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Analysis of the Use of the Merdeka Mengajar Platform Using the Hedonic Motivation System Adoption Model

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Abstract

The success of the implementation of the Merdeka Mengajar Platform (PMM) is measured by its acceptance and sustained use by teachers. This study will measure the factors influencing the acceptance and continued use of PMM by 53 teachers as respondents, from four high schools in the Rumbai District of Pekanbaru City, Riau Province, each of whom was given 21 questions. To accomplish this, the Hedonic Motivation System Adoption Model was used, which includes the following variables: Perceived Ease of Use (X1), Perceived Usefulness (X2), Curiosity (X3), Joy (X4), Control (X5), Behavioral Intention to Use (Y1), and Focused Immersion (Y2). Data analysis was conducted using Validity Tests, Reliability Tests, Normality Tests, Linearity Tests, Correlation Tests, Partial Tests, Simultaneous Tests, and Hypothesis Tests. The aspects derived from the use of PMM indicate that the hedonic factors for ease of use (X1) and curiosity (X3) in relation to intention (Y1) have correlation values of 0.560 and 0.661, respectively. Ease of use (X1) has full control over joy (X4) in relation to intention (Y1), with correlation values of 0.560 and 0.657. The factors influencing the success of PMM acceptance are curiosity (X3) and joy (X4). The higher the ease of use combined with curiosity and joy, the stronger the intention to use the application.

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INTRODUCTION

Education is a critical aspect of societal development, and technology plays a central role in transforming how we learn and teach. In this digital era, the Merdeka Mengajar Platform has emerged as an innovative solution to enhance the quality of education in Indonesia (Djusar et al., 2024).

The Merdeka Mengajar Platform (PMM) is an educational platform launched by the Ministry of Education, Culture, Research, and Technology on February 11, 2022 (Merdeka Belajar Episode 15) as a support for the implementation of the Merdeka Curriculum (Kemdikbud, 2022) (Hilmin et al., 2022).

The Merdeka Mengajar Platform is a technology platform designed to be a companion for teachers and school principals in teaching, learning, and creating. The platform is also built to help teachers gain references, inspiration, and understanding in implementing the Merdeka Curriculum (Mengajar, 2024).

PMM will transform the education world by providing easy access to high-quality learning materials, where every educator will receive a belajar.id account to access the Merdeka Mengajar platform (Djusar, Asril, Anggraini, & others, 2023). However, the success of this platform's implementation depends not only on the availability of technology but also on educators' acceptance and continued use.

Technology acceptance and adaptation are crucial factors influencing the success of innovation implementation (Rahmawati & Nurachadija, 2023). Teachers must not only positively accept the technology but also integrate it into their daily teaching practices (Nazariana et al., 2024). This condition underscores the importance of deeply understanding the factors influencing the acceptance and continued use of the Merdeka Mengajar Platform (Triloka et al., 2023). Several fundamental questions arise: Have teachers accepted this platform well? What motivates continued use? What are the factors influencing the sustained use in the educational environment?

To answer these questions, measurement, and analysis among high school teachers in the Rumbai District of Pekanbaru City, Riau Province, are necessary. To achieve this, the Hedonic Motivation System Adoption Model (HMSAM) is employed, which includes Perceived Ease of Use (PEOU), which refers to how easy the system is to use; Perceived Usefulness (PU), which refers to how the system's usefulness can improve performance; Curiosity (CUR), which refers to the extent to which a system stimulates the user's curiosity; Joy (JOY), which refers to the happiness experienced when using the system; Control (COR), which refers to the perception that the user controls the interaction with the system; Behavioral Intention to Use (BU), which refers to the user's intention to use the system repeatedly; and Focused Immersion (IM), which refers to the user's focused engagement with the system (Lowry et al., 2012) (Oluwajana et al., 2019) (Palos-Sanchez et al., 2024).

The measurement will determine the factors influencing continued use. The analysis of these factors includes technical, social, and organizational aspects that may affect teachers' decisions to continue using the platform in the long term. Identifying these barriers or supporting factors can help formulate policy recommendations and strategies that support the platform's sustained use.

The research conducted provides recommendations for sustainable development. Based on the findings from the analysis of acceptance, motivation, influencing factors, and impact, this research will formulate strategies and steps that can support the sustainable use of the platform. These recommendations will include technical aspects, teacher training, and further platform integration into the school curriculum.

The Hedonic Motivation System Adoption Model (HMSAM) is chosen for the adoption of educational technology for several reasons, namely its focus on User Experience, consideration of emotional factors, suitability for learning-based technology, integration of cognitive and affective factors, support for repeated use, and relevance in the learning environment

RESEARCH METHODS

The first time a literature study was conducted was to find references and collect data about the Hedonic Motivation System Adoption Model method sourced from journals, the internet, e-books and previous research. Next, Problem Identification is carried out.

The data collection method is relevant, valid, and appropriate for the Hedonic Motivation System Adoption Model (HMSAM) and the research objectives because the questionnaire is designed based on HMSAM constructs (such as Perceived Ease of Use, Perceived Usefulness, Curiosity, Joy, Control, Behavioral Intention to Use, and Focused Immersion), with questions structured in a way that they can validly measure each construct.

The researcher identified the problem through interviews and direct observation of high

school teachers in Rumbai District. Next, the population and sample are determined.

The population comes from teachers at the upper secondary level in Rumbai District, Pekanbaru City, who use PMM. The population is taken from 4 (four) schools in Rumbai District, namely: SMA Negeri 3 Pekanbaru, SMK Negeri 7 Pekanbaru, SMA IT Al-Ittihad, SMA Budhi Luhur Pekanbaru. Using the Slovin formula, a sample of 53 people obtained in this study were selected from 61 teachers at the high school level in Rumbai District, Pekanbaru City, who used PMM.

$$n = \frac{N}{1 + N\,(e)^2} \qquad (1)$$

Caption of Slovin's formula:
n = required samples,
e = Desired error rate (Distrust level),
N = total population.

Table 1. Distribution

Respondent Criteria	Sum
Teacher of SMA Negeri 3 Pekanbaru	15
Teacher of SMK Negeri 7 Pekanbaru	16
Teacher of Al-Ittihad IT High School	13
Teacher of Budhi Luhur High School Pekanbaru	9
Total Respondents	53

The sample distribution is in Table 1. Data collection is carried out through (1) Observe, several sessions on the use of PMM will be observed to measure immersion through teacher interaction with the platform; (2) Interview, teachers who use PMM will be interviewed to gain an in-depth understanding of their motivation and experience, (3) Questionnaire, the researcher makes a questionnaire containing statements according to the specified indicators. The questionnaire was distributed to teachers at the high school level in Rumbai District, Pekanbaru City, who have used PMM. Each respondent will express his/her opinion/answer each question using the Likert Scale as a measuring tool with a value of 1 for Strongly Disagree (STS), a value of 2 for Disagree (TS), a value of 3 for Doubt (RG), a score of 4 for Agree (S), a score of 5 for Strongly Agree (SS).

Next, Variables and Indicators are determined, where Independent Variables (X) include Perceived Ease of (X1): Teachers' perception of how easy it is to use PMM, Perceived Usefulness (X2): Teachers' perception of how useful PMM is in supporting the teaching process, Curiosity (X3): Teachers' curiosity about new features or content in PMM, Joy (X4): The level of excitement felt in using PMM, Control (X5): The level of control that teachers feel over the experience of using PMM. For the Dependent Variable (Y), namely: Behavioral intention to Use (Y1: Teacher's intention to continue using PMM in the future, Immersion (Y2: The level of involvement or immersion of teachers in using PMM.

The statements of the questionnaire based on variables and indicators are as follows: PEOU = X1, PU = X2, Curiosity CUR = X3, JOY = X4, COR = X5, BU = Y1, IM = Y2, can be seen in Table 2, 3, 4, 5, 6,7 and 8.

Table 2. Statement of Variable Ease of Using PMM

No	Statement (X1)
1	I can easily use the independent teaching platform
2	I can quickly use the independent teaching platform
3	Interaction on the independent teaching platform is easy to understand

Table 3. Usage Variable Statement Using PMM

No	Statement (X2)
1	I feel that the independent teaching platform is useful for me
2	I can teach more easily using the independent teaching platform
3	My teaching process has become more effective using the independent teaching platform

Table 4. Statement of Curiosity Variables Using PMM

No	Statement (X3)
1	I was curious about the application of the independent teaching platform
2	I feel like I want to know what are the features on the independent teaching platform
3	I am curious about what services are available on the independent teaching platform

Table 5. Statement of Happiness Variables Using PMM

No	Statement (X4)
1	I am very happy to use the independent teaching platform to teach
2	I feel dissatisfied with using the independent teaching platform
3	I feel that using the independent teaching platform is very boring

Table 6. Control Variable Statement Using PMM

No	Statement (X5)
1	I can control the use of PMM.
2	All instructions can be easily controlled.
3	I feel I do not have control over my interactions with PMM

Table 7. Desire Variable Statement Using PMM

No	Statement (Y1)
1	I will often use the independent teaching platform
2	I can provide the material as I see fit.
3	Using the independent teaching platform aroused my imagination

Table 8. Focus Variable Statement Using PMM

No	Statement (Y2)
1	I focus on using the independent teaching platform
2	My attention is not distracted when using the independent teaching platform
3	I focus on what I do using the independent teaching platform

Furthermore, data analysis is carried out with the following stages: Validity Test; Reality Test; Kolmogorov-Smirnov non-parametric statistical test at a 5% alpha level for Normality Test; Linearity test on ANOVA with a sig value of < 0.05 to obtain a significant linear relationship between independent variables and dependent variables; Correlation Test where if the sig value < 0.05 then the test is correlated, and vice versa if the sig value > 0.05 then the test is not correlated; Partial test (T test) where if the sig value < 0.05, there is an influence of the free variable (X) on the bound variable (Y) and if the sig value is > 0.05, then there is no influence of the free variable (X) on the bound variable (Y); The Simultaneous Test (F Test) is used to see if all independent variables included in the model have a joint influence on the dependent or bound variables where if the F value is greater than the F of the table used, it is stated that there is a simultaneous influence between the independent variables on the dependent variables; The hypothesis test for H1 is accepted if the variable calculation condition is >2.006 and the sig value is 0.001 <0.05.

RESULT AND DISCUSSION

Teachers at four high schools in the Rumbai District, Pekanbaru City, were given questionnaires both offline by visiting the schools and online via Google Forms. The number of respondents was 53, of which 13 respondents filled in online and 40 respondents offline, where the answers from the respondents can be seen in Table 9.

Data from the results of filling out questionnaires are tabulated and grouped based on frequency of use. The following in Figure 1, is a data tabulation based on the frequency of use of PMM

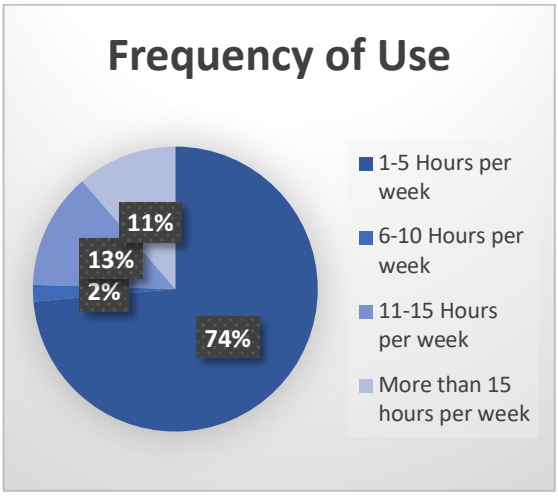

Figure 1. Frequency of use of the independent teaching platform by each respondent

Table 9. Respondent's Answer

Responden	X1	X2	X3	X4	X5	Y1	Y2
1	12	12	12	8	10	12	12
2	12	12	12	12	11	12	12
3	12	12	13	11	12	12	10
4	15	15	15	15	15	15	15
5	12	11	12	12	12	11	12
6	12	12	12	12	9	12	9
7	12	12	12	12	12	12	12
8	12	12	12	12	11	12	9
9	12	13	12	15	14	14	12
10	14	12	11	13	11	13	12
11	12	12	12	11	11	12	11
12	12	12	10	12	10	12	12
13	12	9	8	10	10	11	9
14	8	12	9	6	7	8	6
15	11	12	11	8	9	8	7
16	12	12	12	12	13	12	12
17	8	7	11	6	7	8	6
18	12	7	9	6	7	8	6
19	12	8	12	13	12	13	11
20	12	10	10	9	11	9	9
21	12	11	12	12	12	9	11
22	12	10	12	11	10	12	10
23	13	14	12	12	12	10	13

Responden	X1	X2	X3	X4	X5	Y1	Y2
24	11	8	9	9	10	6	6
25	13	12	11	11	12	7	10
26	12	12	13	13	12	12	10
27	14	10	11	11	10	12	10
28	12	8	11	10	10	12	12
29	12	12	11	10	12	12	12
30	12	12	12	15	12	12	12
31	12	12	12	12	12	12	8
32	8	8	6	6	6	6	6
33	12	12	12	12	12	12	12
34	12	8	12	8	10	10	8
35	12	11	12	8	7	8	6
36	12	8	12	8	8	8	6
37	12	10	11	9	9	10	10
38	12	15	12	14	10	12	10
39	12	12	12	12	12	12	12
40	11	9	10	8	7	7	7
41	13	12	12	9	9	9	9
42	12	12	12	10	10	12	12
43	12	10	12	9	11	9	9
44	15	15	15	15	15	15	15
45	12	11	12	8	7	11	12
46	8	11	10	9	11	11	8
47	12	12	12	8	9	10	9
48	15	15	15	7	11	15	11
49	12	12	12	10	12	12	12
50	12	12	9	10	10	8	8
51	12	12	9	10	10	10	9
52	9	6	11	10	8	9	8
53	12	11	12	10	9	9	9

Validity Test Results: The validity test criteria are to compare the value of the calculation r (Pearson Correlation). Validity Test test criteria: If r counts > r table (then the study is said to be valid), If r counts < r table (then the study is said to be invalid). R table = df (53-2, 0.05). Table 10 shows that all statements consisting of 21 statements are declared valid because all the values in the calculation are proven to be greater than those in the r table.

Table 10. Validity Test Results

No	Items	r-count	r-table	Result V= Valid
1	X1.1	0.548	0,270	V
2	X1.2	0.722	0,270	V
3	X1.3	0.760	0,270	V
4	X2.1	0.694	0,270	V
5	X2.2	0.692	0,270	V
6	X2.3	0.745	0,270	V
7	X3.1	0.722	0,270	V
8	X3.2	0.662	0,270	V
9	X3.3	0.578	0,270	V
10	X4.1	0.816	0,270	V
11	X4.2	0.674	0,270	V
12	X4.3	0.604	0,270	V
13	X5.1	0.835	0,270	V
14	X5.2	0.817	0,270	V
15	X5.3	0.408	0,270	V
16	Y1.1	0.783	0,270	V
17	Y1.2	0.804	0,270	V
18	Y1.3	0.637	0,270	V
19	Y2.1	0.866	0,270	V
20	Y2.2	0.656	0,270	V
21	Y2.3	0.838	0,270	V

Reliability Test Results: If the value of Cronbach's Alpha > 0.60, then the question items in the questionnaire are reliable. If Cronbach's Alpha score < 0.60, then the questionnaire question items are unreliable. The reliability test results are shown in Table 11. Reliability Test Results (RTS), it is stated that all variables are reliable (valid) because Cronbach's Alpha > 0.60.

Table 11. Reliability Test Results

Variable	Cronbach's Alpha		Information
	Standard	Result	
(X1.1)	0.60	0.947	Reliability
(X1.2)	0.60	0.945	
(X1.3)	0.60	0.945	
(X2.1)	0.60	0.945	
(X2.2)	0.60	0.945	
(X2.3)	0.60	0.944	
(X3.1)	0.60	0.945	
(X3.2)	0.60	0.946	
(X3.3)	0.60	0.946	
(X4.1)	0.60	0.943	
(X4.2)	0.60	0.946	
(X4.3)	0.60	0.947	
(X5.1)	0.60	0.943	
(X5.2)	0.60	0.943	
(X5.3)	0.60	0.50	
(Y1.1)	0.60	0.943	
(Y1.2)	0.60	0.943	
(Y1.3)	0.60	0.946	
(Y2.1)	0.60	0.942	
(Y2.2)	0.60	0.946	
(Y2.3)	0.60	0.942	

Normality Test: Based on the statistical normality test, the Kolmogorov-Smirnov non-parametric statistical test showed the value of Asymp. Sig. (2-tailed). If 0.072 is greater than 0.05, then it can be concluded that the data is normally distributedly.

Linearity Test: (1) Linearity test x1, x2 to y1, from the results of the linearity test in the ANOVA Table, a sig value of 0.001 <0.05 was obtained, so it can be concluded that ease, usefulness and desire have a significant linear relationship with PMM; (2) Linearity test x1, x3 to y1, from the results of the linearity test in the ANOVA Table, a sig value of 0.001 <0.05 was obtained, so it can be concluded that ease, curiosity and desire have a significant linear relationship with the Merdeka Mengajar Platform; (3) Linearity test x1, x4 to y1, from the results of the linearity test in the ANOVA Table, a sig value of 0.001 <0.05 was obtained, so it can be concluded that ease, happiness and desire have a significant linear relationship with the Merdeka Mengajar Platform; (4) Linearity test x1, x3 to y2, from the results of the linearity test in the ANOVA Table, a sig value of 0.001 <0.05 was obtained sig 0.001 < 0.05, it can be concluded that ease, curiosity and focus have a significant linear relationship with the Merdeka Mengajar Platform; (5) Linearity test x1, x4 to y2, from the results of the linearity test on the ANOVA Table obtained a sig value of 0.001 < 0.05, it can be concluded that ease, happiness and focus have a significant linear relationship with the Merdeka Mengajar Platform; (6) Linearity test x1, x5 to y2, from the results of the linearity test on the ANOVA Table obtained a sig value of 0.001 < 0.05, it can be concluded that ease, control and focus have a significant linear relationship with the Merdeka Mengajar Platform.

Correlation Test: (1) Correlation test x1, x2 to y1, in the results of the correlation test obtained a sig value of 0.001 < 0.05, then the test correlates significantly, the correlation value for ease with usefulness to desire is 0.560 and 0.606, then it can be concluded that the degree of correlation relationship is moderate with a positive relationship form. The higher the ease with usefulness, the higher the desire; (2) Correlation test x1, x3 to y1, in the correlation test results obtained a sig value of 0.001 < 0.05. The test correlates significantly; the correlation values for ease with curiosity to desire are 0.560 and 0.661. It can be concluded that the degree of correlation between the two is moderate to strong, with a positive relationship forming. The higher the ease with curiosity, the higher the desire; (3) Correlation test x1, x4 to y1, the results of the correlation test obtained a sig value of 0.001 <0.05, so the test correlates significantly, the correlation value for ease with happiness to desire is 0.560 and 0.657, so it can be concluded that the degree of correlation between the relationship is moderate to strong with a positive relationship form. The higher the ease with happiness, the higher the desire; (4) Correlation test x1, x3 to y2, the results of the correlation test obtained a sig value of 0.001 <0.05, so the test correlates significantly, the correlation value for ease with curiosity to focus is 0.614 and 0.589, so it can be concluded that the degree of correlation between the relationship is moderate with a positive relationship form. The higher the ease with curiosity, the higher the focus; (5) Correlation test x1, x4 to y2, the results of the correlation test obtained a sig value of 0.001 <0.05, so the test correlates significantly, the correlation value for ease with happiness to focus is 0.614 and 0.704, so it can be concluded that the degree of relationship is strongly correlated with the form of a positive relationship. The higher the ease with happiness, the higher the focus; (6) Correlation test x1, x5 to y2, the results of the correlation test obtained a sig value of 0.001 <0.05, so the test correlates significantly, the correlation value for ease with control to focus is 0.614 and 0.753, so it can be concluded that the degree of relationship is strongly correlated with the form of a positive relationship. The higher the ease with control, the higher the focus.

Partial Test (T-Test): (1) Test T x1,x2 to y1, it is known that the value of sig is 0.001 < 0.05, it can be concluded that convenience, usefulness, and desire together have a significant effect on the Independent Teaching Platform; (2) Test T x1,x3 to y1, it is known that the value of sig is 0.001 < 0.05, it can be concluded that convenience, curiosity and desire. Together, it has a significant effect on the Independent Teaching Platform; (3) Test T x1, x4 to y1, it is known that the value of sig is 0.001 < 0.05, it can be concluded that convenience, happiness, and desire. Together, it has a significant effect on the Independent Teaching Platform; (4) Test T x1, x3 to y2, it is known that the sig value is 0.001 < 0.05, it can be concluded that convenience, curiosity, and focus. Together, it has a significant effect on the Independent Teaching Platform; (5) Test T x1, x4 to y2, it is known that the value of the sig. is 0.001 < 0.05, it can be concluded that convenience, happiness, and focus. Together, it has a significant effect on the Independent Teaching Platform; (6) Test T x1, x5 to y2, it is known that the sig value is 0.001 < 0.05, it can be concluded that ease, control, and focus. Together, it has a significant effect on the Independent Teaching Platform.

Simultaneous Test (Test F): (1) The results of the F test x1, x2, x3, x4 to y1, in the F test, the criterion is that if the F value is calculated to be greater than the F of the table used, it is stated that there is a simultaneous influence between independent variables on the dependent variables. In the measurement results, the F value is calculated at 18.163, and with a probability level of 0.05 in the F table, a value of 2.57 is obtained. So it can be concluded as a whole that the simultaneous influence of the variables convenience X1, usefulness X2, curiosity X3, happiness X4, on the desire of Y1, (2) The results of the F test x1, x3, x4, x5 to y2, in the F test the criterion is that if the F value is greater than the F of the table used, it is stated that there is a simultaneous influence between the independent variables on the dependent variables. In the measurement results, the F value is calculated as 22.588, and with a probability level of 0.05 in the F table, a value of 2.57 is obtained. So it can be concluded as a whole that the simultaneous influence of the variables eases X1, curiosity X3, happiness X4, and control X5 on the focus of Y2.

Hypothesis Testing; (1) Hypothesis 1: Based on the variable Perceive Ease of Use (X1), which is influenced by Perceive Usefulness (X2), has a t-count condition of 6.172 >2.006 and a sig value of 0.001 <0.05. Based on these conditions, it can be concluded that the variable Perceive Ease of Use (X1), which is influenced by Perceive Usefulness (X2), has a positive and significant effect on the variable Behavioral Intention to Use (Y1). (2) Hypothesis 2: Based on the variable Perceived Ease of Use (X1), which is influenced by Curio, has a t-count condition of 6.545 >2.006 and a sig value of 0.001 <0.05. Based on these conditions, it can be concluded that the variable Perceived Ease of Use (X1), which is influenced by Curiosity (X3), has a positive and significant effect on the variable Behavioral Intention to Use (Y1). (3) Hypothesis 3: Based on the variable Perceived Ease of Use (X1), which is influenced by Control (X4), has a t-count condition of 7.060 >2.006 and a sig value of 0.001 <0.05. Based on these conditions, it can be concluded that the variable Perceived Ease of Use (X1), which is influenced by Control (X4), has a positive and significant effect on Behavioral intention to use (Y1). (4) Hypothesis 4: Based on the variable Perceive ease of use (X1), which is influenced by Curiosity (X3), has a t-count condition of 6.166 >2.006 and a sig value of 0.001 <0.05. Based on these conditions, it can be concluded that the variable Perceived Ease of Use (X1), which is influenced by Curiosity (X3), has a positive and significant effect on the variable Immersion (Y2). (5) Hypothesis 5: Based on the variable Perceived Ease of Use (X1), which is influenced by Joy (X4), has a t-count condition of 8.525 >2.006 and a sig value of 0.001 <0.05. Based on these conditions, it can be concluded that the variable Perceived Ease of Use (X1), which is influenced by Joy (X4), has a positive and significant effect on the variable Immersion (Y2). (6) Hypothesis 6: Based on the variable Perceive Ease of Use (X1) which is influenced by Control (X5) has a t-count condition of 9.273 >2.006 and a sig value of 0.001 <0.05. Based on these conditions, it can be concluded that the variable Perceived Ease of Use (X1), which is influenced by Control (X5), has a positive and significant effect on the variable Immersion (Y2). The results of the Hypothesis Test can be seen in Table 12.

Table 12. Hypothesis Test Results

H	Hypothesis	Information R = Reject
H1	H0: 'Perceive Ease of Use' has no positive and significant effect on the variable 'Perceive Usefullness'	R- H0
H2	H1: 'Perceive Ease of Use' has no positive and significant effect on the variable 'Perceive Usefullness'	R- H0
H3	H0: 'Perceive Ease of Use' has no positive and significant effect on the 'Curiosity' variable	R- H0
H4	H1: 'Perceive Ease of Use' has a positive and significant effect on the 'Curiosity' variable	R- H0
H5	H0: 'Perceive Ease of Use' has no positive and significant effect on the 'Control' variable	R- H0
H6	H1: 'Perceive Ease of Use' has a positive and significant effect on the 'Control' variable	R- H0

CONCLUSION

This study demonstrates a notably high acceptance rate of the Merdeka Mengajar Platform among senior high school teachers in the Rumbai District. Most respondents acknowledged the platform's positive impact on enhancing their teaching quality and providing broader access to educational resources. This is supported by correlation values indicating a strong relationship between ease of use, utility, and desire, with coefficients of 0.614 and 0.704 and 0.614 and 0.753, respectively.

The research further reveals the presence of several significant hedonic motivational factors influencing teachers' sustained use of the Merdeka Mengajar Platform. Analysis of the data obtained from using the PMM indicates that hedonic factors such as ease of use (X1), coupled

with curiosity (X3), significantly correlate with the desire to continue using the platform (Y1), with correlation coefficients of 0.560 and 0.661, respectively. Additionally, ease of use (X1) and the ability to have full control over enjoyment (X4) also correlate strongly with the desire to use the platform (Y1), with coefficients of 0.560 and 0.657.

The factors that significantly influence the successful adoption of the PMM are curiosity (X3) and joy (X4). The higher the ease of use combined with curiosity and the higher the ease of use combined with happiness, the greater the desire to use the application.

Based on these findings, researchers recommend that the Merdeka Mengajar Platform should provide additional resources and training for users and optimize its interface to enhance user acceptance further.

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