

## What can hedonic motivation do on decisions to use online learning services?

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### ABSTRACT

The advancement of the internet and technology encourages the creation of innovations in various industries in Indonesia. Technology is the key determinant of the competitiveness of the 4.0 industrial revolution so that every organization and individual, including educators and students, can achieve many things. Online-based learning systems result in changes in the behavior of Indonesian consumers who choose learning without time and space boundaries. This study aims to determine how hedonic motivation can influence decisions to use online learning services. This research used quantitative analysis through a survey method that is processed using SMART PLS. The results of this study indicate that hedonic motivation will first influence purchase intention and then influence the decision to use services.

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## 1. Introduction

The 21st century is the beginning of the industrial revolution 4.0. The industrial revolution 4.0 automatically occurs in all areas of life, one of which is education (Ghufron, 2018). The presence of the 4.0 industrial revolution directs current education to a more modern education. One of the advances in technology in the modern education system is e-learning (Bates & Bates, 2005; Agarwal & Pandey, 2013). A teacher in a society is a highly respected individual, and teaching is considered the most important and distinctive profession. How effective instructors are is very much linked to how they communicate. They express ideas, information and expectations in a number of ways: by speaking, by gestures and other body language, and by written words (Duta et al., 2015). Motivation is considered the most important theory in UTAUT2 because it integrates the much-needed affective component into UTAUT (Tamilmani et al., 2019). Motivation is defined as the pleasure obtained from the use of technology (Tamilmani et al., 2019). Apart from using technology for productive purposes, the use of technology has also become a lifestyle such as playing computer games, streaming music, instant messaging (Tamilmani et al., 2019) and online learning (Isaac et al., 2019). The population of smartphone owners continues to grow, with it is estimated that in 2019, the number of smartphone users worldwide will exceed 5 billion (Shaw & Sergueeva, 2019). The advancement of the internet and technology encourages the creation of innovations in various industries in Indonesia. Technology is the key determinant of the competitiveness of the 4.0 industrial revolution so that every organization and individual, including educators and students, can achieve many things. Online-based learning systems result in changes in the behavior of Indonesian consumers who choose learning without time and space boundaries (Sari, 2012). Data from the Ministry of Information and Technology states that internet users in Indonesia have reached 143.26 billion people in 2017. The importance of using technology for education makes material management more effective and efficient. Indonesian students rank first and second in the use of IT/computers in schools as much as 40% and 54% after the United States. Online learning provides a flexible schedule where students can access it whenever they want and it is easy for students to access (Isaac et al., 2019; Aziz, 2019). There are various learning applications that can make it easier for students and students to do online learning including: Teacher's Room,

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Quipper, Zenius, EduLab, edmodo, learning houses and other applications such as applications provided by schools or campuses. This study aims to determine how hedonic motivation can influence decisions to use online learning services.

## 2. Literature Review and Hypothesis

Digitalization is reconfiguring retailing (Fuentes et al., 2017). This retail transformation is not only changing the channel of transaction but is redefining the nature and types of exchanges, actors, offerings, and retail settings (Hagberg et al., 2016). Information and Communication Technology (ICT) in the late 20th century, technology users were mostly used only for an organization (Tamilmani et al., 2019). The development of information technology has developed rapidly in the current era of globalization (Budiman, 2017). The era of globalization has triggered a shift in the world of education from face-to-face meetings to conventional (Budiman, 2017) online environments (Alawamleh et al., 2020). Technological advances are expected to create better things and improve the quality of life as seen from seamless connectivity, full optimization, expanded reality, broadening horizons so that the use of intelligent technology in education represents the application of online learning. Online learning is defined as the use of digital gadgets (laptops, desktop computers, tablets, and smartphones) in their use of the internet (Isaac et al., 2019). In this context, previous studies show that drawing on the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2) Model, this study aimed to determine the key variables that facilitate the acceptance of mobile learning in two Middle Eastern countries (Saudi Arabia and Iraq), as well as identifying the constructs that can help enhance learners' motivation. A conceptual framework was proposed based on a modified UTAUT2, wherein trust was integrated, and new relationships were assumed among the proposed Model variables (Al-Azawei & Alowayr, 2020). Previous research also tells that hedonic motivation adoption frameworks with flow state and subjective well-being have been shown to have significant roles in continued use of information technology (Salimon et al., 2017; Oluwajana et al., 2019; Lowry et al., 2012; Alalwan et al., 2015; Sharif & Raza, 2017; Baabdullah, 2018; Kim and Hall, 2019). Hedonic shopping motivation presents behavior that is related to fun, amusement, fantasy, and the sensorial stimuli aspects of consumption (Babin et al., 1994). HM is defined as a key predictor of intention to purchase in consumer behavior research (Holbrook and Hirschman, 1982) and has recently also been associated with customer satisfaction and loyalty (Vieira et al., 2018). Purchase decisions are the science of meeting their needs and wants about how individuals, groups and organizations choose, buy, and use goods, services, ideas, or experiences. Another definition of a buying decision according to states that a buying decision is the selection of an action from two or more alternative options. According to decision making, it is an individual activity that is directly involved in obtaining and using the goods offered (Parment et al, 2016; Sangadji, 2013, Evita & Farochi, 2017).

The existing literature predicts the factors that can determine hedonic motivation, which was not included in the original Unified Theory of Acceptance and Use of Technology (UTAUT2). It also integrates 'trust' with UTAUT2 as another predictor of behavioral intention and hedonic motivation (Al-Azawei & Alowayr, 2020). UTAUT2 has 7 main factors, namely: performance expectancy, effort expectancy, social influence, facilitating conditions (Handayani & Sudiana, 2017) hedonic motivation, price value and habit (Tamilmani et al., 2019). The formulation of the problem of this study is to determine how much influence hedonic motivation has on behavioral intention in online learning applications, how much influence does behavioral intention have on use behavior in online learning applications. This study aims to determine how much influence hedonic motivation has on behavioral intention in online learning applications, how much influence does behavioral intention have on use behavior in online learning applications.

**H<sub>1</sub>:** *Hedonic Motivation has a positive and significant effect on Behavioral Intention in online learning applications.*

**H<sub>2</sub>:** *Behavioral Intention has a positive and significant effect on Use Behavior in online learning applications.*

**H<sub>3</sub>:** *Hedonic Motivation has a positive and significant effect on Use Behavior through Behavioral Intention in online learning applications.*

## 3. Method and Material

This research used quantitative research. The quantitative method is carried out by means of a survey to find out the respondents from the research subject. The population of this study were users of online learning applications in Indonesia. The samples in this study were users of the Guru Room, Quipper, Zenius, EduLab, Edmodo, learning houses and other applications from school/campus. Data collection techniques in this study were taken from library research, questionnaires, and documentation. This research test was conducted using PLS (Partial Least Square). The data analysis technique of this research uses descriptive analysis and verification. Descriptive analysis was carried out by distributing questionnaires to respondents in order to obtain a description of the research variables. Verification analysis was performed using SEM - PLS. This study uses the SmartPLS3 program to connect latent variables with manifest.

## 4. Result

The result showed that the composite reliability value for each indicator is above 0.7 (Table 1). This means that the indicators of each variable of behavioral intention, hedonic motivation, and use behavior can be said to have good reliability as a measuring tool. Table 2 shows that the AVE value in all variables is above 0.5, meaning that all variables are said to be convergent valid. The AVE value on the behavioral intention (X) variable is 0.269, meaning that on average 62.9% of the information contained in each indicator can be represented through the latent behavioral intention variable. The AVE value on the hedonic motivation (Y) variable is 0.71, meaning that on average 71% of the information contained in each indicator can be represented

through the latent hedonic motivation variable. The AVE value in the use behavior variable (Z) is 0.611, meaning that on average 61.1% of the information contained in each indicator can be represented through the latent use behavior variable.

**Table 1**

## Composite Reliability (CR)

Variables	Cronbach's Alpha	Composite Reliability
Behavioral Intention	0.901	0.922
Hedonic Motivation	0.918	0.936
Use Behavior	0.893	0.916

**Table 2**

## Average Variance Extracted (AVE)

Variables	Average Variance Extracted (AVE)
Behavioral Intention	0.629
Hedonic Motivation	0.71
Use Behavior	0.611

The results show that hedonic motivation has a positive effect of 80.7% on behavioral intention. The hedonic motivation variable has a positive effect on use behavior of 82.6% (Table 3; Fig.1).

**Table 3**

## Outer loadings

	(O)	(M)	(STDEV)	( O/STDEV )	p-values
X1.2 ← Hedonic Motivation	0.861	0.858	0.031	27.572	***
X1.3 ← Hedonic Motivation	0.817	0.816	0.05	16.383	***
X1.4 ← Hedonic Motivation	0.831	0.829	0.037	22.395	***
X1.5 ← Hedonic Motivation	0.838	0.84	0.042	20.019	***
X1.6 ← Hedonic Motivation	0.831	0.832	0.035	23.737	***
	(O)	(M)	(STDEV)	( O/STDEV )	p-values
Y1 ← Behavioral Intention	0.73	0.725	0.061	11.953	***
Y2 ← Behavioral Intention	0.791	0.792	0.055	14.267	***
Y3 ← Behavioral Intention	0.758	0.753	0.055	13.765	***
Y4 ← Behavioral Intention	0.859	0.858	0.028	30.72	***
Y5 ← Behavioral Intention	0.848	0.849	0.03	28.227	***
Y6 ← Behavioral Intention	0.742	0.741	0.056	13.284	***
Y7 ← Behavioral Intention	0.812	0.809	0.044	18.647	***
Z1 ← Use Behavior	0.81	0.809	0.032	25.31	***
Z2 ← Use Behavior	0.863	0.863	0.023	37.585	***
Z3 ← Use Behavior	0.79	0.786	0.043	18.186	***
Z4 ← Use Behavior	0.735	0.737	0.052	14.02	***
Z5 ← Use Behavior	0.706	0.704	0.058	12.146	***
Z6 ← Use Behavior	0.818	0.814	0.049	16.569	***
Z7 ← Use Behavior	0.739	0.737	0.066	11.126	***
X1.1 ← Hedonic Motivation	0.877	0.875	0.024	37.256	***

Table 3 shows that all indicators of each variable, namely hedonic motivation, behavioral intention, and use behavior have a loading factor above 0.5 so that it can be seen that all indicators of the hedonic motivation, behavioral intention, and use behavior variables are valid. as an indicator to measure each construct/variable.

**Table 4**

## R-Square Test

	R Square	R Square Adjusted
Behavioral Intention	0.651	0.647
Use Behavior	0.683	0.68

According to Vincenzo (2010), the R-Square criterion of 0.67 is strong, 0.33 is moderate, 0.19 is weak. According to Chin (1998), the value of R Square is said to be strong if the value is 0.67, it is said to be moderate if the value is 0.33 and it is said to be weak if the value is 0.19. Based on the table above, the results of R-Square (R<sup>2</sup>) behavioral intention are 0.651, so the R square value is said to be moderate. The R-Square value of the use behavior variable is 0.683, so the R Square value is said to be strong. The testing shows that hedonic motivation has a significant effect on use behavior through behavioral intention in accordance with research (Al-Azawei & Alowayr, 2020) which states that hedonic motivation is a strong predictor of

behavioral intention to use online learning. In term of the influence of hedonic motivation on use behavior, based on the results of the study, it is known that hedonic motivation has a significant effect on use behavior according to Shaw and Sergueeva (2019) which states that performance expectancy and privacy concerns both significantly affect perceived value and the value of perceived value and hedonic motivation has a strong effect on use behavior. Additionally, the hypothesis testing about the influence of hedonic motivation on behavioral intention revealed that hedonic motivation has a significant effect on behavioral intention. This is in line with Putri and Suardikha (2020), which states that facilitating condition variables, hedonic motivation, and price value influence the intention to use e-money.

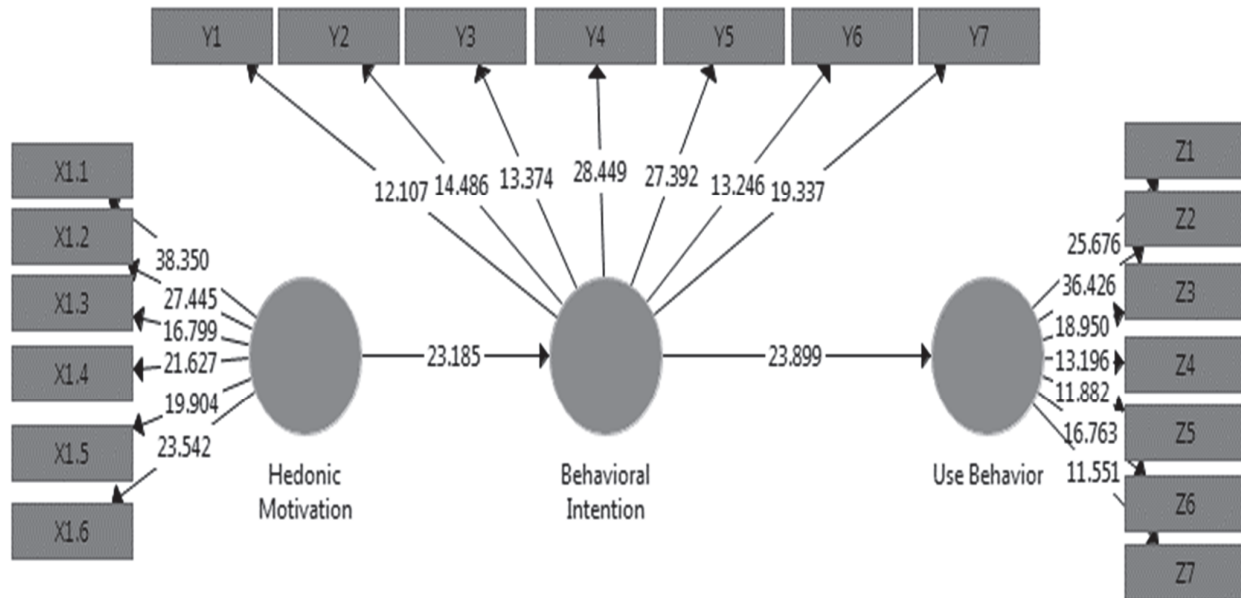


Fig. 1. Full Model

## 5. Conclusion

The results have shown that hedonic motivation had a positive and significant effect on behavioral intention in online learning applications. This shows that the positive and significant effect of hedonic motivation on behavioral intention in online learning applications is declared acceptable. Moreover, behavioral intention has a positive and significant effect on use behavior in online learning applications. This shows that the hypothesis stating that behavioral intention has a positive and significant effect on use behavior through behavioral intention in online learning applications is declared acceptable. Hedonic motivation has a positive and significant effect on use behavior through behavioral intention in online learning applications. This shows that the hypothesis stating that social influence has a positive and significant effect on use behavior through behavioral intention is acceptable.

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