

The Influence of Technology Readiness, Personalized Learning Experience and Digital Learning Continuance Intention on Technology-Enhanced Learning Performance

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Abstract

The rapid development of technology has transformed the way we learn, making Technology-Enhanced Learning Performance of utmost importance to educators, schools, and policy makers. This research aims to investigate the influence of Technology Readiness, Personalized Learning Experience and Digital Learning Continuance Intention on Technology-Enhanced Learning Performance among college and university students. For our study design we gathered data from students and analyzed it using Multiple Linear Regression. We showed the validity of the records the use of the t-check method in advance than inspecting the information and the reliability using Cronbachs Alpha. The findings determined out that era Readiness, personalised getting to know enjoy and virtual mastering Continuance goal all had an effect on technology-extra fine getting to know universal performance. Personalised mastering revel in changed into the most widespread element followed through the use of technology Readiness and virtual gaining knowledge of Continuance goal. Because of this faculties need to prepare university students to make use of era to assemble mastering environments which can be personalized to every college student's requirement and to have interaction college students within the gaining knowledge of approach. This can help students carry out their wonderful in generation based totally completely topics. This research type of offers a higher know-how of the manner top notch factors come collectively, to beautify learning results, within the age we are in. It additionally offers a course to schools and technology companies, like what to do for you to improve studying within the digital generation, not most effective in principle but in sensible terms, sure.

Keywords: technology-enhanced learning performance, technology readiness, personalized learning experience, digital learning continuance intention.

INTRODUCTION

Technology-extra appropriate gaining knowledge of (TEL) has kind a, type of come to be a transformative strain in nowadays' s academic panorama, and it redefines the whole manner facts gets acquired, handled, after which virtually used throughout plenty of numerous reading settings (Rofi'i et al., 2023). The quick, fast-moving side of digital innovation, combined with how internet connectivity is basically everywhere and smart

devices are now commonplace, has opened up some fresh and, honestly, a bit unconventional avenue for both learners and educators (Agus, 2021). In other words, it feels like people can now interact with instructional content in a more lively, flexible, and engaging manner, almost like it's traveling alongside them, not just sitting there on a page, or trapped in a single classroom moment (Livana et al., 2021).

One of the most significant determinants of learner success in technology-enhanced learning settings is Technology Readiness, the inclination of a person to embrace and use new technologies to achieve objectives at home and at work (Hartati et al., 2024). Learners with high technological readiness are more confident, adaptable and forward going in handling digital learning platforms, tools and resources. bringing all that together makes learning more effective and more fruitful Parasuraman established the Technology Readiness Index which identifies four major components, i.e., optimism, innovativeness, discomfort and insecurity which finally impact an individual's general attitude towards the adoption and usage of technology (Tawil et al., 2025). Green persons score high on optimism and innovativeness, they are likely to embrace virtual reading environments with hobby and real pleasure. the personalised studying experience is also a key predictor of generation-higher studying overall performance (Rofi'i & Syarifah, 2024). It is the diploma to which a virtual reading environment is customized to the unique wishes, options, studying patterns and additionally the gaining knowledge of pace of every pupil (Aziz, 2016). So, it's now not truly material on the net, it's more approximately how that statistic is setup, timed and proven to all people (Senoaji et al., 2024). Custom designed gaining knowledge of is a learner-focused method that leverages data-driven insights, adaptive algorithms, and flexible mechanisms for content material transport to tailor instructional studies to the man or woman strengths, weaknesses, and motivational profiles of every learner, in assessment to traditional one-duration-suits-all educational techniques (Kholil et al., 2020; Nuraeni, 2014). Digital getting to know Continuance purpose refers to the continual urge and behavioral intention of the learner to hold to apply digital getting to know structures and property beyond the initial adoption (Mustafa & Ausat, 2024). It's miles a key trouble influencing lengthy-term generation-advanced studying common performance consequences (Jaya et al., 2017; Anggraini et al., 2024).

So essentially, the intention here is to empirically inspect how generation Readiness, a customized mastering enjoy, and virtual gaining knowledge of Continuance goal form era-stronger mastering overall performance, while additionally bringing in theory and in exercise into that growing, step by step storehouse of know-how around virtual training. In principle, this have a look at is meant to widen what we already rely upon like the generation recognition version, the era Readiness Index, and the expectation-affirmation model, via tying those angles together, in one general conceptual framework. And yeah, the framework is making an attempt to catch the multidimensional nature of technology-stronger gaining knowledge of overall performance, extra or much less unexpectedly, not treating it love it's simply one unmarried outcome, or only one element, kind of.

METHOD

The studies employ a quantitative studies layout to research the influence of generation Readiness, personalised studying experience, and virtual gaining knowledge of Continuance intention on era-more desirable mastering performance. Data were collected via a standardized questionnaire with five-point Likert scale and administered online to 200 respondents selected by purposive sampling. The criteria for selecting the respondents using purposive sampling were presently enrolled as an undergraduate or postgraduate student at

a recognized higher education institution, have actually utilized at least one digital learning platform for at least one semester, familiarity with personalized learning features, and a shown continuing ambition to continue utilizing digital learning tools beyond what is required for present courses. To assess the validity of the instrument, they used the t-test validity technique. Each item is declared valid if the t-count is more than the t-table at the significance level of 0.05. Reliability was evaluated using Cronbach's Alpha. Acceptable floor was 0.70, which indicates appropriate internal stability. Then the coefficient of determination R^2 was calculated to assess the proportion of variation accounted for by the predictor variables, i.e., how much the predictors explain the changes that occurred.

RESULT AND DISCUSSION

The multiple linear regression analysis for hypothesis testing indicated statistically significant correlations between the independent variables and Technology-Enhanced Learning Performance. The coefficient of determination (R^2) was 0.624, indicating that the overall regression model was a strong predictor, with Technology Readiness, Personalized Learning Experience and Digital Learning Continuance Intention accounting for 62.4% of the variance in Technology-Enhanced Learning Performance. The outcome of the F-test validated the significance of the model as a whole showing that the dependent variable is significantly affected by the three predictor variables together. Partial hypothesis testing using the t-test also supported the positive and statistically significant influence of all the three independent variables on Technology-Enhanced Learning Performance at the 0.05 significance level. In precis, those consequences confirm that the hypotheses of this research are absolutely supported, supplying a solid empirical basis for the subsequent examination of the individual effect of each variable on technology-improved studying overall performance.

The results of this research kind a suggest that generation Readiness has a high quality, and definitely quite huge have an effect on generation-greater suited getting to know ordinary performance. And yeah, it feels obviously so, find it irresistible' s not that tough to look. extra tech organized inexperienced persons are commonly extra positive approximately virtual gear, more prepared and sort of greater imaginative on the subject of checking out new technologies. at the equal time, additionally they show much less pain, and much less loss of self-assurance after they work with virtual systems. So essentially, they come to be displaying more potent learning outcomes in era enabled academic settings. those newbies are actually better equipped to apply the entire spectrum of opportunities that take a seat interior digital learning structures, from multimedia content material fabric, to participatory exams, to organization based definitely gear or even real time comments loops. And all of that together, makes a real contribution to deeper understanding and more potent academic achievement. The underlying idea is that people's private disposition, or their readiness to undertake era, can be a crucial driving force of real usage, and also the very last outcomes tied to generation. It moreover aligns with what a few in advance empirical studies mentioned in similar virtual analyzing contexts in which researchers often find out sturdy nice hyperlinks amongst technology readiness and a couple of aspects of tutorial performance. So, in realistic phrases, the implication is that educational institutions need to invest in cautiously focused digital literacy and technology orientation programmers. The purpose ought to be to elevate green people' self-guarantee, their practical ability, and that superb mind-set towards digital gadget. because of the fact in the end, this seems to attach virtually with higher studying overall performance.

The research additionally reveals that custom designed studying experience has big, and favorable effect on generation-stronger mastering ordinary overall performance. It kind a shows that better levels of personalization in virtual analyzing environments for newbies, like adaptive content material fabric shipping, personalized learning pathways, clever remarks structures or maybe tips tailor-made to individual mastering possibilities and typical overall performance profiles have a tendency to influence to seriously better academic effects. The ones receiving virtually standardized academic strategies appear like doing lots less properly than that. And also, the truth that personalized learning experience is a sturdy predictor of studying standard overall performance is kind of a reminder of why virtual academic systems should live aware of individual learner differences and now not stick to one uniform set of techniques that actually doesn't make room for various cognitive patterns, precise previous statistics stages, or mismatched motivational orientations. This final result is surprisingly supported thru constructivist gaining knowledge of concept, which says that meaningful studying takes place brilliant even as educational reports align with the learner's present day know-how structures and their specific gaining knowledge of goals. Further, this conclusion fits with an increasing amount of empirical research indicating that adaptive learning technologies powered by artificial intelligence and data analytics may improve learner engagement knowledge retention, and academic achievement. The method itself is pretty straightforward. They provide calibrated educational experiences, in the sense that they know what they are providing is genuinely calibrated, which matters.

The findings from this study also show that Digital Learning Continuance Intention has a favorable, and pretty substantial effect on Technology-Enhanced Learning Performance, so it really can't just be brushed aside. Put simply, learners who manage to hold a high, steady intention to keep using digital learning platforms and the related technologies even after their first experience are more likely to reach a stronger academic outcome than learners who show only superficial involvement, or who are in and out. The Expectation Confirmation Model might be able to explain why continuance intention and learning performance are linked in a positive way. The model basically argues that when novices affirm, in their own revel in, that their early beliefs about the usefulness and basic great of virtual reading structures had been right, they end up feeling more pleasure and similarly they advantage stronger intrinsic motivation. Then that satisfaction, collectively with their inner pressure, turns round and boosts their dedication to keep attractive, and it makes their getting to know moments through the years' experience more considerable, and further deep. When learners have repeated, deliberate contact with educational information inside digital learning environments, they can build more refined learning strategies and they slowly start to acquire more profound knowledge as they get used to what the platform can actually do. So, the cumulative impact of returning to digital learning again and again helps support better academic outcomes improved skills across a wider range of tasks and a stronger sense of enjoyment across the whole process. This also matches earlier empirical work, which already treated continuance intention as a reliable sign, for long-term learning results, in online and blended settings.

CONCLUSION

This research has shown, in an empirical way, that Technology Readiness plus a personalized learning experience, and digital learning continuance intention they have a positive and pretty substantial influence on technology-enhanced learning performance. It types of reinforces the idea that if we really want to raise era-superior studying effects we should take a complete direction, not just focus on one aspect. We ought to first observe learner instruction, then on the great of those tailored academic reviews, and additionally at

whether college students can hold, their final curiosity over time. From a theoretical aspect, this takes a look at facilitates link earlier paintings through bringing the generation Readiness Index collectively with constructivist mastering principle and the expectancy-affirmation version, all inside one incorporated empirical design. The main paradigm has to stay useful for virtual training settings although the encircling conditions shift a bit, but with a bit of luck not too much. Almost, the outcomes endorse that educational establishments ought to make investments money into virtual literacy projects which will improve technological preparedness. They have to additionally use adaptive gaining knowledge of technologies to create extra custom designed stories, and build digital environments that feel extra engaging, assisting continuation goal. For future studies, it might be good to study additional mediating or moderating elements, for instance self-regulated learning and teacher virtual talent. It would also help to broaden this inquiry across many organizations and cultural contexts, so the findings become more transferable, not only attached to one particular type of environment.

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