Decoding E-Experience in Educational Technology: The Mediating Role of E-Trust and E-Satisfaction in Continuance Intention

Ni Putu Nurwita Pratami Wijaya*
Universitas Pendidikan Indonesia,
INDONESIA

Vanessa Gaffar
Universitas Pendidikan Indonesia,
INDONESIA

Bambang Widjajanta
Universitas Pendidikan Indonesia,
INDONESIA

Denny Andriana
Universitas Pendidikan Indonesia,
INDONESIA

Dwinto Martri Aji Buana
National Taiwan University of Science and Technology,
TAIWAN

Article Info	Abstract
	The startup sector's emphasis on the educational technology industry in Indonesia expanded, particularly during the pandemic. However, many educational technology players went bankrupt because they could not make their users reuse their products and services (continuance intention). This study aimed to analyze the influence of e-experience on continuance intention in the use of educational technology platforms, with e-trust and e-satisfaction as mediating variables. A quantitative method with a PLS-SEM approach was used to test the relationships between variables. Data were gathered from 300 respondents using a questionnaire as the research instrument. The respondents in this study were individuals utilizing educational technology, including students, teachers, and employees seeking skill enhancement. The data were analyzed using SmartPLS. The research results showed that e-experience had a direct influence on continuance intention, but its impact was relatively small. E-trust and e-satisfaction proved to be significant mediators in strengthening this relationship. E-Satisfaction had a stronger mediating influence compared to e-trust, affirming that user satisfaction was a key factor in driving the sustainability of educational technology usage. Moreover, the indirect effects through mediators were greater than the direct effects, indicating that user experience should be developed into trust and satisfaction to enhance user retention.

INTRODUCTION

Education technology is a start-up in the field of education that provides various online educational services, including LMS (Learning Management System), training, and e-learning (Sikandar & Rahman, 2021). Education technology in several countries, including Indonesia, had already started to exist even before the pandemic. The pandemic period led to a resurgence in the use of education technology, and in Indonesia, many new education technology platforms emerged during this time. For example, *Ruang Guru*, *Cakap*, *Zenius*, *Pijar*, and others. The problem occurring in Indonesia is the low rate of reuse of the products or services offered by these education technology companies. Some of the factors driving the decline include: (1) Digital Divide & Accessibility Issues, (2) Trust and Credibility (UNICEF, 2021), (3) Content Quality & Relevance, (4) User Experience and Technical Challenges (The World Bank, 2020), (5) Cultural Preferences and

---

* **Corresponding author:**
Ni Putu Nurwita Pratami Wijaya, Universitas Pendidikan Indonesia, Indonesia. ✉ putu.nurwita@upi.edu

Digital Literacy (Wang et al., 2023). This problem is not only happening in Indonesia but also in the world, where every school will try to facilitate students to learn online during the pandemic (Arhin-Larbi & Owu-Annan, 2023). Based on data from The World Bank (2020), it is explained that the condition in Indonesia shows that only 5% reuse an education technology service after the free trial period ends.

This issue is what causes many start-ups in Indonesia to go bankrupt. Attention to the reuse of a technological service, or what is known as continuance intention, has become a very important topic for education technology companies to understand. Various factors that build continuance intention need to be understood so that education technology companies can formulate appropriate strategies. If we look at the Indonesian market for education, it is certainly very large, but due to the uneven distribution of technological infrastructure in Indonesia, the adoption of education technology services is focused on major cities (UNICEF, 2021). Some start-up experts argue that in building a start-up in any sector, one cannot rely solely on a good application, but must also adhere to market needs (Michael, 2022).

This phenomenon makes the concept of continuance intention, or the intention to continue using technology services, a crucial aspect that Education technology companies need to understand. Continuance intention is defined as the intention or willingness of consumers to continue using or purchasing a particular product or service in the future (Jin, 2023; Zeng & Cleesuntorn, 2024; Zhang et al., 2022). This reflects the users' willingness to maintain their engagement with the technology over time. The term continuance intention is like the term repurchase intention. Both terms are often used to explain consumer behaviour in using or repurchasing products they have already used. Both terms fall under post-purchase behaviour (Schiffman and Wisenblit, 2019). The difference is that the term is more commonly used for the behaviour of reusing a product in general, while the term continuance intention is more commonly used in the context of reusing a technology-based product or service. Continuance intention is an important concept for practitioners and academics to understand user behaviour to design effective strategies for technology adoption and retention (Yan et al., 2021). Various factors that shape continuance intention must be identified so that education technology companies can formulate the appropriate strategies to retain their users. One of the significant elements that contributes to the sustainability of Education technology service usage is e-experience, or the user experience in accessing services digitally.

E-Experience as a determinant of continuance intention is not only relevant in the education technology sector but also in various other sectors, making it important to understand user experience for sustainable usage (Ofori et al., 2023). E-Experience encompasses various aspects such as ease of use, interactivity, and the emotional experience obtained by users (Dirin et al., 2017). The experience built from using a product or service will become important for the next purchasing decision. The concept of providing valuable experiences to consumers is also important to understand in the field of education. Experience in online learning refers to the feelings, emotions, and perceptions that students have before, during, and after engaging with online educational platforms (Pu, 2023). Providing an enjoyable learning experience in the context of e-learning can motivate students to learn (Salinas-Navarro et al., 2022). In addition, experience with e-learning platforms is very important for developing digital literacy among students (Tomczyk, 2020). In online learning, it is important to adapt to new educational contexts while maintaining successful communication and interaction with students, as experience in this context goes beyond only the acts conducted and includes the emotional and reflective parts of teaching (Kurniawati et al., 2023).

Continuance Intention in education technology certainly cannot be considered only in terms of the factor of user experience. Another factor that needs to be considered is how consumers become trusting and satisfied with the application used, thereby having the desire to use it again. In the context of education technology, a positive user experience can enhance trust (e-trust). The concept of trust is the main thing that needs to be considered in every transaction conducted electronically. E-Trust has become a concept born because of transactions that occur electronically. The uncertainty and high risks that often occur in electronic transactions make e-trust an important factor considered by consumers (Zeqiri et al., 2023). E-Trust is the confidence or self-assurance that customers have in the reliability, credibility, and integrity of online shopping

platforms (Kumar & Kashyap, 2022; Liu & Tang, 2018). User trust in education technology platforms becomes a key element, especially in terms of data security, the quality of learning materials, and the credibility of service providers (Li et al., 2021).

User satisfaction (e-satisfaction) which ultimately contributes to their intention to continue using the service. User satisfaction is closely related to the extent to which Education technology services can meet their expectations and needs (Saibaba, 2022). The context of user satisfaction has evolved into e-satisfaction due to digital changes, as stated in (Szymanski & Hise, 2000). This adjustment is necessary because, in the digital context, there are certainly many new benchmarks that differ from the conventional ones. E-Satisfaction is an assessment or evaluation made by a user regarding their level of satisfaction with goods and services delivered through electronic means, such as online platforms or websites (Miao et al., 2022). The level of satisfaction experienced by users in online transactions is influenced by factors such as trust and the fulfilment of promises by the seller (Phan & Nguyen-Viet, 2022).

Previous research related to continuance intention has several limitations, so further studies are needed, especially on continuance intention in education technology. The use of the e-experience variable in education technology is still limited. Several previous studies related to continuance intention in education technology have focused on factors such as system quality, information quality, and perceived usefulness (Li, 2024). Besides the limitations of previous research related to e-experience in education technology, there is an inconsistency in research findings regarding the mediation of e-trust and e-satisfaction on continuance intention. Several studies state that e-trust has a more dominant influence on continuance intention (McCole et al., 2019), while others argue that e-satisfaction has a more dominant influence on continuance intention (Al Amin et al., 2023; Yang, 2024). The urgency here is that the closure of one education technology platform, *Zenius* (Bisnis, 2024), makes research on education technology in Indonesia crucial.

The existence of the phenomenon and the mentioned urgency are the reasons for conducting this research. This research aims to assess the impact of the e-experience variable on continuance intention, mediated by e-trust and e-satisfaction. It is expected that this research will produce novelty regarding the factors influencing continuance intention in Indonesia, thereby providing practical implications for the education technology industry in Indonesia.

METHOD

This research employs quantitative methods, which serve to test objective theories by analysing the relationships among variables (Creswell & Creswell, 2018). This research utilizes the SEM-PLS data analysis technique. The tool used for data processing is Smart PLS. The population in this study consists of users of education technology platforms in Indonesia who have used the platform at least once, with the exact number of users being unknown. Sampling was executed utilizing the probability sampling method through the basic random sampling technique. The number of samples used in this study was calculated using the minimum sample size (Hair et al., 2021) based on the minimum path coefficient results from the preliminary pilot study that was conducted earlier. The initial pilot test conducted on a sample of 40 samples yielded a minimum path coefficient of 0.190 with a significance level of 5%, so the minimum number of samples used is 155. In the distribution conducted using an online questionnaire, a total of 300 respondents were collected, and all this data will be used in this research. Based on the operationalization of the research variables presented in Table 1, the research model that illustrates the hypothesized relations among variables is depicted in Figure 1.

Table 1. Variable Operational Definitions

Construct	Items	Measurement Items	Source
e-Experience	EX1	Quality learning experience	(Li et al., 2021; Pu, 2023; Tomczyk, 2020)
	EX2	Interesting learning design	
	EX3	Learning innovations made by teachers	
	EX4	The features on the platform	

Construct	Items	Measurement Items	Source
e-Trust	EX5	Attractive platform design	(Acharya et al., 2023; Liu & Tang, 2018; Pratiwi et al., 2021)
	ET1	This education technology provider keeps promises and commitments	
	ET2	This education technology provider is reliable	
	ET3	This education technology provider is honest.	
	ET4	This education technology provider is trustworthy	
	ET5	This education technology provider is dependable	
e-Satisfaction	ES1	I am satisfied with the Fitur of the apps	(Ashiq & Hussain, 2024; Emamdin et al., 2020; Khan et al., 2023)
	ES2	The apps make the process enjoyable	
	ES3	The apps solve the problem	
	ES4	All the services provided by the platform have made me very satisfied	
Continuance Intention	CI1	I will often use the EdTech platform	(Al-Hattami & Almaqtari, 2023; Fan & Jiang, 2024; Gao, 2023; Yu et al., 2024)
	CI2	I will regularly use the EdTech platform	
	CI3	I would strongly recommend others to use the EdTech platform	
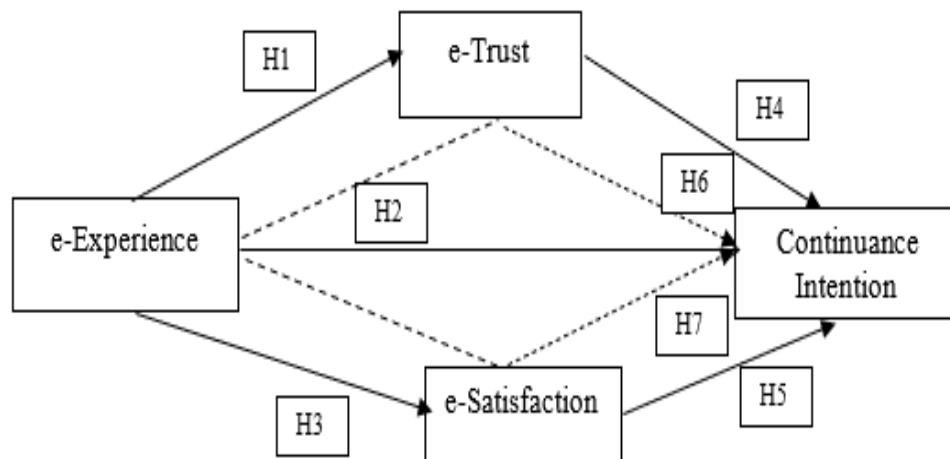
Figure 1. Research Model

E-Experience on E-Trust

In a digital environment, user experience (e-experience) becomes an important factor in building trust (e-trust). E-Experience refers to the overall interaction of users with digital systems or platforms, which includes ease of navigation, interface appearance, personalization, access speed, and the quality of services provided (Cheng, 2020). A positive experience can enhance users' perception of the credibility and reliability of the service, which ultimately builds trust in the

platform. Several previous studies also show that a good user experience contributes to increased trust in various technology-based services (Liu & Tang, 2018).
H1: There is an influence of e-experience on e-trust.

E-Experience on Continuance Intention

The relationship between e-experience and continuance intention is an important aspect to understand regarding how users decide to continue using digital platforms and technologies. This is important because the current context emphasizes the use of digital technology platforms, so it is very important to understand user experience. User experience will build user engagement, which is important for forming continuance intention (Tomczyk, 2020).
H2: There is an influence of e-experience on Continuance Intention.

E-Experience on e-satisfaction

Users who have a favourable experience usually show greater satisfaction with the services offered by the platform (Xiao et al., 2020). User satisfaction depends on the extent to which their experience aligns with their initial expectations, as outlined in the Expectation-Confirmation Theory (Ye et al., 2023). If users feel that their experience using the Education technology platform is better or at least meets their expectations, then they will be more satisfied (Deng et al., 2023). On the contrary, if their experience is poor, such as difficult navigation, inappropriate content, or frequent technical disruptions, user satisfaction will decrease.
H3: There is an influence of e-experience on e-satisfaction.

E-Trust on Continuance Intention

E-Trust significantly influences consumers' decisions to persist in utilizing the platform. Understanding the influence of e-trust on continuance intention is crucial for enhancing user engagement and satisfaction on digital platforms (Alshammari, 2023). In the digital context where everything is done in the virtual world, trust is crucial in making purchasing decisions (Liu & Tang, 2018). The trust that has been established in previous purchases will create interest in subsequent purchases or continuance intention.
H4: There is an influence of e-trust on Continuance Intention

E-Satisfaction on Continuance Intention

The concept of e-satisfaction is a concept of how to meet consumer needs. Consumer satisfaction, as we know it, is the comparison between consumer expectations and what they receive. The role of e-satisfaction is very important in forming continuance intention (Jin, 2023; Li, 2023). For that reason, planning is necessary to meet and even exceed what the consumers receive. When consumers are satisfied, they will not hesitate to return to using the product/platform.
H5: There is an influence of e-Satisfaction on Continuance Intention.

Mediation of E-Trust and E-Satisfaction on Continuance Intention

E-Trust and e-satisfaction in several previous studies also play a role as mediators. Different contexts of e-trust or e-satisfaction as intermediaries in the relationship with the variable e-repurchase intention (Trivedi & Yadav, 2020; Zeqiri et al., 2023). The concepts of repurchase intention and continuance intention have in common the behaviour of consumers' post-purchase. Consequently, in numerous prior studies, e-trust or e-satisfaction has frequently served as a mediator. Adopting this, the research will use e-trust and e-satisfaction variables to mediate the e-experience variable on continuance intention.
H6: There is an influence of e-experience on Continuance Intention mediated by e-trust.
H7: There is an influence of e-experience on Continuance Intention mediated by e-satisfaction

RESULTS AND DISCUSSION

Respondent Characteristics

Based on questionnaire data collected from 300 respondents, information regarding respondent characteristics can be summarized in Table 2.

Table 2. Demographic Characteristic

Demographic Information		n = 300	
		Freq	**%**
Gender	Male	136	45
	Female	164	55
Age	18-24 yr	192	64
	24-39 yr	85	28
	40-55 yr	21	7
	>55 yr	1	1
Working Position	Entrepreneur	12	4
	Employed	45	15
	Student	179	60
	Housewife	10	3
	Teacher/Lecture	54	18
Education	Undergraduate	179	60
	Graduate	57	19
	Postgraduate	64	21

Collected from 300 participants who completed the questionnaire, there are various reasons for respondents using education technology in Indonesia. Most respondents filled out the questionnaire for tutoring or guidance for entering higher education, amounting to 55%. The alignment is evident in the demographics of the respondents who completed the questionnaire. Mostly comprising students who largely completed it for academic tutoring or university admission preparation. This is due to high school students' general proficiency with technology (Kaizenvest, 2022). Followed by professional reasons at 21%, this is usually filled out by workers or students who typically want to improve their skills. Therefore, for professional reasons, they usually use education technology platforms for training or certification. The third reason for using education technology is the digitalization of schools (LMS) at 20%. This research is in line with the results of research from daily social media related to the condition of education technology in Indonesia, where the majority of EdTech users and the largest consumption are young people (Daily Social; DS Research, 2020). The use of education technology platforms in school digitalization is usually employed by teachers or students whose institutions already have an LMS to assist with teaching and learning activities. Lastly, another reason for using education technology platforms that is also popular is children's activities, accounting for 4%. Education technology platforms that offer various children's activities are highly favoured by mothers, whether they are housewives or working mothers. While students may lack the means to purchase educational technology platforms independently, they are capable of discerning which platform best suits their needs and can advocate for it to their parents. Based on data from 300 respondents, the top three education technology platforms are *Ruang Guru*, *Pahamify*, and *Zenius*. Regarding *Zenius*, which has gone out of business, many still have *Zenius* accounts that can be used until their subscription period expires. What is interesting to note here is that the leading education technology is the domestic one, *Ruang Guru*. The main reason given by the respondents is that they can adapt and adjust to consumer needs. That is what education technology in Indonesia needs: always adapting to consumer needs.

Evaluation of the Reflective Measurement Model

In conducting data analysis and testing hypotheses, the researcher is assisted by the SMART PLS 4.0 tool. The initial step is to assess the reflective measurement model. This test aims to examine the reliability and validity of the indicators measuring each latent construct. The measurement consists of: (i) outer loading test, where outer loading (Loading) > 0.70; (ii) Cronbach

Alpha > 0.70; (iii) Composite Reliability (CR) > 0.70; and (iv) AVE > 0.50 (Hair et al., 2021). In addition to Table 3, the results of the indicator loadings for each construct are visually presented in Figure 2, which illustrates the Loading Factor Results.

Table 3. Measurement Model

Construct	Items	Loading	CA	CR	AVE
e-Experience	EX1	0.832			
	EX2	0.891			
	EX3	0.884	0.922	0.923	0.764
	EX4	0.903			
	EX5	0.857			
e-Trust	ET1	0.873			
	ET2	0.881			
	ET3	0.874	0.924	0.924	0.766
	ET4	0.881			
	ET5	0.868			
e-Satisfaction	ES1	0.918			
	ES2	0.903			
	ES3	0.910	0.926	0.928	0.819
	ES4	0.889			
Continuance Intention	CI1	0.916			
	CI2	0.909	0.876	0.876	0.802
	CI3	0.861			
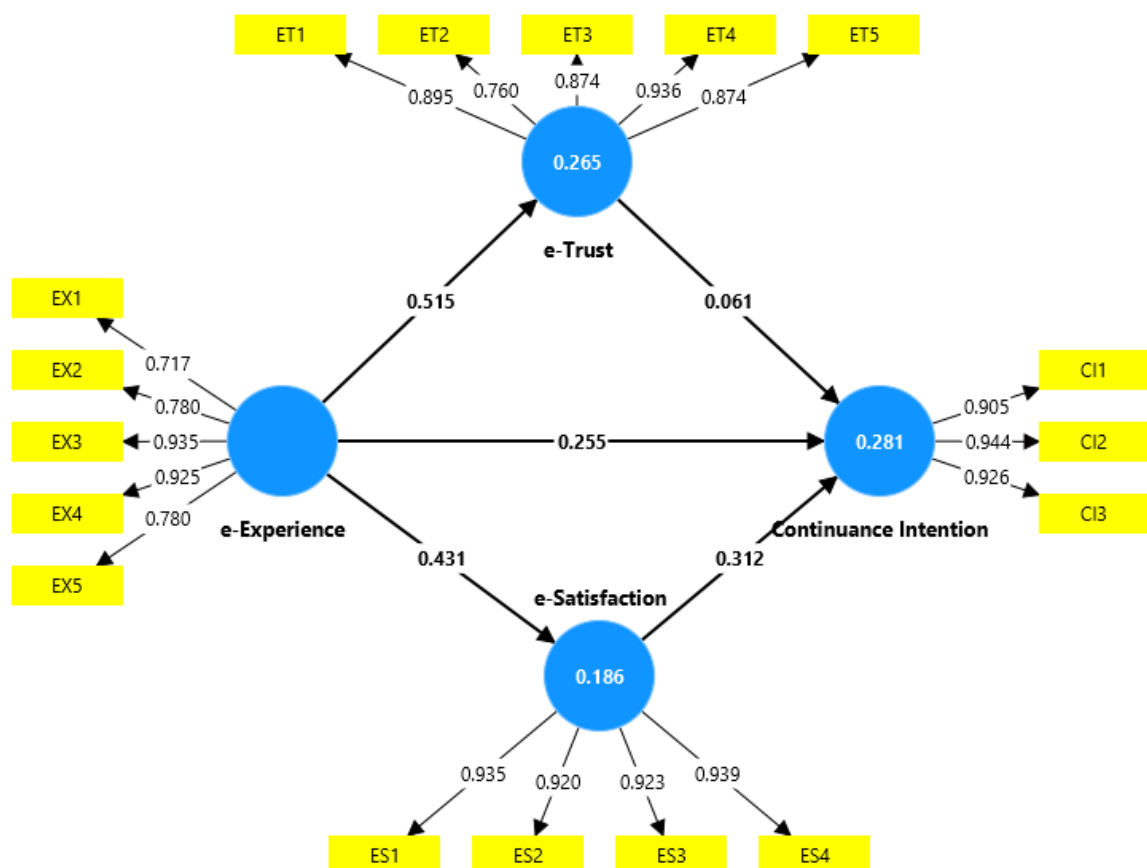
Figure 2. Loading Factor Results

Structural Model Evaluation

The next test conducted is the evaluation of the structural model. This test aims to examine the relationships between latent constructs in the research model. The tests conducted include: (i) Multicollinearity Test, where Inner VIF < 5; (ii) Path Coefficient Significance Test (P Value < 0.05 Sig); (iii) effect size F Square. The first test conducted was the Multicollinearity Test, and it was found that all indicators had a VIF value < 5 (Hair et al., 2021), indicating that there is no multicollinearity among the variables. Next, hypothesis testing was conducted by distinguishing between the direct effect and the indirect effect. The results of hypothesis testing for the direct effect among constructs are summarized in Table 4.

Table 4. Hypothesis Testing Direct Effect

		Path Coefficient	p-value (<0.05)	T-Statistic (>1,96)		f^2	
H1	e-Experience -> e-Trust	0.811	0.000	37.132	Supported	1.923	Large
H2	e-Experience -> Continuance Intention	0.219	0.000	3.650	Supported	0.047	Small
H3	e-Experience -> e-Satisfaction	0.801	0.000	26.029	Supported	1.786	Large
H4	e-Trust -> Continuance Intention	0.277	0.001	3.447	Supported	0.058	Small
H5	e-Satisfaction -> Continuance Intention	0.389	0.000	3.781	Supported	0.119	Medium

Source: Processed Data (2025)

Hypothesis testing is conducted by examining the direct influence between variables. Table 4 above shows the results of hypothesis testing on the direct influence of the variables. The path coefficient is tested with a t-test, with the hypothesis accepted if the estimation result provides a t-value with an empirical error probability of >1.96 or a p-value <0.05. The path coefficient is interpreted as a measure of the strength or weakness of the relationship or influence of the exogenous construct on the endogenous construct. The f^2 coefficient assesses the ability of a specific exogenous construct to explain the variance of the endogenous construct. A high f^2 value indicates an increased ability of the exogenous construct to explain the variation in the endogenous construct. The f^2 values are enumerated as follows: An f^2 value of 0.02 signifies a modest effect, 0.15 shows a medium effect, 0.35 represents a significant effect, and a f^2 value less than 0.02 suggests that the exogenous construct does not influence the variance of the endogenous construct (Hair et al., 2021).

Based on the data above, it can be interpreted as follows:

- Hypothesis 1 (H1) is accepted, e-experience has an influence on e-trust, with an influence value of 1.923, which means the influence value is significant.
- Hypothesis 2 (H2) is accepted, e-experience affects continuance intention, with an influence value of 0.047, which means the influence is small.
- Hypothesis 3 (H3) is accepted, e-experience has an influence on e-satisfaction, with an influence value of 1.786, which means the influence value is significant.
- Hypothesis 4 (H4) is accepted; e-trust influences continuance intention, with an influence value of 0.058, which means the influence value is small.
- Hypothesis 5 (H5) is accepted, e-satisfaction affects continuance intention, with an influence value of 0.119, which means the influence value is medium.

For testing the indirect effect in measuring the magnitude of influence, f^2 cannot be used. Further analysis involves evaluating the indirect effect size (Upsilon v), where the measurement of Upsilon V is conducted using the formula (Lachowicz et al., 2018). The obtained upsilon V value is

then adjusted with the f^2 value by Hair (Hair et al., 2021). Consequently, according to those calculations, the findings of the hypothesis testing can be seen in Table 5.

Table 5. Hypothesis Testing Indirect Effect

		Path Coefficient	p-value (<0.05)	T-Statistic (>1,96)		Upsilon V	
H6	e-Experience -> e-Trust -> Continuance Intention	0.224	0.001	3.424	Supported	0.0505	Small
H7	e-Experience -> e-Satisfaction -> Continuance Intention	0.312	0.000	3.753	Supported	0.0971	Small

Source: Processed Data (2025)

Hypothesis 6 (H6) is accepted, e-experience influences continuance intention through the mediation of e-trust, with an influence value of 0.0505, which means the influence value is small.

Hypothesis 7 (H7) is accepted, e-experience affects continuance intention through the mediation of e-satisfaction, with an influence value of 0.0971, which means the influence value is small.

Based on the calculations, both e-trust and e-satisfaction can be used as mediators in the relationship with the continuance intention variable. The best mediator in the relationship between e-experience and continuance intention is e-satisfaction.

Discussion

The research results show that e-experience has a strong influence on e-trust. The better the user experience, the higher their trust in education technology. This research is in line with several previous studies (Emamdin et al., 2020; Liu & Tang, 2018). Although in some previous studies the concept of e-trust was mostly used in repurchase intention, this variable can also be used in the concept of continuance intention. Likewise, the substantial impact findings suggest that within the educational technology sector, it is very important to pay attention to the experiences felt by customers to make them trust the company. An affirmative user experience (e-experience) in education enhances satisfaction (e-satisfaction) and fosters trust (e-trust) in education technology platforms. In education, where contact between students and learning platforms is essential, a positive and intuitive experience can augment learning motivation (Aboderin & Laleye, 2019). Trust in education technology platforms includes both technical functionality and users' judgments regarding the credibility of learning resources, the dependability of assessments, and the safeguarding of personal data. The complex character of trust is essential for the effective implementation of instructional technology (Asare & Yap, 2025). The notion of e-trust in education has emerged as a significant concern, particularly regarding the prioritization of user rights and data protection (Cermakova & Siibak, 2024). This issue of trust will make users feel safe and comfortable when learning online.

E-Experience significantly impacts e-satisfaction. This suggests that in the field of educational technology, a favourable learning experience correlates with user happiness, consistent with prior findings (Pu, 2023). The influence of e-experience on continuance intention has a significant direct impact, but has a smaller influence value compared to other variables. This context shows that several previous studies have added mediation variables to the relationship with the continuance intention variable. In several studies related to education technology, the use of the e-experience variable on continuance intention has indeed not been extensively developed. The direct influence of the e-trust variable on the continuance intention variable has a small impact value, while the direct influence of the e-satisfaction variable on the continuance intention variable has a medium impact value. The findings of this study suggest that while the influence of value categories of these two variables on the continued education of technology practitioners is significant, numerous factors contribute to users' repeated engagement with the products or services provided, including these two critical factors that warrant attention.

E-Trust and e-satisfaction are essential determinants for educational technology professionals; thus, it is imperative to comprehend the elements that foster user pleasure and trust in the education technology platform. Education technology professionals can augment e-trust by upholding security and transparency on the platform (Miao et al., 2022), verifying the credibility of disseminated content (Kaur et al., 2020), and enhancing user interface quality (Al-Tit, 2020). Enhancing e-satisfaction can be achieved by prioritizing both information quality and system quality (Alshammari & Yusoff, 2024), sustaining user involvement (Dirin et al., 2017; Dziewanowska & Kacprzak, 2023), and acknowledging personal and psychological factors. Enhancing e-satisfaction for users of EdTech platforms necessitates prioritizing quality and customization to meet user needs.

While previous studies (Fan & Jiang, 2024) have identified e-trust and e-satisfaction as potential mediators of continuance intention, few have explored these mediating relationships specifically within the EdTech context, especially in relation to e-experience. Notably, some prior research (Osman & Yatam, 2024) reported insignificant mediation effects of e-trust in digital platforms, suggesting that trust alone may not always convert user experience into sustained usage. This study contributes a novel perspective by showing that e-satisfaction has a stronger mediating effect than e-trust, indicating that user satisfaction plays a more decisive role in shaping continuance intention in EdTech. This contrasts with earlier findings emphasizing the importance of emotional fulfillment and perceived value in educational settings, where utility and trust may take time to establish. Therefore, this study not only confirms but also expands upon the mediation role of satisfaction and trust by demonstrating their differential impact—highlighting satisfaction as a more actionable lever for platform developers aiming to increase long-term user retention.

Similarly, the influence of e-experience on continuance intention is mediated by the variable e-satisfaction. However, the magnitude of the influence of this mediating variable is greater than the direct influence of the e-experience variable on the continuance intention variable. This theory aligns with consumer behaviour theory, particularly post-purchase behaviour (Schiffman and Wisenblit, 2019). Continuance intention is the purchasing behaviour after using a digital product/platform. Related to post-purchase behaviour, the factors influencing it are also gradually perceived by users. This is what happened in this study. To achieve a significant influence on continuance intention, users must feel trust and satisfaction from the customer experience. The research produces a novelty where user experience (e-experience) does not directly increase continuance intention, but rather through satisfaction (e-satisfaction) and trust (e-trust), with satisfaction playing a more dominant role. E-Experience is necessary for initial adoption; it does not directly translate to a long-term continuance intention; other mediating factors, such as sustained service quality, play a larger role.

This research also revisits the expectation confirmation theory. This theory explains consumer behaviour post-purchase based on the satisfaction felt previously to consider the next purchase (Shukla et al., 2024). The theory is considered important for encouraging consumers to reuse products or services they have previously used. It is important for education technology practitioners to understand how to make their consumers reuse their products, so various factors influencing continuance intention need to be considered, from those with minor influence to the strongest ones.

LIMITATIONS

The limitation of this study is that the questionnaire was primarily completed by customers from a few major Indonesian cities, though it might be extended to include all Indonesian areas. The constraints of this research are evident in the variables employed, as the predictive variable centres on user experience (e-experience), which might be enhanced by incorporating additional variables.

CONCLUSION

This study concludes that e-experience affects continuance intention both directly and indirectly. E-Experience significantly affects Continuance Intention, with an influence value categorized as modest. E-Experience significantly impacts e-trust and e-satisfaction, both categorized as strong influences. E-Trust and e-satisfaction act as mediators that strengthen the

relationship between e-experience and Continuance Intention. E-Satisfaction has a stronger mediating influence compared to e-trust, indicating that user satisfaction is a key factor in maintaining the use of education technology. E-Trust also plays a role in increasing Continuance Intention, although its impact is smaller compared to e-satisfaction. The indirect impact through mediators is greater than the direct impact, which emphasizes that the initial user experience must be developed into trust and satisfaction to enhance education technology user retention. This emphasizes that strategies for continuance intention cannot be short-term, so we should not only consider the direct impact. Education technology practitioners need to understand that continuance intention can be developed gradually, where, in this study, creating a memorable experience for consumers makes them feel trusted and satisfied, and only then will consumers decide to continue using this education technology service. Therefore, EdTech developers should not only aim to provide a positive first experience but must also ensure that these experiences lead to consistent satisfaction and trust by improving usability, personalizing content, and safeguarding user data to promote long-term continuance intention.

AUTHOR CONTRIBUTIONS

NPNPW is responsible for the conceptualization of the article, the development of the analysis, and the finishing of the article. VG contributed to the operationalization of variables in drafting the questionnaire and served as the final editor of the article. BW made contributions to data processing and data analysis. DA is responsible for the research methodology and language editing. DMAB contributed by assisting in the dissemination of the questionnaire. All authors contributed to the completion of this article.

ACKNOWLEDGMENT

REFERENCES

Aboderin, O. S., & Laleye, A. . (2019). The relationship between online interaction and academic performance of distance e-learners in a Nigerian University. *American International Journal of Education and Linguistics Research*, *2*(1), 25–33. https://doi.org/10.46545/aijelr.v2i1.72

Acharya, N., Sassenberg, A. M., & Soar, J. (2023). Consumers' behavioural intentions to reuse recommender systems: Assessing the effects of trust propensity, trusting beliefs and perceived usefulness. *Journal of Theoretical and Applied Electronic Commerce Research*, *18*(1), 55–78. https://doi.org/10.3390/jtaer18010004

Al-Hattami, H. M., & Almaqtari, F. A. (2023). What determines digital accounting systems' continuance intention? An empirical investigation in SMEs. *Humanities and Social Sciences Communications*, *10*(1), 1–14. https://doi.org/10.1057/s41599-023-02332-3

Al-Tit, A. A. (2020). E-commerce drivers and barriers and their impact on e-customer loyalty in small and medium-sized enterprises (Smes). *Business: Theory and Practice*, *21*(1), 146–157. https://doi.org/10.3846/btp.2020.11612

Al Amin, M., Razib Alam, M., & Alam, M. Z. (2023). Antecedents of students' e-learning continuance intention during COVID-19: An empirical study. *E-Learning and Digital Media*, *20*(3), 224–254. https://doi.org/10.1177/20427530221103915

Alshammari, M., & Yusoff, R. C. M., & Abas, H. (2024). A systematic literature review of factors influencing satisfaction and continuance intention to use e-learning systems in higher education. *Advances in Social Sciences Research Journal*, *11*(8), 326–346. https://doi.org/10.14738/assrj.118.17459

Alshammari, T. (2023). Factors affecting continuance intention of m-government: An empirical study. *International Journal of E-Business Research*, *19*(1), 1–23. https://doi.org/10.4018/IJEBR.326550

Arhin-Larbi, L., & Owu-Annan, C. (2023). Effectiveness of online mathematics learning during covid-19: Empirical evidence from a tertiary institution in Ghana. *Online Learning In Educational*

Research (OLER), *3*(1), 1–13. https://doi.org/10.58524/oler.v3i1.211

Asare, A., & Yap, R. (2025). *Trust and the future of learning : A model for AI- supported EdTech in higher education.* https://doi.org/10.21203/rs.3.rs-5675462/v1

Ashiq, R., & Hussain, A. (2024). Exploring the effects of e-service quality and e-trust on consumers' e-satisfaction and e-loyalty: Insights from online shoppers in Pakistan. *Journal of Electronic Business & Digital Economics*, *3*(2), 117–141. https://doi.org/10.1108/jebde-09-2023-0019

Bisnis, T. (2024). *Zenius tutup, startup EduTech pemenang di hati warganet.* https://teknologi.bisnis.com/read/20240104/266/1729357/zenius-tutup-startup-edutech-pemenang-di-hati-warganet

Cermakova, L., & Siibak, A. (2024). *Ethics in EdTech : Consolidating standards for responsible data handling and user- centric design* (Issue June).

Cheng, Y. M. (2020). Students' satisfaction and continuance intention of the cloud-based e-learning system: roles of interactivity and course quality factors. *Education and Training*, *62*(9), 1037–1059. https://doi.org/10.1108/ET-10-2019-0245

Creswell, W. J., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative adn mixed methods approaches* (Fifth Edit). SAGE.

Daily Social; DS Research. (2020). *Transforming education.* https://doi.org/10.1097/01.NUMA.0000394954.71466.a6

Deng, P., Chen, B., & Wang, L. (2023). Predicting students' continued intention to use E-learning platform for college English study: The mediating effect of E-satisfaction and habit. *Frontiers in Psychology*, *14*(June). https://doi.org/10.3389/fpsyg.2023.1182980

Dirin, A., Laine, T. H., & Nieminen, M. (2017). Sustainable usage through emotional engagement: a user experience analysis of an adaptive driving school application. *Cognition, Technology and Work*, *19*(2–3), 303–313. https://doi.org/10.1007/s10111-017-0406-6

Dziewanowska, K., & Kacprzak, A. (2023). The influence of engagement in value co-creation on e-learning experience and student satisfaction: An empirical study. *Marketing of Scientific and Research Organizations*, *48*(2), 61–80.

Emamdin, M., Singh, J. S. K., & Chan Yin Fah, B. (2020). Role of e-trust, e-loyalty, and e-satisfaction on online buying behaviour among millennials in Kuala Lumpur, Malaysia. *Global Business & Management Research*, *12*(3), 1–16.

Fan, P., & Jiang, Q. (2024). Exploring the factors influencing continuance intention to use AI drawing tools: Insights from designers. *Systems*, *12*(3), 1–28. https://doi.org/10.3390/systems12030068

Gao, B. (2023). Understanding smart education continuance intention in a delayed benefit context: An integration of sensory stimuli, UTAUT, and flow theory. *Acta Psychologica*, *234*(1200), 103856. https://doi.org/10.1016/j.actpsy.2023.103856

Hair, J. F., Hult, G. T. M., Ringle, C. M., Sarstedt, M., Danks, N. P., & Ray, S. (2021). *Partial Least Squares Structural Equation Modeling (PLS-SEM) using R.* https://doi.org/10.1007/978-3-030-80519-7_5

Jin, K. (2023). Determinants affecting art major undergraduates' satisfaction and continuance intention to use e-learning in Chongqing, China.pdf. *AU-GSB e-Journal*, *16*(2), 113–122.

Kaizenvest. (2022). *EdTech landscape; South and South East Asia.*

Kaur, B., Kaur, J., Pandey, S. K., & Joshi, S. (2020). E-service quality: Development and validation of the scale. *Global Business Review.* https://doi.org/10.1177/0972150920920452

Khan, F. N., Arshad, M. U., & Munir, M. (2023). Impact of e-service quality on e-loyalty of online banking customers in Pakistan during the covid-19 pandemic: Mediating role of e-satisfaction. *Future Business Journal*, *9*(1). https://doi.org/10.1186/s43093-023-00201-8

Kumar, A., & Kashyap, A. K. (2022). Understanding the factors influencing repurchase intention in online shopping: A meta-analytic review. *Vision.* https://doi.org/10.1177/09722629221107957

Kurniawati, D., Indrasari, N., & Ansar, F. A. (2023). Integrating TPACK in extensive listening: teachers' experiences. *Online Learning In Educational Research (OLER)*, *3*(1), 33–46. https://doi.org/10.58524/oler.v3i1.227

Lachowicz, M. J., Preacher, K. J., & Kelley, K. (2018). A novel measure of effect size for mediation analysis. *Psychological methods*, *23*(2), 244.

Li, R., Meng, Z., Tian, M., Zhang, Z., & Xiao, W. (2021). Modelling Chinese EFL learners' flow experiences in digital game-based vocabulary learning: The roles of learner and contextual factors. *Computer Assisted Language Learning*, *34*(4), 483–505. https://doi.org/10.1080/09588221.2019.1619585

Li, X. (2023). A study examining undergraduate students' satisfaction and continuance intention with e-learning in Beijing, China. *AU-GSB e-Journal*, *16*(2), 180–191.

Liu, Y., & Tang, X. (2018). The effects of online trust-building mechanisms on trust and repurchase intentions: An empirical study on eBay. *Information Technology and People*, *31*(3), 666–687. https://doi.org/10.1108/ITP-10-2016-0242

McCole, P., Ramsey, E., Kincaid, A., Fang, Y., & LI, H. (2019). The role of structural assurance on previous satisfaction, trust and continuance intention: The case of online betting. *Information Technology and People*, *32*(4), 781–801. https://doi.org/10.1108/ITP-08-2017-0274

Miao, M., Jalees, T., Zaman, S. I., Khan, S., Hanif, N. ul A., & Javed, M. K. (2022). The influence of e-customer satisfaction, e-trust and perceived value on consumer's repurchase intention in B2C e-commerce segment. *Asia Pacific Journal of Marketing and Logistics*, *34*(10), 2184–2206. https://doi.org/10.1108/APJML-03-2021-0221

Michael. (2022). *Penyebab banyak startup gagal*. https://Www.Sbm.Itb.Ac.Id/. https://www.sbm.itb.ac.id/id/2022/03/04/ini-penyebab-banyak-startup-gagal/

Ofori, K. S., Chai, J., Adeola, O., Abubakari, A., Ampong, G. O. A., Braimah, S. M., & Boateng, R. (2023). Exploring users' continuance intention towards a peer-to-peer accommodation sharing platform. *Journal of Hospitality and Tourism Technology*, *14*(3), 330–346. https://doi.org/10.1108/JHTT-04-2020-0074

Osman, Z., & Yatam, M. (2024). Fostering continuous intention to use e-learning platforms among students of open online flexible distance learning higher education institutions. *International Journal of Academic Research in Business and Social Sciences*, *14*(6). https://doi.org/10.6007/ijarbss/v14-i6/21646

Phan, T. Q., & Nguyen-Viet, B. (2022). The drivers of online repurchase intention in an emerging market: Psychological contract violation, trust, satisfaction, and negative word of mouth. *International Journal of Information and Management Sciences*, *33*(3), 201–215.

Pratiwi, L., Sunaryo, S., & Mugiono, M. (2021). The effect of e-service quality on e-loyalty mediated by e-trust and brand image variables. *International Journal of Research in Business and Social Science (2147- 4478)*, *10*(6), 56–62. https://doi.org/10.20525/ijrbs.v10i6.1364

Pu, Q. (2023). Factors improving student 's experiences : A case of online education live streaming platform. *ABAC ODI JOURNAL Vision. Action. Outcome*, *10*(2).

Saibaba, S. (2022). An empirical model of continuance intention toward mobile wallet services in India. *Indian Journal of Commerce & Management Studies*, *XIII*(3), 01–10. https://doi.org/10.18843/ijcms/v13i3/01

Salinas-Navarro, D. E., Mejia-Argueta, C., Montesinos, L., & Rodriguez-Calvo, E. Z. (2022). Experiential learning for sustainability in supply chain management education. *Sustainability (Switzerland)*, *14*(20), 1–32. https://doi.org/10.3390/su142013133

Schiffman and Wisenblit. (2019). *Consumer behavior* (12th ed.). Pearson. https://doi.org/10.1016/S0025-6196(11)64898-2

Shukla, A., Mishra, A., & Dwivedi, Y. K. (2024). Expectation confirmation theory: A review. In *IS Theories*. http://istheory.byu.edu/wiki/Expectation_confirmation_theory

Sikandar, M. A., & Rahman, P. F. (2021). EdTech start-ups in the education ecosystem in the post-covid-19 era in India. *Towards Excellence*, *December 2021*, 914–921. https://doi.org/10.37867/te130482

Szymanski, D. M., & Hise, R. T. (2000). E-satisfaction: An initial examination. *Journal of Retailing*, *76*(3), 309–322. https://doi.org/10.1016/S0022-4359(00)00035-X

The World Bank. (2020). EdTech in Indonesia – Ready for take-off? *World Bank*, *May*, 1–84.

Tomczyk, L. (2020). Experiences with e-learning as a challenge for the effective training of future generations of teachers. *ICCE 2020 - 28th International Conference on Computers in Education, Proceedings*, *1*(January), 628–633.

Trivedi, S. K., & Yadav, M. (2020). Repurchase intentions in Y generation: Mediation of trust and e-satisfaction. *Marketing Intelligence and Planning*, *38*(4), 401–415.

https://doi.org/10.1108/MIP-02-2019-0072

UNICEF. (2021). *Report analysis on digital learning landscape in Indonesia Contents.* 112.

Wang, C., Zhang, M., Sesunan, A., & Yolanda, L. (2023). *Technology-driven education reform in Indonesia*. Oliver Wyman.

Xiao, J., Li, X., Qiao, H., & Liang, X. (2020). Assessing the effectiveness of virtual reality courseware for experiential learning. *Proceedings - 2020 International Symposium on Educational Technology, ISET 2020*, 73–77. https://doi.org/10.1109/ISET49818.2020.00025

Yan, M., Filieri, R., & Gorton, M. (2021). Continuance intention of online technologies: A systematic literature review. *International Journal of Information Management*, *58*, 102315. https://doi.org/10.1016/j.ijinfomgt.2021.102315

Yang, H. (2024). Factors impacting college student satisfaction, perceived usefulness, and continuance intention with e-learning in Dezhou, China. *Scholar: Human Sciences*, *16*(1), 171–180.

Ye, J. H., Lee, Y. S., Wang, C. L., Nong, W., Ye, J. N., & Sun, Y. (2023). The continuous use intention for the online learning of Chinese vocational students in the post-epidemic era: The extended technology acceptance model and expectation confirmation theory. *Sustainability (Switzerland)*, *15*(3). https://doi.org/10.3390/su15031819

Yu, X., Yang, Y., & Li, S. (2024). Users' continuance intention towards an AI painting application: An extended expectation confirmation model. *PLoS ONE*, *19*(5 May), 1–26. https://doi.org/10.1371/journal.pone.0301821

Zeng, L., & Cleesuntorn, A. (2024). Factors influencing undergraduates' perceived learning and continuance intention towards using m-learning. *AU-GSB E-JOURNAL*, *17*(1), 1-10. https://doi.org/10.14456/augsbejr.2024.1

Zeqiri, J., Ramadani, V., & Aloulou, W. J. (2023). The effect of perceived convenience and perceived value on intention to repurchase in online shopping: The mediating effect of e-WOM and trust. *Economic Research-Ekonomska Istrazivanja*, *36*(3), 1–21. https://doi.org/10.1080/1331677X.2022.2153721

Zhang, J., She, L., Wang, D., & Shafiq, A. (2022). Chinese consumers' e-learning satisfaction and continuance purchase intention on paid online Python course. *Frontiers in Psychology*, *13*(June), 1–14. https://doi.org/10.3389/fpsyg.2022.849627