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E-WOM AND SATISFACTION LEVEL'S EFFECTS ON MASSIVE OPEN ONLINE COURSE REPURCHASE INTENTION BY GENERATION-Z

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ABSTRACT

Background: The Massive Open Online Course (MOOC) is an innovation that is experiencing rapid growth in the world in the field of technology-based education, including in Indonesia.
Aim: This study aims to analyze the factors that influence repurchasing interest in one of the Massive Open Online Courses (*Skill Academy by Ruangguru*) in Indonesia.
Method: The factors analyzed include convenience, usefulness, content class quality, service quality, and satisfaction levels as moderation, as well as Electronic - Word of Mouth (E-WOM). This study used quantitative methods and purposive sampling with 200 samples collected. Data processing using PLS-SEM.
Findings: The quality of class content in the MOOC learning system does not increase user satisfaction, but a high level of user's satisfaction and the positive influence of E-WOM can increase the repurchase interest of Generation Z users in Jakarta.

KEYWORDS

Massive Open Online Course, Generation Z, Convenience, Usefulness, Class Content Quality, Service Quality, User Satisfaction, e-WOM

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INTRODUCTION

Massive Open Online Course (MOOC), as an innovative online learning tool that is available to many people without time and location restrictions, has been gaining popularity in recent years (Pozón-López et al., 2021). This has made a number of institutions and corporate platforms providing various MOOCs increase, one of which is in Indonesia as a solution for professionals and students from schools or the general public today to gain new knowledge and skills quickly. This resulted in the Massive Open Online Course (MOOC) or what is known as a massive open online class, which is a potential product of open teaching and learning that offers online learning opportunities to the world (Cormier & Siemens, 2010).

According to Class Central (2021) the development of the Massive Open Online Course (MOOC) from year to year in the world is increasing so that it is true that the need for learning is real, followed by increasingly rapid technological developments can be seen in **Figure 1**. This was followed by the growth of Generation Z, which made up 26% of the total world population, which is approximately 2 billion, so marketers need to know about Generation Z (Fromm, 2022; Wise, 2022).

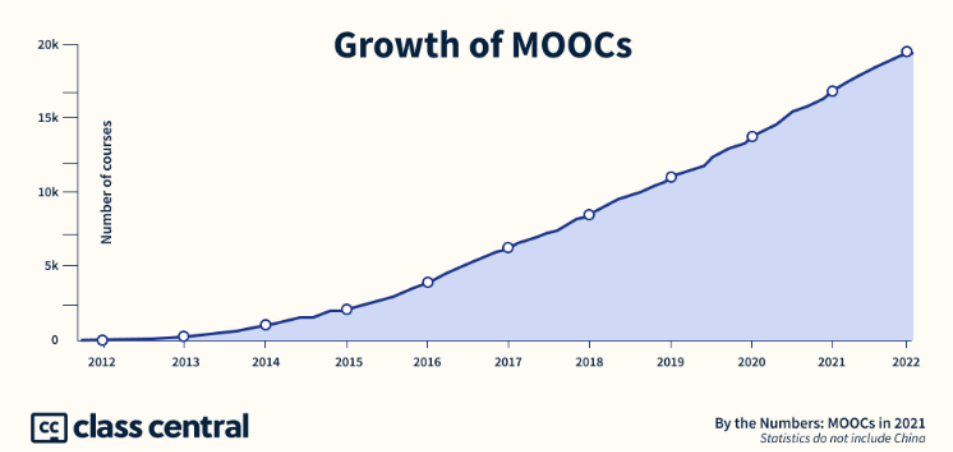


Figure 1. Growth of MOOCs in the World
Source: Class Central (2021)

Gen Z or what is known as Generation Z is the generation born from 1997 to 2012 after the era of the millennial generation or Gen Y. Gen Z is no stranger to technological developments because they have used the internet and other technological advances throughout their lives since their childhood. small which makes them comfortable. In the present era. Their habits depend on gadgets that are attached to their daily lives, both offline and online (Schwieger & Ladwig, 2018). Gen Z prefers to learn independently, but in a social environment. Generation Z sees the world through screens, especially through Social Networking Sites. They express their opinions in the form of E-WOM about the products and services they use, they need to feel valued by brands and they want to connect with everyone, everywhere. This requires brands to know them well, to know their preferences and behavior patterns, to be present at the right time to sell and communicate, and to provide them with tailor-made solutions.

Even though Gen Z is labeled as a technology-responsive generation, there is an assumption that Gen Z's biggest consumption per month is related to digital technology services. However, Kompas (2022) states that consumption with digital technology by generation Z is in third place with a percentage of 62.07%. followed by premium subscriptions or subscription fees in digital form are in eighth place with a percentage of 40.8% in Indonesia. However, according to Katadata.id (2020), the willingness or ability of customers to pay for limited services is still low related to online learning platforms in Indonesia. This directly affects the main source of income from the continuity of the online learning platform business that organizes Massive Open Online Courses in Indonesia.

Then another consequence of the growth in the number of MOOCs is increasing, the implementation of MOOCs becomes very competitive in the market so that consumer satisfaction is an important factor in the success of any user-oriented service (Akdim et al., 2022). The experience of using this MOOC influences consumer satisfaction which decides whether consumers continue to buy the remaining classes or other classes that are still related. Although previous studies have identified factors that affect user satisfaction in MOOC in general such as convenience, usability, class content quality, and service quality (Chen et al., 2023; Pozón-López et al., 2021; Tao et al., 2022), they were tested again in this study because the context of these variables occurs abroad and is a vital variable. This is because convenience

is an important factor in determining how customers make decisions about what to buy, what services to use, where to go, and with whom to engage in terms of time and effort (Al-Adwan, 2020). This is also followed from the point of view of usability which provides skills, knowledge and understanding for young people and adults to advance in work or education and the quality of services has an important role in achieving important goals, including developing trust, increasing satisfaction, and growing loyalty (Daneji et al., 2019; Pham et al., 2018). Meanwhile, the quality of class content also helps improve reputation, brand value, and meets industry standards (Joo & Choi, 2016). Then, empirical research on the level of satisfaction with repurchase intention related to the context of massive open online courses (MOOC) in Jakarta is still lacking even though the growth in the number of online courses is relatively high in Indonesia.

Based on the explanation above, this study will analyze the factors involved in increasing repurchase interest in the context of the Massive Open Online Course, one of which is primarily the E-WOM factor. Tests are carried out on the internal aspects of consumers so that this research can provide an overview of how companies adapt to existing problems. Meanwhile, the hypotheses used are:

1) H1: Convenience has a positive influence on level of satisfaction of MOOC consumer;
2) H2: Usefulness has a positive influence on level of satisfaction of MOOC consumer;
3) H3: Class content quality has a positive influence on level of satisfaction of MOOC consumer;
4) H4: Service quality has a positive influence on level of satisfaction of MOOC consumer;
5) H5: User satisfaction has a positive influence on repurchase intention of MOOC consumer; and
6) H6: E-WOM has s positive influence on repurchase intention of MOOC consumer.

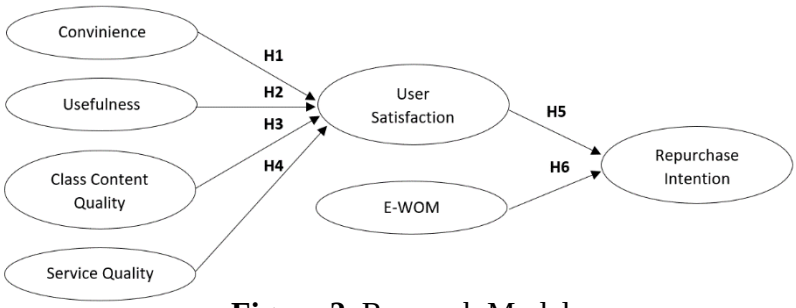


Figure 2. Research Model

METHOD

An online survey was conducted to obtain data from only (*Startup Academy* by *Ruangguru*) MOOC users in Jakarta which the respondent is a user who has purchased at least 1 class from MOOC (Skill Academy) and also completed it to the end. Links to participate in the survey were distributed via chat and social media to cover Jakarta area. This research was conducted for 1 month, specifically in October-November in 2022

This study investigated the effect of Electronic-Word of Mouth (E-WOM) and satisfaction level of Gen Z as main focus to repurchase MOOC rather than all general demographic. The measurement items of each variable were sourced from various literature (Daneji et al., 2019;

Li et al., 2012; Park & Lee, 2009; Sanford et al., 2017). These items were measured using a 5 Likert scale. The data was analyzed using PLS-SEM because to maximize the predictive power of the Electronic-Word of Mouth (E-WOM) and satisfaction level in explaining repurchase intention in MOOC context.

Table 1. Sample Characteristics

Characteristics	Categories	Freq	Percentage (%)
Age	15-18 years	73	36.50%
	19-22 years	**74**	**37%**
	23-25 years	53	27.50%
Gender	**Male**	**108**	**54%**
	Female	92	46%
Last Education	Highschool	88	44%
	Diploma	4	2%
	Undergraduate	**104**	**52%**
	Postgraduate	4	2%
Profession	**Student**	**132**	**66%**
	Private Employee	56	28%
	Entrepreneur	11	5.50%
	Other	1	0.50%
Information about *Skill Academy* by *Ruangguru* (MOOC)	**Media Social (Instagram, Twitter, etc)**	**172**	**86%**
	Ruangguru Website	14	7%
	Family/Friends /Colleagues	14	7%
	Print Media	-	0%
Number of classes ever taken	**1 time**	**147**	73.50%
	2 times	48	24%
	> 3 times	5	2.50%
The time required to complete 1 class taken	1-2 weeks	28	14%
	2-4 weeks	**92**	46%
	> 1 month	80	40%

RESULTS AND DISCUSSION

Based on the results of the number of respondent profiles using the Massive Open Online Course in Jakarta, the highest age range was obtained, namely 19-22 years. The number of respondents who were male was 54% and female was 46%. Respondents' education was dominated by undergraduate at 52%. Most of the respondents' work is students by 66%. Information about Skill Academy by Ruangguru was found from social media by 86%. The number of classes that have been taken by the respondents is one time, 73.5%. The time required for respondents to complete 1 class taken is 2-4 weeks by 46%.

Table 2. Results of Construct Reliability and Convergent Validity

Variable & Indicator	OL	AVE	CA	CR
Convience (C)				
C1	0.846	0.629	0.806	0.871
C2	0.794			
C3	0.669			
C4	0.851			
Usefuleness (U)				
U1	0.764	0.656	0.737	0.851
U2	0.851			
U3	0.812			
Class Content Quality (CQ)				
CQ1	0.821	0.653	0.733	0.849
CQ2	0.739			
CQ3	0.859			
Service Quality (SQ)				
SQ1	0.804	0.613	0.79	0.864
SQ2	0.757			
SQ3	0.795			
SQ4	0.775			
User Satisfaction (S)				
S1	0.843	0.693	0.852	0.9
S2	0.805			
S3	0.778			
S4	0.898			
E-WOM (E)				
E1	0.805	0.69	0.775	0.87
E2	0.864			
E3	0.823			
Repurchase Intetion (R)				
R1	0.829	0.677	0.762	0.863
R2	0.783			
R3	0.855			

Table 3. Results of Discriminant Validity

	E	U	CQ	SQ	C	R	S
E	**0.831**						
U	0.787	**0.81**					
CQ	0.638	0.579	**0.793**				
SQ	0.719	0.621	0.651	**0.832**			
C	0.771	0.675	0.679	0.712	**0.808**		
R	0.734	0.63	0.651	0.761	0.767	**0.783**	

S	0.653	0.611	0.635	0.584	0.677	0.625	**0.823**

The seven variables can be considered convergently valid as seen from the AVE value and loading factor which is above 0.5 by tolerating the KY3 indicator which has a loading factor value of 0.669 (<0.7). Of the 24 indicators, all indicators can be declared convergently valid. Based on the discriminant validity test it was found that all variables have a square root value of AVE that is greater than the correlation between constructs so that the research data can be said to be discriminantly valid. In knowing whether the data that has been collected is reliable or not, a reliability test is carried out by looking at the Composite Reliability value and the Cronbach Alpha value. All Composite Reliability (CR) and Cronbach Alpha values for each variable are above 0.6. This means that the seven variables used are reliable

Table 4. Path Coefficient Test Results

Path	PC	t-value	p-value
H1: C → S	0.152	2.726	0.003
H2: U → S	0.111	1.961	0.025
H3: CQ → S	0.107	1.468	0.071
H4: SQ → S	0.556	8.515	0
H5: S → R	0.238	3.061	0.001
H6: E → R	0.481	5.638	0
Coefficient of determination, R-square			
S	0.693		
R	0.453		

The user satisfaction variable has a variance that can be explained by the constructs of convenience, usability, class quality, and service quality of 69.3%, while 30.7% is explained by other factors not present in the study. The latent variable of repurchase intention has a variance that can be explained by the latent variable Electronic-Word of Mouth and user satisfaction of 45.3% while 54.7% is explained by other factors not present in the study. According to Chin (1998), an R square value above 0.67 indicates that the independent variable is relatively strong in explaining the dependent variable. And moderate if the R square value is between 0.33 and 0.67. So, the constructs of convenience, usefullness, class content quality, and service quality are classified as stronger in explaining user satisfaction variables. Meanwhile, the Electronic-Word of Mouth and user satisfaction are moderate in explaining the variable of repurchase intention.

Based on the data testing that has been done, of the 6 hypotheses tested there are 5 hypotheses that have a significant effect with a P-value <0.05 (H1, H2, H4, H5. H6), and 1 other hypothesis (H3) shows an insignificant relationship. This hypothesis test is also supported by the results of the t-value where H1, H2, H4, H5, and H6 have values > 1.96.

Repurchase intention can play a role in supporting sales of the classes offered, especially on the MOOC platform. So that the results of this study can become the basis for the marketing or management team in edutech companies to formulate a sustainable business strategy. Based on the results of the research that has been done, companies can focus more on the E-WOM

factor because based on research it is a variable that has the greatest direct and significant influence on repurchase intention compared to user satisfaction. It can also be said from the research results that E-WOM is an external variable that does not come directly from the organizers but from other users who have experienced using the *Massive Open Online Course* so that it can provide a different perspective from the organizers (advertising, promotion, etc.) remain good in the eyes of other users and potential new users in the form of exchange of thoughts, testimonials, or recommendations. With good E-WOM, interest in repurchasing will increase by building interesting 2-way relationships on social media with existing and prospective new users, especially Generation Z, so that it becomes a topic of conversation on social media, especially in a positive context and builds a good alumni community active in it.

Companies also still have to improve convinience, usefulness, and good class quality at the Massive Open Online Course because from the research results it is proven that the services represented by 3 variables namely convenience, usefulness, and service quality have a direct and significant effect on Massive Open Online Course user satisfaction. If the user of the learning system is satisfied, the interest in repurchasing will also increase.

Things that need to be improved for companies and MOOC organizers, namely improving the quality of class content are also needed, although it does not significantly affect user satisfaction directly, this variable is directly the main essence of the learning system, especially in terms of material that users learn from research. previously. Based on the results of the research, it can be said that improving class quality is necessary and can be done by adding costs and R&D personnel in creating a learning curriculum that is unique and different from the others because education technology providers are numerous and varied with their respective advantages and disadvantages.

CONCLUSION

Based on the research that has been done, several conclusions have been obtained, namely convenience has a significant positive impact on user satisfaction, usability has a significant positive impact on user satisfaction, service quality has a significant positive impact on user satisfaction, Electronic-Word of Mouth has a positive impact on repurchase intention, and user satisfaction has a positive impact on repurchase intention. Meanwhile, class content quality does not have a significant impact on user satisfaction.

Through this research it can also be concluded that the quality of class content does not affect user satisfaction in repurchasing classes from the Massive Open Online Course. User satisfaction is influenced by factors of convenience, usefulness, and quality of service. Repurchase intention is influenced by E-WOM and user satisfaction. Therefore, E-WOM and user satisfaction can trigger repurchase intention behavior in the MOOC context.

This research is limited in terms of time, namely data collection for 1 month in October – November in 2022, that there is a possibility that if it is carried out at different time periods it can show different results, especially if there are promos or price discounts at certain times. This research is only limited to one of the brands that implements the MOOC system, namely Skill Academy by Ruangguru, so there is a possibility of different results when applied to other brands that also implement the MOOC system.

Due to the limited scope of the research, the recommendations for further research are to improve the limitations in this study, namely expanding the scope of the research by adding

class price and brand image variables to measure user satisfaction and repurchase intention on the Massive Open Online Course. Adding the product match-up variable, namely the similarity between the personalities of celebrities and the attributes of supported brands, especially those that can become role models for Generation Z in helping provide opportunities for career growth or study.

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