

# Evaluation of Student Satisfaction in Using the Learning Management System for Online Learning at XYZ University

## Background

This research is to analyse what factors that influence the student satisfaction with the learning management system and how much influence do these factors have on student satisfaction with the use of the learning management system. This research aim was to find if there is a direct influence from the system quality, information quality, service quality, and perceived ease of use into the user satisfaction and whether there is an indirect influence from System use to the User satisfaction toward learning management system. The analytical method for analyse regression with the estimation of PLS Method, this research took sample of 99 students at XYZ University in Information system online learning, major study for undergraduate students.



## Previous Works/State-the-arts

The theories about learning management system, information quality, system quality, service quality and perceived ease of use, have relevance to system use and student satisfaction (user satisfaction) with Learning Management Systems (LMS). The following shows several literature reviews and the results of previous research that support and are related to research variables, namely information quality, system quality, service quality, perceived ease of use, system use, also user satisfaction

## Results, Findings & Discussion

The validity and reliability are the first step to take. The analysis carried out with outer model like discriminant validity, convergent validity, composite reliability (CR), also AVE (Average Variance Extracted). The framework research added with 23 indicator items and 6 dimensions for the characteristics of the student's satisfaction. The result showed in the loading factor ( $\lambda$ ), which are bigger than 0,5. Means all indicator already fulfilled the terms.

Hypothesis testing in the study was carried out with p-value, with the p-value  $\leq 0.05$  (alpha 5%) was obtained, the result shows that exogen latent variable had the significant effect on the endogenous latent variable (H0 was rejected), and if the p-value was  $> 0,05$ . It is concluded that the exogen latent variable has no significant effect on the endogenous latent variable (H0 is accepted). The p-value test can be seen as follows:

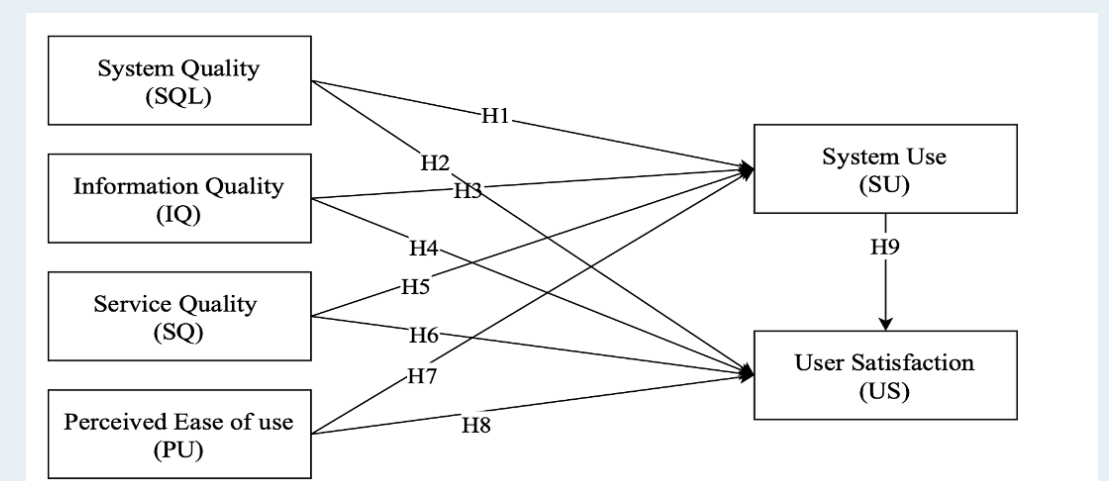
No	Hypothesis	( $\beta$ )	T-Statistics	P-Values	Result	Effect Size
H1	SQL -> SU	0.106	2.630	0.009	Support	Large
H2	SQL -> US	0.105	2.884	0.004	Support	Large
H3	IQ -> SU	0.111	0.014	0.989	Not Support	Small
H4	IQ -> US	0.123	0.605	0.546	Not Support	Medium
H5	SQ -> SU	0.090	0.939	0.348	Not Support	Medium
H6	SQ -> US	0.103	0.711	0.478	Not Support	Medium
H7	PU -> SU	0.095	5.399	0.000	Support	Large
H8	PU -> US	0.116	3.472	0.001	Support	Large
H9	SU -> US	0.108	0.805	0.421	Not Support	Medium

Construct	Dimension	$\lambda$	CR	AVE
System Quality (SQL)	Navigation	0.764	0.848	0.528
	Functionality	0.742		
	Response time	0.777		
	Flexibility	0.626		
Information Quality (IQ)	Security	0.713	0.925	0.711
	Accuracy	0.849		
	Relevance	0.859		
	Availability	0.841		
	Usability	0.799		
	Timeliness	0.868		
Service Quality (SQ)	Empathy	0.847	0.892	0.677
	Reliability	0.885		
	Responsive	0.866		
	Tangible	0.675		
Perceived ease of use (PU)	Improving performance	0.924	0.954	0.839
	Increasing Productivity	0.906		
	Easier study	0.898		
	Overall usefulness	0.935		
	Possible to use	0.766		
System Use (SU)	Intend to use	0.898	0.820	0.696
	LMS Experience	0.935		
User Satisfaction (US)	LMS Performance	0.922	0.936	0.831
	LMS Learning tool	0.876		

## Methodology

The research will test the validity and reliability by using questionnaire for the data collection by using descriptive statistic analyse and inferential statistic. The sample took 99 online active students of undergraduate students of Information Systems study program at XYZ University in Jakarta city.

Using Partial Least Square (PLS) as the inferential statistics method and had been analyse with the help of the SmartPLS 3.0 program. In this section, each variable will be described in an equation that connects these variables with the indicators, in order to define the latent variables in this study



## Conclusions

System Quality (SQ) and Perceived ease of use (PU) p-value are  $\leq 0,05$ . From the previous test results, it was found a new research model that affects student satisfaction with LMS, (H2) System Quality has a significant towards User Satisfaction for 0,105 and (H8) Perceived ease of use has a significant towards the user satisfaction for 0,116. The perceived ease of use had the high significant variable towards student's satisfaction in using learning management system (LMS) for studying. Therefore, the recommendation for the research is LMS must improve the quality of its performance so that it is more quick to accessed and make various more attractive features.

## Selected Preferences

DeLone, W.H., & McLean, E.R. (2004). Measuring e-Commerce Success: Applying the DeLone & McLean Information Systems Success Model. *Int. J. Electronic Commerce*, 9, 31-47, Ohliati, J., & Abbas, B. S. (2019). Measuring student's satisfaction in using learning management system. *International Journal of Emerging Technologies in Learning (iJET)*, 14(04), 180-189.



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