

THE INFLUENCE OF PERFORMANCE EXPECTANCY, EFFORT EXPECTANCY, SOCIAL INFLUENCE, HEDONIC MOTIVATION, AND PRICE VALUE ON STUDENTS' BEHAVIORAL INTENTION TO USE ONLINE COURSES AT UNIVERSITAS NEGERI JAKARTA.

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Abstract

This research investigates the determinants of undergraduate students' behavioural intention to adopt online courses at Universitas Negeri Jakarta (UNJ) through the UTAUT2 framework. Using PLS-SEM, data from 128 respondents were analysed to analyze all variables emerges as the most influential factor, followed by Hedonic Motivation, whereas the remaining constructs do not have a significant effect. The model accounts for 40.2% of the variance in behavioural intention. Overall, the results suggest that students' engagement with online courses is shaped more by considerations of cost and enjoyment than by perceived usefulness or social pressure, offering valuable insights for the design and improvement of online learning platforms in the post-pandemic context.

1. INTRODUCTION

Online courses have increasingly become an integral pillar of higher education rather than merely an additional learning option. Their presence has significantly altered how university students acquire knowledge, enhance competencies, and personalise learning experiences beyond the boundaries of conventional classrooms. Compared to face-to-face instruction, online courses offer greater temporal flexibility, continuous access to learning materials, and exposure to a wide range of content providers, including higher education institutions and professional training platforms. These features make online courses particularly attractive for students who aim to strengthen skills and qualifications alongside their formal academic responsibilities, and this appeal has intensified following the rapid transition to digital learning due to pandemic that embedded online learning into mainstream university practice.

Despite this rapid expansion, online courses are not always used consistently by students, and many initiatives struggle with low completion rates and sporadic engagement even when technological infrastructure is adequate. Prior studies highlight recurring challenges, such as declining motivation, limited engagement, inadequate self-regulation, and uncertainty about the relevance of course content to formal academic goals. Consequently, understanding the factors that shape students' behavioural intention to engage with online courses has become increasingly important, particularly in higher education settings where online courses are positioned as complementary resources to formal curricula. To explain these behavioural patterns, technology acceptance models that capture both rational evaluations (e.g. perceived usefulness and effort) and emotional responses (e.g. enjoyment) are essential.

UTAUT2 provides a good model for analysing individual technology adoption behaviour by incorporating components as key determinants of behavioural intention and use. Compared to its predecessor, UTAUT2 offers stronger explanatory power in voluntary, consumer-oriented technology use contexts and has been widely applied in digital learning research to examine students' acceptance of learning management systems, blended learning, and e-learning platforms, with findings consistently emphasising the role of perceived usefulness, ease of use, enjoyment, and perceived value. However, empirical evidence also indicates that the relative importance of these constructs is not uniform across contexts: some studies report value-related factors, such as price value and perceived learning

benefits, as dominant predictors in e-learning environments, whereas others highlight performance expectancy or hedonic motivation as more influential determinants. In addition, much of the existing literature focuses on single platforms (e.g. institutional LMS or individual MOOC providers), giving relatively limited attention to students' general intention to use online courses across multiple platforms simultaneously.

Within the Indonesian higher education context, the expansion of online learning has been driven by national digital transformation initiatives and widespread adoption of remote teaching during the pandemic; however, empirical studies applying the UTAUT2 framework to online course adoption among Indonesian undergraduate students remain limited. Existing research tends to prioritise technological readiness, infrastructure, or general e-learning perceptions, rather than systematically modelling behavioural intention using a comprehensive theoretical framework, so that the relative importance of UTAUT2 constructs in this setting is not yet well understood. Furthermore, most prior UTAUT2 studies in higher education have examined institutional, mandatory systems, whereas voluntary use of external online course platforms in developing-country universities has received far less attention, and cross-cultural validation of UTAUT2 in Southeast Asian contexts is still relatively scarce. These observations suggest three interrelated research gaps: the need to (1) investigate voluntary online course adoption in addition to institutional systems, (2) provide UTAUT2-based evidence from Indonesian universities, and (3) clarify which constructs are most salient in resource-constrained, post-pandemic learning environments.

Against this background, the present study focuses on undergraduate students at Universitas Negeri Jakarta to examine the determinants of their behavioural intention to use online courses by adopting the UTAUT2 framework. Specifically, the study investigates the impacts alongside formal academic activities. In doing so, the research is designed: (1) how these five UTAUT2 constructs jointly influence students' behavioural intention to use online courses, (2) which construct emerges as the most dominant predictor in the Indonesian university context, and (3) how this pattern of construct dominance compares conceptually with findings from prior UTAUT2 studies conducted in institutional and non-Indonesian settings. By concentrating on a single institutional setting while allowing for multiple external platforms (such as Coursera, Udemy, and Skill Academy), the findings are expected to refine the understanding of UTAUT2 in educational contexts and provide practical insights for educators and online course providers seeking to design learning experiences that align with students' expectations in the post-pandemic era.

2. LITERATURE REVIEW

2.1 Online Courses in Higher Education

Online courses have become an essential component of higher education, offering flexible, on-demand learning opportunities beyond the constraints of traditional face-to-face classes (Hew & Cheung, 2014; Wu & Chen, 2017). Students can access online courses provided by universities or external platforms such as Coursera, Udemy, and Skill Academy to deepen understanding of course materials, acquire new competencies, and obtain certificates that may enhance their academic and professional profiles (Dai et al., 2020; Xu et al., 2022). Despite these advantages, prior research notes recurring challenges, including low completion rates, difficulties in self-regulation, and varying levels of digital readiness, which can limit the effective use of online courses (Ma & Lee, 2019; Xu et al., 2022). In many universities, especially in emerging economies, online courses are increasingly positioned as complements to formal curricula, making it important to understand the factors that shape students' behavioural intention to adopt and continuously use them.

2.2 Unified Theory of Acceptance and Use of Technology 2 (UTAUT2)

UTAUT2 constitutes an idiosyncratic elaboration of the primordial UTAUT architecture, achieved through the deliberate grafting of supplementary dimensions namely hedonic motivation, pecuniary appraisal (price value), and routinized disposition (habit) while simultaneously recalibrating the analytical lens toward elective, consumption-driven technological milieus (Venkatesh et al., 2012). Within the UTAUT2 schema, an individual's conative inclination and realized enactment of technological utilization are choreographed by performance expectancy, effort expectancy, normative pressure, infrastructural enablement, hedonic gratification, perceived economic trade-off, and habituation, with a subset of these causal pathways being contingently inflected by sociodemographic moderators such as chronological age, gendered identity, and accrued experiential capital. In the domain of tertiary education, this framework has been prolifically mobilized to anatomize learners' embracement of e-learning ecosystems, hybridized pedagogical modalities, learning management infrastructures, and heterogeneous digital didactic platforms, wherein cumulative empirical inquiries recurrently corroborate that appraisals of instrumental efficacy, operational fluency, social persuasion, experiential pleasure, and intrinsic delight exert salient influence and value are pivotal in shaping students' intentions to engage with digital learning technologies (Xu et al., 2022; Rudhumbu, 2022; Musa et al., 2022; Lv & Li, 2024; Zacharis & Nikolopoulou, 2022). Drawing on the UTAUT2 framework and insights from previous research, the present study focuses on five central constructs deemed most pertinent to university students' voluntary adoption of online courses, namely performance expectancy, effort expectancy, social influence, hedonic motivation, and price value, and conceptualises behavioural intention to use online courses as the dependent variable, capturing students' willingness to incorporate online courses as complementary learning resources alongside their formal academic studies.

2.2.1 Comparative Evidence on UTAUT2 Construct Dominance

Although UTAUT2 specifies a common set of determinants, prior empirical studies show that the dominance of individual constructs varies substantially across contexts. In institutional, mandatory learning management systems, performance-related beliefs frequently emerge as the strongest predictors of intention, as students focus on how digital platforms help them complete required coursework and achieve academic performance outcomes. Studies in such settings often report performance expectancy as the primary driver of behavioural intention, supported by influencing socially where institutional and peer expectations reinforce platform use.

By contrast, research in voluntary or consumer-oriented learning environments, such as external MOOCs and paid online course platforms, highlights a different pattern in which value-related and affective factors gain prominence. Several studies in resource-constrained and developing-country contexts indicate that price value and perceived learning benefits can outweigh traditional concerns about usefulness and ease of use when learners self-finance access to courses. Other works emphasise hedonic motivation as a key determinant in discretionary technology use, suggesting that enjoyment and engaging learning experiences are crucial to sustaining participation when adoption is not institutionally mandated.

Within the Indonesian higher education context, empirical evidence comparing these patterns remains limited, as most existing studies focus on technological readiness and general e-learning perceptions rather than systematically estimating the relative contribution of UTAUT2 constructs using structural models. Consequently, there is still little clarity on whether performance expectancy, price value, or hedonic motivation is most salient when Indonesian university students voluntarily adopt external online courses alongside their formal studies. Newest research addresses this gap by applying UTAUT2 to a voluntary, multi-platform online course context at a public university in Indonesia and by explicitly examining which build the strongest impact to the variables.

2.3 Performance Expectancy

PE captures the degree to which students expect that engaging with online courses will enhance key learning outcomes, including deeper comprehension of course material, improved academic results, and more efficient completion of assignments (Venkatesh et al., 2012). Evidence from blended learning, e-learning, and LMS research indicates that when students view a technology as useful and advantageous for their studies, their intention to use it becomes stronger (Rudhumbu, 2022; Musa et al., 2022; Zacharis & Nikolopoulou, 2022), suggesting that Universitas Negeri Jakarta students who perceive online courses as genuinely supporting their learning and skill development are likely to demonstrate higher intentions to utilise them.

H1: Performance expectancy exerts a positive influence on students' behavioural intention to engage with online courses.

2.4 Effort Expectancy

Effort expectancy (EE) reflects students' judgments about how easy it is to learn and operate online courses, encompassing the simplicity of accessing the platform, navigating its menus, following course structures, and completing learning tasks (Venkatesh et al., 2003). Studies in online and blended learning show that platforms perceived as user-friendly, intuitive, and low in complexity tend to be adopted and sustained more readily because they reduce cognitive burden and the time needed to develop competence (Xu et al., 2022; Musa et al., 2022; Meet et al., 2022), implying that when students experience online course platforms as straightforward to understand and use, they are more inclined to include them in their learning strategies.

H2: Effort expectancy positively influences students' behavioural intention to use online courses.

2.5 Social Influence

Social influence (SI) concerns the extent to which students sense that significant others—such as classmates, lecturers, and family members believe they ought to participate in online courses (Venkatesh et al., 2003). In higher education settings, endorsements from peers, encouragement from instructors, and supportive views from parents or guardians can legitimise online learning and shape students' perceptions of its importance, with empirical findings showing that social influence is a significant predictor of students' intentions to adopt or continue using e-learning and blended learning platforms, particularly when institutions and peer networks actively promote digital learning (Rudhumbu, 2022; Zacharis & Nikolopoulou, 2022; Xu et al., 2022); consequently, students who perceive strong approval or expectations from their social environment regarding online course use are more likely to intend to use such courses.

H3: Social influence has a positive impact on students' behavioural intention to utilise online courses.

2.6 Hedonic Motivation

Hedonic motivation (HM) refers to the sense of enjoyment, fun, and intrinsic pleasure that students derive from participating in online courses (Venkatesh et al., 2012). In digital learning settings, it captures the extent to which learners experience online course use as interesting, engaging, and emotionally rewarding rather than merely functional, and UTAUT2-based research in e-learning, LMS, and blended learning consistently identifies hedonic motivation as a powerful antecedent of behavioural intention, particularly when learners have autonomy in deciding whether to use the technology; consequently, students who find online course content, design, and interaction

enjoyable are more inclined to continue incorporating these courses into their learning activities (Musa et al., 2022; Lv & Li, 2024; Zacharis & Nikolopoulou, 2022).

H4: Hedonic motivation positively influences students’ behavioural intention to engage with online courses.
2.7 Price Value

PV captures students’ judgment of whether the advantages gained from using online courses justify the costs incurred, including tuition or fees, time investment, and the effort required for learning (Venkatesh et al., 2012). In educational contexts where many online courses are free or low-cost, attention shifts toward learning value namely, whether the quality of content, competencies acquired, and potential certification warrant the time and energy expended and findings from MOOCs and e-learning studies indicate that a favourable benefit–cost assessment strengthens learners’ intentions to adopt and persist with online courses, with price or learning value sometimes emerging as a particularly strong predictor of intention ; thus, for Universitas Negeri Jakarta students, behavioural intention to use online courses is expected to be higher when perceived educational and career benefits outweigh financial, time, and effort-related costs.

H5: Price value exerts a positive effect on students’ behavioural intention to use online courses.

3. RESEARCH METHODOLOGY

3.1 Time and Location of Research

The research was carried out between 9 and 22 December 2025 and involved undergraduate students of Universitas Negeri Jakarta (UNJ) who are based in Jakarta and surrounding areas. Jakarta was chosen as the study setting due to its high internet penetration, extensive availability of online learning platforms, and the heterogeneity of its student population, which provides a relevant environment for examining technology adoption in higher education. This selection is consistent with Sugiyono (2018), who emphasises that research locations should be determined by data accessibility and the alignment between population characteristics and research objectives to ensure data validity.

3.2 Research Design

This is implementing the quantitative approach using a descriptive–verificative (explanatory) research design. The descriptive component describes respondents’ characteristics and their use of online courses, while the verificative component tests hypotheses regarding factors influencing behavioural intention. Consistent with Sugiyono (2018), the study is grounded in a positivist paradigm, utilises standardised measurement instruments, and applies statistical techniques to test predefined hypotheses and analyse relationships among variables. UTAUT2 model explain individuals’ intention to adopt technology and is therefore suitable for analysing acceptance of students in better education.

3.3 Population and Sample

Population

The population comprises all active undergraduate students at Universitas Negeri Jakarta who have participated in at least one online course on platforms such as Coursera, Skill Academy, MySkill, Ruangguru, Udemy, RevoU, or similar providers. This population is relevant because university students are primary users of online learning services and are frequently selected as units of analysis in UTAUT2-based e-learning adoption studies.

Sampling Technique

Purposive sampling was employed, whereby informants picked by specific criteria aligned with the research objectives. The inclusion criteria were active undergraduate students at UNJ with prior experience of at least one online course, consistent with earlier UTAUT2 research targeting active users of e-learning or MOOCs to ensure respondents have direct experience with the system being investigated.

Sample Size and Respondent Profile

The final sample consists of 128 respondents who met the inclusion criteria and completed the questionnaire in full. This sample size follows general guidelines for variance-based SEM, which recommend a minimum of 5–10 times the number of indicators and at least 100 respondents for models with multiple latent constructs, and falls within the 100–200 range considered adequate for testing structural models of moderate complexity in PLS-SEM.

Table 1. Respondent Characteristics

Gender	Female	104
	Male	24
Faculty	Faculty of Education	5
	Faculty of Social and Legal Sciences	8
	Faculty of Language and Arts	11

	Faculty of Mathematics and Natural Sciences	2
	Faculty of Engineering	11
	Faculty of Sport and Health Sciences	3
	Faculty of Economics and Business	66
	Faculty of Psychology	22
Year of Entry	2021	11
	2022	40
	2023	58
	2024	16
	2025	3
Online Learning Platforms Used	Coursera	53
	Skill Academy	44
	MySkill	21
	Ruang Guru	15
	Udemy	13
	RevoU	7
	Lainnya	21

Source: Data processed by Authors (2025).

Based on the demographic data, 104 students (81.3%) were female and 24 (18.7%) were male, with respondents drawn from eight faculties and across entry cohorts from 2021 to 2025. The most frequently used online course platforms were Coursera and Skill Academy, followed by MySkill, Ruangguru, Udemy, RevoU, and other platforms, indicating that students utilise a diverse range of MOOC and LMS platforms as supplementary learning resources.

3.3.1 Statistical Power and Sample Size Justification

An antecedent inferential potency appraisal was executed *ex ante* to ascertain that the assemblage of observational units possessed adequate numerosity to unveil substantively nontrivial perturbations within the structural schematic. By invoking methodological canons germane to partial least squares structural equation modeling, while presupposing an intermediate magnitude of causal amplitude f^2 equal to 0.15, incorporating quintuple prognostic determinants, adopting a probabilistic stringency threshold of 0.05, and targeting an inferential efficacy of 0.80, the basal respondent quota requisite for a configurational apparatus of comparable intricacy was extrapolated to hover around one hundred and ten participating entities. The achieved sample of 128 therefore exceeds this threshold, providing adequate power to detect medium effects with high probability and increasing the precision of parameter estimates.

3.4 Data Collection Technique

Primary data were collected through a structured online questionnaire distributed via Google Forms using class WhatsApp groups, student communities, and faculty communication channels. The questionnaire began with an introductory section outlining the research objectives, ensuring data confidentiality, and presenting an informed consent statement. It then included screening questions related to respondents' experience with online courses and demographic characteristics, followed by a series of measurement items adapted from the UTAUT2 framework and contextualised to online course usage at Universitas Negeri Jakarta (UNJ). All constructs were measured using a five-point Likert scale ranging from 1 ("Strongly Disagree") to 5 ("Strongly Agree"), which is widely employed in technology adoption research to capture variations in respondents' attitudes. In addition, secondary data from national and international academic journals, research methodology literature, and reports on e-learning developments were used to support the theoretical framework and interpret the study's findings.

3.4.1 Measurement Instrument Development and Validation

The measurement instrument was developed by modifying established UTAUT2 scales commonly applied in e-learning and MOOC studies to fit the context of voluntary online course participation among students at Universitas Negeri Jakarta (UNJ). The items were initially translated and adapted into Indonesian by two bilingual researchers, followed by a back-translation into English conducted by an independent researcher to ensure semantic consistency and maintain alignment with the original theoretical constructs. A pilot study involving 25 undergraduate students was then carried out to assess item clarity, response distribution, and initial reliability. The pilot results indicated that all items were clearly understood, and the Cronbach's alpha values met acceptable reliability standards. Subsequently, three experts in e-learning and educational measurement evaluated the instrument to establish content

validity and confirmed that the items were appropriate for measuring the intended constructs within the Indonesian higher education context. The finalized indicators and their psychometric properties are reported in the measurement model analysis.

3.4.2 Common Method Bias Mitigation

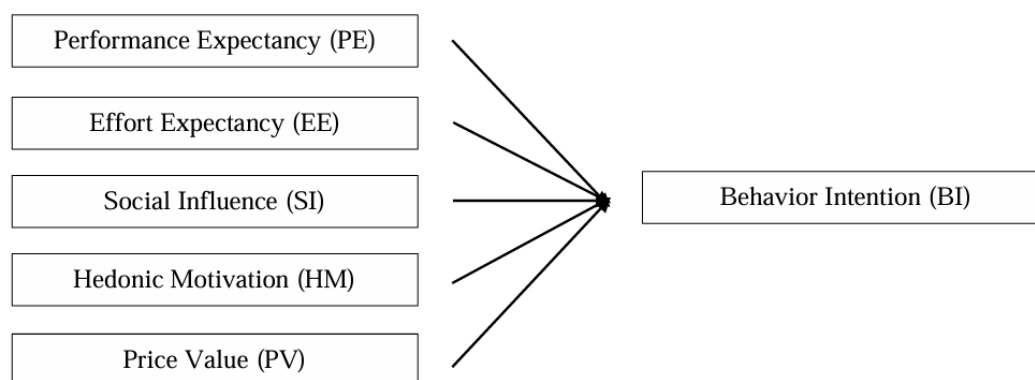
Participants were solemnly guaranteed epistemic obscurity, and were explicitly apprised that the interrogatives admitted no dichotomous correctness or fallacy, a communicative maneuver intended to anesthetize apprehensions of judgmental appraisal. From an analytic vantage, the specter of common method variance was interrogated through the computation of variance inflation factor indices embedded within the partial least squares structural equation modeling apparatus. The entirety of latent construct VIF coefficients resided beneath the prudential ceiling of 3.3, thereby intimating that methodologically induced covariance aberrations are implausible as a contaminant of the inferential veracity of the findings.

3.5 Data Analysis Technique

Data were analysed using SEM PLS cause the study emphasises prediction and explanation of behavioural intention, involves a moderately complex model with a sample size of 128 that is suitable for PLS-SEM, and utilises Likert-scale data without requiring multivariate normality assumptions, as commonly applied in prior e-learning and online learning adoption studies.

The analytic itinerary unfolded through a triadic procession of methodical passages. Initially, arithmetical portrayals of a descriptive ilk were mobilized to condense the demographic physiognomy of the participating cohort and to scrutinize the distributive comportment of the measured items. Subsequently, the metrical edifice was interrogated through an exacting inspection of signal dependability at the indicator stratum via outer saliencies, the cohesion of internal constancy through Cronbachian alpha coefficients and composite reliability indices attaining or surpassing the septenary threshold, the corroboration of convergent legitimacy through average variance extraction exceeding one half, and the adjudication of discriminant demarcation by way of heterotrait monotrait ratios subsisting beneath the 0.85 frontier. Ultimately, the structural configuration was subjected to evaluative trials encompassing the diagnosis of collinearity distortions through variance inflation metrics below 3.3, the computation of explanatory potency for Behavioral Intention through coefficients of determination, the derivation and probabilistic substantiation of causal trajectories via a bootstrap ritual comprising five thousand iterative resamplings, and the exegesis of effectual magnitudes alongside holistic configurational consonance as indexed by the standardized root mean square residual.

Figure 1. Research Framework UTAUT2



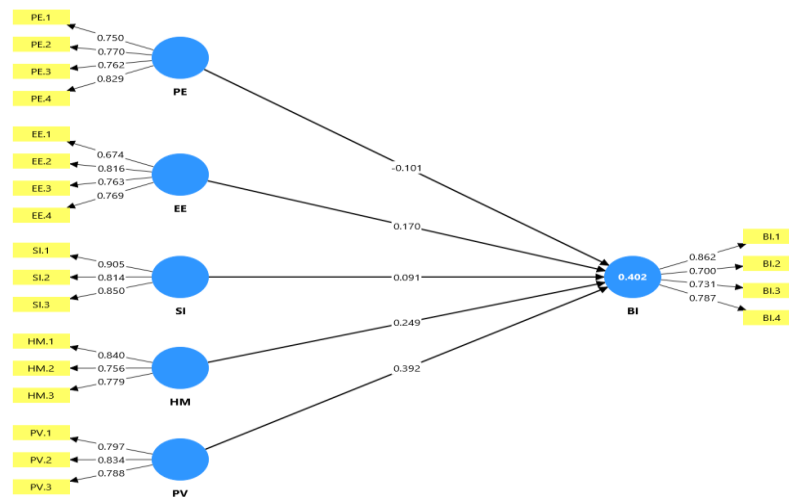
Source: Source: Adapted from Venkatesh et al. (2012)

4. RESULT AND DISCUSSION

4.1 Results

This segment articulates the empirically excavated revelations emanating from a partial least squares structural equation modeling interrogation executed through the SmartPLS computational milieu. The investigative procession adhered to a tripartite methodological cadence, inaugurating with a forensic appraisal of the exterior metrical construct to adjudicate the steadfastness and epistemic soundness of the gauging apparatus, proceeding to an examination of the model's configurational congruence, and culminating in an expository probing of the interior causal lattice to assay the posited conjectures and the intervariate nexuses therein.

Figure 2. Structural Model Results (PLS-SEM)



Source: SmartPLS Output (2025)

4.1.1 Measurement Model Evaluation

Indicator Reliability and Convergent Validity

Indicator reliability was assessed through outer loading values, which are ideally above 0.708 (Hair et al., 2017). As shown in Table 2, most indicators met this criterion. One indicator, EE1 (“I find learning to use online course platforms easy”), recorded a loading of 0.674 and was therefore slightly below the recommended threshold. Nevertheless, this item was retained for several considerations. First, the loading is statistically significant ($p < 0.001$; $T = 6.690$), indicating a meaningful contribution to the construct. Second, the AVE value for Effort Expectancy remains satisfactory at 0.573, exceeding the minimum requirement of 0.50 (Fornell & Larcker, 1981). Third, following Henseler et al. (2016), indicators with loadings between 0.40 and 0.70 should not be removed if their exclusion may reduce the conceptual coverage of the construct. Eliminating EE1 would narrow the measurement of Effort Expectancy by omitting the aspect of ease of learning.

Internal Consistency Reliability

Internal consistency was assessed using Cronbach’s Alpha and Composite Reliability (ρ_c). All constructs achieved values above the recommended threshold of 0.70 (Nunnally & Bernstein, 1994), with Composite Reliability values ranging from 0.835 to 0.892, indicating a satisfactory level of internal consistency.

Table 2. Construct Reliability, Validity, and Measurement Items

Construct	Indicator	Item Description	Source(s)	Outer Loading	T-Statistics	P-Values	Cronbach’s α	CR	AVE
Performance Expectancy (PE)	PE1	I feel that using online course platforms is beneficial for my learning	Venkatesh et al. (2012); Meet et al. (2022); Rudhumbu (2022)	0.750	8.111	0.000	0.790	0.860	0.606
	PE2	Taking online courses helps me complete learning tasks faster	Venkatesh et al. (2012); Meet et al. (2022)	0.770	9.086	0.000			
	PE3	Online courses improve my understanding and academic ability	Venkatesh et al. (2012); Rudhumbu (2022)	0.762	8.836	0.000			
	PE4	Using online courses makes my learning process more productive	Venkatesh et al. (2012); Meet et al. (2022)	0.829	14.348	0.000			
Effort Expectancy (EE)	EE1	I find learning to use online course platforms easy	Venkatesh et al. (2012); Shah & Khanna (2023); Rudhumbu (2022)	0.674	6.690	0.000	0.755	0.842	0.573
	EE2	My interaction with online course platforms is clear and	Venkatesh et al. (2012); Rudhumbu (2022)	0.816	14.219	0.000			

straightforward									
	EE 3	I quickly master how to use online course platforms	Venkatesh et al. (2012); Shah & Khanna (2023)	0.763	11.082	0.000			
	EE 4	I feel comfortable and do not experience difficulties using online course platforms	Venkatesh et al. (2012); Rudhumbu (2022)	0.769	11.813	0.000			
	SI1	People important to me (friends, lecturers, family) encourage me to take online courses	Venkatesh et al. (2012); Alotumi (2022); Rudhumbu (2022)	0.905	34.796	0.000	0.823	0.892	0.734
Social Influence (SI)	SI2	I use online courses because of influence from people around me	Venkatesh et al. (2012); Rudhumbu (2022)	0.814	11.752	0.000			
	SI3	I feel I need to take online courses because of recommendations from people I trust	Venkatesh et al. (2012); Alotumi (2022)	0.850	14.482	0.000			
	HM 1	I find learning through online courses enjoyable	Venkatesh et al. (2012); Rudhumbu (2022); Na & Li (2024)	0.840	15.889	0.000	0.702	0.835	0.628
Hedonic Motivation (HM)	HM 2	Taking online courses gives me an entertaining learning experience	Venkatesh et al. (2012); Na & Li (2024)	0.756	9.540	0.000			
	HM 3	I enjoy the entire learning process through online course platforms	Venkatesh et al. (2012); Rudhumbu (2022)	0.779	12.239	0.000			
	PV 1	I feel the cost of online courses is commensurate with the benefits I receive	Venkatesh et al. (2012); Meet et al. (2022); Rudhumbu (2022)	0.797	17.396	0.000	0.732	0.848	0.651
Price Value (PV)	PV 2	Online courses offer learning value that matches their price	Venkatesh et al. (2012); Rudhumbu (2022)	0.834	16.014	0.000			
	PV 3	I am willing to pay for online courses because the quality of learning is commensurate	Venkatesh et al. (2012); Meet et al. (2022)	0.788	15.702	0.000			
	BI1	I intend to continue using online course platforms in the future	Venkatesh et al. (2012); Rudhumbu (2022); Shah & Khanna (2023)	0.862	40.169	0.000	0.773	0.855	0.597
Behavioral Intention (BI)	BI2	I will recommend the use of online courses to my friends	Venkatesh et al. (2012); Shah & Khanna (2023)	0.700	10.292	0.000			
	BI3	I plan to take more online courses in the future	Venkatesh et al. (2012); Meet et al. (2022)	0.731	12.057	0.000			
	BI4	I want to make online courses part of my learning process	Venkatesh et al. (2012); Rudhumbu (2022)	0.787	19.549	0.000			

Source: SmartPLS Output (2025)

Discriminant Validity

This Discriminatory separability was appraised through deployment of the heterotrait monotraits quotient, an inferential device empirically demonstrated to surpass the Fornell Larcker doctrine in diagnostic rigor and epistemic resilience as articulated by Henseler and collaborators. As delineated within the third tabular exposition, the totality of heterotrait monotraits coefficients subsist beneath the canonized demarcation of 0.85 as advocated in subsequent

methodological treatises, thereby signifying that the conceptual edifices retain observational autonomy and siphon discrete latent essences without pronounced interpenetrative conflation.

Table 3. Heterotrait-Monotrait Ratio (HTMT)

	BI	EE	HM	PE	PV	SI
EE	0.532					
HM	0.616	0.535				
PE	0.384	0.798	0.416			
PV	0.738	0.658	0.548	0.648		
SI	0.377	0.305	0.405	0.519	0.462	

Source: SmartPLS Output (2025)

4.1.2 Model Fit Assessment

Before analysing the structural paths, the overall model fit was assessed to confirm that the proposed model adequately reflects the observed data. As shown in Table 4, the SRMR value for both the saturated and estimated models is 0.079, which is below the recommended threshold of 0.08 (Hu & Bentler, 1999; Ringle et al., 2020), indicating an acceptable level of model fit. The NFI value of 0.651 does not meet the traditional 0.90 benchmark commonly used in covariance-based SEM; however, this index is reported for reference only. Consistent with recent PLS-SEM literature, conventional NFI cut-off values should be interpreted with caution in variance-based models, as SRMR and predictive measures are considered more appropriate indicators of model adequacy.

Table 4. Model Fit Indices

Fit Index	Saturated Model	Estimated Model	Threshold
SRMR	0.079	0.079	< 0.08
NFI	0.651	0.651	> 0.90

Source: SmartPLS Output (2025)

4.1.3 Structural Model Evaluation

To assess the uncertainty of the estimated path coefficients, 95% confidence intervals were obtained through a bootstrapping procedure with 5,000 resamples. The confidence intervals for the significant paths did not include zero (HM → BI: 0.052–0.446; PV → BI: 0.174–0.610), confirming statistical significance at the 5% level. Conversely, the confidence intervals for the remaining paths crossed zero (PE → BI: –0.289–0.087; EE → BI: –0.071–0.411; SI → BI: –0.135–0.317), indicating that hypotheses H1, H2, and H3 were not supported. Combined with an R² value of 0.402 for Behavioral Intention and small-to-moderate effect sizes, the results suggest that the model has a moderate predictive ability in explaining students’ intention to adopt online courses.

Table 5. Structural Model Assessment

Hypothesized Relationships	Path (β)	T-Statistics	P-Values	Decision	f ² (Effect Size)	Interpretation
H1: PE → BI	-0.101	0.826	0.409	Rejected	0.008	Negligible
H2: EE → BI	0.170	1.434	0.152	Rejected	0.025	Small
H3: SI → BI	0.091	0.925	0.355	Rejected	0.011	Negligible
H4: HM → BI	0.249	2.152	0.031*	Supported	0.080	Small-Medium
H5: PV → BI	0.392	3.013	0.003**	Supported	0.162	Medium

Notes: R² = 0.402. *p < 0.05, **p < 0.01. Effect Size (f²): 0.02 (Small), 0.15 (Medium), 0.35 (Large).

Source: SmartPLS Output (2025)

4.2 Discussion

This study sought to identify the main determinants of online course adoption among students at Universitas Negeri Jakarta (UNJ) using the UTAUT2 framework. The results reveal that students’ behavioral intention to engage in online courses is driven more by economic factors and affective engagement than by traditional utilitarian expectations or social influence, highlighting the dominant influence of Price Value and Hedonic Motivation in this voluntary and consumer-focused context.

4.2.1 The Role of Price Value (H5)

Price Value emerges as the strongest predictor of behavioural intention (β = 0.392, p < 0.01; medium effect size), indicating a pronounced value-for-money orientation among students. This finding is consistent with research reporting that perceived benefit–cost trade-offs strongly shape technology adoption in resource-constrained and

developing-country settings, where learners carefully assess whether monetary costs, time investment, and effort are justified by the skills, knowledge, and certification obtained. In line with studies that emphasise the importance of price and learning value in MOOC and e-learning adoption, the result suggests that affordability and perceived returns constitute a key adoption threshold for UNJ students considering external online courses as supplementary investments.

4.2.2 The Contribution of Hedonic Motivation (H4)

Hedonic Motivation is the second significant predictor ($\beta = 0.249$, $p < 0.05$; small-to-medium effect), underscoring the role of enjoyment and intrinsic pleasure in sustaining students' willingness to engage with online courses. This aligns with UTAUT2-based research in digital learning environments where hedonic motivation is frequently found to drive voluntary usage, particularly among younger, digitally savvy learners exposed to interactive and gamified applications. For UNJ students, platforms that provide engaging content, appealing interfaces, and enjoyable learning experiences appear more likely to foster continued use than those offering purely functional, text-heavy formats.

4.2.3 Interpreting the Non-Significance of Performance Expectancy (H1)

Performance Expectancy shows a non-significant and slightly negative coefficient ($\beta = -0.101$, $p = 0.409$), diverging from its often central role in studies of institutional learning systems and mandatory LMS usage. Rather than implying that academic performance is unimportant, this pattern may reflect the way students position external online courses as supplementary to, rather than integral components of, their degree programmes, especially when course content does not directly map onto assessed university curricula. Some students may even perceive additional courses as competing with limited study time, which could attenuate the influence of perceived performance gains on their intention to enrol.

4.2.4 Effort Expectancy as a Hygiene Factor (H2)

Effort Expectancy is also non-significant ($\beta = 0.170$, $p = 0.152$), suggesting that ease of use functions more as a baseline expectation than as a differentiating advantage in this context. Given that many UNJ students are accustomed to navigating complex digital platforms and social media applications, basic usability may be taken for granted, becoming noticeable only when systems are particularly difficult or frustrating to use. In such circumstances, reducing interface complexity and ensuring stable functionality remain important, but incremental improvements in ease of use alone are unlikely to markedly increase behavioural intention in a digitally literate student population.

4.2.5 The Limited Influence of Social Pressure (H3)

Social Influence does not significantly affect behavioural intention ($\beta = 0.091$, $p = 0.355$), indicating that decisions to take external online courses are largely self-driven rather than strongly shaped by peers, lecturers, or family members. This result is in line with research showing that social influence tends to be stronger in mandatory or institutionally prescribed learning technologies, and weaker in voluntary, self-initiated contexts where learners perceive greater autonomy over their choices. In the case of UNJ students, the decision to invest time and money in external online courses appears to be guided more by individual needs, perceived value, and personal interest than by a desire to conform to social expectations.

5. CONCLUSION

This inquiry anatomized the determinants sculpting undergraduate cohorts' conative proclivity toward the utilization of web mediated courses as ancillary pedagogical instruments within the academic ecosystem of Universitas Negeri Jakarta through the optic of the UTAUT2 schema. Drawing upon an evidentiary corpus of one hundred and twenty eight informants processed via partial least squares structural equation modeling, the configurational apparatus elucidates 40.2 percent of the dispersion embedded in behavioural intention, thereby bespeaking an intermediary tier of explanative vigor under conditions of elective digital course embracement.

The empirics disclose that merely pecuniary valuation and hedonic impetus exert statistically salient sway over learners' inclination to appropriate online courses, with pecuniary valuation emerging as the preeminent augur. Such a pattern intimates that students enact a calculative rationality wherein the apprehended dividends of online coursework encompassing competence accretion, cognitive enrichment, and credential accrual are meticulously counterpoised against pecuniary outlay and temporal expenditure. Concurrently, ludic, dialogic, and affectively gratifying instructional encounters manifest as catalytic in fomenting engagement. In contradistinction, anticipatory performance utility, exertional parsimony, and normative social inducement fail to attain inferential salience, insinuating that online courses are construed as non obligatory adjuncts, presumed to be operationally unproblematic

by digitally acculturated learners, and predominantly embraced through idiosyncratic predilection rather than exogenous coercion.

In aggregate, these inferential yieldings enrich the UTAUT2 discourse within tertiary pedagogy by foregrounding that, in this Indonesian collegiate milieu, axiological and affective determinants eclipse utilitarian calculus or social contingencies in molding students' uptake of supplementary online coursework. Far from vitiating the UTAUT2 edifice, the outcomes accentuate the situational malleability of its constructs and mirror an ascendant disposition among learners to comport themselves as discerning consumers appraising a digitized educational service.

This study has several limitations. The use of a single institution and a relatively small sample size limits the generalisability of the results. Additionally, the cross-sectional design does not capture long-term usage behaviour, and other potentially relevant factors such as Habit, Facilitating Conditions, or institutional support were not included in the model.

Future research is encouraged to involve larger and more diverse samples across multiple universities and regions, apply longitudinal designs to observe actual usage behaviour, and incorporate additional UTAUT2 or context-specific variables to enhance explanatory power. From a practical standpoint, the findings suggest that online course providers should prioritise affordable pricing, clear value propositions, and engaging course design. Universities may improve adoption by integrating external online courses into formal academic structures, while policy-makers could consider subsidy or access-support schemes to reduce financial barriers. In summary, online course adoption among Indonesian university students is driven more by perceived value and enjoyment than by academic expectations or social influence.

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