



## DETERMINANTS OF CONTINUANCE INTENTION TO USE E-LEARNING IN HUMAN RESOURCE TRAINING IN GOVERNMENT FINANCIAL ORGANIZATIONS

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### Abstract

*The development of information technology has driven a transformation in learning methods, including the implementation of e-learning in various sectors, including the public sector. Although e-learning offers many advantages, challenges in adoption and continued use are still a major concern, especially among government employees. This study aims to analyze the influence of perceived ease of use, perceived usefulness, enjoyment, and compatibility on the continuance intention of using e-learning, with user satisfaction as a mediating variable. This research was conducted within the Indonesian Government Finance Organization on 385 respondents, focusing on employees who have participated in the e-learning program. Data analysis was processed using Structural Equation Modeling (SEM) to test the relationship between variables using LISREL 8.8. The study shows that perceived ease of use, perceived usefulness and compatibility have a significant positive influence on e-learning user satisfaction. The finding also revealed that perceived ease of use, perceived usefulness and enjoyment have insignificant influence to employees' continuance intention to use the e-learning, only compatibility factor that significant. In addition, user satisfaction is proven to act as a mediating variable that strengthens the relationship between perceived ease of use, perceived usefulness and compatibility to continuance intention to use e-learning. This study also found that the enjoyment factor contributes insignificant to increasing employees' user satisfaction and employees' continuance intention to use the e-learning platform. These findings provide important insights for the development of more effective e-learning implementation strategies within government organizations.*

**Keywords-** *e-learning, user satisfaction, enjoyment, compatibility, continuance intention to use*

## 1. INTRODUCTION

Research on intention to use first appeared in the 1980s with the development of the Technology Acceptance Model (TAM) proposed by Davis (1989). This model identifies factors that influence an individual in accepting and using a new technology, such as perceived ease of use and perceived usefulness (Davis, 1989). Over time, this model became the foundation for various studies in the field of technology adoption. Initially, research focused on the early adoption and acceptance of new technologies. Later the Technology Acceptance Model (TAM) was widely used to examine factors such as perceived usefulness and ease of use (Singh et al., 2018). As technology became more established, research shifted towards intention to continue using and examining long-term usage behavior rather than just technology

acceptance (Santhanamery et al., 2014).

The development of research on intention to use has continued to grow rapidly since the introduction of TAM. Various modifications and extensions of the model are carried out to better understand the factors that influence individual intention to use technology. The TAM model has become one of the models that is often used to understand the adoption and use of information and communication technology (Zaineldeen et al., 2020). Since then, many studies have been developed to extend and refine the TAM model. Other studies focus on different contexts of technology use, such as e-commerce, social media and e-learning (Akdin et al., 2022; Kurdi et al., 2020; Mailizar et al., 2021).

However, this model has faced criticism for its limited focus on the perceived usefulness and perceived ease of use when



using technology, which may not fully capture the complexity of user behavior. This gap may arise from a variety of factors, including the evolving nature of technology, user familiarity, and contextual influences. Research shows that intrinsic motivation and emotional responses also play an important role in technology acceptance (Chung et al., 2004; Teo, 2009). Therefore, additional frameworks are needed to strengthen the model such as the perceived enjoyment of using the technology, the suitability of the technology to user needs and the perceived user satisfaction after using a technology (Akdin et al., 2022; Senali et al., 2023). This suggests that while the core constructs of TAM remain relevant, additional factors should be considered to fully understand user acceptance in contemporary situations.

In today's digital era, the topic of intention to use technology is increasingly relevant, especially in the context of learning, which has gained importance since the Covid-19 pandemic between 2020 and 2022. The pandemic has forced education and training institutions to switch to distance learning methods, so companies and organizations are using digital media to keep employees competent (Kshirsagar, 2020; Malik et al., 2021). While digital learning offers solutions to traditional learning challenges, it also faces issues such as "mental fatigue," which can disrupt student focus and learning outcomes (Shail, 2019; Wang, 2022). Research by Hollands et al. (2023) showed that only 15% of participants completed the online learning program, highlighting the importance of addressing this challenge to improve the effectiveness of digital learning.

To overcome the challenges and negative impacts of digital learning, the implementation of e-learning emerges as a solution that offers high flexibility and accessibility. Research on intention to use e-learning, especially in the context of the Technology Acceptance Model (TAM), shows that perceived usefulness and ease of use are key factors in e-learning acceptance and intention to use (Alharbi et al., 2014; Jawadi et al., 2006). E-learning has gained attention in the public sector, as seen in the implementation by the Korean Central Officials Training Institute (COTI) and the health department in South Africa, which successfully increased the number of trained employees at a lower cost. Moreover, e-learning serves not only as an alternative to traditional education but also as a complement, contributing to the development of organizational learning culture and knowledge sharing in the workplace, with some studies adding new variables into the TAM model such as perceived enjoyment, security, and user satisfaction (Akdin et al., 2022; Nguyen et al., 2020; Senali et al., 2023; To et al., 2021; Wang et al., 2019).

Research shows that factors such as enjoyment, compatibility, and user satisfaction have a significant influence on employees' continuance intention in using e-learning systems. Enjoyment of e-learning use contributes positively to learners' intention to reuse it (Disastra et al., 2020), while information system compatibility plays an important role in moderating the relationship between e-learning use and academic performance (Islam, 2016). In addition, user satisfaction is identified as a key factor in the effectiveness of e-learning

systems, where institutions that focus on system quality experience higher levels of satisfaction (Akdin et al., 2022; Idkhan et al., 2023). These findings emphasize the importance of designing e-learning systems that are not only functional but also user-friendly, useful, and enjoyable, to ensure high reuse rates and effectiveness in human resource development.

Government Finance Organizations (OKPs) in Indonesia have been implementing e-learning through the KLC online learning system since 2017, with three forms of digital learning: distance training, e-learning, and microlearning. However, the OKP Training Agency report shows a significant decline in e-learning programs from 950 programs in 2021 to 333 programs in 2023, although e-learning remains an important alternative for human resource development due to its time flexibility and accessibility. This decline suggests barriers influenced by employees' attitudes towards using e-learning, so further research is needed to identify factors that influence employees' sustainability intentions in using e-learning. Although many studies have been conducted on the intention to continue using e-learning, the main focus is still on the student population, while an understanding of the intention to use among the State Civil Apparatus is essential to improve the effectiveness of training programs in the public sector, given their role in policy implementation and public services.

This study will use the variables of perceived ease of use, perceived usefulness, enjoyment, compatibility, and user satisfaction to examine the continuance intention to use e-learning among civil servants in Government Finance Organizations in Indonesia. These variables have been shown to significantly influence a person's intention to use new technology. By examining these factors, it is hoped that this research can provide more in-depth knowledge on how to increase the intention to use e-learning among employees competency development.

## 2. LITERATURE REVIEW

### 2.1. Information Systems Success Model

There are several theoretical models that serve as a foundation for measuring the success of information systems, including Delone's Information Systems Success Model (DMISM), the Unified Theory of Technology Acceptance and Use (UTAUT), and the Technology Acceptance Model (TAM). The UTAUT model focuses on technology adoption by considering performance expectations, effort expectations, social impact, and facility conditions, while DMISM describes six dimensions of information system success, including information quality and user satisfaction. On the other hand, TAM, developed by Fred Davis in 1989, emphasizes two main variables: perceived ease of use and perceived usefulness, which influence users' intention to adopt information technology. TAM is considered more appropriate for research on e-learning sustainability intentions, as it explains how these two variables influence users' attitudes and behaviors towards new technology, with a direct influence on behavioral intentions identified in the final version of the model by Venkatesh and Davis in 1996.

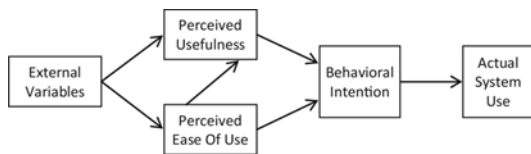


Figure 1 Technology Acceptance Model (1996)  
Source : Venkatesh & Davis, 1996

**2.1. E-learning**

E-learning is defined as a learning process that utilizes technology to deliver materials without using printed materials, with a focus on knowledge dissemination and communication between stakeholders (Goyal, 2012; Cidral et al., 2018). Armstrong (2006) classifies e-learning into three forms: self-paced e-learning, where participants learn independently; live e-learning, which allows direct interaction between participants and instructors in a virtual classroom; and collaborative e-learning, which encourages knowledge exchange among participants. In the context of Government Finance Organization (GFO), e-learning is defined as competency development through learning that utilizes information and communication technology, divided into asynchronous e-learning that is independent and not time-bound, and synchronous e-learning that is structured with a certain schedule. This research considers e-learning as a form of employee competency development through non-classical learning conducted independently using the KLC information system.

The forgetting curve theory proposed by Hermann Ebbinghaus explains that humans tend to forget 80% of the information learned within 30 days, so it is important to present lessons briefly and continuously to avoid memory overload (Pandey, 2016). E-learning emerged as an effective solution, allowing learners to learn anywhere and at an affordable cost, as well as providing access to learning materials that are always updated (Pappas, 2014). E-learning also gives learners control to choose materials and media that suit their needs, and allows for better interaction through questions, feedback and clarification. By engaging multiple senses in the learning process, e-learning can improve long-term memory, and can be designed using a variety of media formats, including audio, visual and audiovisual (Abed, 2019; Choudhury, 2020).

**3. RESEARCH MODEL AND HYPOTESIS**

**3.1 Research Model**

The proposed research model is a development of the theories used in previous research, with the main reference from research by Akdim et al. (2022) and Senali et al. (2023). This study modifies the two reference models above in investigating the success of the KLC system for e-learning using technological factors in the form of perceived usefulness and and individual factors in the form of enjoyment and compatibility and user satisfaction factors to achieve a better understanding of the continuance intention to reuse e-learning in KLC in OKP. So that the research model used in this study consists of 6 latent variables with the form

of the model shown in Figure 2 as follows:

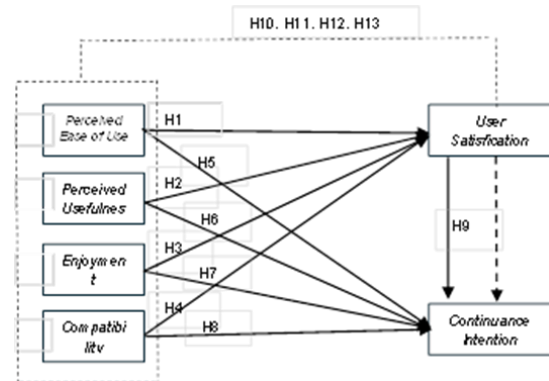


Figure 2. Research Conceptual Model

**3.2. Continuance Intention To Use (ITU)**

Intention to use is defined as an individual's conscious desire to use a particular technology for a specific task (Davis, 1989a), and is an important indicator of predictable behavior (Fishbein & Ajzen, 1975). Venkatesh et al. (2003) emphasized that intention to use reflects the likelihood of individuals to reuse a product or service in the future, which is critical to the success of information systems, as lack of user acceptance can result in implementation failure (Venkatesh & Davis, 1996). In addition, intention to use relates to motivational factors that influence how much effort individuals plan to engage in a particular behavior (Ajzen, 1991). Continuance Intention to Use in this study is a measurement of the extent to which the e-learning information system at KLC will be reused by users.

**3.3. Perceived Ease of Use (PEOU)**

PEOU is the user's belief that a new system is easy to operate and requires little effort to master (Lin et al., 2017). According to Venkatesh & Davis (2000), the less effort expended in using the system, the greater the benefits users receive, while Davis (1989) emphasizes that if users find a technology difficult to use, they tend to dislike it even if they believe it is useful. Therefore, when employees perceive technology as easy to use, this may encourage them to accept and use it. PEOU in this study is a measurement of the extent to which the e-learning information system is easy to operate by users.

PEOU has been shown to have a significant positive impact on user satisfaction across various digital platforms (Teo et al., 2013; Kim, 2014; Hasanah et al., 2020; Do et al., 2022;). PEOU also affects users' intention to use information system (Hwang et al., 2011; Li et al., 2012; Daneji et al., 2018; Salloum et al., 2019). Research also showed that PEOU positively affects intention to continue using through user satisfaction (Roca et al., 2006; Chen et al., 2013; Zhou et al., 2018; Wang et al., 2022).

- H<sub>1</sub>** : PEOU has a positive and significant effect on E-learning User Satisfaction
- H<sub>5</sub>** : PEOU has a positive and significant effect on Continuance Intention To Use E-learning .

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**H<sub>10</sub>** : PEOU to Continuance Intention To Use E-learning has a positive and significant indirect effect through User Satisfaction

### 3.4. Perceived Usefulness (PU)

PU is a key concept in the Technology Acceptance Model (TAM) that explains users' beliefs that using new technology will improve their performance, as defined by Fred Davis in 1989. Venkatesh et al. (2003) and Lin et al. (2017) also emphasize that PU reflects users' beliefs that the new system will increase productivity and effectiveness in completing tasks. Previous research shows that PU has a positive and significant effect on the use of information systems, and is the most significant variable that influences attitudes and intentions to use technology. PU in this study is a measurement of the extent to which e-learning information systems provide benefits and usefulness to users.

From previous research PU has been shown to have a significant positive influence on user satisfaction across a range of information systems and technologies, with many studies demonstrating this relationship (Sibona & Choi, 2012; Mohammadi, 2015; Zviran et al., 2016; Al-Hawamleh, 2024). In addition PU is an important factor influencing users' intention to continue using various technologies and platforms, with many studies showing a positive correlation between perceived usefulness and intention (Bhattacharjee, 2001a; Chiu et al., 2020; Leong et al., 2020; Lee et al., 2021). Other studies, such as those conducted by Olivia et al. (2022) and Liu et al. (2021), also found that satisfaction mediates the relationship between perceived benefits and intention to continue using the service. Thus, it can be concluded that the relationship between perceived usefulness, user satisfaction and continuance intention to use is positive and significant.

**H<sub>2</sub>** : PU has a positive and significant effect on E-learning User Satisfaction

**H<sub>6</sub>** : PU has a positive and significant effect on Continuance Intention To Use E-learning .

**H<sub>11</sub>** : PU to Continuance Intention To Use E-learning has a positive and significant indirect effect through User Satisfaction

### 3.5. Enjoyment (EJY)

EJY is defined as the extent to which a person feels pleasure in using a system, regardless of the resulting performance (Alharbi & Drew, 2014). Izard (1977) describes EJY as a positive emotion associated with pleasure, excitement, and satisfaction, which can arise from various activities. Research by Akdim et al. (2022) shows that EJY is the most influential variable on the intention to continue using information systems, in line with the findings of Sun et al. (2014) who validated that perceived enjoyment and usability influence users' continuation intention to use online social networks. EJY in this study measures the extent to which users enjoy using e-learning information systems.

EJY is an important factor influencing user satisfaction in various technology contexts, with research showing that

perceived enjoyment contributes significantly to user satisfaction and intention to continue using the system. Tella and Olasina (2014) emphasize that enjoyment is a determinant of satisfaction in electronic payment systems, while Cheung et al. (2022) showed that intrinsic motivation, specifically enjoyment, is more influential on continuance intention than satisfaction alone. In the context of e-learning, studies by Alotaibi & Alshahrani (2022) and Nguyen (2022) found a positive relationship between perceived enjoyment and user satisfaction, as well as the impact of enjoyment on intention to continue using the system (Cheng, 2018; Peters et al., 2012). In addition, flow experiences related to enjoyment also increase satisfaction and usage intention (Gao et al., 2014), and research by Hu et al. (2011) showed that perceived enjoyment contributes to the intention to use technology, with satisfaction as a mediator. Thus, it can be concluded that enjoyment has a positive and significant influence on user satisfaction and continuance intention to use..

**H<sub>3</sub>** : EJY has a positive and significant effect on E-learning User Satisfaction

**H<sub>7</sub>** : EJY has a positive and significant effect on Continuance Intention To Use E-learning .

**H<sub>12</sub>** : EJY to Continuance Intention To Use E-learning has a positive and significant indirect effect through User Satisfaction

### 3.6. Compatibility (CBL)

CBL is defined by Rogers (2007) as the degree of fit between two systems or technologies that allows them to work together effectively, and is considered important for encouraging faster technology adoption. Incompatibility of information technology with individual needs can result in suboptimal use (Mckenzie, 2001), while the higher the level of compatibility of innovations with individual values and experiences, the more likely they are to be accepted (Kotler & Keller, 2013). In the context of this study, e-learning system compatibility is defined as the extent to which the information system matches the values, needs, environment, and previous experiences of the users (Mutahar & Daud Norzaidi, 2017). Compatibility in this research is a measurement of how compatible the e-learning information system is with employees (values, needs, environment, and previous experience) based on employee perceptions of the e-learning information system.

Compatibility has an important role in determining user satisfaction with e-learning systems, where the fit between the platform and users' expectations and previous experiences significantly increases their satisfaction (Demir et al., 2020; Cidral et al., 2018). Research shows that when users perceive alignment between the e-learning system and their learning style, satisfaction increases, which in turn affects the intention to continue using the system (Aldholay et al., 2020; Sun et al., 2011). In addition, research during the COVID-19 pandemic confirmed that perceived compatibility has a significant effect on students' intention to continue using e-learning (Mailizar et al., 2021; Awad et al., 2022), and that user satisfaction mediates the relationship between compatibility and intention

to continue using the system (Islam et al., 2015). Thus, it can be concluded that compatibility has a positive and significant influence on continuance intention to use through user satisfaction.

**H<sub>4</sub>** : CBL has a positive and significant effect on E-learning User Satisfaction

**H<sub>8</sub>** : CBL has a positive and significant effect on Continuance Intention To Use E-learning .

**H<sub>1</sub><sub>3</sub>** : CBL to Continuance Intention To Use E-learning has a positive and significant indirect effect through User Satisfaction

**3.7. User Satisfaction (US)**

User satisfaction is defined by Parasuraman et al. (1985) as users' perception of service quality compared to their expectations, and has an important role in the use of e-learning. Churchill and Surprenant (1982) added that user satisfaction is the degree of congruence between expectations and performance of a product or service, which can be measured through the extent to which the system meets user expectations (Aldholay et al., 2020). According to Kirkpatrick (1996), participant satisfaction is the initial stage in learning evaluation, which includes responses to various aspects of learning, and user satisfaction reflects the overall level of satisfaction based on users' perceptions of the efficiency and effectiveness of information systems (Aparicio et al., 2019). User satisfaction in this study is the overall level of satisfaction based on user perceptions when using an information system based on expectations, efficiency and effectiveness.

User satisfaction is an important determinant of intention to continue using a system, with many studies showing a significant positive relationship between user satisfaction and continuance intention, including in the context of e-learning systems (Sun et al., 2011), e-government portals (Xiao, 2011), and e-filing systems (Santhanamery & Ramayah, 2014). Research by Maqableh et al. (2021b) supports that higher user satisfaction increases the intention to continue using social networking services, while Chang (2013) found that user satisfaction directly affects the intention to continue using e-learning systems in academic libraries. Venkatesh et al. (2011) also showed that user satisfaction can serve as a mediator in the relationship between post-usage beliefs and intention to continue, highlighting the importance of satisfaction in the context of e-learning systems. Thus, it can be concluded that user satisfaction has a positive and significant influence on continuance intention to use.

**H<sub>9</sub>** : CBL has a positive and significant effect on Continuance Intention To Use E-learning .

**4. RESULT**

**4.1. Measurement Model**

The validity and reliability test results show that all Standardized Factor Loading (SLF) values of the indicators are above 0.5, which indicates that all indicators are valid for use in this study. In addition, the Construct Reliability (CR) value of each variable is also above 0.7, and the Variance

Extracted (VE) value of all variables is above 0.5. Thus, it can be concluded that all variable indicators are valid and significant, so there is no need to eliminate them.

**Table 1 Validity and Reliability Test**

Factors	Indicator	SLF	CR	VE	Result
<i>Perceived Ease of Use</i>	PEOU1	0.73	0.95	0.69	Valid and Reliable
	PEOU2	0.9			
	PEOU3	0.78			
	PEOU4	0.86			
	PEOU5	0.78			
	PEOU6	0.85			
	PEOU7	0.88			
<i>Perceived Usefulness</i>	PU1	0.7	0.91	0.57	Valid and Reliable
	PU2	0.83			
	PU3	0.81			
	PU4	0.71			
	PU5	0.78			
	PU6	0.71			
	PU7	0.73			
	PU8	0.76			
<i>Enjoyment</i>	EJY1	0.86	0.96	0.80	Valid and Reliable
	EJY2	0.89			
	EJY3	0.93			
	EJY4	0.86			
	EJY5	0.89			
	EJY6	0.91			
<i>Compatibility</i>	CBL1	0.92	0.92	0.71	Valid and Reliable
	CBL2	0.93			
	CBL3	0.89			
	CBL4	0.72			
	CBL5	0.78			
<i>User Satisfaction</i>	US1	0.86	0.89	0.67	Valid and Reliable
	US2	0.69			
	US3	0.83			
	US4	0.89			
<i>Continuance Intention to Use</i>	ITU1	0.89	0.96	0.86	Valid and Reliable
	ITU2	0.91			
	ITU3	0.92			

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Factors	Indicator	SLF	CR	VE	Result
	ITU4	0.85			

**4.2. Struktur Model Analysis**

Based on the model fit analysis, there is one measure in the poor fit category in absolute fit indices, namely GFI, and one measure in the marginal fit category, namely SRMR. Meanwhile, all measures in the incremental fit indices show a good fit category. For parsimony fit indices, there is one measure in the poor fit category, namely AGFI, and one measure in the good fit category, namely PNFI. Referring to the opinion of Hair et al. (2019), it can be concluded that the structural model in this study qualifies with a good level of fit, because of the 10 fit measures tested, 7 show good fit results.

**Tabel 2 Model Fit Test**

Goodness of Fit (GOF)	Criteria	Reference Value	Result	
Absolute fit indices	GFI	≥ 0,90	0,79	Poor Fit
	RSMEA	≤ 0,08	0,08	Good Fit
	SRMR	≤ 0,05	0,055	Marginal Fit
Incremental Fit Indices	NFI	≥ 0,90	0,97	Good Fit
	NNFI	≥ 0,90	0,98	Good Fit
	CFI	≥ 0,90	0,98	Good Fit
	RFI	≥ 0,90	0,97	Good Fit
	IFI	≥ 0,90	0,98	Good Fit
Parsimony Fit Indices	AGFI	≥ 0,90	0,75	Poor Fit
	PNFI	≥ 0,50	0,88	Good Fit

**4.3. Coefficient of Determination (R<sup>2</sup>)**

Based on the results of the equation, the following results can be obtained:

Structural Equations

$$US = 0.24*PEOU + 0.20*PU + 0.11*EJY + 0.50*CBL, \text{ Errorvar.} = 0.17, R^2 = 0.83$$

(0.045) (0.072) (0.079) (0.067) (0.024) 7.12

5.32 2.70 1.39 7.41 7.12

$$ITU = 0.39*US + 0.080*PEOU + 0.075*PU + 0.012*EJY + 0.41*CBL, \text{ Errorvar.} = 0.20, R^2 = 0.80$$

(0.091) (0.050) (0.074) (0.078) (0.081) (0.023) 8.73

4.33 1.60 1.01 0.15 4.98 8.73

- a) Variation of user satisfaction (US) can be explained by perceived ease of use (PEOU), perceived usefulness (PU), enjoyment (EJY) and compatibility (CBL) by 83% while the rest is explained by other factors not included in this research model.
- b) The variation of continuance intention to use (ITU) can be explained by perceived ease of use (PEOU), perceived usefulness (PU), enjoyment (EJY), compatibility (CBL) and user satisfaction (US) by 80% while the rest is explained by other factors not included in this research

model..

**4.4. Hypotesis Test**

From the results of the LISREL 8.8 output, the mediation t value is obtained as follows:

**Indirect Effects of KSI on ETA**

	PEOU	PU	EJY	CBL
US	0.10	0.08	0.04	0.20
ITU	(0.03)	(0.03)	(0.03)	(0.05)
	3.42	2.30	1.31	3.89

Figure 3 Mediation Testing (Indirect Effect)

Based on the mediation test results in Figure 4.5:

- a) The indirect effect of PEOU on ITU, through US is 0.10. T Statistics = 3.42 > 1.645, which means that US significantly mediates the relationship between PEOU and ITU.
- b) The indirect effect of PU on ITU, through US is 0.08. It is known that T Statistics = 2.30 > 1.645, which means that US significantly mediates the relationship between PU and ITU.
- c) The indirect effect of EJY on ITU, through US is 0.04. It is known that T Statistics = 1.31 < 1.645, which means that US does not significantly mediate the relationship between EJY and ITU.

The results of the overall analysis on the research model can be seen in the following figure:

Hypotesis	Relation	Coefficient	t-Value	Result
H <sub>1</sub>	PEOU→US	0,24	5,32	Yes
H <sub>2</sub>	PU→US	0,20	2,70	Yes
H <sub>3</sub>	EJY→US	0,11	1,01*	No
H <sub>4</sub>	CBL→US	0,50	7,41	Yes
H <sub>5</sub>	PEOU→ITU	0,08	1,60*	No
H <sub>6</sub>	PU→ITU	0,075	1,39*	No
H <sub>7</sub>	EJY→ITU	0,012	0,12*	No
H <sub>8</sub>	CBL→ITU	0,41	4,98	Yes
H <sub>9</sub>	US→ITU	0,39	4,33	Yes
H <sub>10</sub>	PEOU→US→ITU	0,10	3,42	Yes
H <sub>11</sub>	PU→US→ITU	0,08	2,30	Yes
H <sub>12</sub>	EJY→US→ITU	0,04	1,31*	No
H <sub>13</sub>	CBL→US→ITU	0,20	3,89	Yes

\*) t-value ≤ t-table (1,645- two tailed test)

This research finding that **perceived ease of use** and **perceived usefulness** have a positive and significant influence on **user satisfaction** in the context of e-learning at KLC. The easier e-learning is to use, the higher the satisfaction felt by employees. In addition, increasing the usefulness of e-learning also contributes to increasing employee satisfaction. However, **enjoyment** did not show a significant effect on user satisfaction, indicating that the pleasure employees feel is not strong enough to influence their satisfaction level. On the other hand, **compatibility** proved to have a positive and significant effect on satisfaction,



indicating that the more compatible e-learning is with employees' needs, the higher satisfaction they feel.

In terms of intention to continue using e-learning, **user satisfaction** plays an important role as a mediator. Although **perceived ease of use** and **perceived usefulness** have no direct effect on employees' intention to continue using e-learning, both have a significant indirect effect through user satisfaction. Meanwhile, **compatibility** also shows a positive and significant effect on intention to continue using e-learning, confirming that the suitability of the system to the needs of employees can increase their intention to continue using. On the other hand, **enjoyment** has no significant effect on intention to continue using e-learning, either directly or through satisfaction, suggesting that other factors may be more influential in this context.

## 5. CONCLUSION

Based on the data analysis, this study concludes that perceived ease of use and perceived usefulness have a positive and significant effect on user satisfaction, which means that the higher the ease and usefulness that OKP employees feel when using e-learning, the higher their satisfaction. Meanwhile, enjoyment has a positive but insignificant effect on satisfaction, indicating that although e-learning is perceived as fun, this is not enough to affect employee satisfaction. Compatibility is proven to have a positive and significant effect on satisfaction, as well as on continuance intention to use, which shows that the more suitable e-learning is with employees' needs, the higher their intention to continue using it. In addition, user satisfaction has a positive and significant effect on the intention to continue using e-learning, and serves as a significant mediator in the relationship between perceived ease of use and perceived usefulness on continuance intention to use. Although enjoyment has a positive indirect effect, the effect is not significant, while compatibility shows a positive and significant indirect effect on intention to continue using e-learning through satisfaction

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