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The Influence of Learning Culture and Student Personality Characteristics on Learning Satisfaction through Online Learning Readiness as a Mediation Variable for Students of the Faculty of Economics, State University of Jakarta

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Abstract

This study aims to determine the influence of learning culture, student personality characteristics, readiness to learn boldly on learning satisfaction. The research was conducted for 7 (seven) months starting from December 2020 to June 2021. The research method was quantitative with the type of research that was explanatory. The sample used in this study found 198 respondents from the education students of the Faculty of Economics, State University of Jakarta. The data collection technique used a proportional random technique. The data analysis technique used SmartPLS software version 3.0 PLS (Partial Least Square) with structural equation analysis (SEM). The results showed that each variable had a significant effect.

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh budaya belajar, karakteristik kepribadian mahasiswa, kesiapan belajar daring terhadap kepuasan belajar. Penelitian dilakukan selama 7 (tujuh) bulan dimulai dari bulan Desember 2020 hingga Juni 2021. Metode penelitian secara kuantitatif dengan jenis penelitian yaitu eksplanatori. Sampel yang digunakan dalam peneltiian ini berjumlah 198 responden mahasiswa kependidikan Fakultas Ekonomi Universitas Negeri Jakarta. Teknik pengumpulan data menggunakan teknik acak proporsional. Teknik analisis data menggunakan software SmartPLS versi 3.0 PLS (Partial Least Square) dengan analisis persamaan Struktural (SEM). Hasil penelitian menunjukkan bahwa setiap variabel memiliki pengaruh yang signifikan.

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INTRODUCTION

Indonesia is faced with the challenges of the Industrial Revolution 4.0 era which not only covers social, economic and technological aspects, but aspects in the education sector inevitably have to take part in adapting to the existing era. With the advancement of information and communication technology, online learning will be a very promising thing for a learning method in the future. Researchers, professionals and educational institutions agree that e-learning is able to provide better results in academia when compared to traditional learning and is able to increase student learning satisfaction (Baber, 2020). Satisfaction with online learning is a 'common readiness' that arises on the basis of student agreement regarding expectations and experiences that have been passed while participating in online learning such as online learning time and space, self-demand, the role of peers and teachers (Landrum et al., 2020)

Research conducted by (Baber, 2020; Shao, 2019) proves that so far online learning is able to increase learning motivation, emotional tendency to continue learning, facilitate active discussion between peers and student satisfaction levels and can reduce the number of online dropouts. This sequentially has an impact on increasing knowledge and online learning. However, on the other hand, the barriers expressed by (Landrum et al., 2020; Liu, 2019) have an impact on dependence on technology and media to access instructional content and instructors, dissatisfaction with online interactions and uncertainty about learning evaluation are frightening for some students. . Based on pre-research data that has been carried out by researchers on 30 students of the Faculty of Economics, UNJ, it can be seen that 38% of students of the Faculty of Economics, UNJ are satisfied with the online learning that has been running. However, it was still found that 27% of students considered themselves dissatisfied and the remaining 35% were still hesitant about online learning. The causes of decreased student learning satisfaction include the difficulty of interacting and effective communication during the lecture process, limited discussion space between students and peers and lecturers, decreased student motivation, until the erratic lecture hours make students feel less rested so that it affects their performance in participating in the learning process. .

For students, culture reflects the nature, values, beliefs and behavior patterns. For this reason, it is important for every lecturer to be aware of cultural factors in education because learning is *multicultural.* Apart from learning culture, one of the keys to the online learning process is the effectiveness of the several components involved such as technology and the characteristics of teachers and students (Pangondian et al., 2019). Student characteristics are all behaviors and abilities that exist in students as a result of their nature and social environment so that they can determine the activities (learning) that will be carried out to help achieve their goals (Hernawati, 2011).

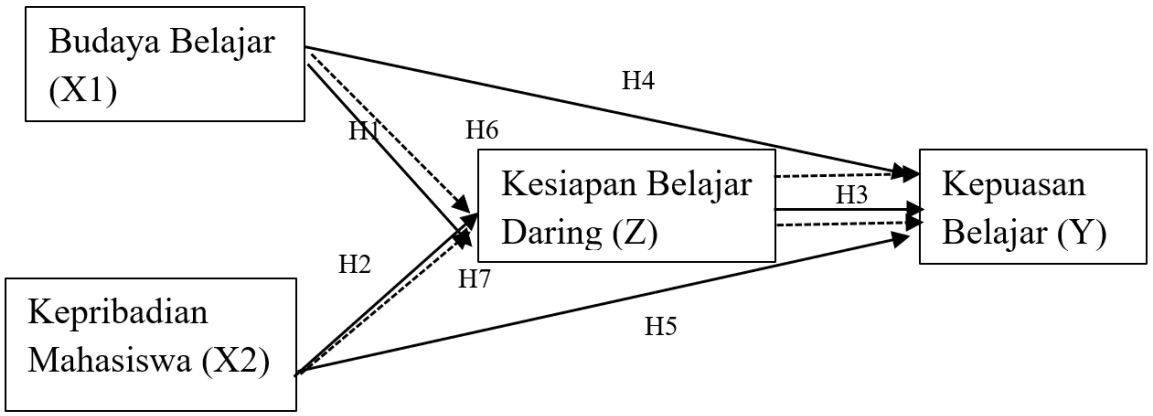
According to (Kumar, 2021) expressing learning readiness as a basic skill needed by students to participate in a learning activity that emphasizes independent learning management and understanding personal experience. . Researchers raised the title of research related to **"The Influence of Learning Culture and Student Characteristics on Learning Satisfaction through Online Learning Readiness as a Mediation Variable in Students of the Faculty of Economics, State University of Jakarta"**

THEORY BASIS

Learning satisfaction can be defined as a condition of feeling satisfied because of the fulfillment of expectations from a learning activity experienced by students. Learning satisfaction theory views the position of students as consumers who are able to respond to an activity (teaching and learning) based on a comparison between the expectations and the reality they receive (Gede & Dwiyana, 2019). Borotis & Poulymenakou in (Purwandani,

2017) state that online learning readiness (*e-learning* readiness) is the mental or physical readiness of an organization for a learning experience. This opinion is in line with research conducted by (Ramadhanu et al., 2019) which concluded that online learning readiness is the mental or physical readiness of an organization or individual for a learning experience. Students who are new to the online learning process, tend to spend a lot of time getting used to the use of technology, use new approaches to understand online teaching and learning as a whole, and start implementing the process.

According to Hernawati (2011), the characteristics of students are the overall behavior and abilities that exist in students as a result of their nature and social environment which can determine the pattern of activity in achieving their goals. Thus the determination of learning objectives must be linked or adapted to the circumstances and characteristics of students. In the context of this research, the intended students are students. Another factor that is predicted to affect learning satisfaction in addition to online learning readiness and student personality characteristics is learning culture. Through their research, Muslikh and Deviastri (2017) define that learning culture is defined as a process to shape the beliefs, behaviors and values of an individual that encourages him to do learning. Meanwhile, Nugraha and Ambiyar (2018) conclude that learning culture is a view of life or a reflection of the quality of school life whose development is based on the spirit and values adopted by the school, be it the environment, atmosphere, taste, nature, behavior, attitudes and school climate so as to foster intelligence. , and the skills of students in the form of cooperation with school residents, be it discipline, responsibility, learning motivation and matters relating to learning outcomes. From the theoretical literacy above, the researcher formulates the following hypothesis:



Source: *Researcher processed data, 2021*
Figure 1. Research Constellation

METHOD

This study used a sample of 198 students of the Faculty of Economics, State University of Jakarta, consisting of students of the Cooperative Economics Education study program, Education Accounting, Business Education and Office Administration Education class of 2017 and 2018. Data was collected using a questionnaire via google form. This study has 2 independent variables, namely learning culture and student personality characteristics, one mediating variable is online learning readiness and the dependent variable is learning satisfaction. Learning culture is the nature and belief of students based on the spirit and values they adhere to in an effort to find information, participate in learning and share knowledge that will form habit patterns in learning activities. This

variable uses an adoption questionnaire that has been used by several experts, namely (Fitri & Putra, 2019; Nugraha & Ambiyar, 2018; Santosa, 2017), with indicators consisting of 4 indicators of learning environment, learning intensity, study habits and learning styles.

Meanwhile, the variable of student personality characteristics is the distinctive personality of students who can develop abilities as a result of their nature and social environment so that they can form patterns of activity in achieving their goals. Consists of 4 regular indicators, *self-directed learning*, motivation, *computer anxiety.* These indicators have been used by several experts, namely (Joosten & Cusatis, 2020; Nakayama et al., 2014; Ghazal et al., 2018). The online learning readiness variable is the physical and mental condition of a person who is ready to implement and carry out learning activities in the online environment. Consists of 4 indicators of computer/internet self-efficacy, self-efficacy in communicating, self-control, innovation. These indicators have been used by several experts, namely (Astuti & Dian, 2019; Basol et al., 2018; Wei & Chou, 2020). The variable of learning satisfaction is a feeling of pleasure because of the fulfillment of expectations based on the experience of participating in online learning activities. Consists of 5 indicators, namely *tangible, empathy, perceived usefulness, flexibility, experience.* These indicators have been used by several experts, namely (Afriyeni & Rahayuningsih, 2020; Irawati & Jonatan, 2020; Suryani, 2021).

The model used in this research is *Structural Equation Modeling* with SmartPLS 3.0 application. According to (Riefky & Hamidah, 2019) PLS is an analysis of the *Structural Equation Modeling (SEM) equation* which is used to predict the effect of the independent variable on the dependent variable and explain the theoretical relationship between the two variables. According to (Riefky & Hamidah, 2019) PLS is an analysis of the *Structural Equation Modeling (SEM) equation* which is used to predict the effect of the independent variable on the dependent variable and explain the theoretical relationship between the two variables. For hypothesis testing, look at the *t-statistic value.* With the statistical value approach used is 5%, so that the critical value on *t-statistics is* set at 1.96. Based on this determination, if *the t-statistics value is* > 1.96, the hypothesis of the significance level can be accepted. On the other hand, if the *t-statistic value is* < 1.96, the significance level is rejected.

RESULTS AND DISCUSSION

The results of the frequency distribution test related to the characteristics of these respondents collected 198 respondents with qualifications of education students from the economics faculty of UNJ class 2017 and 2018 who have attended online learning for at least more than 1 semester. Based on gender, respondents are categorized into 2, namely, female and male. Descriptive data on the gender of respondents can be seen in the following table:

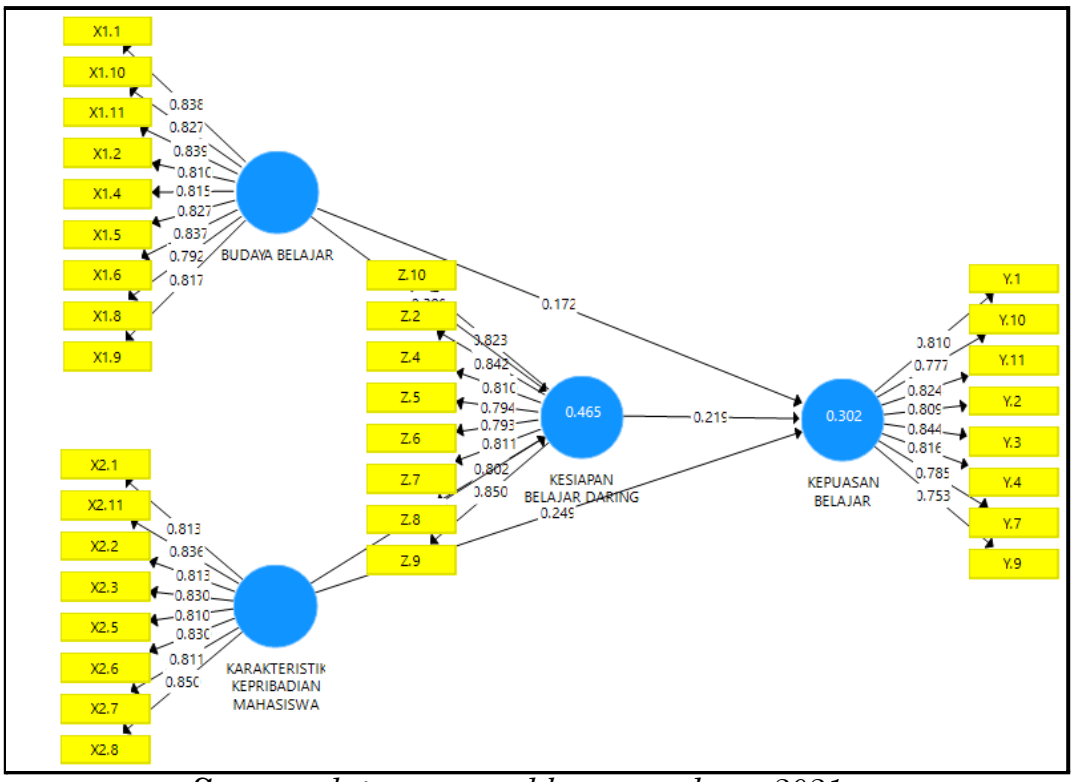
Table 1. Characteristics of Respondents Based on gender

Gender	Total	Percentage
Male	26	13%
Female	172	87%
Total	198	100%

***Source**: data processed by researchers, 2021*

In table 1 shows that 26 male respondents (13%) and female respondents 198 (26%).

The results of testing the research hypothesis using SmartPLS will be explained in the analysis of the *outer model* and *inner model*. Where the two results from the analysis will explain the relationship between the dependent variable and the independent variable (learning culture, student personality characteristics and online learning readiness) either directly or indirectly. In this research, theis produced *outer model* as follows:



***Source**: data processed by researchers, 2021*

Figure 2 Outer Model The

picture above shows that the learning culture construct is measured by 9 items, namely X1.1, X1.2, X1.4, XI.5, XI.6, XI.8, XI. 9, X1.10, X1.11. For student personality characteristics measured by 8 items, namely X2.1, X2.2, X2.3, X2.5, X2.6, X2.7, X2.8, X11. For online learning readiness, it is measured by 8 items, namely Z.2, Z.4, Z.5, Z.6, Z.7, Z.8, Z.9, Z.10. For learning satisfaction is measured by 8 items, namely Y.1, Y.2, Y.3, Y.4, Y.7, Y.9, Y.10. The value above shows a correlation between the indicators and their constructs. The loading value is towards an indicator indicating that the study uses reflective indicators that are relatively suitable to measure the effect or relationship to be studied (hypothesis) symbolized by arrows between constructs. Based on the constellation image above, the results of the calculation of *loading factors* with the SmartPLS version 3 software stated that the variables of learning culture, student characteristics, online learning readiness and learning satisfaction were significant. Then the researchers re-analyzed the data with the PLS approach which was carried out by evaluating the *measurement model* and *structural model.*

A. valuation of Outer Model

1. Validity Test

   An indicator is declared valid if it has avalue of *loading factor* 0.5 against the intended construct. SmartPLS output for *loading factors* shows the following results:

Table 2. Loading Factors

Item statement	Learning culture	Characteristics of student personality	Learning satisfaction	Online learning readiness
BB.1	**0.838**			
BB.2	**0.810**			
BB.4	**0.815**			
BB.5	**0.827**			
BB.6	**0.837**			
BB.8	**0.792**			
BB.9	**0.817**			
BB.10	**0.827**			
BB.11	**0.839**			
KKM.1		**0.813**		
KKM.2		**0.813**		
KKM.3		**0.830**		
KKM.5		**0.810**		
KKM.6		**0.830**		
KKM.7		**0.811**		
KKM.8		**0.850**		
KKM.11		**0.836**		
KB.1			**0.810**	
KB.2			**0.809**	
KB.3			**0.844**	
KB.4			**0.816**	
KB.7			**0.785**	
KB.9			**0.753**	
KB.10			**0.777**	
KB.11			**0.824**	
KBD.2				**0.842**
KBD.4				**0.810**
KBD.5				**0.794**
KBD.6				**0.793**
KBD.7				**0.811**
KBD.8				**0.802**
KBD.9				**0.850**
KBD.10				**0.823**

Based on the data above, it shows that all indicator coefficients have a value of < 0.5 which means that the indicators used in this study are valid or have met *convergent validity*. Furthermore, an indicator also needs to be tested for *discriminant validity* to determine whether the indicator is reflective or not. The method used to see *discriminant validity* in this study is to look at the value of the *Square Root Of Average Variance Extracted* (AVE). The recommended value is above 0.5. The following is the AVE value in this study:

Table 3. *Average Variance Extracted* (AVE)

Variable	*Average Variance Extracted* (AVE)
Learning Culture (X1)	0.677
Student Personality Characteristics (X2)	0.679
Learning Satisfaction (Y)	0.644
Readiness to Learn Online (Z)	0.666

The table above shows that the ave value of learning culture, characteristics, student personality, online learning readiness and learning satisfaction is above 0.5. The lowest AVE value is 0.644 on the learning satisfaction variable.

2. Reliability Test

Reliability test is done by looking at thevalue *composite reliability* of the indicators that measure the construct. The results of *composite reliability* will show a satisfactory value if the value is above 0.7. Here is avalue *compositeof reliability* in this study:

Table 4. *Composite Reliability*

Variable	***CompositeReability***
CulturalStudying	0.950
Personality Characteristics of Students	0.944
Satisfaction Study	0.935
Online Learning Readiness	0.941

The table above shows that thevalues *reliability of composite* for all constructs is above 0.7 which shows all constructs the research model meets *discriminant validity*. Thevalue *composite* lowestis learning satisfaction of 0.935. Reliability test can also be strengthened with *Cronbach's Alpha* with the recommended value is > 0.6. The following is the value of *Cronbach's Alpha* in this study:

Table 5. *Cronbach's Alpha*

Variable	***Cronbach's Alpha***
Learning culture	0.940
Student personality characteristics	0.933
Learning satisfaction	0.921
Readiness to learn online	0.928

From the table above *Cronbach's Alpha* for the construct of this study shows a value > 0.6, the indicator that measures constructs in this study are said to be reliable.

B. The evaluation of theInner Model

PLSuses a *nonprametic test* to determine the level of significance of the path coefficient, where the t-value (t-value) generated by running the boostrapping algorithm on SmartPLS is used to determine whether the proposed hypothesis is accepted or not. Hypothesis testing by looking at t-statistics > t-table 1.96 (5% significance based on PLS-SEM requirements) and p-value <0.05. Based on the calculation results are as follows:

Table 6. *CoefficientsPath*

Variable	Original Sample	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics	P Values
Culture Learning (X1) -> Satisfaction Study (Y) _	0.172	0.177	0.094	1.829	0.068
Culture Learning (X1) -> Readiness Learning Online 6.304	0.399	0.405	0.063	(Z)	0.000
Characteristics of Personality of Students (X2) -> Satisfaction Belajar 0.2533.237	0.249		0.077	(Y)	0.001
Characteristics of Personality of Students (X2) -> Readiness Learning Online (Z)	0.368	0.367	0.074	4.938	0.000
Readiness Learning Online (Z) -> Satisfaction Belajar_ (Y)	0.219	0.221	0.097	2.256	0.024

H [1]: Effect of Culture Learning (X1) to Readiness Learning Online (Z)

Based on calculations *Path coëficient* indicated in the table can IV.19 see thevalue of *original sample* 0.399, *t-statistics* 6.304 > 1.96 and the value of *P Values* 0.000 < 0.05. Thus, it can be concluded that the learning culture variable has a positive and significant effect on online learning readiness

H[2]: The Effect of Student Personality Characteristics (X2) on Online Learning Readiness (Z)

Based on the results of thecalculation *Path Coeficient* shown in table IV.19 it can be seen the value *original sample* 0.368, *t-statistics* 4.938 > 1.96 and *P Values* 0.000 < 0.05. Thus, it can be concluded that the variable of student personality characteristics has a positive and significant effect on online learning readiness

H[3]: Effect of Online Learning Readiness (Z) on Learning Satisfaction (Y)

Based on the results of thecalculation *Path Coeficient* shown in table IV.19 it can be seen the value *original sample* 0.219, *t-statistics* 2.256 > 1.96 and *P Values* 0.024 < 0.05. Thus, it can be concluded that the online learning readiness variable has a positive and significant effect on learning satisfaction.

H[4]: The Effect of Learning Culture (X1) on Learning Satisfaction (Y)

Based on the results of thecalculation *Path Coeficient* shown in table IV.19, it can be seen that thevalue is *original sample* 0.172, *t-statistics is* 1.829 < 1.96 and *P Values* 0.068 > 0.05. Based on these results indicate that the direction of the relationship between variables X1 and Y is positive, so it can be concluded that learning culture has a weak effect on learning satisfaction.

H[5]: Student Personality Characteristics (X2) on Learning Satisfaction (Y)

Based on the results of thecalculation *Path Coeficient* shown in table IV.19, it can be seen that thevalue is *original sample* 0.249, *t-statistics is* 3.237 > 1.96 and *P Values is* 0.001 < 0.05. Thus, it can be concluded that the variable of student personality characteristics has a positive and significant effect on learning satisfaction. In this study, there is a variable of online learning readiness which is used as a mediating variable. Based on the calculation results, the results of the table of *specific indirect effects are* as follows:

Table 7. Specific Indirect Effect

Table 7. Specific Indirect Effect

Variable	*T Statistics*	*P Values*
Learning Culture (X1)-> Online Learning Readiness (Z)-> Learning Satisfaction (Y)_	2.141	0.033
Student Personality Characteristics (X2)-> Online Learning Readiness (Z) -> Learning Satisfaction (Y)_	2,063	0.040

***Source**: data processed by researchers, 2021*

H[6]: Influence of Learning Culture (X1) on Learning Satisfaction (Y) through Online Learning Readiness (Z)

Based on the calculation results, the *t-statistic value* shows that > 1.96 is 2.141. Furthermore, based on the *P-value* 0.033 <0.05, it can be concluded that the learning culture variable on learning satisfaction with online learning readiness as a mediating variable has a positive and significant effect.

H[7]: The Effect of Student Personality Characteristics (X2) on Learning Satisfaction (Y) through Online Learning Readiness (Z)

Based on the results of the calculation of thevalue *t-statistic, it* shows that > 1.96 is 2.063. Furthermore, based on the value of *the P-value of* 0.040> 0.05, thus it can be concluded that the variable characteristic of the personality of students to the satisfaction of learning with a readiness to learn online as mediating variables influence positively and significantly.

CONCLUSIONS AND RECOMMENDATIONS

The results of the overall study found the factors which will affect the satisfaction of learning on learning The relationship between online learning culture, student personality characteristics and online learning readiness is proven to be able to determine and influence the ups and downs of online learning satisfaction for students of the Faculty of Economics, UNJ. Furthermore, this study concludes that the learning culture and personality characteristics of students affect online learning readiness in students of the Faculty of Economics, UNJ. Another finding from this study is related to the indirect effect of the mediating variable on online learning readiness in strengthening the influence of learning culture and student personality characteristics.

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