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Switching Free Users to Paid Users: How to Increase Purchase Intention In Edtech Industry

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ABSTRACT

Even though Indonesia has made significant gains in recent years to increase access to education, learning outcomes remain inadequate. However, the Edtech industry began to develop and increase educational output as a result of increasing access to education through technology. This growth, however, is in risk of becoming unsustainable because not every Edtech is profitable enough to thrive. This study aims to understand the buying interest factors of online course users by investigating the relationship between learning oriented related cues (perceive lecturer expertise, personal learning experience, personal trial experience), price value with purchase intention through customers trust and customers performance expectations. The data was gathered through an e-questionnaire issued to 414 respondents who had previously used a free trial of an online learning course, as well as through in-depth interviews with representatives of Edtech and content creator marketing. The result of this study shows significant and positive relationship between all variables in proposed model. The findings of this study are likely to assist marketers in increasing the number of free users who switch to paid users through content marketing that highlighted various indicators that matter to customers.

Keywords: Online paid course, free trial, purchase intention, performance expectation, trust

1. Introduction

Even though Indonesia has made great strides in recent years to widen access to education, learning results are still poor. The World Bank in CNN Indonesia sees that the quality of education in Indonesia is still low due to the uneven level of education in Indonesia (Fauzie, 2018). The level of gross enrollment rate in education is one indication for the distribution level of education in the country. In addition, based on a quote from Saefuddin (2022), the Gross Enrollment Rate for education in Indonesia is still low, for example the AKP of Indonesian Higher Education is 32% which is still far below Singapore (91%), Thailand (48%), and Malaysia (43%). According to the World Bank Group, communication and technology for education or what is commonly referred to as EdTech is one of the strategies to improve educational outcomes (Bhardwaj et al., 2020). This trend is largely driven by several private companies with high innovation and incentives in addition to the minister of education who is currently showing great interest in the use of technology for learning in Indonesia. Quoting from (Chang et al., 2019; Y. Chen et al., 2021; Noguera et al., 2018), online learning plays an important role in facilitating the acquisition of knowledge by individuals as an increasingly prevalent learning channel. Figure 1 shows the development of the landscape in the private sector over the last 6 years. Various EdTech's that have developed in Indonesia have a variety of products and topics that are evenly distributed .

This increased in EdTech development is also driven by opportunities from the urgent need for education in the midst of the COVID-19 pandemic with the Government's policy through *Surat Edaran Nomor 4 Tahun 2020 tentang Pelaksanaan Kebijakan Pendidikan Dalam Masa Darurat Penyebaran COVID 19* (Indonesian Minister of Education and Culture, 2020). This crisis is also an opportunity to prove capabilities in improving education to assist traditional educational institutions. Bhardwaj et al. (2020) identified at least two factors as major opportunities for EdTech in Indonesia. Social exclusion and school closures are two of them. As a result, more people are interested in the online programs provided by education providers worldwide. The user base of Indonesia's top EdTech platform has also grown dramatically. Based on telephone interviews conducted by

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Bhardwaj et al. (2020), including with one of the leading Edtech players in Indonesia, 44 the EdTech platform has experienced a growth of more than 200 percent in the number of active users and the number of applications downloaded in March 2020.

Online learning is divided into two categories based on access to learning content, namely free online learning such as massive open online course (MOOC) (Y. Chen et al., 2021). Even though the development and adoption of Edtech in Indonesia shows an increase, only a few of them are profitable companies. Because most companies, namely around 67% of paid learning service providers, provide free content first or what is called a trial, but not all users make payments for paid products (Bhardwaj et al., 2020). This free product means that they initially offer some basic features or content for free, or provide full features/content for free for a limited time before they start billing customers. Figure 4 shows the distribution of users of EdTech products/services with the proportion of paid users as much as 49%. Less than 5% of them are users who convert to paying users after the free trial period ends (Bhardwaj et al., 2020). This is also in line with the findings of a pilot study that the authors conducted with 38 respondents who had participated in the free EdTech program and its only 22% of users are interested in purchasing paid products because they have tried the free service, while the rest are for other reasons

All these issues explain that only 89 percent (22 out of 35) of EdTech companies are revenue generating, of which only 27 percent are profitable. This is one of four challenges facing EdTech from the demand side as stated in the report by The World Bank Group (Bhardwaj et al., 2020). One option for overcoming EdTech's' constraints on this opportunity is to increase potential customers' in these new teaching-learning tools and, as a result, their willingness to pay. In addition, insight into consumer purchase intentions for online paid learning products can be carried out by paying attention to the price and dual mechanism model that consists of outcome-expectation-based mechanisms and trust mechanisms through learning-oriented cues (perceived lecturer expertise, prior learning experience, and personal trial experience). Prior study also have stated that price value have affected into customer's purchase intention in online purchasing (Kazancoglu & Aydin, 2018). More clearly, expectations is considered as indirect reflection of performance perception (Peinkofer et al., 2016). It demonstrates how technological aspects, including quickness and effectiveness, are perceived (Kazancoglu & Aydin, 2018). Trust mechanism also play a critical role in the absence of physical interaction between the provider and the student as well as the lack of physical presence of the products which makes the environment unique for online retailing (Escobar-Rodríguez & Bonsón-Fernández, 2017). In the context of online learning, lecturer's proficiency in the implementation of learning course is emphasized by the student. Besides that, the customer is assumed to go through a series of pre-purchase stages including experiencing alternative evaluations of either positive or negative reactions (Liao et al., 2017). It is both learning experience that require personal involvement of the student in the learning activity (Cai et al., 2020) and trial experience where student enrolled into the course and get the content (Hossain et al., 2015).

This study was conducted in order to find out which factors that can improve the value of paying customers from free EdTech product users in Indonesia. Due to the variety of topics and products/services provided by various players, the author chose the EdTech research object with K12 online learning services because the author saw that the proportion of EdTech targets was quite high targeting students and high schools compared to other target markets. An EdTech company in the K12 online learning products category develops and provides content, products, and learning materials for K-12 students. Many companies under this category provide self-study content, interactive learning platforms, and learning tools that help students accelerate the learning process and interactive online services that help students with their assignments. Many companies also pay special attention to providing test preparation solutions for students to prepare for standard exams, such as national exams (UN and SNMPTN) and state university entrance exams.

2. Literature Review

2.1 Mechanism of Purchase Intention in Paid Course

Differ from other previous study about paid knowledge that explored customer satisfaction or user payment decision making, (Y. Chen et al., 2021) find more suits mechanism to exploring factors influenced in purchase intention of online paid course. Customer trust and performance expectation were proven to have an influence on purchase intentions in research conducted on online course users by dual process model. This is explained that the higher consumer trust is built and the better the performance of consumer expectations, the higher the consumer's intention to make online course payments. This is in accordance with the results of (Yu et al., 2021), study that users' willingness-to-pay is significantly affected by perceived trust, which has an indirect effect on their payment behavior, also performance expectations have a direct and significant impact on user payment behavior. As Oh & Yoon (2014) found, the increased of performance expectation likely lead to stronger intention to adopt relevant service or product. Performance expectancy also proven to influenced purchasing intention towards omni-channel shopping (Kazancoglu & Aydin, 2018). Besides that, In the context of consumer technology use, cost is also a crucial element (Venkatesh et al., 2012). This is in line with the results of the study which stated that online purchase decision is significant and positively affect by trust and price (Akbar et al., 2020).

2.2 Customer trust

Customer trust play a key role in customer behavior. Prior study has indicated that trust determines online purchase intent (Ponte et al., 2015). The level of trust users experience when using knowledge payment platform is describe as perceive trust in this study. It influences paying behavior and purchase intention, which includes faith in the platform, the product, and the security (Yu et al., 2021).

In online platform context, trust also have important role in customer decision making process. Trust is a critical issue in social commerce, and it plays a significant role in customer purchase intent (Hajli et al., 2017). Customers are more likely to participate in the purchasing process if they trust the platform. On the other hand, if consumers do not trust existing platforms, it is unlikely that they will engage in online purchasing process. Consumer trust will invest into belief in the quality of online learning platforms and ultimately increase sales through consumer payment interest. The fact that there is a positive relationship between trust and purchase intention suggests that trust is important in the paid online knowledge market. As a result, when online learners believe the platform is trustworthy, they are more likely to purchase OPCs (Y. Chen et al., 2021). Based on the findings, the following hypothesis is proposed:

H1: Trust has significant positive effect on purchase intention of online learning course

2.3 Performance Expectation

The degree to which consumers will benefit from using a technology in performing certain activities is defined as performance expectancy (Venkatesh et al., 2012). Another research also define performance expectation as the level of which consumers believe a knowledge payment platform has been more effective for meeting their personal, professional, or educational needs (Yu et al., 2021). After that, the expectations will be compared with the consumer's experience of the product. But before the payment process and consuming the product or services, customer performance expectation about the product has effect on customer purchase intent. Taking the result of the study conduct by (Alalwan, 2018), customers' purchase intentions were found to be strongly influenced by their performance expectation. If the product meets the performance expectations of online customers, they will be willing to engage in payment process and purchase the product. Contrary, dissatisfaction is associated when expectation is not being confirmed (Peinkofer et al., 2016). In addition from online learning point of view, Y. Chen et al. (2021), explain that one potential reason of strong influenced performance expectation to customer purchase intention is that a learner's expectation of product performance can be used as a basis and serve reference point for assessing the effectiveness also the usefulness of paid course. Therefore, a hy-photesis is formulated as follows.

H2: performance expectation has significant positive effect on purchase intention of online learning.

2.4 Price Value

In the context of personal use, consumers are responsible for covering the price of purchasing equipment and services (Venkatesh et al., 2012). This cue become one of the crucial things that involved in customer journey including in online purchase behavior. The course's pricing acts as a cost signal, influencing sales both before and after the course (Cai et al., 2020). Consumer can evaluate whether the product suitable to their buying power with all its features. This is in line with statement that mention cost and price structure may have a considerable impact on the technology use of customers (Venkatesh et al., 2012).

The process evaluation from the price and customers perceive benefit would reflect as customer trust to decide the purchase behavior. Price value is an assessment based on a consumer's cognitive trade-off between the monetary cost of use and the perceived advantages of utilizing the online course (Kazancoglu & Aydin, 2018). This might be generating positive or negative price value. The price value is positive when the advantages of utilizing an online learning are thought to outweigh the financial cost, and this price value has a favorable effect on intention (Venkatesh et al., 2012). We can conclude if the advantages of utilizing an online learning are lower of the monetary cost, the price value is negative and it does not have favorable impact to purchase intent.

H3: Price value has significant positive effect on trust in online paid course

2.5 Learning Oriented Related Factors of Online Course

In purpose of investigating factors that affect purchase intention in mechanism of payment process of online learning course, it is important to consider the learning process in the online course itself. Cues including perceived lecturer skill, prior learning experience, and personal trial experience appear to have a major impact on trust and performance expectation in the setting of online paid courses, when users assume the position of learners (Y. Chen et al., 2021). This is suitable with findings that that expertise makes students think that the course product performs better (Tartarini et al., 2013).

2.6 Perceived Lecturer Expertise

Expertise serves as the foundation for superior task performance and as a type of "human capital" (L. Chen et al., 2020). As well as in online learning, a major reason for an expression of great performance, lecturer hold a fundamental role in online learning. This is according to (Paechter et al., 2010) that states learning success and course satisfaction are most closely correlated with instructor e-learning expertise, counseling, and assistance. This perception of lecturer expertise will make different behavior by online learners to the services

provider or lecturer. Many online students recognize and respect lecturers who are skilled or professional, which makes it simple for them to earn their trust (Y. Chen et al., 2021). These important things can be highlighted as several reason of the crucial cues in mechanism of online course purchase.

In the term of online learning, one of key element that affect customers purchase intention through performance expectation and trust is the quality of lecturer. Y. Chen et al. (2021) reported that trust and performance expectations are positively correlated with perceived lecturer expertise. Moreover, Zhang et al. (2020) noted that customer's belief of lecturer's quality has relation with customer trust. Customers perception of lecturer expertise lead trust and performance expectation and the end of the process it can lead to customer purchase intention in online learning course. The lecturer's contributions, such as their professional expertise, instructional strategies, and communication abilities, prove to be a crucial component of the course (Y. Chen et al., 2021). Based on all this discussion, two hyphotheses are developed:

H4: Perceived lecturer expertise has significant positive effect on trust in online paid course

H5: Perceived lecturer expertise has significant positive effect on performance expectation in online paid course

2.7 Prior learning experience

Prior learning experiences in this study refer to past learning experience through formal, paid courses as well as free trial courses (Y. Chen et al., 2021). These cues count as essential factors in payment process of online learning course because several facts. Yeo et al. (2017) find that A person's expectations of the effort required to perform internet purchasing will also be influenced by their prior experiences making online purchases. This explains that someone with previous satisfactory experience will have better expectations of online platform performance. This is confirmed by Loureiro et al. (2018) that states consumer experience has an impact on what may be expected from retail websites in terms of performance. Besides that, as experience grows, responses to stimuli may become stronger, fostering a sense of expectancy and trust (Venkatesh et al., 2012). This is confirmed because users with more experience are less hesitant to make purchases online as their trust rises (Yeo et al., 2017). The discussion clarifies that online learners who has experiencing with online platform would have such expectation and trust of the platform in the future. Two hyphotheses are then generated below:

H6: Prior learning experience has significant positive effect on trust in online paid course

H7: Prior learning experience has significant positive effect on performance expectation in online paid course

2.8 Personal trial experience

In online social networks, trust of users develops based on their interactions in such a way that the amount of trust rises if the interaction is favorable (Ghavipour & Meybodi, 2018). This is mean that customers trust in online platform improves if they have such a satisfaction interaction as experience. Also, Yang et al. (2017), found that users can evaluate the performance and the quality of the platform before making purchase decision by using free trial version of the platform. Because most of Indonesian online learning course have given free trial promotion, this one cue become more relevant to investigate. This can happen because during the free trial period the user can use various offers or services provided by the platform. Through this, users can assess whether the services provided by online learning platforms are suitable for use or not. that explains why most Indonesian educational technology companies either adopt a freemium pricing model or provide a free trial period (Bhardwaj et al., 2020). An excellent trial offers a delightful and worthwhile experience for online learners through the lecturers' engaging teaching style as one-of-a-kind virtual experience on knowledge payment platforms (L. Chen et al., 2020). However, a shorter trial period than anticipated suggests that the user might not be able to completely assess the software within the trial (Yang et al., 2017). Furthermore Y. Chen et al. (2021), also states that the effective trial experience provides benefits for online learners by enabling them to earn information that is valuable and useful and reflects perceived course quality. We then propose two hyphotheses:

H8: personal trial experience has significant positive effect on trust in online paid course

H9: personal trial experience has significant positive effect on performance espectation in online paid courseThe way chapter titles and other headings are displayed in these instructions, is meant to be followed in your manuscript.

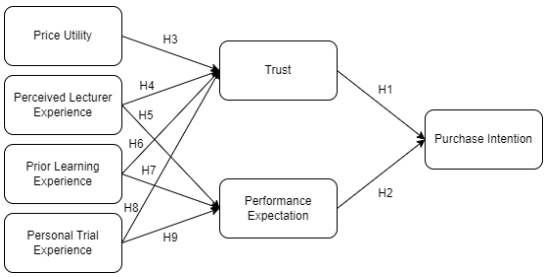

Figure 1. Research Model

3. Methods

This research is conducted using a descriptive design analysis by collecting both primary and secondary data. Primary data is gathered directly from the respondents by distributing online survey to 414 people who are currently using or / and have used the free trial program from K-12 Ed-Tech in Indonesia. Due to its flexi-

bility and wider reach, the online method survey is chosen. A likert scale from 1 (indicates strongly disagree) to 5 (indicates strongly agree) is used in the questionnaire. The questions used in the surveys come from many different previous researchs, as summarized in Table 1. Moreover, the secondary data used in this study are collected from previous researchs, books, and online news.

To analyse the data, the current study employs partial least square structural equation modelling (PLS-SEM) due to its ability to examine complex research models (Hair et al., 2011, 2019). A two-step approach (measurement model test and structural model test) was then used to answer the research questions of this study.

Table 1. Variables, Indicators, and their Sources

Variable	Indicators	Source
Perceived lecturer expertise	PLE 1: The tutor has a solid education background PLE 2: The tutor is well-informed. PLE 3: The tutor is an expert in his field. PLE 4: The tutor has extensive experience in the execution of e-learning courses.	(Y. Chen et al., 2021; Paechter et al., 2010)
Prior learning experience	LE 1: My past uses of this learning platform to learn were excellent. LE 2: I previously took good quality course on this learning platform. LE 3: This online educational platform was able to provide premium content. LE 4: Overall, my expectations of this online learning platform were confirmed.	(Y. Chen et al., 2021; Lu et al., 2019)
Personal trial experience	PTE 1: I could properly test out the course before I decided to buy it. PTE 2: I was given the opportunity to try out the course for a while before I decided to buy it in order to evaluate its quality. PTE 3: based on my requirements, I was able to test the course.	(Y. Chen et al., 2021; Yang et al., 2017)
Price	P 1: Paid learning course offers value for my money P 2 : Online Paid course has reasonable priced P 3: Online paid course has a good value for the price P 4: Online paid course provide a better value than online free course	(Venkatesh et al., 2012)
Trust	T 1: I belief the online learning course is qualified in offering me top-notch course. T 2: I belief the platform will offer lessons that follow the course introduction. T 3: I belief the online learning course is can be trusted. T 4: I believe the learning platform's for-pay courses are credible.	(Y. Chen et al., 2021; Escobar-Rodríguez & Bonsón-Fernández, 2017a; Hajli et al., 2017)
Performance expectation	PE 1: I anticipate that taking a paid course will increase my learning or work efficiency. PE 2: I hope that taking paid courses will increase my knowledge bank for my future use PE 3: I think taking online learing course would be saving my time to gain knowledge PE 4: using online paid learning increase my productivity in learning PE 5: using online paid learning increase chances of reaching goals I consider to be very essential in my academical achievement.	(Y. Chen et al., 2021; Kazancoglu & Aydin, 2018; Venkatesh et al., 2012)
Purchase intention	PI 1: Most likely, I'll buy a paid course in the future to take. PI 2: I'm open to paying for classes to help me get better. PI 3: If necessary, I'll think about paying for a course to take in the future. PI 4: I choose with no doubt to purchase online learning products PE 5: I have the intention to continue paying to get online learning programs	(Y. Chen et al., 2021; Escobar-Rodríguez & Bonsón-Fernández, 2017b; Qi et al., 2019)

4. Result

4.1 Measurement Model Testing

The objective of the measurement model was to assess the reliability and validity of each construct pertaining to the latent variables. To evaluate reliability, the loading factor and Composite Reliability (CR) values were examined (Hair et al., 2011). A loading factor of 0.708 is typically required to ensure validity (Hair et al., 2019), although a factor above 0.4 is acceptable in some cases (Chin et al., 2008). In this analysis, all loading factors exceeded 0.70 (as indicated in Table 2), indicating validity. Moreover, the CR threshold of 0.7 (Hair et al., 2011) was met, confirming reliability.

The next step involved testing convergent validity by calculating the sum of the AVE (Average Variance Extracted) coefficients. A value above 0.50 is required (Fornell & Larcker, 1981), and Table 2 reveals that the AVE values for all variables exceeded this threshold. The Heterotrait-

Monotrait (HTMT) test, with a threshold of below 0.9 (Hair et al., 2019), was also conducted. Table 3 demonstrates that none of the variables surpassed this threshold, indicating a favorable outcome. Therefore, the model is deemed valid and reliable.

Table 2. The Measurement Model Result

Construct	Loadings	CA	AVE	CR
Perceived Lecturer Experience		0.806	0.631	0.873
PLE1	0.820			
PLE2	0.800			
PLE3	0.780			
PLE4	0.780			
Learning Experience		0.792	0.615	0.870
LE1	0.765			
LE2	0.800			
LE3	0.760			
LE4	0.810			
Trial Experience		0.775	0.690	0.870
PTE1	0.830			
PTE2	0.840			
PTE3	0.820			
Price		0.771	0.593	0.853
P1	0.762			
P2	0.813			
P3	0.753			
P4	0.724			
Trust		0.830	0.664	0.888
T1	0.810			
T2	0.800			
T3	0.820			
T4	0.820			
Performance Expectation		0.821	0.583	0.875
PE1	0.770			
PE2	0.750			
PE3	0.740			
PE4	0.770			
PE5	0.790			
Purchase Intention		0.879	0.673	0.912
PI1	0.840			
PI2	0.800			
PI3	0.830			
PI4	0.810			
PI5	0.820			

Table 3. Result of HTMT Test

Variables	LE	PLE	PE	P	PI	PTE	T
LE							
PLE	0.817						
PE	0.740	0.732					
P	0.735	0.630	0.673				
PI	0.652	0.508	0.771	0.742			
PTE	0.666	0.645	0.609	0.654	0.540		
T	0.753	0.681	0.829	0.698	0.714	0.679	

4.2 Structural Model Testing

The evaluation of the structural model involved assessing the Goodness of Fit (GoF), coefficient of determination (R^2), and path coefficient (Hair et al., 2019). The purpose of the GoF test was to examine the structural hypotheses in the study and determine the accuracy and appropriateness of the data distribution. A GoF value above the cut-off of 0.36 (Henseler et al., 2016) indicates an appropriate fit. In this model, the GoF value was determined to be 0.549 (See Table 3), surpassing the threshold of 0.36. This indicates that the proposed model in this study aligns with the research hypotheses and effectively explains the research model.

The assesment of the R^2 value aimed to assess the collective impact of exogenous variables on endogenous variables. The value of R^2 was classified into three evaluation groups: a score of 0.19 was considered weak, 0.33 was categorized as moderate, and 0.67 as strong (Chin et al., 2008). Based on Table 4, it is concluded that all endogenous variables were influenced by exogenous variables to a moderate extent.

Lastly, the path coefficient analysis was conducted to delve deeper into the study and determine the effects of the specified variables. A bootstrap test was employed for this purpose (Henseler et al., 2016). In order to accept the hypotheses, the T-Statistics value in the study needed to exceed 1.96 and the P-value needed to be below 0.005 (Hair et al., 2011).

Table 4. Result of Goodness-of-fit

Variable	AVE	R^2	Q^2
Price	0.592		
Perceive Lecturer Expertise	0.631		
Personal Learning Experience	0.615		
Personal Trial Experience	0.690		
Performance Expectation	0.583	0.447	0.256
Trust	0.664	0.492	0.324
Purchase Intention	0.673	0.482	0.321
Average Score	**0.635**	**0.474**	
AVE X R2	**0.301**		
GOF	**0.549**		

Table 5. Result of Hypotheses Testing

Hypothesis	β	t-value	P-value	Result
H1: T > PI	0.306	4.572	0.000	Accepted
H2: PE > PI	0.450	6.979	0.000	Accepted
H3: P > T	0.215	3.794	0.000	Accepted
H4: PLE > T	0.169	2.680	0.008	Accepted
H5: PLE > PE	0.309	4.156	0.000	Accepted
H6: LE > T	0.273	4.783	0.000	Accepted
H7: LE > PE	0.310	5.339	0.000	Accepted
H8: PTE > T	0.206	2.993	0.003	Accepted
H9: PTE > PE	0.166	2.687	0.007	Accepted

As seen in Table 5, all hypotheses are accepted because they have t-value of more than 1.96 and p-value below the threshold level of 0.05. We can conclude that the relationship be-

tween Personal Learning Experience and Performance Expectation (β = 0.310; p < 0.05); Personal Learning experience and Trust (β = 0.273; p < 0.05); Perceive Lecturer Expertise and Performance Expectation (β = 0.309; p < 0.05); Perceive Lecturer Expertise and Trust (β = 0.169; p < 0.05); Performance Expectation and Purchase Intention (β = 0.450; p < 0.05); Price and Trust (β = 0.215; p < 0.05); Personal Trial Experience and Performance Expectation (β = 0.166; p < 0.05); Personal Trial Experience and Trust (β = 0.206; p < 0.05); and Trust against Purchase Intention (β = 0.306; p < 0.05) shows significant results.

5. Discussion

This research was conducted to examine consumer purchase intentions for online paid courses. In the review process, this research combines several variables the purchase mechanism in online learning and learning Oriented Related Factors of Online Course. Besides, price value is also one of the variables measured in the proposed model. The results obtained from this study are intended to see the interrelationships between variables that affect consumer purchase intention in online courses and increase the percentage of paid users from free users. In the end, the output of this research wants to maintain the sustainability of the EdTech company's profitability as one of the supporters of today's education quality improvement.

The first discussion is to measure how significant the correlation of customer's trust and customer's performance expectation in purchasing online paid course. The authors observe the relationship between customer's trust with customer's purchase intention and relationship between customer's performance expectation with customer's purchase intention in online paid course. The first findings are the positive and significant connection between customer's trust and customer's purchase intention (β = 0.31; p<0.05). Customers who believe in online retailers will be more motivated to make purchases. Furthermore, the result in research have done by Umair Manzoor et al. (2020) who found that customers' purchasing intentions are highly influenced by social media influence and trust. Therefore, H1 is accepted in this study. The interest finding is coming from positive relationship between customer's performance expectation with customer's purchase intention (β = 0.45; p<0.05) that have bigger size effect than the rest of other relationship in the construct. Therefore, it can be concluded that H2 is supported. This outcome is also consistent with past research conduct by Venkatesh et al. (2012), that stated, theoretically, performance expectations influence behavioral intention to utilize a technology. When the performance expectation is formed, users are likely to use technology such as online learning courses in this study.

The second discussion is to answer the second question in this research. This can be done by looking into the correlation between learning-oriented factors of online courses and price value towards purchase mechanism factors in online learning. The first relationship is explaining the positive relationship between price value and customers trust (β = 0.22; p<0.05). Users believe that online paid course have better service than the trial session and deeper explanation of learning material. Escobar-Rodríguez & Bonsón-Fernández (2017) stated that online shoppers can study product characteristics using data on the internet, including prices and other qualities. Furthermore, there is significant relationship of perceive lecturer expertise and customers trust (β = 0.17; p<0.05). We can conclude that perceive lecturer expertise can affect customers trust in online learning applications. The more lecturers' expertise has a good value, the more customers' trust is gained. This is why in order to successfully conduct an online course, instructors must possess a high level of didactic expertise (Paechter et al., 2010). Another finding is the significant effect of prior learning learning experience towards customers trust (β = 0.27; p < 0.05). We can confirm that consumers who already experienced using online learning platforms would gain their trust to use it continuously. This is explained by Yeo et al. (2017), that said the confidence built after they experienced using online learning platfrom and its reduced their uncertainty experience. Other than that, this study also finds positive effect between personal trial experience and customers trust (β = 0.21; p < 0.05). We can notice that based on the research findings, relationship between customer personal trial experience can influence their trust in using online paid course. This can be understood by the explanation of (Ghavipour & Meybodi, 2018), who said that because users engage frequently, trust ratings fluctuate quickly and continually over time. Therefore, we can confirm that H3, H4, H6, and H8 are accepted.

Another discussion is about the relationship between customer performance expectation with price value, perceive lecturer expertise, personal learning expertise, and personal trial experience. There is positive significant effect between perceive lecturer expertise with customers performance expectation (β = 0.31; p<0.05). The lecturer acts as a provider to deliver the service that plays a critical role in consumer performance formation. This result is also convenient by Paechter et al. (2010) finding that students view the instructor's assistance and knowledge as being particularly crucial for knowledge acquisition. Another explanation to answer the hypothesis is the significant effect of personal learning experience trough customers performance expectation (β = 0.31; p < 0.05). This findings also support with the statement that said a person's incentive for convenience will be considerably improved by online usage experience (Yeo et al., 2017). It can be understood because as one gains experience, less effort is necessary to operate the technology, making it appear simpler to use. The last explanation is about the relationship between personal trial experience with performance expectation. When the users can try the exact feature of the product, they can expect the performance when already pay the online learn-

ing platform. Consumers who are satisfied with the free trial session would expect satisfying experienced for the rest of remaining content material. (Venkatesh, 2012) also added consumers will adopt technology for more practical reasons as they gain more experience, including efficiency or effectiveness improvements. All these explanations prove that H5, H7 and H9 are supported.

Based on the result of this study, in the practical world, marketers can intervene to build customer trust and performance expectation for online learning courses that can switch free users into paid users. The first thing to do is highlight several things in promotional information especially about different features on different learning packages, lecturer educational background, an easy way to use online learning platform, and the free trial section. Marketers also need to know that besides spreading customer awareness, other output for the promotional information need to be designed to gain customers trust and performance expectation. So that it could be transparent and have to be credible. One strategy to gain credibility is to use public figures or influencers. Collecting information about customers' performance expectation of the online learning course also being one of the most crucial strategies because the result study shows the significant effect of this construct. The company may collect this information at the end of each free session. This step also can help them to design new features or other promotional strategies.

6. Conclusion

This research is conduct to observe several factors that affect in switching free users to paid users in online learning course. the research shows that dual model mechanism can describe the relation between learning-oriented cues (perceive lecturer expertise, personal learning experience, and personal trial experience) positive and significantly affect the mechanism factor in purchasing online course (trust and performance expectation). Besides that, price value being additional factor that affect purchase intention of online learning course through customer's trust.

Like many other studies, this research comes with several shortcomings that need be improved by future research. First, this research only observes several factors that affect purchase intention in online learning. Thus, in future research, authors recommend observing other factors like hedonic motivation, social norm, or any other related cues. Secondly, this research only investigates users purchase intention after free trial session of online learning and other research may try to investigate other online service platforms such as Youtube, Spotify, etc. Lastly, this study only focuses on K12 online learning platform from several type of Edtech in Indonesia, future research can try to investigate other type of EdTech from many other regions too.

7. References

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