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EXPLORING THE ASSOCIATION BETWEEN SATISFACTION, SOCIO-DEMOGRAPHIC CHARACTERISTICS OF LEARNERS AND SELF-EFFICACY BELIEFS: THE MEDIATING ROLE OF ONLINE SELF-REGULATED LEARNING

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The growth of digital technology has attracted policy makers to integrate the use of digital devices to support the education system. The pandemic situation has accelerated the transformation of the way students and teachers set their learning into online systems. Although some countries have stopped the restrictions, and the educational institutions have already returned to an offline system, online learning is still being used. For instance, higher education in Indonesia continues to use an e-learning system. Educators and students organize the class face-to-face and online with an e-learning system. However, the extent to which students are satisfied with the online learning system as the new learning environment is still unclear. The purpose of this study is to explore the structural model association between satisfaction, self-efficacy beliefs, socio-demographic characteristics of learners, and self-regulated online learning. We also investigated the mediation of self-regulated online learning for the relationship among the aforementioned variables. This study uses snowball random sampling methods. 230 students from four higher education institutions participated in the present study. Structural equation modeling was performed to analyze the data. We gained an adequate fit model, Chi-square = 246.09, df = 115, p < .001, CFI = .94, TLI = .93, RMSEA = .07, SRMR = .05. The results revealed that socio-demographic characteristics (family income, faculty, parents' educational level, and gender) were not associated with students' satisfaction. Self-efficacy beliefs were directly associated with satisfaction (β = .52, p<.001) and self-regulation in online learning (β = .56, p < .001). All of the dimensions of SRL (goal setting, environment structuring, task strategies, help-seeking, self-evaluation) also mediated the relationship between self-efficacy beliefs and satisfaction with online learning. Self-efficacy beliefs were also indirectly associated with satisfaction (β = .27, p < .001) through the mediation of self-regulation of learning online.