

CHAPTER V

CLOSING

5.1 Conclusions

The purpose of this study is to identify factors that influence student satisfaction with online learning during the COVID-19 pandemic. In this study, student satisfaction in online learning was measured using online learning self-efficacy (OLSE), learner-content interaction (LCI), learner-instructor interaction (LII), learner-learner interaction (LLI), and student information system quality (SIS). Based on the findings of the testing and discussion described in the previous chapter, this research can be summarized as follows:

1. Online learning self-efficacy (OLSE) has a positive significant impact on student satisfaction in online learning during COVID-19 pandemic.
2. Learner-content interaction (LCI) has a positive significant effect on student satisfaction in online learning during COVID-19 pandemic. According to the statistical results, learner-content interaction is the strongest factor that affects student satisfaction among other variables.
3. There is no significant influence between learner-instructor interaction (LII) and student satisfaction in online learning during pandemic COVID-19.
4. There is positive significant impact between learner-learner interaction (LLI) and student satisfaction in online learning during pandemic COVID-19.
5. There is no effect of student information system quality (SIS) on student satisfaction in online learning during the COVID-19 pandemic.
6. Online learning self-efficacy (OLSE), learner-content interaction (LCI), learner-instructor interaction (LII), learner-learner interaction (LLI), and student information system quality (SIS) simultaneously affect student satisfaction in online learning during the COVID-19 pandemic

5.2 Research Limitations and Suggestions

There are several limitations in this study that the author encountered while conducting the research that will serve as a reference for future researchers who will conduct the same research, including:

1. The sample size for this study was 107 people. There is a chance that the sample used was not the most appropriate sample to represent the population.
2. This study's respondents were limited to undergraduate accounting students from the third semester to the ninth semester, so this study could not describe the entire phenomenon that occurred in the related variables.
3. This study only looks at a few student satisfaction variables: online learning self-efficacy (OLSE), learner-content interaction (LCI), learner-instructor interaction (LII), learner-learner interaction (LLI), and student information system quality (SIS). There are still several other student satisfaction measurement mechanisms, which limit the ability of this regression model to explain all of the characteristics that affect student satisfaction in online learning as a whole.

From these limitations, suggestions for further study are:

1. The next research sample may be expanded to obtain a much larger sample.
2. It is necessary to develop a research model with the addition of variables, both outputs and or inputs from online learning systems, such as facilities and infrastructure, environment, learning outcomes, etc.

5.3 Research Implications

The purpose of this study is to gain insight into the factors that influence accounting students' satisfaction with online learning during the covid-19 pandemic. It is hoped that by examining the influence of the determinants of level

of satisfaction, all parties involved in using the online learning system will pay attention to these factors.

After learning the factors that influence accounting students' satisfaction with the e-learning system, accounting study programs, should be able to make the best decisions possible regarding the sustainability of using online learning system as learning media. The results of this study can be used by the information system to improve the quality of the online learning system, and this study can be used by the librarian as an additional repertoire of e-learning knowledge.

