

The Effect of Perceptions of Facilities, Price, and Location on Interest in Advanced Cooking Courses Through Student Satisfaction at Course and Training Institution X, Pik, North Jakarta

Ishmah Fadillah*, Sri Mariati, Saptarining Wulan

Institut Pariwisata Trisakti, Indonesia

Email: ishmahfdllh10@gmail.com*, srimariati@iptrisakti.ac.id,
saptariningwulan@iptrisakti.ac.i

Keywords:

facility perception, price perception, location perception, student satisfaction, interest in advanced culinary courses

Abstract

The rapid growth of culinary tourism and non-formal vocational education has intensified competition among Course and Training Institutions (LKPs), making student retention an important concern. This study aimed to examine the of perceived facilities, perceived price, and perceived location on students' interest in advanced culinary courses, both directly and indirectly through student satisfaction at LKP X in Pantai Indah Kapuk, North Jakarta. A quantitative causal-associative design using a survey method was employed. The population consisted of 100 active students and alumni, all of whom were selected through a total sampling technique. Data were collected using online questionnaires and analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with SmartPLS 4.0. The results showed that perceived facilities, perceived price, and perceived location had positive and significant effects on student satisfaction and interest in advanced culinary courses. Student satisfaction also had a positive and significant effect on interest in advanced culinary courses. Mediation analysis indicated that student satisfaction partially mediated the effects of perceived facilities and perceived location on course interest, while the mediating effect of perceived price was relatively weak. The model explained 58.3% of the variance in student satisfaction and 72.7% of the variance in interest in advanced culinary courses. In conclusion, improving facilities, perceived value, accessibility, and student satisfaction can strengthen students' intention to continue to higher-level culinary programs at the same training institution in a sustainable manner.

INTRODUCTION

Tourism is one of the important sectors of a country's economy, and its meaning has expanded beyond visits to natural, cultural, or recreational attractions. It now includes sensory and emotional experiences, one of which is culinary tourism (Pan et al., 2024). This phenomenon is characterized by increasing public interest in experiencing culinary products, participating in culinary activities, and acquiring culinary skills as part of tourism experiences (Barzallo-Neira & Pulido-Fernández, 2023). The success of tourism development is closely related to the availability of competent and adaptive human resources (HR), both in terms of technical skills, cultural understanding, and service ethics (UNWTO, 2023). In the culinary sector, which represents an important component of urban tourism amenities, aesthetic value, taste quality, and service performance influence tourists' perceptions of destinations (Okumus,

2021) Therefore, the quality of culinary human resources contributes to creating authentic and memorable experiences for tourists (Setyawan & Tjenreng, 2025).

The growing dynamics of tourism and the culinary industry have increased the demand for flexible and practice-oriented vocational education (Bruin et al., 2025). Course and Training Institutions (LKPs) represent a form of non-formal education that complements formal education by preparing competent workers according to societal and industry needs. Data from the Ministry of Education and Culture (2023) indicate that the number of LKPs in DKI Jakarta continued to increase during the 2020–2024 period, as presented in Table 1.

Table 1. Number of Course and Training Institutions (LKP) in DKI Jakarta, 2020-2024

Year	Number of LKP	Growth
2020	1.220	-
2021	1.298	6,4%
2022	1.355	4,4%
2023	1.412	4,2%
2024	1.468	4,0%

Source: DKI Jakarta Provincial Education Office (2023); Ministry of Education and Culture (2023)

The increase in the number of LKPs by 20.33% over the last four years reflects the recovery of community activities following the COVID-19 pandemic, with more than 60% of non-formal education participants originating from the productive age group of 18–30 years (Kemendikbudristek, 2023). This growth (Aida et al., 2024) has intensified competition among culinary course institutions in attracting and retaining students, making facility quality (Earthman, 2002), price, and location (Aydın, 2013) important considerations for prospective participants when selecting or continuing education at an institution (Christiano et al., 2023). Adequate learning facilities, including practical facilities, classrooms, and learning media, have been shown to have a positive relationship with student satisfaction (Napitupulu et al., 2018). Price perception is also an important factor in non-formal education because it is often associated with perceptions of service quality and institutional credibility (Bervell et al., 2024). Meanwhile, strategic, safe, and accessible locations contribute to shaping positive perceptions among prospective students (Almanwari et al., 2024; Aydın, 2013)

The phenomenon of declining enrollment in advanced courses has also been experienced by LKP X, a culinary course institution located in Pantai Indah Kapuk, North Jakarta. Internal institutional data indicate that the number of participants enrolling in advanced classes decreased from 35 students (45.7%) in 2022 to 33 students (33.3%) in 2023, representing a relative decline of 27.1%, and continued through 2024 with a cumulative decrease of 58.3% compared with the initial condition. This condition is consistent with the (OCED, 2024) which identified barriers to adult learning participation, including time constraints, program suitability, and education costs. The decline highlights the need to identify manageable institutional factors, particularly facility perception, price perception, location perception, and

student satisfaction, in explaining students' interest in continuing to advanced courses (continuance intention) at LKP X.

Previous research by Bervell et al. (2024) demonstrated that student satisfaction significantly influences the intention to continue learning (Marzuki & Amir, 2020), while (Mendoza-Villafaina & López-Mosquera, 2024) found that learning experiences significantly affect student satisfaction, including aspects related to educational facilities (Mackay & Wu, 2024). Napitupulu et al. (2018) also showed that service facility quality is strongly associated with student satisfaction. However, these studies have not specifically examined the mediating role of student satisfaction in the relationship between facility perception, price perception, and location perception and interest in advanced courses within the context of non-formal culinary education. Based on this research gap, this study focused on analyzing the effects of facility perception (Çoban, 2012), price perception, and location perception on student satisfaction and interest in advanced culinary courses, both directly and indirectly through student satisfaction. The study involved ten research hypotheses examining (Ramseook-Munhurrin et al., 2015) the direct effects of the three exogenous variables on student satisfaction and advanced-course interest, the effect of student satisfaction on advanced-course interest, and the indirect effects of the three exogenous variables on advanced-course interest through student satisfaction. The findings are expected to enrich theoretical discussions on the quality of non-formal education services and provide practical evaluation materials for LKP X and similar culinary course institutions in improving student satisfaction and sustaining participation (Lubis & Achiriah, 2024).

Facility perception refers to students' assessment of the availability, condition, and physical learning support provided by the course institution, including the quality of learning spaces, practical facilities and equipment, comfort in using facilities, and supporting facilities that enhance learning motivation (Frameiliada et al., 2023). Adequate educational facilities have been shown to positively influence student satisfaction (Napitupulu et al., 2018).

Price perception refers to students' evaluation of the costs (Fitriani et al., 2025) offered by an institution based on the quality and benefits received, including affordability, transparency of pricing, and price competitiveness compared with similar institutions. In non-formal education, price perception is often associated with trust in service quality and institutional credibility (Bervell et al., 2024).

Location perception reflects students' evaluation of the safety, accessibility, proximity to residence or daily activities, transportation convenience, and surrounding business opportunities of a course institution. A strategic and easily accessible location can increase the attractiveness of an educational institution compared with its competitors (Aydın, 2017; Almanwari et al., 2024).

Student satisfaction refers to students' overall evaluation of their experiences at the course institution, including instructor quality, learning materials, service suitability, and satisfaction with learning facilities and the educational environment. Satisfaction is a multidimensional construct and an important indicator of educational service quality improvement (Kanwar & Sanjeeva, 2022).

Interest in advanced courses refers to students' intention to continue participating in higher-level programs at the same institution after completing previous courses. This intention is influenced by students' evaluation of expectation fulfillment, learning experiences, and

perceived benefits. Continuance intention is largely determined by the level of satisfaction obtained from previous learning experiences (Bervell et al., 2024; Zhang et al., 2022).

Based on the theoretical review above, this study positioned facility perception (X1), price perception (X2), and location perception (X3) as exogenous variables, student satisfaction (Z) as a mediating variable, and interest in advanced culinary courses (Y) as an endogenous variable, as illustrated in Figure 1.

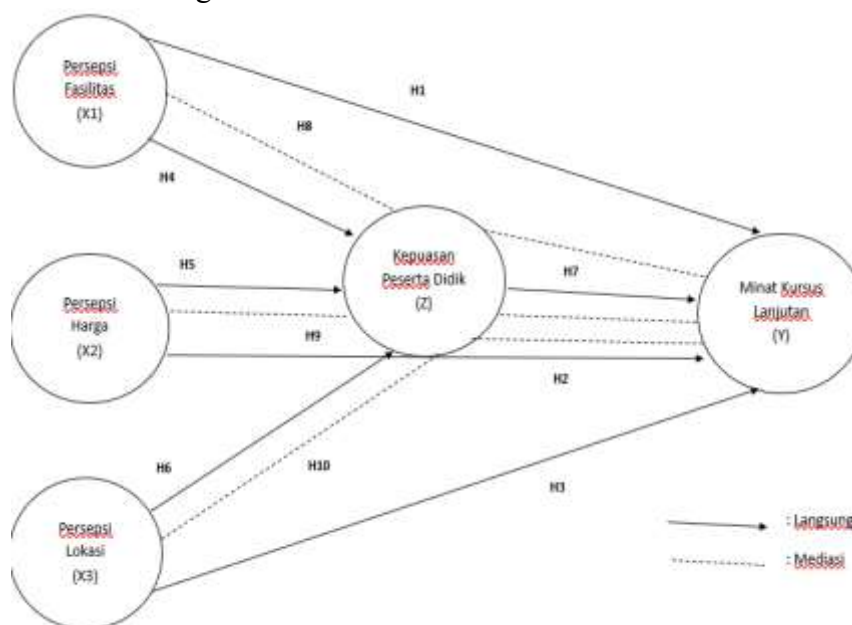


Figure 1. Research Conceptual Framework

Source: Processed by researcher (2026)

Based on this conceptual framework, the proposed research hypothesis is presented in Table 2

Table 2. Research Hypothesis

Code	Hypothesis Statement
H1	The perception of facilities affects the interest of students' advanced courses at LKP X.
H2	Price perception affects students' interest in advanced courses at LKP X.
H3	Location perception affects students' interest in advanced courses at LKP X.
H4	Perception of facilities affects student satisfaction in LKP X.
H5	Price perception affects student satisfaction in LKP X.
H6	Location perception affects student satisfaction at LKP X.
H7	Student satisfaction affects the interest in advanced courses at LKP X.
H8	The perception of facilities affects the interest in advanced courses through student satisfaction in LKP X.
H9	Price perception affects the interest in advanced courses through student satisfaction in LKP X.

Code	Hypothesis Statement
H10	Location perception affects the interest of advanced courses through student satisfaction at LKP X.

Source: Processed by researcher (2026)

METHODS

This study employed a quantitative approach with a causal-associative design and survey method to examine the relationships among facility perception, price perception, and location perception on interest in advanced courses through student satisfaction as a mediating variable, without manipulating the independent variables (Creswell & Creswell, 2018). The research was conducted at LKP X, located in Pantai Indah Kapuk, North Jakarta, from January 2025 to January 2026.

Primary data were collected through online questionnaires distributed via Google Forms to students who had completed or were currently participating in learning programs, while secondary data were obtained from internal institutional records, publications from the Central Statistics Agency, and relevant previous studies (Sugiyono, 2019). The research population consisted of all active students and alumni of LKP X enrolled in short courses, basic classes, intermediate classes, advanced classes, and diploma programs in baking and pastry as well as culinary arts during the period from January 2022 to June 2025, totaling 100 individuals. A total sampling technique was employed, in which all members of the population were included as respondents due to the limited and homogeneous population size (Abubakar, 2021). This approach was also consistent with (Hair Jr. et al., 2021), who stated that SEM-PLS can be applied to relatively small samples when the constructs meet measurement reliability requirements.

This study involved three exogenous variables, namely facility perception (X1), price perception (X2), and location perception (X3); one mediating variable, namely student satisfaction (Z); and one endogenous variable, namely interest in advanced culinary courses (Y). The operational definitions and dimensions of each variable are presented in Table 3.

Table 3. Variables, Operational Definitions, and Research Dimensions

Variable	Operational Definition	Dimensions	Scale
Facility Perception (X1)	Students' assessment of the availability and condition of physical facilities provided by the course institution.	The condition of the learning room; the completeness of the practice facilities; the convenience of using the facilities; availability of learning motivation support facilities.	Ordinal
Price Perception (X2)	Students' assessment of the fairness of the price charged by the course institution.	Price affordability; honesty in pricing; Price comparison with competitors.	Ordinal

Variable	Operational Definition	Dimensions	Scale
Location Perception (X3)	Students' assessment of the area and accessibility of the course institution.	Environmental safety; proximity of location; accessibility and public transportation; networking and business opportunities.	Ordinal
Student Satisfaction (Z)	Students' assessment of the overall experience received from the course institution.	Quality of instructors and materials; suitability of service; satisfaction with facilities and the environment.	Ordinal
Interest in Advanced Culinary Courses (Y)	Assessment of students on the desire to continue their courses at the same institution.	Intention to enroll in advanced courses; views on institutions and competitors; long-term goals and self-development.	Ordinal

Source: Processed by the researcher (2026), adapted from the theoretical study Chapter II
Each statement item is measured using a five-point Likert scale, with weights as presented in Table 4.

Table 4. Weights and Categories of the Likert Scale

Score	1	2	3	4	5
Remarks	Strongly Disagree	Disagree	Simply Agree	Agree	Strongly agree

(Joshi et al., 2015)

The data were analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with SmartPLS version 4.0. The measurement model (outer model) was evaluated through convergent validity, discriminant validity, and reliability testing. Convergent validity was assessed based on outer loading values and Average Variance Extracted (AVE), while discriminant validity was evaluated using the Fornell–Larcker criterion and Heterotrait–Monotrait Ratio (HTMT). Reliability was examined using Cronbach's Alpha and Composite Reliability (Hair Jr. et al., 2021; Henseler & Sarstedt, 2013)

The structural model (inner model) was evaluated using the coefficient of determination (R^2), predictive relevance (Q^2), Standardized Root Mean Square Residual (SRMR), and multicollinearity testing through the Variance Inflation Factor (VIF). Hypothesis testing for direct and indirect effects was conducted using a bootstrapping procedure with 5,000 subsamples, with significance determined based on a p-value < 0.05 or t-statistic > 1.96 (Nitzl et al., 2016) The mediation effect was assessed using the Variance Accounted For (VAF) approach to determine whether student satisfaction functioned as a mediator between the independent variables and interest in advanced culinary courses.

RESULTS AND DISCUSSION

Respondent Characteristics

This study involved 100 respondents who were active students and alumni of LKP X. The demographic characteristics of the respondents are presented briefly in Table 5.

Table 5. Demographic Characteristics and Respondent Profiles (n = 100)

Characteristics	Categories	n	%
Gender	Female / Male	71 / 29	71,0 / 29,0
Age	< 20 years / 20-25 years / 26-30 years / > 30 years	44 / 22 / 13 / 21	44,0 / 22,0 / 13,0 / 21,0
Final Education	JUNIOR HIGH SCHOOL / HIGH SCHOOL / DIPLOMA / S1 / S2 / Unfilled	20 / 35 / 17 / 26 / 1 / 1	20,0 / 35,0 / 17,0 / 26,0 / 1,0 / 1,0
Jobs	Students / Entrepreneurs / Not Working / Private Employees / Others	40 / 32 / 18 / 9 / 1	40,0 / 32,0 / 18,0 / 9,0 / 1,0
Course Type	Baking & Pastry / Culinary / Culinary Arts	63 / 34 / 3	63,0 / 34,0 / 3,0
Program Level	Short Course / Basic Class / Intermediate / Diploma / Superior	42 / 26 / 13 / 13 / 6	42,0 / 26,0 / 13,0 / 13,0 / 6,0
Year of Entry	2022 / 2023 / 2024 / 2025	35 / 33 / 21 / 11	35,0 / 33,0 / 21,0 / 11,0
Course Objectives	Add Skills / Open a Business / Job Preparation / Advanced Level / More	66 / 16 / 11 / 10 / 2	66,0 / 16,0 / 11,0 / 10,0 / 2,0
Advanced Course Plan	Not Decided / Already / No / Yes	44 / 32 / 13 / 11	44,0 / 32,0 / 13,0 / 11,0
Resources	Social Media / Friends-Relatives / Brochure-Exhibition	61 / 32 / 7	61,0 / 32,0 / 7,0
Domicile	North Jakarta / Outside Jakarta / West Jakarta / Central Jakarta / South Jakarta / East Jakarta	37 / 21 / 12 / 12 / 11 / 7	37,0 / 21,0 / 12,0 / 12,0 / 11,0 / 7,0
Student Status	Alumni / Active Participants	91 / 9	91,0 / 9,0
Course Experience Elsewhere	Yes / No	50 / 50	50,0 / 50,0
Plans to Open a Culinary Business	Not yet decided / Yes / No	50 / 44 / 6	50,0 / 44,0 / 6,0

Source: Primary Data Processing Results (2026)

The majority of respondents were female (71.0%), consistent with the culinary vocational pattern that is more in demand by women. Respondents were dominated by the productive age group under 25 years old (66.0%) with a high school/vocational education background (35.0%), which reflects that LKP X is widely accessed by participants in the transition phase to the world of work (POLAT, 2023). Based on employment status, the student group (40.0%) and entrepreneurs (32.0%) dominated, showing that LKP X plays a role both as a means of self-development and strengthening culinary entrepreneurial competence. The Baking & Pastry program was the most popular type of course (63.0%), with the majority of participants choosing the short course and basic class (68.0%), which was in line with the participants' preference for a concise and flexible program (Rüter & Martin, 2022). Regarding advanced course plans, the largest proportion of respondents (44.0%) have not yet decided, while 32.0% have or are continuing the program, indicating that there are potential segments that need to be encouraged through more personalized retention strategies (Pérez Gálvez et al., 2017).

Evaluation of Measurement Models (Outer Model)

The convergent validity test showed that all indicators had an outer loading value above 0.70 and the Average Variance Extracted (AVE) value of the entire construct was above the threshold of 0.50, as presented in Table 6.

Table 6. Average Variance Extracted Test Results

Variable	AVE	Conclusion
Facility Perception (X1)	0,869	Valid
Price Perception (X2)	0,827	Valid
Location Perception (X3)	0,821	Valid
Student Satisfaction (Z)	0,829	Valid
Interest in Advanced Culinary Courses (Y)	0,809	Valid

Source: SmartPLS v4.0 (2026)

The highest AVE score was obtained in the Facility Perception construct (0.869) and the lowest in the Advanced Culinary Course Interest (0.809), both of which remained far above the minimum requirement of 0.50, so that the entire construct was able to explain more than 80% of the variance of the indicator and was declared to be valid in a convergent manner. The validity of the discriminant is evaluated through the Fornell-Larcker criterion, which is to compare the square root of AVE (diagonal value) with the correlation between constructs, as presented in Table 7.

Table 7. Results of the Discriminant Validity Test (Fornell-Larcker Criterion)

Construct	Facilities	Pricing	Location	Satisfaction	Advanced Interests
Perception of Facilities	0,932				
Price Perception	0,397	0,909			

Construct	Facilities	Pricing	Location	Satisfaction	Advanced Interests
Location Perception	0,664	0,505	0,911		
Student Satisfaction	0,425	0,282	0,557	0,906	
Advanced Course Interests	0,724	0,603	0,737	0,573	0,899

Source: SmartPLS v4.0 (2026)

The entire value of the square root of AVE on the diagonal is greater than the correlation between the extra-diagonal constructs, so that the discriminant validity of the entire construct is met. These results are also supported by the Heterotrait-Monotrait Ratio (HTMT) value which is entirely below the threshold of 0.90, with the highest score in the construct pair of Student Satisfaction and Advanced Course Interest of 0.827 (Henseler et al., 2015). The reliability test through Cronbach's Alpha and Composite Reliability is presented in Table 8.

Table 8. Reliability Test Results (Cronbach's Alpha and Composite Reliability)

Variable	Cronbach's Alpha	Composite Reliability	Conclusion
Perception of Facilities	0,950	0,951	Reliable
Price Perception	0,895	0,898	Reliable
Location Perception	0,897	0,899	Reliable
Student Satisfaction	0,927	0,932	Reliable
Interest in Advanced Culinary Courses	0,882	0,882	Reliable

Source: SmartPLS v4.0 (2026)

Cronbach's Alpha and Composite Reliability values are in the range of 0.882 to 0.951, well above the 0.70 threshold, so that the entire construct is declared reliable and has excellent internal consistency for use in structural model testing.

Evaluation of Structural Models (Inner Model)

The assessment of the goodness of fit model was carried out through the determination coefficient (R^2), predictive relevance (Q^2), and Standardized Root Mean Square Residual (SRMR), as presented in Table 9.

Table 9. Goodness of Fit Model Results

Parameters	Endogenous Variable	Value	Cut-off	Conclusion
R^2	Student Satisfaction	0,583	> 0.50	Medium
R^2	Advanced Course Interests	0,727	> 0.75	Close to Strong
Q^2	Student Satisfaction	0,469	> 0	Relevant
Q^2	Advanced Course Interests	0,570	> 0	Relevant

Parameters	Endogenous Variable	Value	Cut-off	Conclusion
SRMR	Overall Model	0,046	< 0.08	Fit

Source: SmartPLS v4.0 (2026)

The R^2 value of the Student Satisfaction construct of 0.583 shows that the perception of facilities, prices, and locations together is able to explain 58.3% of the variation in student satisfaction, while the R^2 value of Advanced Culinary Course Interest of 0.727 indicates that all exogenous variables and mediators are able to explain 72.7% of the variation in advanced course interest. The Q^2 value of the second endogenous construct above 0 confirms the model has adequate predictive relevance, while an SRMR value of 0.046 indicates the model has a good fit (Hair et al., 2021). The multicollinearity test through the Variance Inflation Factor (VIF) value showed that all predictor pathways were below the threshold of 5.00, with the highest score on the Student Satisfaction to Advanced Course Interest pathway of 2.397, so the structural model did not show significant collinearity problems and the estimated path coefficient could be validly interpreted.

Hypothesis Testing

Direct effect testing was carried out through a bootstrapping procedure with a p-value significance criterion < 0.05. The test results are presented in Table 10.

Table 10. Direct Effect Test Results

Relationships Between Variables	Path Coefficients	p-value	Conclusion
Perception of Facilities → Student Satisfaction	0,438	0,000	Positive, Significant
Perception of Price → Student Satisfaction	0,246	0,000	Positive, Significant
Location Perception → Student Satisfaction	0,302	0,000	Positive, Significant
Student Satisfaction → Interest in Advanced Courses	0,236	0,010	Positive, Significant
Perception of Facilities → Interest in Advanced Courses	0,368	0,000	Positive, Significant
Perception of Price → Interest in Advanced Courses	0,279	0,000	Positive, Significant
Perception of Location → Interests of Advanced Courses	0,207	0,002	Positive, Significant

Source: SmartPLS v4.0 (2026)

The indirect effect test aims to test the mediating role of Student Satisfaction, with the results presented in Table 11.

Table 11. Indirect Effect and Mediation (VAF) Test Results

Mediation Pathway	Koef. Indirect	p-value	VAF	Types of Mediation
Facilities → Satisfaction → Advanced Interest	0,103	0,021	21,8%	Partial Mediation
Pricing → Satisfaction → Advanced Interest	0,058	0,048	17,2%	Weak Mediation
Location → Satisfaction → Continued Interest	0,071	0,033	25,5%	Partial Mediation

Source: SmartPLS v4.0 (2026)

The three indirect influence pathways are significant at the level of 5%, with the indirect effect coefficient being the result of multiplying the exogenous variable pathway to satisfaction and the satisfaction pathway to continued interest. The VAF value for the Facility Perception and Location Perception pathways is in the range of 20%-80% so it is classified as partial mediation, while the VAF value for the Price Perception pathway of 17.2% is just below the 20% threshold so it is classified as a very weak mediation even though it is still statistically significant (Hair et al., 2021). Overall, a combination of significant direct and indirect effects on the entire pathway confirming Learner Satisfaction acts as a partial mediator in the relationship between facility perception, price, and location to interest in advanced culinary courses. The total effect showed Facility Perception as the variable with the largest total influence on Interest in Advanced Culinary Courses (0.472) and on Student Satisfaction (0.438), followed by Location Perception (0.278 and 0.302) and Price Perception (0.337 and 0.246). A summary of the test results of all hypotheses is presented in Table 12.

Table 12. Summary of Hypothesis Testing Results

Code	Hypothesis Statement	Coefficients; p-value	Conclusion
H1	Perception of Facilities → Interest in Advanced Courses	0,368; 0,000	Accepted
H2	Perception of Price → Interest in Advanced Courses	0,279; 0,000	Accepted
H3	Perception of Location → Interests of Advanced Courses	0,207; 0,002	Accepted
H4	Perception of Facilities → Student Satisfaction	0,438; 0,000	Accepted
H5	Perception of Price → Student Satisfaction	0,246; 0,000	Accepted
H6	Location Perception → Student Satisfaction	0,302; 0,000	Accepted
H7	Student Satisfaction → Interest in Advanced Courses	0,236; 0,010	Accepted
H8	Facilities → Satisfaction → Advanced Interest	0,103; 0,021	Accepted

Code	Hypothesis Statement	Coefficients; p-value	Conclusion
H9	Pricing → Satisfaction → Advanced Interest	0,058; 0,048	Accepted
H10	Location → Satisfaction → Continued Interest	0,071; 0,033	Accepted

Source: SmartPLS v4.0 (2026)

Perception of facilities has been shown to have a positive and significant effect, both directly and indirectly, on the interest of advanced courses, and is the variable with the greatest total influence in this research model. These findings are in line with Napitupulu et al. (2018) and Frameiliada et al. (2023) who affirm that well-equipped practice facilities and a comfortable learning environment shape perceptions of the quality of educational services. In practice-oriented culinary learning, facilities serve as tangible evidence of the quality and ability of institutions to organize advanced programs, so that a positive assessment of facilities encourages students to choose LKP X again, consistent with Windasari et al. (2024) and Thai & Alang (2024) who found a positive relationship between the quality of educational services and students' intention to continue to choose the same institution.

Price perception also has a positive and significant effect on the interest of advanced courses and student satisfaction, in line with Almanwari et al. (2024) who emphasize the role of cost in shaping students' loyal attitudes, and (Blut et al., 2024) who explain that perceived value is formed from a comparison of financial benefits and sacrifices. The data on the cost of the LKP X program that increases at each level indicates that the decision of participants to continue the course is not solely determined by the amount of the cost, but by the assessment of the equivalence between the costs and benefits obtained. However, the mediating role of satisfaction in the price path was the weakest among the three exogenous variables (VAF 17.2%), which indicates that LKP X students have rated the course price as reasonable from the beginning, so that variations in price perception do not affect satisfaction levels much, in line with the findings of (Apriliani et al., 2022) in the hospitality sector.

Location perception had a positive and significant effect on satisfaction and interest in advanced courses, with the role of satisfaction mediation being the strongest among the three exogenous variables (VAF 25.5%). It confirms that the security, accessibility, and potential of the business network around LKP X contribute to increased satisfaction which further drives interest in advanced courses, in line with Aydın (2017) and Almanwari et al. (2024). However, these findings also show that the influence of location on follow-up interest is generally more dominant at the initial decision-making stage than on the decision to continue after participants have gained learning experience, as found by Wirani et al. (2025) that the quality of service tends to determine satisfaction more than location alone.

Student satisfaction has been shown to have a positive and significant effect on the interest of advanced courses and consistently mediates the influence of the three exogenous variables, even though it is a partial mediation. This suggests that the student's decision to continue the course at LKP X is not solely determined by satisfaction with the previous learning experience, but also by other rational considerations such as the limitations of cost, time, and the achievement of the initial goal of attending the course, in line with Bervell et al. (2024) and Zhang et al. (2022). The results of the Importance-Performance Map Analysis also confirm that

Facility Perception occupies the quadrant with the highest level of importance and performance, while Location Perception is an aspect that needs to be prioritized by LKP X for further improvement to increase student satisfaction and sustainability.

CONCLUSION

The results showed that facility, price, and location perceptions had positive and significant effects on student satisfaction and interest in advanced culinary courses, both directly and indirectly through the partial mediating role of student satisfaction. Among these variables, facility perception had the strongest total effect. The model explained 58.3% of the variance in student satisfaction and 72.7% of the variance in interest in advanced culinary courses. All ten research hypotheses were supported by the empirical findings.

This study was limited by its focus on students from a single course institution and its cross-sectional design, which restricted the generalizability of the findings and prevented the examination of changes in student interest over time. Based on these findings, LKP X is recommended to develop student retention strategies through alumni engagement programs, graduate-specific promotions, loyalty programs, and the provision of information regarding career development and entrepreneurship opportunities in advanced programs. Particular attention should be given to improving location-related factors and strengthening the perceived economic value of the program, considering their contribution to student satisfaction.

Future (Affandy et al., 2020) research is recommended to expand the proposed model by incorporating additional variables that may influence interest in advanced culinary courses, such as instructor quality, institutional image, trust, perceived value, and employability outcomes. Further studies may also involve multiple culinary course institutions to obtain broader findings and enable comparative analysis across different educational contexts.

REFERENCES

- Abubakar, R. (2021). *Pengantar Metodologi Penelitian*. SUKAPress UIN Sunan Kalijaga.
- Affandy, M., Mohd, M., Rashdi, O., Patah, A., Aziz, A. A., Mashuri, M. A. &, & Patah, M. O. R. A. (2020). Future Culinary Students' Career: Do Internship Program Experiences Make a Difference. In *Journal of Tourism, Hospitality & Culinary Arts* (Vol. 12, Number 2).
- Aida, N., Atiqasani, G., & Palupi, W. A. (2024). The Effect of the Tourism Sector on Economic Growth in Indonesia. *WSEAS Transactions on Business and Economics*, 21. <https://doi.org/10.37394/23207.2024.21.95>
- Almanwari, H. S. A., Md Saad, N. H., & Zainal, S. R. M. (2024). The influence of environment & location, personal motivation, and fee & price on satisfaction, attituding and behavioural loyalty among international students in Oman. In *Journal of Open Innovation: Technology, Market, and Complexity* (Vol. 10, Number 2). <https://doi.org/10.1016/j.joitmc.2024.100285>
- Apriliani, N. L. P., Ni putu nita, Anggraini., & Pande ketut, Ribek. (2022). Pengaruh persepsi harga, kualitas pelayanan dan faslitas terhadap kepuasan pelanggan pada water garden hotel candidasa bali. *Jurnal Emas*, 3(3).
- Aydın, O. T. (2013). Location as a Competitive Advantage to Attract Students: An Empirical Study from a Turkish Foundation University. *International Review of Management and Marketing*, 3(4).

- Barzallo-Neira, C., & Pulido-Fernández, J. I. (2023). Identification of the Main Lines of Research in Gastronomic Tourism: A Review of the Literature. In *Sustainability (Switzerland)* (Vol. 15, Number 7). <https://doi.org/10.3390/su15075971>
- Bervell, B., Nyagorme, P., Armah, J. K., Arthur-Nyarko, E., Arkorful, V., & Eduafo Arthur, B. (2024). Modeling the Determinants of Students' Satisfaction and Continuance-Intention Toward a Mathematics and Science Distance Education Program. *SAGE Open*, 14(1). <https://doi.org/10.1177/21582440241234743>
- Blut, M., Chaney, D., Lunardo, R., Mencarelli, R., & Grewal, D. (2024). Customer Perceived Value: A Comprehensive Meta-analysis. *Journal of Service Research*, 27(4). <https://doi.org/10.1177/10946705231222295>
- Bruin, M., Tutlys, V., Ümarik, M., Loogma, K., Kaminskienė, L., Bentsalo, I., Väljataga, T., Sloka, B., & Buligina, I. (2025). Participation and learning in Vocational education and training - a cross-national analysis of the perspectives of youth at risk for social exclusion. *Journal of Vocational Education and Training*, 77(3). <https://doi.org/10.1080/13636820.2023.2283745>
- Christiano, N. R., Purwanto, S., & Amriel, E. E. Y. (2023). The Effect of Perceived Price and Facilities on Customer Satisfaction at Soedirman Guest House Tulungagung. *Journal of Social Research*, 2(8). <https://doi.org/10.55324/josr.v2i8.1340>
- Çoban, S. (2012). The effects of the image of destination on tourist satisfaction and loyalty: The case of Cappadocia. *European Journal of Social Sciences*, 29(2).
- Earthman, G. I. (2002). School Facility Conditions and Student Academic Achievement. *UCLA's Institute for Democracy, Education, & Access University*, 2002(October).
- Fitriani, Mulawarman, W. G., Warman, Azainil, Masruhim, Muh. A., & Sudarman. (2025). Evaluation of the Non-Formal Education Equivalency Program in Addressing School Dropouts at Sanggar Kegiatan Belajar (SKB) Kota Bangun. *EduLine: Journal of Education and Learning Innovation*, 5(2). <https://doi.org/10.35877/454ri.eduline3868>
- Hair Jr., J. F., Ringle, C. M., M. Hult, G. T., Sarstedt, M., Danks, N. P., & Ray, S. (2021). Classroom Companion: Business Partial Least Squares Structural Equation Modeling (PLS-SEM) Using R. In *Classroom Companion: Business*.
- Henseler, J., & Sarstedt, M. (2013). Goodness-of-fit indices for partial least squares path modeling. *Computational Statistics*, 28(2). <https://doi.org/10.1007/s00180-012-0317-1>
- Joshi, A., Kale, S., Chandel, S., & Pal, D. (2015). Likert Scale: Explored and Explained. *British Journal of Applied Science & Technology*, 7(4). <https://doi.org/10.9734/bjast/2015/14975>
- Kanwar, A., & Sanjeeva, M. (2022). Student satisfaction survey: a key for quality improvement in the higher education institution. *Journal of Innovation and Entrepreneurship*, 11(1). <https://doi.org/10.1186/s13731-022-00196-6>
- Lubis, I. A., & Achiriah, A. (2024). Peran Syekh Abdul Wahab Lubis dalam Penyebaran Islam di Mandailing Natal, 1919-1991. *MUKADIMAH: Jurnal Pendidikan, Sejarah, Dan Ilmu-Ilmu Sosial*, 8(2). <https://doi.org/10.30743/mkd.v8i2.9622>
- Mackay, J. R. D., & Wu, S. (2024). Educational Research. In *Educational Principles and Practice in Veterinary Medicine*. <https://doi.org/10.1002/9781119852865.ch17>
- Maiti, S., & Bhargavi, M. (2025). Gender Inequality in School Education-Unveiling Gender Dynamics Among Secondary School Students. In *Gender (In)equality and Social*

- Development: Issues of Health, Education, Environment and Other SDG Implications*.
https://doi.org/10.1007/978-981-96-7979-9_12
- Marzuki, K., & Amir, R. (2020). Learning Satisfaction of Students in Equivalency of Package C Learning Program. *Digital Press Social Sciences and Humanities*, 6.
<https://doi.org/10.29037/digitalpress.46374>
- Mendoza-Villafaina, J., & López-Mosquera, N. (2024). Educational experience, university satisfaction and institutional reputation: Implications for university sustainability. *International Journal of Management Education*, 22(3).
<https://doi.org/10.1016/j.ijme.2024.101013>
- Napitupulu, D., Rahim, R., Abdullah, D., Setiawan, M. I., Abdillah, L. A., Ahmar, A. S., Simarmata, J., Hidayat, R., Nurdianto, H., & Pranolo, A. (2018). Analysis of Student Satisfaction Toward Quality of Service Facility. *Journal of Physics: Conference Series*, 954(1). <https://doi.org/10.1088/1742-6596/954/1/012019>
- Nitzl, C., Roldan, J. L., & Cepeda, G. (2016). Mediation analysis in partial least squares path modelling, Helping researchers discuss more sophisticated models. *Industrial Management and Data Systems*, 116(9). <https://doi.org/10.1108/IMDS-07-2015-0302>
- OCED. (2024). Education at a Glance 2024. *OECD Publishing*, 2022(viii).
- Okumus, B. (2021). Food tourism research: a perspective article. In *Tourism Review* (Vol. 76, Number 1). <https://doi.org/10.1108/TR-11-2019-0450>
- Pan, G., Mao, Y., Song, Z., & Nie, H. (2024). Research on the influencing factors of adult learners' intent to use online education platforms based on expectation confirmation theory. *Scientific Reports*, 14(1). <https://doi.org/10.1038/s41598-024-63747-9>
- Pérez Gálvez, J. C., Granda, M. J., López-Guzmán, T., & Coronel, J. R. (2017). Local gastronomy, culture and tourism sustainable cities: The behavior of the American tourist. In *Sustainable Cities and Society* (Vol. 32). <https://doi.org/10.1016/j.scs.2017.04.021>
- POLAT, M. (2023). The Impact of Affective Gastronomy Experience on Satisfaction and Revisit Intention: Evidence from Turkey. *Journal of Tourism and Gastronomy Studies*.
<https://doi.org/10.21325/jotags.2023.1288>
- Ramseook-Munhurrin, P., Seebaluck, V. N., & Naidoo, P. (2015). Examining the Structural Relationships of Destination Image, Perceived Value, Tourist Satisfaction and Loyalty: Case of Mauritius. *Procedia - Social and Behavioral Sciences*, 175.
<https://doi.org/10.1016/j.sbspro.2015.01.1198>
- Rüter, F., & Martin, A. (2022). How Do the Timing and Duration of Courses Affect Participation in Adult Learning and Education? A Panel Analysis. *Adult Education Quarterly*, 72(1). <https://doi.org/10.1177/07417136211019032>
- Setyawan, I. H., & Tjenreng, M. B. Z. (2025). Analisis Sinkronisasi RPD 2023-2026 dan Renstra 2023-2026 dalam Upaya Peningkatan Pelayanan Publik pada Dinas Pariwisata dan Ekonomi Kreatif Provinsi DKI Jakarta. *AKADEMIK: Jurnal Mahasiswa Humanis*, 5(1). <https://doi.org/10.37481/jmh.v5i1.1281>