen to questions and comments in one-on-one chatrooms than in face-to-face classrooms.

Dissatisfied students reach 67.50% and with a satisfaction rate reaching 32.50, based on those percentages it can be said students are dissatisfied with remote learning. Relation with a previous study this research has the same result as the accusation area with research done by Shim (2020) with dissatisfaction and satisfaction as the main research area. The result satisfaction dissatisfaction area is also in line, the number of dissatisfied students is more numerous than satisfied. To make distinguish the differences between this researches papers, the researcher make another analysis of the data that is determined what student learning strategy in their remote learning, the previous study is not swimming in this area.

Learning strategy in this research refers to criteria based on Kapur (2020) research finding about the type of student learning strategy. In this research, nine of ten types were discovered, with “visual” learning as the major finding with a percentage reaching 36% of respondents. Students reported they easily gain understanding with visual strategy and usually have a better perception in learning by seeing a video that has the use to give a better understanding in a enjoyable way (Kapur, 2020).

## CONCLUSION

With the research that has been conducted by the researcher, finding can be showed students mostly feel dissatisfied with remote learning. The data surrounding the area where students have low-interest study with remote learning/students feel a lot more at ease doing lessons with physical face-to-face interaction in the classroom, with the reason most of poor internet connection. The student report about the negative effect of remote learning might decrease student learning achievement. The student felt traditional face-to-face learning is hard to be replaced by remote, it’s even harder with insufficient equipment like Wi-Fi and the learning device of each student and it can lead to psychological problems.

With that being said how the student was dissatisfied with it, a student still received satisfaction with remote learning. Most of the students gave a satisfactory response in the area of time implementation, how the student able to manage their study schedule being the top report, a student also reports they can create their desired environment. Based on the student who feel satisfied with remote learning the benefit they get can make better learning achievement for them.

Learning style is part of the researcher's research area, the researcher wants to find out what learning strategy that students applied in their study. Based on the gathered data it indicates students mostly engage with “visual” learning strategy. Students tend to learn based on what they see, they need visual examples to gain a better understanding of learning.

In percentage of dissatisfied reports reached from the gathered data reached 67.50%, meanwhile 32.50% of the data showed students with satisfaction reports. As for learning strategy, the most occurred learning style is “visual” with a 36% rate of event. From the data, its clear students are dissatisfied with remote learning and need a visual approach in learning.

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## Appendix 1. Questionnaire Sheet

These question are adapted from Shim (2020) based on his research. This questionnaire is shared in online environment using google form.

This questionnaire purposely to gain the data needed for this research. Participating not going to affect the participant score or anything that related to the participant study.

No	Question	Answer
1.	What remote learning feature that you feel satisfied with and why is that?	
2.	What remote learning feature that you feel dissatisfied with and why is that?	
3.	What remote learning feature that you want to be improve and why is that?	
4.	While undergoing remote learning, how do you get motivated to understand the information or complete the assignment from the instructor, and what type of learner are you?	

## Appendix 1. Interview Sheet

1. How do you feel undergo lesson with remote learning?
2. What do you like/satisfied about remote learning and why is that?
3. Did you encountered any problem while doing remote learning?
4. What kind of problem that you encountered in remote learning?
5. Did the problem make you feel dissatisfied with remote learning and why is that?
6. While undergoing remote learning, how do you get motivated to understand the information or complete the assignment from the instructor, and what type of learner are you?