The Factors that Influence Student Satisfaction During Online Learning on the Subject of Culinary in the Bachelor of Applied Culinary Program of UNY

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This study aims to determine: (1) the factors that influence student satisfaction during online learning on the subject of culinary in the Bachelor of Applied Culinary Program of UNY, (2) the factors that dominate student satisfaction during online learning on the subject of culinary in the Bachelor of Applied Culinary Program of UNY, (3) the factors of student dissatisfaction during online learning on the subject of culinary in the Bachelor of Applied Culinary Program of UNY. The type of research is quantitative with a survey method. The research was carried out in March-August 2022 with the subject being students of Bachelor of Applied Culinary Programs at UNY Wates & Gunung Kidul Campus. Total population 189 people. The sampling technique used was the purposive sampling method. The data collection technique used a questionnaire and the data analysis technique used was descriptive quantitative. The results of the study show that: (1) the factors that influence student satisfaction during online learning are good e-teaching, good e-resources, assessment, learning content, perceived flexibility, perceived usefulness, learner-learner interactions, learner-instructor interactions, self-regulated learning; (2) The most dominant factor influencing student satisfaction during online learning is assessment; (3) the factors that became a source of student dissatisfaction during online learning were not found. The research implications show that online learning or also called distance learning can be applied to vocational study programs. In the future, if special circumstances occur, online learning can be developed into fun learning.

Keywords: online, culinary, vocational

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INTRODUCTION

The COVID-19 (*coronavirus disease*) pandemic hit the world at the end of 2019. The complexity of handling the COVID-19 outbreak forced world leaders to implement strict policies to break the chain of transmission. Social distancing is a difficult choice for every country to implement policies to prevent the spread of COVID-19 (Nuryana, 2020). The education sector is one of those affected by government policies in establishing social distancing. Learning is a process to help students learn well (Unida, 2019). The government immediately made a decision by moving the teaching and learning process from school to home. This condition is certainly very detrimental to various parties. The unpreparedness of teachers, students, and facilities causes various problems. The method of learning from home is to use technology as an intermediary medium in learning, namely learning online or in a network. Online learning has the same meaning as e-learning (Bonk, 2002). Online learning emphasizes individual development, subject autonomy, and active learning, whereas face-to-face courses focus on the teacher's teaching experience and skills (Arbaugh, 2002). Distance learning has flexibility in terms of time, location, and method (Sun, Tsai, Finger, Chen, & Yeh, 2008) Online learning utilizes various media such as laptops and cellphones as well as a choice of applications that can be accessed through WhatsApp, Email, Google Classroom, or other. The use of information and communication technology is to increase the efficiency and effectiveness of learning (Aris, 2020).

The factors that hinder distance learning include the implementation of learning using only WhatsApp Group media, PJJ supporting facilities and infrastructure in the form of cellphones and internet networks which often experience interruptions, subjects feel bored studying online, and subjects have difficulty understanding the material (Suliani & Ahmad, 2021). Meanwhile, research on the Programmed Control System Subject in Vocational Schools using the service quality dimension (SERVQUAL) shows that 73% of students are satisfied with online learning in the dimensions of responsiveness and assurance (Nisa, 2020). In another study, the factors that influence student satisfaction show that the factors related to services which include academic services for lecturers and academic services for administrative staff, the level of satisfaction is in the satisfied category. Meanwhile, factors related to lecturer professionalism, convenience, and comfort include indicators of lecturer professionalism, ease of access to academic information and student convenience in the learning process, the level of satisfaction is also in the satisfied category. Based on the ranking of satisfaction, the results show that the most dominant indicator influencing satisfaction is the indicator of lecturer professionalism (Rahmawati, 2013).

Satisfaction is a pleasant or unpleasant emotional state that is displayed in a positive attitude toward various activities and responses to the external environment (Mulyadi, 2009). Learning satisfaction is individual. Likewise the learning process in tertiary institutions must provide satisfaction to students. This is important because in addition to determining the success of learning (quality of graduates), it also concerns the credibility or reputation of the higher education institution (Sulistiyono, 2013)

The level of student satisfaction in learning is a very important component for acquiring knowledge or skills.

Students can feel satisfied if they feel that learning has met their needs and expectations to motivate them to be more active in learning, increase positive attitudes toward learning and take other courses in the future (Uka, 2014). Therefore, students have positive perceptions of lecturer pedagogic competence when managing online learning and learning satisfaction. Based on the analysis, it is known that there is a relationship between student perceptions of lecturer pedagogic competence and student learning satisfaction (Zamista, Nugraha, & Rahmi, 2021)

Learning in the Bachelor of Applied Culinary Program at UNY is not the same as others. The curriculum in this study program is more practical with a composition of 60% and 40% theory. Practical learning during the COVID-19 pandemic with an online system is not an easy thing for lecturers and students in carrying out the teaching and learning process. Another obstacle for students who live far away is the difficulty of the network which is often disconnected during learning. The relatively expensive price of data packages is a cause for concern because parents' incomes are different. These various obstacles lead to the need to look for the factors that cause the level of student satisfaction during online learning. The factors to be measured refer to 9 factors, namely: good e-learning, good e-resources, assessment, learning content, perceived flexibility, perceived usefulness, learner-learner interaction, learner-lecturer interaction, and self-regulated learning (Indarti, Wahyuningsih, Yulistiana, Suhartini, & Prihatina, 2021)

METHODS

This type of research is descriptive research with a quantitative approach. The research method used is a survey. This study was intended for the careful measurement of certain social phenomena (Prastowo, 2011). Sampling used purposive sampling on students of the Bachelor of Applied Culinary Program, Yogyakarta State University Wates Campus and Gunung Kidul Campus. Purposive sampling is a sampling technique with certain considerations (Darmanah, 2019). The stages carried out in this study were average calculations, validity and reliability tests, as well as data analysis using the SPSS version 24 program.

The research instrument was in the form of a questionnaire on factors that influenced student satisfaction during online learning in culinary courses at the Bachelor of Applied Culinary Program at Yogyakarta State University. A multi-item scale was used to measure variables predicted to affect distance learning satisfaction, using a 4-point Likert scale. Starting from a value of 1 for a statement that does not agree, up to a value of 4 for a statement that strongly agrees.

The questionnaire instrument uses 9 instruments on variables that have been used by previous researchers. A good aspect of e-teaching consists of 13 items, a good e-resource aspect has 10 items, 6 items of assessment, 10 items of learning content, 8 items of
perceived flexibility, 7 items of perceived usefulness, 6 items of learner-student interaction, students-instructor interaction 13 items, and self-regulated learning 8 items. The total instrument is 85 items.

The validity test shows whether the instrument used in the research is accurate or not. Testing is assisted by using the latest type of IBM SPSS Statistics software version 24. And in this

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study the quantitative calculation method is carried out through SPSS following the following concepts:

If r count > r table then the item is valid

If r count <r table, then the item is not valid

In this study to test the validity of using the Corrected Items-Total Correlation Method, question items were compared between r count and r table with a significance of 5%. If the value of r count > r table (0.361) then it can be stated that the data is valid for research. If the value of r count <r table, it can be stated that the data is not valid for research.

The results of the validity test for all instruments have r count > r table so that it can be concluded that all instruments in this study are valid.

[Table 1 about here.]

After the validity test, then the reliability test was carried out. A reliability test is a measuring tool used in measuring questionnaires in the form of variable indicators. A reliability test is a measurement that shows the extent to which measurements are without error to ensure measurement consistency. If the results of Cronbach Alpha > 0.70 then the questions used to measure the variable are reliable, and the data has high reliability. The following are the results of the reliability test.

[Table 2 about here.]

The reliability test results in the table above with the SPSS version 24.0 program show that Cronbach's alpha value for the student satisfaction variable shows more than 0.70. So it can be concluded that the instruments in this study are reliable and have high reliability to be used as a questionnaire measuring tool. The reliability test results in the table above with the SPSS version 24.0 program show that Cronbach's alpha value for the student satisfaction variable shows more than 0.70. So it can be concluded that the instruments in this study are reliable and have high reliability to be used as a questionnaire measuring tool.

FINDINGS AND DISCUSSION

Findings

Data collection was carried out from March to August 2022 using an online questionnaire. The total population is 189 people. The characteristics of the respondents in this study are as follows.

[Table 3 about here.]

Based on the table above, it can be seen that 122 respondents (64.5%) were from UNY Wates Campus and 67 people (34.5%) from UNY Gunung Kidul Campus, so it can be concluded that the majority of respondents were from UNY Wates Campus students. The learning satisfaction factors studied in this study were good online learning, good learning resources, assessment, learning content, perceived flexibility, perceived usefulness, learner-learner interaction, learner-lecturers interaction, and self-regulated learning.

[Table 4 about here.]

Based on the table above, shows that all learning satisfaction factors have a mean > 2.50 and are included in the good category, so it can be concluded that all factors affect student satisfaction during online learning in culinary competency courses.

The learning satisfaction factor in online culinary competence courses with the most dominating aspect is the learner-teacher interaction aspect, and the last aspect influences the perception of usefulness. Can be seen in the image below.

[Figure 1 about here]

The results of the research on nine aspects that affect student satisfaction during online learning in culinary competency courses, all of them get a Mean > 2.50 and are included in the good category meaning that there are no factors that are a source of student dissatisfaction during online learning in culinary competency courses.

Discussion

The level of student satisfaction learning is a very important component for acquiring knowledge or skills (Uka, 2014). Factors of learning satisfaction in this study are good e-learning, good e-resources, assessment, learning content, perceived flexibility, perceived usefulness, learner-learner interaction, learner-lecturer interaction, and self-regulated learning. Whereas in previous research, only four factors had an effect on learning satisfaction, namely good e-resources, learning content, perceived usefulness, and learner-lecturer interactions (Indarti et al., 2021)

Based on the results of the research and discussion that has been described, the factor that most dominates student satisfaction during online learning in the competency course is assessment, type of assessment determines the success of accessing information related to the learning process (Suhendi, Ramdhani, & Irwansyah, 2018). Then, the next dominating factor is the interaction of learner-lecturers, this is in line with the statement that the interactionbetween students and instructors is a good predictor of learning satisfaction (Kuo, 2010). Furthermore, the third is good e-resources, online learning accustoms students to using various kinds of learning resources, this is in line with regulations which state that learning resources are based on various learning sources therefore learning resources are not (Kemendikbud, 2016). Of the three most dominating factors, there is also an assessment aspect that dominates the very good category, namely the cognitive assessment aspect, cognitive itself aims to make someone smart. learning is an internal process that cannot be observed indirectly. Cognitive see these changes as a person's ability to respond to a situation (Woolfolk & Perry, 2014). Then the apperception assessment aspect of learning ranks second and language ranks third.

Based on the nine aspects that influence student satisfaction in online learning in the competency subject, all of them get a Mean > 2.50 and are included in the good category, meaning that there are no factors that are a source of student dissatisfaction in online learning in the competency competency course.

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CONCLUSION

The results of the research that has been analyzed and discussed in "Factors Influencing Student Satisfaction During Online Learning in the Culinary Competency Course of the Bachelor of Applied Culinary Program Yogyakarta State University" can be conclusion that factors that influence student satisfaction during online learning for competency courses are good e-learning, good e-resources, assessment, learning content, perceived flexibility, perceived usefulness, learner-learner interaction, learner-lecturer interaction, and self-regulated learning. These nine factors are included in the good category so that it can be concluded that they have an effect on student satisfaction during online learning in the Culinary Competence Course of the Bachelor of Applied Culinary Program, at Yogyakarta State University.

The factor that most dominates student satisfaction during online learning in the competency course is the assessment factor. While the most dominating aspect of the assessment is the cognitive aspect because it is included in the very good category.

The factor that became a source of student dissatisfaction during online learning in the competency subject of the Bachelor of Applied Culinary Program at Yogyakarta State University, out of nine factors, was not found to be dissatisfied. This is because the average of all nine factors is above the interval, namely > 2.50 which can be categorized as good.

Among these nine factors, there are 3 factors that have an average value of <3.0, namely independent learning, flexibility, and perceived benefits. Even though these three are among the factors that have the least influence on student satisfaction in online learning, they still have to be improved so that student learning satisfaction can be maximized.

This research has limitations and suggestions as follows. First, the research cannot be generalized to vocational students because the respondents are limited to Bachelor of Applied Culinary Program at Yogyakarta State University. Student respondents from other tertiary institutions need further research.

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Table 1 / The result of validity test

Items	Corrected Item-Total Correlation	r count	Description
km1	0,466	0,361	Valid
km2	0,426	0,361	Valid
km3	0,503	0,361	Valid
km4	0,653	0,361	Valid
km5	0,404	0,361	Valid
km6	0,545	0,361	Valid
km7	0,612	0,361	Valid
km8	0,75	0,361	Valid
km9	0,37	0,361	Valid
km10	0,446	0,361	Valid
km11	0,666	0,361	Valid
km12	0,658	0,361	Valid
km13	0,39	0,361	Valid

Items	Corrected Item-Total Correlation	r count	Description
km14	0,632	0,361	Valid
km15	0,643	0,361	Valid
km16	0,778	0,361	Valid
km17	0,696	0,361	Valid
km18	0,809	0,361	Valid
km19	0,696	0,361	Valid
km20	0,589	0,361	Valid
km21	0,746	0,361	Valid
km22	0,643	0,361	Valid
km23	0,789	0,361	Valid
km24	0,72	0,361	Valid

Items	Corrected Item-Total Correlation	r count	Description
km25	0,764	0,361	Valid
km26	0,563	1,361	Valid
km27	0,684	2,361	Valid
km28	0,785	3,361	Valid
km29	0,763	4,361	Valid
km30	0,587	5,361	Valid
km31	0,395	6,361	Valid

Items	Corrected Item-Total Correlation	r count	Description
km32	0,621	0,361	Valid
km33	0,582	0,361	Valid
km34	0,637	0,361	Valid

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km35	0,611	0,361	Valid
km36	0,818	0,361	Valid
km37	0,707	0,361	Valid
km38	0,811	0,361	Valid
km39	0,711	0,361	Valid
km40	0,681	0,361	Valid
km41	0,727	0,361	Valid
km42	0,667	0,361	Valid

Items	Corrected Item-Total Correlation	r count	Description
km43	0,54	0,361	Valid
km44	0,674	0,361	Valid
km45	0,64	0,361	Valid
km46	0,788	0,361	Valid
km47	0,699	0,361	Valid
km48	0,602	0,361	Valid
km49	0,645	0,361	Valid
km50	0,411	0,361	Valid
km51	0,633	0,361	Valid

Items	Corrected Item-Total Correlation	r count	Description
km52	0,748	0,361	Valid
km53	0,835	0,361	Valid
km54	0,894	0,361	Valid
km55	0,893	0,361	Valid
km56	0,942	0,361	Valid
km57	0,914	0,361	Valid
km58	0,86	0,361	Valid

Items	Corrected Item-Total Correlation	r count	Description
km59	0,694	0,361	Valid
km60	0,692	0,361	Valid
km61	0,788	0,361	Valid
km62	0,798	0,361	Valid
km63	0,79	0,361	Valid
km64	0,519	0,361	Valid

Butir	Corrected Item-Total Correlation	r hitung	Keterangan
km65	0,665	0,361	Valid
km66	0,597	0,361	Valid
km67	0,534	0,361	Valid
km68	0,677	0,361	Valid
km69	0,558	0,361	Valid
km70	0,742	0,361	Valid

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km71	0,781	0,361	Valid
km72	0,738	0,361	Valid
km73	0,738	0,361	Valid
km74	0,629	0,361	Valid
km75	0,674	0,361	Valid
km76	0,668	0,361	Valid
km77	0,59	0,361	Valid

Items	*Corrected Item-Total Correlation*	r count	Description
km78	0,403	0,361	Valid
km79	0,721	0,361	Valid
km80	0,549	0,361	Valid
km81	0,418	0,361	Valid
km82	0,696	0,361	Valid
km83	0,738	0,361	Valid
km84	0,717	0,361	Valid
km85	0,609	0,361	Valid

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Table 2 / The result of the reliability test

Aspect	Cronbach's Alpha	Alpha	Desc
Good e-teach ing	0,853	0,70	Reliable
Good e-resources	0,922	0,70	Reliable
Assessment	0,868	0,70	Reliable
Learning content	0,921	0,70	Reliable
Perceived flexibility	0,877	0,70	Reliable
Perceived usefulness	0,962	0,70	Reliable
Learner-learner interactions	0,888	0,70	Reliable
Learner-instructor interactions	0,909	0,70	Reliable
Self-regulated learning	0,855	0,70	Reliable

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Table 3 / The result of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
	Campus				
Valid	Gunung Kidul	67	35,4	35,4	35,4
	Wates	122	64,6	64,6	100,0
	Total	189	100,0	100,0	

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Table 4 / The result of mean learning satisfaction aspect

No	Aspect	N	Mean	Std. Deviation	Category	Arrange
3	KM 3; Assessment	189	3,16	0,40	Good	1
8	KM 8; Learner-instructor interactions	189	3,15	0,41	Good	2
2	KM 2; Good e-resources	189	3,10	0,43	Good	3
7	KM 7; Learner-learner interactions	189	3,10	0,46	Good	4
4	KM 4; Learning content	189	3,01	0,48	Good	5
1	KM 1; Good e-teaching	189	3,01	0,40	Good	6
9	KM 9; Self-regulated learning	189	2,98	0,42	Good	7
5	KM 5; Perceived flexibility	189	2,92	0,53	Good	8
6	KM 6; Perceived usefulness	189	2,64	0,68	Good	9

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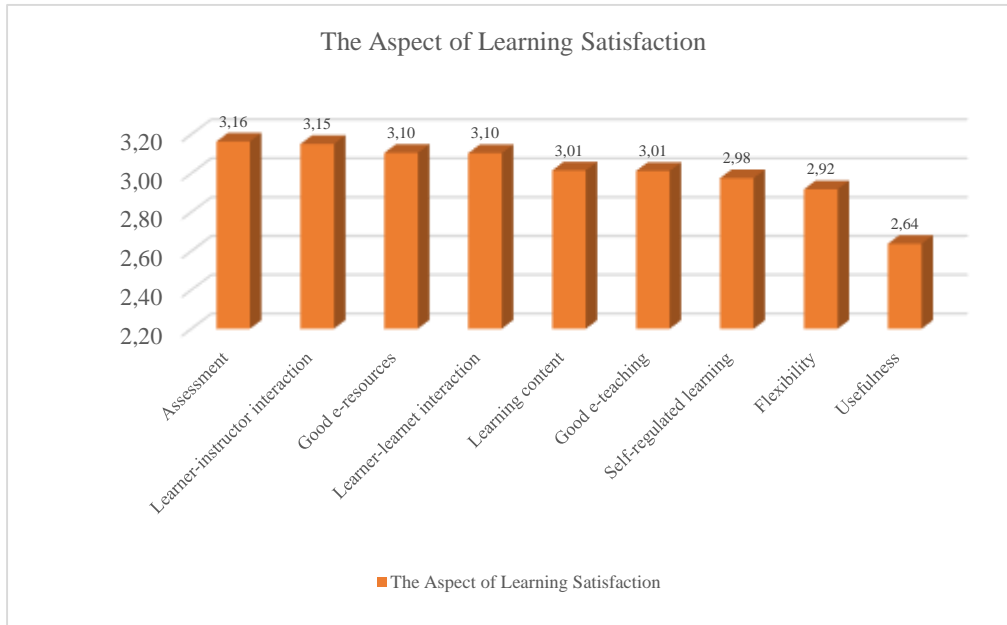on The Subject of Culinary in the Bachelor of Applied Culinary Program
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Figure 1 | The dominant aspect of online learning satisfaction grafik