

INTISARI

Penelitian ini bertujuan untuk menguji faktor-faktor yang mempengaruhi kepuasan dan kinerja *blended learning* yaitu *content interaction*, *instructor-learner interaction*, *learner-learner interaction*, dan biaya dan akses internet. Penelitian ini merupakan penelitian kuantitatif dengan teknik penyebaran data menggunakan survei berupa penyebaran kuesioner dan disebar melalui *google form*. Penelitian ini melibatkan 191 partisipan yang merupakan mahasiswa S1 akuntansi yang mengambil mata kuliah praktikum akuntansi. Hasil penelitian menunjukkan bahwa *content interaction* yang tinggi dapat meningkatkan kepuasan dan kinerja dalam *blended learning*. Hasil penelitian juga menunjukkan *instructor-learner interaction* mendukung kepuasan namun tidak pada kinerja dalam *blended learning*. Hasil penelitian juga menunjukkan *learner-learner interaction* tidak mendukung kepuasan, namun mendukung kinerja dalam *blended learning*. Namun, tidak terdapat dukungan antara biaya dan akses internet pada kepuasan dan kinerja dalam *blended learning*. Hasil penelitian memberikan dukungan kepuasan terhadap kinerja dalam *blended learning* yaitu menunjukkan bahwa kepuasan menjadi faktor penting dalam mengukur kualitas belajar mengajar di perguruan tinggi.

Kata Kunci: interaksi, *blended learning*, internet, teori jarak transaksional.

ABSTRACT

This study aims to examine the factors that influence satisfaction and performance of blended learning, namely content interaction, instructor-learner interaction, learner-learner interaction, and cost and internet access. This research is a quantitative research with data distribution technique using survey in the form of questionnaire distribution and distributed through google form. This study involved 191 participants who were undergraduate accounting students taking accounting practicum courses. The results showed that high content interaction can improve satisfaction and performance in blended learning. The results also show instructor-learner interaction supports satisfaction but not performance in blended learning. The results also show learner-learner interaction does not support satisfaction, but supports performance in blended learning. However, there is no support between cost and internet access on satisfaction and performance in blended learning. The results provide support for satisfaction on performance in blended learning, which shows that satisfaction is an important factor in measuring the quality of teaching and learning in higher education.

Keyword: interaction, blended learning, internet, transactional distance theory.