ABSTRACT

The utilization of technology in higher education, through online learning platforms, has become a cornerstone of the teaching and learning process. Telkom University, as a technology-based institution, implements two main platforms: Massive Open Online Courses (MOOCs), which are open in nature, and a Learning Management System (LMS) that is integrated into the academic system. Although both platforms aim to support learning, their different characteristics can potentially influence how students accept and continue to use them. This research aims to analyze the behavioral differences of students in the adoption and continuance intention toward MOOC and LMS CELOE, while also identifying the most significant determining factors for each platform.

This study employs a quantitative approach with a survey method distributed to 200 MOOC users and 200 LMS users, selected through purposive sampling. The theoretical framework used is an integration of the Technology Acceptance Model (TAM) and the Expectation-Confirmation Model (ECM), adopting the model from the research by Harnadi et al. (2024). The collected data were then analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) to test the 14 hypotheses proposed for each platform model.

The research findings indicate fundamental behavioral differences. MOOC adoption is largely consistent with TAM theory, where perceived ease of use and usefulness positively shape attitude. Conversely, LMS adoption shows a significant anomaly; perceived ease of use negatively influences attitude, while usefulness has no significant impact on attitude. A stark contrast was also found in continuance intention: for MOOCs, continuance intention is driven by a positive attitude but is anomalously decreased by satisfaction. Conversely, for the LMS, continuance intention is driven by satisfaction but decreased by a positive attitude. The most influential factors for MOOCs were Self-Efficacy and Attitude, while for the LMS, they were Confirmation and Information Quality.

This study concludes that a technology acceptance model cannot be uniformly applied; the context of use (voluntary vs. mandatory) fundamentally alters its driving factors. Practically, these findings provide strategic recommendations for Telkom University to manage both platforms differently, focusing on strengthening self-efficacy and attitude for MOOCs, while ensuring functional reliability and satisfaction based on expectation-confirmation for the LMS.

***Keywords**: Technology Acceptance, MOOC, LMS, TAM, ECM, Student Behavior*