


Assessing Student Satisfaction with the Korean Language Program at Sejong Korean Academy of Yogyakarta

Muhammad Haikal Izzulhaq¹, Darmanto Darmanto², Fitra Jasmine Adefiannisa³

¹Management Department, Universitas Terbuka, Pamulang, Indonesia, ²Korean Language Department, Universitas Madani Indonesia, Blitar, Indonesia

Article Info	ABSTRACT
<p>Keywords: Korean Language Program, EPS-TOPIK, Student Satisfaction,</p>	<p>This study aims to analyze the student satisfaction of Sejong Korean Academy of Yogyakarta with the EPS-TOPIK Korean language program. This study used a qualitative descriptive method by using questionnaires to obtain research data. Based on the research results, it was found that four indicators of consumer satisfaction, namely, service quality, price, situational factors and personal factors have a positive influence on student satisfaction. Quality of service includes experienced instructors, interactive learning methods, learning materials and adequate learning resources. Affordable price factors match the quality that students expect. Situation factors include flexible learning schedules and strategic institutional locations. Personal factors indicate that the recommendation of relatives or family members is the dominant factor for students' satisfaction. The study showed that these four indicators of consumer satisfaction affect students' satisfaction with the Korean language programs they participate in.</p>
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INTRODUCTION

Currently, the business world is in rapid growth, with technological advances, shifting consumer preferences, and a more globalized economy (Sisca et al., 2022). This requires business owners to employ innovative strategies to attract customers to expand or to get new markets. With the increasing competition, businesses must constantly adapt and offer goods and services that not only fulfill market needs but also offer a unique value proposition among their competitors. Such a dynamic environment drives organizations to be agile, progressive, and intensely competitive. In addition, organizations that are capable of innovating and creating products or services that meet consumer demand—whether it be through technology, consumer insights, or unique value propositions—tend to be more successful and sustainable long-term. Companies that successfully adapt to changes in the competitive landscape will maintain a competitive advantage even as the number of competitors expands, ensuring a dominant competitive position in the future (Tawas et al., 2015). In this fast-paced business environment, a company's game plan will ultimately determine its success.

In service industries especially, satisfying customers is a key point to winning the competition. A decrease in satisfaction can be defined as a sense of pleasure or displeasure toward the differences between expected and received results (Sisca et al. 2022). If the results meet a customer's expectations, they are satisfied; if not, they are dissatisfied. According to Kelly (2020), customer satisfaction is a measure of how well customers are being served, or more specifically, how satisfied customers or users are with products or services offered by the company. Customer experience is simply an evaluation of expected consumer experience against their actual perception. Customer satisfaction, on the other hand, according to Daryanto (2014), is the value obtained by consumers when the product or service is in accordance with expectations. It can be said that customer satisfaction is the experience customers feel after using a product or service. Satisfaction will occur when the provided product or service aligns with the consumer's expectations.

By looking at the importance of satisfaction in business field, the current research will uncover how is the student satisfaction toward the Korean language program focusing on the Employment Permit System – Test of Proficiency in Korean (EPS-TOPIK) program conducted by Sejong Korean Academy of Yogyakarta. This research is significant because the strengthening of ties between Indonesia and Korea across political, economic, social, and cultural domains has notably increased the demand for Korean language proficiency in Indonesia (Maulidita & Darmanto, 2024). Also, Thanks to the spread of the Korean Wave in Indonesia, the interest of Indonesia people in South Korea has increased (Maulidita et al., 2024; Muliawan et al., 2025; Darmanto et al., 2025). South Korea has emerged as a leading destination for foreign labor, including individuals from Indonesia, drawn by appealing prospects such as a minimum monthly wage of 1,560,000 Won (around 18 million rupiah), along with various benefits like housing assistance, health insurance, and retirement plans (Nugroho, 2019). However, Korean employers frequently require foreign workers to have a basic understanding of the Korean language and cultural norms to enhance communication and reduce the risks of misunderstandings arising from cultural differences (Kim, 2004). As a result, aspiring foreign employees must successfully complete the EPS-TOPIK exam before applying job to South Korea.

Customer satisfaction is a crucial metric for businesses across all industries, not only to attract prospective customers but also to keep existing loyal customers. A satisfied customer is more inclined to revisit, endorse the business to others, and foster favorable word-of-mouth. Consequently, grasping the essential customer satisfaction metrics can offer businesses valuable insights that enhance their services, products, and customer interactions. Alexandro (2020) noted that customer satisfaction can be assessed through several key metrics, including tangibility, responsiveness, reliability, assurance, and empathy.

According to Alexandro (2020), tangibility pertains to the physical characteristics of a company's offerings, including services, products, and infrastructure, which customers can directly perceive and evaluate. Responsiveness is defined as a company's capability to promptly, effectively, and considerately meet customer needs, inquiries, or grievances. Reliability pertains to a business's capacity to consistently fulfill its commitments, ensuring that the products or services meet customer expectations each time. This encompasses

adhering to established timelines, upholding promised quality, and offering a trustworthy service. Reliability is a fundamental element of customer satisfaction, as clients desire assurance that they can depend on a business to address their needs without unexpected changes. Assurance denotes a company's capability to foster trust among its customers, and empathy is defined as a company's capacity to comprehend, connect with, and respond to its customers' distinct needs and concerns.

There are several methods to measure customer satisfaction with the products or services offered. According to Afnina & Hastuti (2018), several actions can be taken to determine the level of customer satisfaction, including a complaint and suggestion system that can provide feedback to the company and enable it to act quickly in resolving any issues. It can also be done through customer satisfaction surveys by presenting a series of questions to help us to understand people's assessments of the company's performance. Furthermore, companies can analyze lost customers by contacting those who no longer purchase goods or services to find out why this occurred. The company can then assess any shortcomings in the products or services offered. Lastly, a method called ghost shopping can be used, where a trusted individual is hired to act as a customer of a competitor's company, allowing the company to identify the strengths and weaknesses of the competitor's performance (Afnina & Hastuti, 2018).

According to Daryanto (2014), there are four factors that contribute to customer satisfaction and can be measured to determine whether the customer has experienced satisfaction. These factors are (1) product or service quality, (2) price, (3) situational factor, and (4) personal or psychological factor. Product or service quality includes any attributes and benefits that meet or exceed what the customer is looking for. People generally measure quality against how well a product or service performs compared to what the company has promised. A good, or at the least widely available offering, will provide real (or perceived) satisfaction, improving entire customer fulfillment with the purchase from selection to exit. Expectations are usually established based on past experiences or marketing communications, and customers are more likely to report satisfaction when their expectations are met or exceeded (Indrasari, 2019). As a result, businesses must constantly aim to satisfy quality standards to ensure customers have a positive experience and become loyal.

Price is the total amount that customers pay for a good or service. Price plays a key role in customer perception as consumers assess how much they are paying against the expected value and quality. An overly priced product compared to quality or value can bring dissatisfaction, while competitive pricing with perceived value can increase satisfaction. Consumers often ask themselves if the price matches the quality and benefits, they get, so their satisfaction strongly depends on the value of the money they believe they received (Indrasari, 2019). As such, organizations must balance providing value and fair pricing to encourage customers to respond positively and come back for more business.

Situational Factors or external conditions can affect consumer satisfaction apart from the product or service. Factors related to time, place, or context of use can impact on customer satisfaction, even if the output is high quality. Something like the atmosphere of a restaurant, the promptness of service in a hotel, or the convenience of a retail shop can all affect a

customer's level of satisfaction. A customer's psychological or physical condition at the time of the transaction — if they are rushed, stressed out, and so on — can also affect how the service is perceived. According to Mothersbaugh and Hawkins (2016), these elements are salient in the service encounter's moment-to-moment interactions rather than being based on prior knowledge of the product. Successfully addressing situational factors enables companies to improve customer satisfaction through the establishment of an atmosphere that exceeds customer expectations relative to not only the product or service but also interaction through care, kindness, and compassion.

Personal or psychological factors are internal factors, such as life stage, lifestyle, economic status, sex, occupation, age, and life cycle. Psychological factors include a customer's self-image, values, and expectations. Consumer behavior may differ significantly, with younger consumers valuing innovation and technology, while older consumers value reliability and familiarity. Moreover, financial conditions can influence pricing anticipations, while a person's lifestyle also reflects their product/service-specific needs. A product or service can also be influenced by the perception of oneself, like the desire for some social status or self-esteem. By knowing these psychological phenomena, businesses can tailor their product offerings to target specific segments of a customer group, improving satisfaction by offering a more personalized and valuable experience (Indrasari, 2019). By recognizing and responding to products or service quality, price, situational factors, and personal or psychological factors, businesses can develop a deeper understanding of the factors leading to customer satisfaction. With this in-depth knowledge, businesses can realign their approach, streamline their products or services, and enhance overall experience, driving customer loyalty for the long haul. This is beneficial for companies to sell their products or services like Korean language programs offered by vocational training institutions (VTIs).

VTIs are organizations or institutions that organize skills training and knowledge for someone to enter the workforce or to improve competence in a particular field (Aulia, 2023). They are pivotal in nurturing a skilled workforce to meet the demands of changing industries and markets. According to Wismanto et al. (2023), VTIs are established to produce skilled workforces or improve competencies, adapt to the needs of the business world, and reduce unemployment. This helps graduates get suitable jobs and enables them to build a workforce in line with market dynamics. VTIs offer some vocational training methods such as (1) traditional training, in which students can be trained directly in the classroom; (2) Online training allows students to be trained more flexibly due to advances in technology; (3) internships and practical training, in which specific partners of the vocational training institutions offer internships or practical placements to allow students to experience working in real-world environments (Wismanto et al., 2023). VTIs target unemployed individuals who want to gain experience and an understanding of the work environment, as well as active workers looking to reskill or adapt to the technological transition. Moreover, entrepreneurs are another target group, as many want to start domestically and internationally (Antika et al., 2022). It can be said VTIs have significant roles for people to develop their skills to face the workforce and this opens opportunities for VTIs to expand and improve their quality to get more consumers to win the competition.

METHODS

The present study used a qualitative descriptive method, which is well-suited for describing human experiences in their natural setting. Qualitative descriptive research aims to provide a comprehensive description of events and experiences, offering a full picture of the phenomenon studied (Turale, 2020). This method is based on the recognition that, in many cases, experiences and perceptions cannot simply be boiled down to numbers or neatly confined within categories but require the careful and more interpretive work of opening description and interpretation to who the subjects are in a place and point in time. Qualitative descriptive research seeks to describe rather than generalize findings to a larger population. The qualitative descriptive method is suitable for this study since the nature of the inquiry is to explore the satisfaction of Sejong Korean Academy of Yogyakarta's students regarding their EPS-TOPIK Korean language program, which presents a phenomenon that could be better understood based on the students' direct experiences.

In this qualitative study, a survey approach was used to obtain the required data, a widely used technique for collecting qualitative data in the domain of social sciences. According to Siedlecki (2020), the survey method consists of obtaining information from the research participants systematically using questionnaires. A questionnaire is a method for collecting responses from people and gathering data in a standardized format. A questionnaire is a set of questions, which can be designed to get certain responses that help gain information on that subject (Sharma, 2022). The survey was designed to encompass a range of opinions from the students about their satisfaction during the EPS-TOPIK Korean language program. According to Braun et al. (2021), a good questionnaire is well-designed, clear and to the point, open-ended, and offers a way for a reader to express their views in their terms about their personal experience. This way of conducting the survey allows the study to have the potential to reach a vast range of perspectives, which gives a broader view of the student satisfaction with the program.

The present study focused on students of Sejong Korean Academy of Yogyakarta. This institution is one of vocational training institutions in Indonesia, which is providing Korean language programs for general and specific purposes. It is located at Jl. Ringin Putih, No.490A, Prenggan in the Kotagede District of Yogyakarta City, within the Special Region of Yogyakarta. This institution is officially recognized by the Yogyakarta Department of Education with license number 000000000000000220258 and possesses business registration number 2903220040763. LPK Sejong Yogyakarta offers several advantages, including instructors with over a decade of teaching experiences, the provision of one module alongside two EPS-TOPIK textbooks, a question bank, simulation exams that encompass both paper-based and internet-based exams, complimentary retakes for students who do not pass, and free guidance until students depart for Korea. Moreover, tuition fees can be paid in installments while students are actively enrolled.

There were 22 students involved in the present study. There were 21 questions in the questionnaire that should be answered by the participants. The questions were grouped into four categories relating to service quality, price, situational factors and personal factors. Table 1 shows the questions used for the present study.

Table 1. Questionnaire

Category	Questions
Service quality	Are the training materials delivered in line with your expectations? Explain!
	In your opinion, can the quality of the materials provided during the training be considered good? Explain!
	Are there any shortcomings to the training materials that need improvement? Explain!
	Do you feel this training provides knowledge and skills applicable to the workplace? Explain!
Price	Does attending the EPS-TOPIK training help you broaden your knowledge and find employment? Explain!
	In your opinion, is the cost of EPS-TOPIK training expensive or affordable? Explain!
	Is the training fee proportional to the quality of the training you received? Explain!
	Are there any discounts, scholarships, or promotions that influenced your decision to study EPS-TOPIK? If so, explain the program!
	Is the cost charged aligned with the services you received? Explain!
Situational factors	Are there any added values (bonuses) from the EPS-TOPIK training compared to the fees you paid? (For example: free tryouts, dormitory, extra classes, etc.)
	Is the class schedule for EPS-TOPIK flexible? Explain!
	Is the duration of each training session too long, too short, or just, right? Explain why!
	Does the training schedule frequently change in ways that do not meet your expectations? Explain!
	Do you find the training location easily accessible from your residence or workplace? Explain!
	Does the road access support your ease in reaching the training center? Explain!
Personal factors	What is your personal reason for choosing to study EPS-TOPIK? Explain!
	Does this training meet your personal expectations in terms of skill and knowledge enhancement? Explain!
	Does LPK Sejong provide sufficient support if you face difficulties in balancing training with personal matters? Explain! (e.g., clashes with work schedules, illness, urgent matters, etc.)
	Does this training help you overcome personal weaknesses related to your job or skills? Explain!
	Do you feel more confident facing challenges in the workplace after attending this training? Explain!
	Do you think the EPS-TOPIK training has adequately prepared you to pass the official EPS-TOPIK exam? Explain!

*) Processed data

RESULTS AND DISCUSSION

Customer satisfaction results from the difference between the performance perceived by the customers and their expectations. Consumers will be disappointed if the performance is below expectations, but if the performance meets expectations, customers will feel satisfied. Creating satisfaction will make customers loyal for a longer period, make them less sensitive to price, and give positive feedback about the company's performance. The results show that the student satisfaction level with the EPS-TOPIK program at Sejong Korean Academy of Yogyakarta varies, depending on several aspects that were observed. Based on interviews with students and observations, the following is an overview of student satisfaction in terms of service quality, price, situational factors, and personal factors.

Service Quality

All students rated instructors of Sejong Korean academy of Yogyakarta at an excellent level for their quality of service or teaching. Commenting on the unique features of the courses, many students also stressed the depth of the EPS-TOPIK material covered in training, which is tailored to assist students in passing the Korean language exam for employment in South Korea. The instructors were also commended for breaking down intricate subjunctive rules in a way that was easy to follow and made the material easy for students to understand quickly. Additionally, interactive teaching methods, including group discussions, role-play, and question-and-answer sessions, have been recognized as adequate to improve student engagement and understanding. Moreover, the teachers' experiences and interactive teaching styles have played a massive role in developing students' confidence that they can pass the EPS-TOPIK exam and work in a Korean work environment. Individual attention and support offered by the instructors also emerged as critical factors contributing to students' enhanced learning experience. All these lessons were personalized, and many students said they felt they were better prepared for the exam due to receiving individualized feedback on overcoming their specific barriers in a lesson.

In addition, the availability of supplementary learning resources, including study materials and practice exams, was also recognized as a significant advantage. Students believed these resources bolstered their preparedness for the EPS-TOPIK exam, enhancing their confidence. The provision for students to retake classes at no extra charge was another beneficial situational factor. This alleviated the pressure on students struggling with specific subjects and underscored the institution's dedication to student success. Also, the option for offline and online Computer-Based Testing (CBT) further illustrates the institution's commitment to providing flexible learning solutions that accommodate diverse student needs. These options ensure students are not constrained by time or location, fostering a more accessible and inclusive educational environment.

The EPS-TOPIK training materials used are also relevant, less outdated, and considered by the Korean job's needs. Students found the curriculum realistic and meaningful as it helped them acquire the language, culture, and practical experiences that students would have in Korea in their future jobs. It enables students to sit the exam and prepares them for entering a new work environment and culture by ensuring they have the language skills to adapt.

Nevertheless, while the feedback was positive, some students gave suggestions to improve the training program. One such idea that a few students shared was daily memorization of vocabulary words to help them learn vocabulary in Korean much faster. This recommendation is consistent with the students' wishes to be exposed to the language more in real settings—vocabulary acquisition is key to developing any language. Additionally, some students hope there will be Korean language textbooks that include explanations in Indonesian. They claimed this bilingual resource would allow them to study independently and understand complicated concepts without heavy reliance on the instructor to explain everything further.

These findings are consistent with previous literature indicating that service quality has a strong influence on customer satisfaction. Maknunah & Astuningtyas (2021), Munawaroh (2009), Industry et al. (2018), Putri et al. (2023) stated that the quality of services provided by the institution is an important factor in customer or even student satisfaction. The students feel satisfied and happy with the services provided because they go hand in hand with the quality of existing services in other sectors. The students are more satisfied when the material is conveyed clearly, and the form of teaching is more appealing. The overall high rating shows a need for continuous improvement in our teaching practices to ensure high student satisfaction.

Price

All respondents stated that the price of the EPS-TOPIK program offered by Sejong Korean Academy of Yogyakarta was affordable and it met their expectations. Some students recommended introducing discounts or promotional offers to attract prospective enrollees to Sejong Korean Academy of Yogyakarta. Special deals or reduced fees for early registrations could enhance the program's appeal, particularly for those who face difficulties in financial commitment. This suggestion aligns with a broader trend in educational institutions that utilize promotional strategies to boost enrollment and reach a wider audience. Additionally, students proposed establishing referral programs that would allow current students to benefit from recommending the program to new participants, thereby increasing the institution's visibility and enrollment figures. In addition, Sejong offers various additional advantages to enhance student experience. A key benefit is the ability to retake classes without incurring extra fees, which is particularly advantageous for students who may require additional time to master the material or improve their language abilities.

This study is consistent with prior research investigating the impact of pricing on customer satisfaction. Investigations by Tamam & Sanusi (2022), Permana et al. (2018), and Armando et al. (2020) have consistently indicated that pricing is a crucial factor in shaping customer satisfaction. Generally, customers are willing to invest in products or services that fulfill their needs and expectations. Their satisfaction rises when they perceive that the value they receive aligns with the price they pay. This underscores the significance of pricing strategies that accurately reflect the quality of the services and value offered. However, there is a divergence between these studies and the findings of Nurlia (2019), which indicated that pricing did not significantly affect customer satisfaction. This discrepancy suggests that while pricing is an essential consideration for many customers, its influence on satisfaction may vary

based on other contextual elements, including the nature of the product or service, the target audience, and the overall customer experience.

Companies need to innovate constantly to survive, both working on the current products and services, as well as developing new solutions tailored to what consumers want and need to see. An essential part of this process. Christono & Chairiah (2019) stated that offering the right price will enable firms to manage the balance between drawing in fresh customers and repeat business. An entire list of pricing factors must be considered to develop an effective pricing strategy, so prices should reflect production costs, market positioning, as well as consumer perceived value. Providing good products or services at a price lower than their competitors enables companies to attract potential customers while keeping existing customers feeling appreciated and satisfied.

Situational Factors

The interviews revealed that all students found the class schedule at Sejong Korean Academy of Yogyakarta to be sufficiently flexible, enabling them to align their classes with their personal and work commitments. The option to attend classes in both the morning and evening classes facilitated time management, particularly for those engaged in part-time jobs. Furthermore, the length of the lessons was deemed suitable—not excessively brief or overly extended—allowing students to stay focused and engaged during the sessions. The learning environment was also supportive, featuring adequate lighting and a well-arranged seating configuration, creating an optimal study atmosphere.

Another significant situational aspect was the strategic location of Sejong Korean Academy of Yogyakarta, which most students found to be conveniently accessible, especially those residing near downtown. Public transportation options made it relatively easy for students to reach the institute without significant challenges. Those without personal vehicles particularly valued this convenience. However, two students living far from the city reported that commuting to the institution was time-consuming, necessitating additional time and financial resources for accommodation, but for this reason, there are dormitories provided by the institution.

Despite the commuting difficulties experienced by a few, the general feedback on situational factors—such as the flexible scheduling, quality of the learning environment, and strategic positioning of the institution—was overwhelmingly positive. These elements played a crucial role in enhancing the students' overall satisfaction with the program and the institution. Moreover, situational factors encompass more than just location and scheduling. The interactions between students and staff received high praise, with students valuing the staff's approachable and responsive demeanor. The ease of communication with instructors and administrative personnel contributed to a more comfortable and convenient learning experience, fostering a supportive educational atmosphere.

Consistent with earlier findings by Tamam & Sanusi (2022), Pakpahan & Adhitya (2023), and Isnaini (2018), which emphasize the positive impact of situational factors like location and accessibility on service satisfaction, the current research showed that Sejong Korean academy of Yogyakarta has effectively leveraged these elements to improve the overall student experience. The integration of a flexible schedule, a convenient location, a well-

organized learning environment, and additional support services significantly contributed to student satisfaction and engagement. However, it is essential to recognize that situational factors may differ based on individual circumstances, such as the distance students reside from the institution. Although this variation is minor, it indicates that Sejong Korean Academy of Yogyakarta has implemented more customized solutions, like transportation assistance or alternative accommodation options for students from farther areas. Addressing these minor challenges could further enhance the overall learning experience and ensure equitable access to the program's benefits for all students.

Personal Factors

The Findings revealed several reasons why students chose Sejong Korean academy of Yogyakarta as their training institution. One primary reason was that the institution was considered one of the most trusted training institutions, known for providing high-quality service with expert instructors. Most students were attracted to enroll because they received recommendations from relatives or family members who had previously participated in training at the institution. These recommendations were highly valued, especially since many students were eager to pursue their dream of working in South Korea.

All students expressed that the training met their expectations, particularly in terms of enhancing their skills and knowledge. They felt that the program was educational and provided them with the necessary tools to build confidence and overcome personal challenges. As a result, the training significantly boosted their self-assurance, making them feel more prepared to pursue opportunities in Korea. However, a few students faced challenges adapting to the training, mainly because they needed to gain experience learning a foreign language. Some of them needed more time to adjust to the pace of the lessons and felt that the initial stages of the program were particularly challenging. These students needed additional time and support to become more comfortable with the learning process. This indicated that while the program was effective for many, there might be a need for more individualized support for those who are new to Korean language learning or have less exposure to a Korean language.

The findings of this study are aligned with previous research by Soelama (2019) and Gustomo & Silvanita (2009), which indicated that personal factors play a significant positive role in customer satisfaction. In this context, personal factors such as family recommendations, personal aspirations, and individual readiness to learn foreign languages are crucial in shaping students' overall satisfaction with the training program. When students feel that their personal goals are supported and they receive guidance from trusted sources, their satisfaction levels increase. Additionally, personal motivation and individual circumstances significantly affected students' engagement and satisfaction levels. Students who were highly motivated and committed to achieving their goal of going to South Korea reported higher satisfaction with the training. On the other hand, those who felt uncertain or overwhelmed by the language learning process expressed a need for additional support, such as more personalized teaching methods or additional language practice.

CONCLUSION

Four indicators of consumers' satisfaction show that each indicator gives positive impact to Sejong Korean academy of Yogyakarta student satisfaction toward the EPS-TOPIK Korean language program. In terms of service quality, experienced instructors, interactive teaching techniques, supplemental learning materials, and flexible learning venue options such as online and offline CBT give high-impact factors contributing to improving student engagement and confidence. The curriculum was considered relevant and well-suited for the needs of Korean workplaces. The price of the EPS-TOPIK program in Sejong Korean Academy of Yogyakarta is considered worthy and in accordance with the expectations of the respondents, however, students were forced to discuss offering discounts or deals — like early registration — to get more prospective students. Another recommendation included a referral program to increase students' input and awareness to increase enrollment through them recommending the program. Moreover, the opportunity to retake classes without an additional fee was well received, contributing to the overall quality of the student experience. These findings reinforce studies highlighting the role of pricing in student satisfaction, indicating that pricing strategies should assess value and encourage returning and new students alike. In relation to situational factors, the class schedule, which, given the options for morning and evening sessions, allowed them to balance personal and work commitments. The institution's location, with easy access via public transportation, was appreciated by most students, but some who lived farther away had to cope with the inconvenience of distance. The learning environment was in the right place, and friendly staff helped make the experience even more positive. Overall satisfaction was high. In terms of personal factors, Sejong Korean Academy of Yogyakarta's reputation for providing good quality service and highly qualified instructors, students enroll at, mostly because their family members had attended Sejong before. The training program also met the student expectations, boosted their confidence, and equipped them with skills to pursue opportunities in South Korea. These findings underscore that trusted sources play a vital role in student satisfaction and engagement.

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