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THE INFLUENCE OF SYSTEM QUALITY, EDUCATOR, MOTIVATION ON SATISFACTION AND INTENTION TO CONTINUE ON CLASS X STUDENTS WHO USE E-LEARNING AT SMAK St. LOUIS 1 SURABAYA

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ABSTRACT
Advances in technology and communication are expected to provide effective and efficient performance for educators in the current millennial era, especially in the conditions of a pandemic due to the COVID-19 outbreak that has infected the world, including Indonesia, especially in the city of Surabaya. The purpose of this study is to examine and analyze changes in the quality of the education system, and the challenges for educators in operating e-learning applications to deliver learning materials, to attract student interest in learning and bold interactions. Motivation becomes the driving force in students. They will judge the perceived usefulness by achieving satisfaction or not. Because it affects their intention to continue using the bold system, by still choosing the high school they chose switching to homeschooling or choosing not to continue school. The research method used consists of research design, variables, operational definitions, and data sources, research instruments, the population is class X students at SMAK St. Louis 1 Surabaya, samples taken were 334 respondents from class X students who were asked questions. The procedure for distributing questionnaire data through Google Forms, as well as data analysis techniques using SEM using Lisrel software. The reliability test shows (6) the reliability variable. This study obtained the results of hypothesis testing that had a positive and significant effect on the system quality, educator, and motivation variables on satisfaction, then the satisfaction variable on the intention to continue. Satisfaction mediates the relationship between system quality and the intention to continue has a positive and significant effect, while the satisfaction hypothesis mediates the relationship between motivation and intention to continue and has a positive and insignificant effect

Keywords:
Training management, Volunteer-organization Fit, Intention to continue, Volunteers, Non-profit organizations

INTRODUCTION

The challenges to education are increasingly complex. Because this cannot be separated from the consequences of the 4.0 revolution in all fields, including management. Since the third week of March 2020, the world has been faced with a pandemic due to the COVID-19 outbreak. The entire education service system, including in Indonesia, has shifted from a conventional learning system to an online learning system. Pros and cons emerged at that time, especially the issue of internet quota or data credit to be able to continue learning from home. This is an interesting concern to find out more details about the polemics they have had to face since the covid 19 pandemic until the new normal era. Educational methods affect the future sustainability of the school itself with students' satisfaction and intention to continue. Emerging e-learning education has changed educational strategies. Meanwhile, academic institutions are trying to change their strategies to accommodate e-learning technology into pedagogical goals (Cigdem and Topcu, 2015; Hubalovsky,

Hubalovska, and Musilek, 2019). The implementation of the e-learning concept in Indonesia is based on several reasons, one of which is similar to the statement by Garrison and Anderson (2000), that the emergence of various virtual education institutions is now more driven by efforts to meet the needs of the community in obtaining the desired learning opportunities (Darmayanti, Setiani and Oetojo, 2007).

In general, e-learning is a variety of electronic devices used for the learning process, such as the internet, audio or video, satellite broadcasts, and interactive TV (Ozkan and Koseler, 2009). The application of e-learning can certainly be accepted well and correctly with the condition that all the needs are met for students and educators. Effective and efficient application is considered to be a solution for distance learning, especially in remote areas. On the other hand, educators, including teachers, lecturers, tutors or instructors, along with school management, students, and guardians are required to play an active role in preparing themselves and their thoughts to be able to follow new methods that are all systemized such as the internet of things (IoT), artificial intelligence and big data. Satisfaction in the context of e-learning means learners' perceptions of online or e-learning systems (Chen et al., 2004). Entering the even semester of 2021, the emergence of homeschooling and the provision of blended learning methods, or blended e-learning, can be reviewed as a fairly good and efficient choice of procedures. For students in higher education, it is most likely to be practiced.

The determination refers to the SKB of four ministers. Similarly, playgroup (PG) - early childhood education (PAUD) students up to senior high school (SMA) level can attend mixed classes. follow mixed classes. As a result of the covid 19 pandemic, pulse support as well as a stable online network and the provision of infrastructure in each school, is needed by students and students so that they can take part in all teaching and learning activities with their educators. teaching and learning activities with their educators. In 2021, the government through the Ministry of Education and Culture plans to reorganize face-to-face learning (PTM) which will be implemented in stages. Allowing some students to enter the classroom face-to-face, while their other friends follow online lessons that will be carried out alternately according to each school's schedule with predetermined health protocols. This has again received pros and cons from academics and the community. On the other hand, local governments (Pemda) are the ones who best understand the needs and capacity of their respective regions and have full authority to make policies. Furthermore, in addition to the joint decree (SKB) of four ministers, namely, the minister of education and culture, the minister of religion, the minister of health, and the minister of home affairs who agreed to conduct PTM, it must also receive approval from the local government and the school committee, which is a representative of the parents of students to agree together.

Therefore, in the study, the intention to continue schooling since the pandemic due to covid 19 until entering the new normal era in 2020 and the start of the even semester of 2021 now, gives options to grade X students at SMAK St. Louis 1 Surabaya to attend online or offline schools. then SMAK St. Louis 1 immediately distributed a questionnaire in the form of a Google form link via WhatsApp (WA) and emailed it to all parents of students to find out their opinions and approval of this. As a result, most of the parents chose to keep their children's learning online. They also did not choose

the homeschooling method, let alone choose to move to another school. Although SMAK St. Louis 1 Surabaya, has prepared steadily all face-to-face learning (PTM) according to health rules and protocols.

Furthermore, SMAK St. Louis 1 gives an appeal so that parents or guardians of students prepare student needs such as; laptops or cellphones with adequate internet system quality. The Zoom application is used for face-to-face meetings while practicum by making videos, and then sending them to the YouTube application using the official SMAK St. Louis 1 account. In addition, the procurement of Sinlui TV serves to convey school information to students and teachers. This study aims to test and analyze the effect of system quality, educator, and motivation on satisfaction and intention to continue on class X students who use e-learning at SMAK St. Louis 1 Surabaya. The research conducted has significant implications for distance educators and administrators.

METHOD

Sampling Plan

The sample of this research is all students of class X SMAK St. Louis 1 Surabaya from science majors and social studies majors. The number of samples used was 334 respondents. This study uses quantitative methods and data collection using nonprobability sampling by purposive sampling. The data collected is the perception of one source by distributing the questionnaire once and then the questionnaire is distributed using Google Forms.

Measurement

The questionnaire consists of 20 statement items adapted from several previous studies. Respondents were asked to choose the options agree, strongly agree, disagree, and strongly disagree based on a Likert scale. Jogiyanto (2007: 12) explains that "system quality is used to measure the quality of the technology system itself". The study by Rusli Abdullah, Yusmadi Yaha, and Rodziah Atana (2020) describes the measurement indicators of system quality (SQ) measured by 8 assessment indicators. Education is someone who has the authority and duties in the world of education and teaching at formal educational institutions (M. Uzer Usman). Indicators of teacher variables (Arbaugh, 2010) are measured by 4 assessment indicators.

Motivation is an element that encourages, arouses, and directs students to carry out the teaching and learning process by maximizing all abilities possessed both from within and from outside the students (Sean, 2016) and is measured by 2 assessment indicators. In achieving the required assessment of students measuring indicators of satisfaction variables according to Oliver (1980), Spreng et al. (1993) with three assessment indicators. Continuance intention is the desire to use the e-learning system and be willing to use the e-learning system in the future and recommend the e-learning system to others. Measuring the continuance intention indicator from Bhattacherjee (2001); Mathieson (1991) uses three assessment indicators.

In this study, the type of SEM that will be used to analyze data is SEM lisrel. Lisrel (Linear Structural Relationship) is the first program developed by Karl G. Joreskog and Dag Sorbom in 1974 (Latan, 2012 in Siswoyo 2016). According to Ridgon

and Ferguson (1991) and Doll, Xia, and Torkzadeh (1994) in Yamin and Kurniawan (2009: 36), a variable is said to have good validity on a latent construct if its factor loading t value is greater than the critical value (>1.96 or practically >2) and its standardized factor loading is greater than or equal to 0.7. However, Igbari et.al (1997) with guidance from Hair et. al (1995) in Yamin and Kurniawan (2009) states that the factor loadings are greater than the critical value (>1.96 or practically >2). Kurniawan (2009) states that a factor loading ≥ 0.5 is highly significant. Hair, et al. (2010) stated that a construct has good reliability if the construct reliability (CR) value is ≥ 0.70 and the variance extracted value is ≥ 0.50. Hair, et al., (2010) added that the interpretation of the construct reliability measure can be said to be good if the value is more than 0.40.

RESULTS AND DISCUSSION

Table 1: Univariate Normality Test Results

Research Variables		Univariate Normality	
		Skewness and Kurtosis P-Values	Description
SYSTEM QUALITY	SQ1	0,312	Normal
	SQ2	0,197	Normal
	SQ5	0,952	Normal
	SQ6	0,700	Normal
	SQ7	0,974	Normal
	SQ8	0,101	Normal
	SQ9	0,959	Normal
	SQ11	0,708	Normal
EDUCATOR	EDT1	0,521	Normal
	EDT2	0,239	Normal
	EDT4	0,000	Not Normal
	EDT5	0,009	Normal
MOTIVATION	MOT1	0,111	Normal
	MOT2	0,325	Normal
SATISFACTION	SAT1	0,522	Normal
	SAT2	0,618	Normal
	SAT3	0,835	Normal
INTENTION TO CONTINUE	IC	0,262	Normal
	ICO	0,175	Normal
	ICC	0,003	Not Normal

Table 2: Multivariate Normality Test Results

Skewness			Kurtosis			Skewness and Kurtosis	
Value	Z-Score	P-Value	Value	Z-Score	P-Value	Chi-Square	P-Value
58,889	23,852	0,000	560,703	17,729	0,000	883,250	0,000

Table 3: Validity Test

Research Variables		T-Value	Cut Off	Description
SYSTEM QUALITY	SQ1	9,39	>1,96	Valid
	SQ2	12,91	>1,96	Valid
	SQ5	10,47	>1,96	Valid
	SQ6	10,58	>1,96	Valid
	SQ7	13,57	>1,96	Valid
	SQ8	12,73	>1,96	Valid
	SQ9	13,03	>1,96	Valid
	SQ11	11,95	>1,96	Valid
EDUCATOR	EDT1	13,79	>1,96	Valid
	EDT2	14,68	>1,96	Valid
	EDT4	9,20	>1,96	Valid
	EDT5	10,13	>1,96	Valid
SATISFACTION	MOV1	11,97	>1,96	Valid
	MOV2	11,76	>1,96	Valid
	SAT1	0,000	Referenced	Valid
	SAT2	13,04	>1,96	Valid
	SAT3	12,58	>1,96	Valid
INTENTION To CONTINUE	IC	0,000	Referenced	Valid
	ICC	10,80	>1,96	Valid
	ICO	8,29	>1,96	Valid

Table 4: Reliability Test

Variable	CR	Cut Off	Description
System Quality	0,767	>0,7	Reliable
Educator	0,757	>0,7	Reliable
Motivation	0,779	>0,7	Reliable
Satisfaction	0,742	>0,7	Reliable
Intention to Continue	0,782	>0,7	Reliable

TABLE 5: Overall Fit Test Model

Goodness Of Fit Index	Target	Result	Description
RMSEA	< 0,08	0,061	Good Fit
NFI	≥ 0,90	0,95	Good Fit
CFI	≥ 0,90	0,97	Good Fit
IFI	≥ 0,90	0,97	Good Fit
RFI	≥ 0,90	0,95	Good Fit
GFI	≥ 0,90	0,90	Marginal Fit
AGFI	≥ 0,90	0,87	Marginal Fit

TABLE 6: The structural equation from data processing is as follows

Structural Equations

SAF = 0.28*SQU + 0.27*EDU + 0.39*MOV, Errorvar.= 0.30, R² = 0.70
(0.13) (0.13) (0.093) (0.061)
2.15 2.12 4.20 4.92

ICON = 0.36*SAF + 0.25*SQU + 0.12*MOV, Errorvar.= 0.55, R² = 0.45
(0.14) (0.11) (0.12) (0.094)
2.66 2.33 0.99 5.82

Reduced Form Equations

SAF = 0.28*SQU + 0.27*EDU + 0.39*MOV, Errorvar.= 0.30, R² = 0.70
(0.13) (0.13) (0.093)
2.15 2.12 4.20

ICON = 0.35*SQU + 0.097*EDU + 0.26*MOV, Errorvar.= 0.59, R² = 0.41
(0.10) (0.059) (0.11)
3.34 1.63 2.51

Table 7: Hypothesis Test

Hypotheses	Relationship Variables	Loading Factor	T-Value	Cut Off	Description
H1	SQU → SAF	0,28	2,15	> 1,96	Significant
H2	EDU→ SAF	0,27	2,12	> 1,96	Significant
H3	MOV → SAF	0,39	4,20	> 1,96	Significant
H4	SAF → ITC	0,36	2,66	> 1,96	Significant
H5	SQU → SAF → ICON	0,25	2,33	> 1,96	Significant
H6	MOV →SAF→ ICON	0,12	0,99	> 1,96	Insignificant

In this study, the data obtained is direct data or primary data obtained from the respondents of class X SMAK St. Louis 1 Surabaya. The total number of respondents (students) in class X from science and social studies majors in this study was 485 respondents. Researchers got 424 respondents who had filled out a questionnaire using Google form, then the researchers reduced it back to 334 respondents because it was found that there were unreliable respondents' answers. The sample collection method was carried out using a non-probability sampling method by purposive sampling. Results Based on the data obtained from Table 1, it shows that the results of the univariate normality test do not produce a normal distribution because several indicators have a p-value <0.05.

Based on the data in Table 2, the resulting multivariate normality test results are less than 0.05 which is the cut-off in this study. Therefore, the conclusion of the normality test in this study is not fulfilled. So that this research can be continued, the data is assumed to be normal data using another alternative, namely, the assumption of multivariate normality, which is that all variable tests in the study follow a normal

distribution. in this study, the Asymptotic Covariance Matrix estimate was used when storing data in PRELIS form in Lisrel. Therefore, the normality test in this study can be assumed to be normal. Based on Table 3, states that all measurement indicators have a t-value> 1.96. It can be said that the data testing analysis in this study can be continued. In the reliability test in Table 4, variables can be said to be reliable if the construct reliability value is> 0.7. It can be concluded that the variables of system quality, educator, motivation, satisfaction, and intention to continue in this study are declared reliable. Based on Table 5, of all 7 goodness of fit index criteria, two criteria do not meet the requirements, namely GFI and AGFI, which are declared marginal fit. While the other 5 criteria have met the requirements and are declared good.

The structural model fit test on the structural model has to do with testing the relationship between variables that have previously been hypothesized and aims to determine whether the coefficient relationship between these variables is statistically significant or not, namely;

1. System quality has a positive effect on satisfaction with a coefficient of 0.28.
   This shows that if the system quality increases and the other independent variables remain the same, then satisfaction will increase.
2. Educator has a positive effect on satisfaction with a coefficient of 0.27.
   This shows that if the Educator increases and the other independent variables remain
the same, then satisfaction will increase.
3. Motivation has a positive effect on satisfaction with a coefficient of 0.39.
   This shows that if motivation increases and other independent variables remain the same, then satisfaction will increase.
4. Satisfaction has a positive effect on the intention to continue with a coefficient of 0,36. This shows that if satisfaction increases and other independent variables remain constant, then the intention to continue will increase.
5. System quality through satisfaction has a positive effect on the intention to continue with a coefficient of 0.25. This shows that if the system quality increases and the other independent variables remain the same, then the intention to continue will increase.
6. Motivation through satisfaction has a positive effect on the intention to continue with
   a coefficient of 0.12. This shows that if motivation increases and other independent variables remain the same, then intention to continue will increase.

Based on Table 4.15, the hypothesis test in this study can be explained as follows:

1. System Quality has a positive and significant effect on Satisfaction. This is evidenced by the loading factor value of 0.28 and the t-value of 2.15 (>1.96).
2. E d u c a t o r has a positive and significant effect on Satisfaction. This is evidenced by a loading factor value of 0.27 and a t-value of 2.12 (>1.96).
3. Motivation has a positive and significant effect on Satisfaction. This is evidenced by the loading factor value of 0.39 and the t-value of 4.20 (>1.96).

4. Satisfaction has a positive and significant effect on Intention to Continue. This is evidenced by the loading factor value of 0.36 and a t-value of 2.66 (>1.96).
5. System Quality has a positive and significant effect on Intention to Continue through Satisfaction as a mediating variable of Satisfaction as a mediating variable of 0.25 and a t-value of 2.33 (>1.96).
6. Motivation has a positive and significant effect on Intention to Continue through Satisfaction as a mediating variable of 0.12 and a t-value of 0.9 9 (< 1.96). 1,96).

Structural Model

After examining the measurement model, we tested the hypotheses proposed by Lisrel SEM. The results of the analysis are shown in Figure 1 below. We will discuss the following results: As seen in Figure 1, the details are as follows:

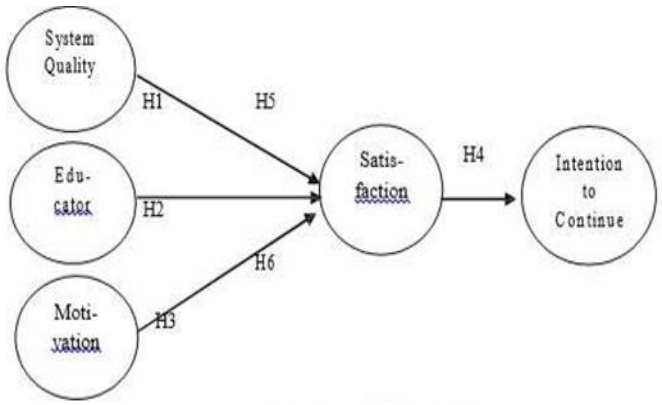

Figure 1: Structural Model

1. The Effect of System Quality on Satisfaction

In the descriptive statistics section of the system quality variable, the average mean value is 4,154. This value indicates that the respondents agree with the measurement of the system quality variable, while the satisfaction variable in the descriptive statistics section has an average mean value of 4.124. This value indicates that respondents also agree with the measurement of the satisfaction variable. In hypothesis testing, the first hypothesis, namely between system quality and satisfaction, shows a loading factor value of 0.28 and a t-value of 2.15 (> 1.96). This proves that the effect of system quality on satisfaction is positive and significant.

2. Educator Effect on Satisfaction

In the descriptive statistics section of the educator variable, the average mean value is 4.258. This value indicates that respondents agree with the measurement of the educator variable, while the satisfaction variable in the descriptive statistics section has an average mean value of 4.124. This value indicates that respondents also agree with the measurement of the satisfaction variable. In hypothesis testing, the second hypothesis, namely between educators and satisfaction, shows a loading factor value of 0.27 and a t-value of 2.12 (<1.96). This proves that there is an influence of educators on satisfaction. This means that when an educator has a high value, satisfaction will also increase.

3. The Effect of Motivation on Satisfaction

In the descriptive statistics section of the motivation variable, the average mean value is 3,865. This value indicates that respondents agree with the measurement of the motivation variable, while the satisfaction variable in the descriptive statistics section has an average mean value of 4.124. This value indicates that respondents also agree with the measurement of the satisfaction variable. In the third hypothesis test, namely between motivation and satisfaction, the loading factor value is 0.39 and the t-value is 4.20 (>1.96). This proves that there is an influence from motivation on satisfaction.

4. The Effect of Satisfaction on Intention to Continue.

In the descriptive statistics section of the satisfaction variable, the average mean value is 4,124. This value indicates that respondents agree with the measurement of the satisfaction variable, while the intention to continue variable in the descriptive statistics section has an average mean value of 3.933. This value indicates that respondents also agree with the measurement of the intention to continue the variable. In hypothesis testing, the fourth hypothesis, namely between satisfaction and intention to continue, shows a loading factor value of 0.36 and a t-value of 0.36. of 0.36 and a t-value of 2.66 (> 1.96). This proves that the effect of satisfaction on the intention to continue is positive and significant.

5. The Effect of System Quality on Intention to Continue with Satisfaction as a Mediating Variable Mediation

In the descriptive statistics section of the system quality variable, the average mean value is 3.628. This value indicates that respondents agree with the measurement of the system quality variable, while the intention to continue variable in the descriptive statistics section has an average mean value of 3.933. This value indicates that respondents also agree with the measurement of the intention to continue the variable. In hypothesis testing, the fifth hypothesis, namely between system quality and intention to continue through satisfaction as a mediating variable, shows a loading factor value of 0.25 and a t-value of 2.33 (>1.96). This proves that the effect of system quality on the intention to continue is positive and significant.

6. The Effect of Motivation on Intention to Continue with Satisfaction as a Mediating Variable Mediation.

In the descriptive statistics section of the motivation variable, the average mean value is 3.865. This value indicates that respondents agree with the measurement of the motivation variable, while the intention to continue variable in the descriptive statistics section has an average mean value of 3.933. This value indicates that respondents also agree with the measurement of the intention to continue the variable. In hypothesis testing, the sixth hypothesis, namely between motivation and intention to continue, shows a loading factor value of 0.12 and a t-value of 0.99 (<1.96). This proves that the effect of motivation on the intention to continue is positive but not significant.

Theoretical and Practical Implications

Theoretically, in the future, this research is a reference if researchers choose and use variables including system quality, educator, motivation, satisfaction, and intention to continue. Future researchers are expected to pay more attention to data collection not only with one quantitative method but also with mixed methods. It should be noted that because the normality test in this study was not met, the research model and hypothesis can only be used for conditions at SMAK St. Louis 1 Surabaya. The research implications of the relationship between system quality and motivation variables on intention to continue can be further examined in further research. Similarly, the educator's activity using e-learning and the educator's role towards students when delivering teaching.

The main practical contribution of this research is that researchers suggest continuing to implement blended learning methods as an attractive solution in the future, even if the COVID-19 virus has subsided. 19 has subsided. The Vlaby platform is not just a platform that contains e-learning but combines e-learning with a game so that students are not bored. Utilizing 3D animation also supports blended learning systems such as interpreting English and Chinese lessons, so that students are active and hone their creativity. In the motivation variable, the lowest average value of respondents' answers is on the indicator "I feel excited to follow online learning". Regarding this, the suggestion is to conduct a Classroom Assessment, a systematic approach to formative evaluation, used by teachers or instructors to determine how much and how well students learn. This method can help teachers in the teaching and learning process. The next step is to establish a science & technology house that is useful for encouraging critical reasoning and problem-solving among students.

CONCLUSION

This study has examined the influence of system quality, educator, and motivation on satisfaction and intention to continue for class X students who use e-learning at SMAK St. Louis 1. Surabaya. Based on the results of calculations using SEM (Structural Equation Modelling), the researcher can produce several conclusions, including.

System Quality, Educator, and Motivation have a significant effect on satisfaction. Furthermore, Satisfaction has a significant effect on the intention to continue. Satisfaction mediates the relationship between system quality and intention to continue, so it can be concluded that the intention to continue of grade X students of SMAK St. Louis 1 Surabaya will occur if they are satisfied and have an effect on system quality. So, the fifth hypothesis in this study, namely, "satisfaction mediates the relationship between system quality and intention to continue can be accepted. Satisfaction mediates the relationship between motivation and intention to continue, so it can be concluded that the intention to continue of grade X students of SMAK St. Louis 1 Surabaya will occur if they are satisfied and not satisfied. Surabaya will occur if they are satisfied and have no effect on motivation. So, the sixth hypothesis in this study, namely, "satisfaction mediates the relationship between motivation and intention to continue," cannot be accepted.

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