

LMS ADOPTION IN A CORPORATE UNIVERSITY: INSIGHTS FROM SUS EVALUATION AND AN UTAUT-INFORMED QUALITATIVE ANALYSIS

ADOPSI LMS DI UNIVERSITAS KORPORAT: TEMUAN DARI EVALUASI SUS DAN ANALISIS KUALITATIF BERBASIS UTAUT

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ABSTRACT

This study examines the implementation of a Learning Management System (LMS) in a Corporate University (Corpu) using a mixed-methods approach. The research aims to evaluate LMS usability and identify factors influencing technology adoption in a corporate learning context. The quantitative phase employed an anonymous survey involving 102 employees to assess awareness, experience, obstacles, and usability of the LMS using the System Usability Scale (SUS). The results indicate that the LMS received a grade "D" based on the Sauro-Lewis grading scale, reflecting usability challenges. To obtain deeper insights, the qualitative phase consisted of semi-structured interviews with 10 employees guided by the Extended Unified Theory of Acceptance and Use of Technology (UTAUT). Thematic analysis revealed that social influence is the strongest driver of LMS adoption, supported by managerial encouragement and organizational learning culture. Performance expectancy also emerged as a significant factor, as learning materials were perceived as useful, although participants expressed the need for more specialized content. Despite high learning intention, actual LMS usage remains constrained by workload, system usability, and limited supporting features. The study highlights the importance of improving system quality, instructional assessment, and interactive learning design to optimize LMS adoption in corporate learning environments.

Keywords: Learning Management System, Corporate University, Technology Adoption, UTAUT, System Usability Scale

ABSTRAK

Penelitian ini mengkaji implementasi Sistem Manajemen Pembelajaran (LMS) di Universitas Korporat (Corpu) menggunakan pendekatan campuran (mixed-methods). Tujuan penelitian ini adalah mengevaluasi kegunaan LMS dan mengidentifikasi faktor-faktor yang mempengaruhi adopsi teknologi dalam konteks pembelajaran korporat. Fase kuantitatif menggunakan survei anonim yang melibatkan 102 karyawan untuk menilai kesadaran, pengalaman, hambatan, dan kegunaan LMS menggunakan Skala Kegunaan Sistem (SUS). Hasil menunjukkan bahwa LMS mendapatkan nilai "D" berdasarkan skala penilaian Sauro-Lewis, yang mencerminkan tantangan dalam kegunaan. Untuk mendapatkan wawasan yang lebih mendalam, fase kualitatif terdiri dari wawancara semi-terstruktur dengan 10 karyawan yang dipandu oleh Teori Terpadu yang Diperluas tentang Penerimaan dan Penggunaan Teknologi (UTAUT). Analisis tematik mengungkapkan bahwa pengaruh sosial merupakan faktor utama dalam adopsi LMS, didukung oleh dorongan manajerial dan budaya pembelajaran organisasi. Harapan kinerja juga muncul sebagai faktor yang signifikan, karena materi pembelajaran dianggap bermanfaat, meskipun peserta mengemukakan kebutuhan akan konten yang lebih spesifik. Meskipun niat belajar tinggi, penggunaan LMS yang sebenarnya masih dibatasi oleh beban kerja, kemudahan penggunaan sistem, dan fitur pendukung yang terbatas. Studi ini menyoroti pentingnya meningkatkan kualitas sistem, penilaian instruksional, dan desain pembelajaran interaktif untuk mengoptimalkan adopsi LMS dalam lingkungan pembelajaran korporat.

Kata Kunci: Sistem Manajemen Pembelajaran, Universitas Korporat, Adopsi Teknologi, UTAUT, Skala Kemudahan Penggunaan Sistem

INTRODUCTION

The rapid evolution of business environments driven by market dynamics, regulatory changes, technological advancement, and global competition has intensified the need for

organizations to continuously develop employee competencies (Yan & Zhou, 2009; Zhang et al., 2024). In response, many organizations have established corporate universities as a strategic approach to align learning initiatives

with long-term business objectives and workforce development needs. Corporate universities function not merely as training units, but as centralized and strategic platforms that promote lifelong learning, innovation, and organizational capability building (Meister, 1998).

Unlike traditional training departments that tend to be reactive and decentralized, corporate universities operate as integrated learning systems designed to support organizational strategy and engage multiple stakeholders, including employees, managers, and external partners (Wang et al., 2010). Although definitions of corporate universities vary depending on organizational context and objectives (Oh, 2023; Andresen & Lichtenberger, 2007), they commonly emphasize structured learning governance, competency development, and strategic alignment (Meister, 1998a).

To support scalable learning delivery, learning management systems (LMS) play a critical role in enabling digital and blended learning environments. However, the effectiveness of an LMS is not determined solely by its technical features, but also by users' perceptions, usability, and willingness to adopt the system. Prior studies suggest that technology adoption in organizational settings is influenced by multiple behavioral and contextual factors, including performance expectancy, effort expectancy, social influence, and facilitating conditions (Venkatesh et al., 2003).

This study is conducted in the context of a corporate university initiative within an Indonesian holding company operating across diverse industries. After one year of implementation, challenges emerged related to LMS usage, including low

recorded attendance, user difficulties in accessing learning materials, and manual administrative processes. Despite relatively high participation in learning activities, the LMS has not yet functioned as the central learning platform as intended, raising concerns about its readiness to support the organization's future digital learning strategy.

Therefore, this research aims to evaluate the perceived usability of the corporate university's LMS and to examine key factors influencing its adoption using a mixed-methods approach. By integrating usability assessment through the System Usability Scale (SUS) and qualitative insights based on the Extended Unified Theory of Acceptance and Use of Technology (UTAUT), this study seeks to identify gaps between the current and ideal state of the digital learning environment and provide practical recommendations to strengthen LMS adoption in corporate learning contexts.

RESEARCH METHODS

This study employs an applied mixed-methods approach to evaluate the Learning Management System (LMS) implemented in Kirana Corporate University and to formulate practical recommendations for its improvement. The research integrates quantitative and qualitative methods to assess both functional usability and behavioral adoption factors of the LMS. The overall research stages, including problem identification, data collection, analysis, and recommendation development, are illustrated in a research flowchart presented in Figure 1.

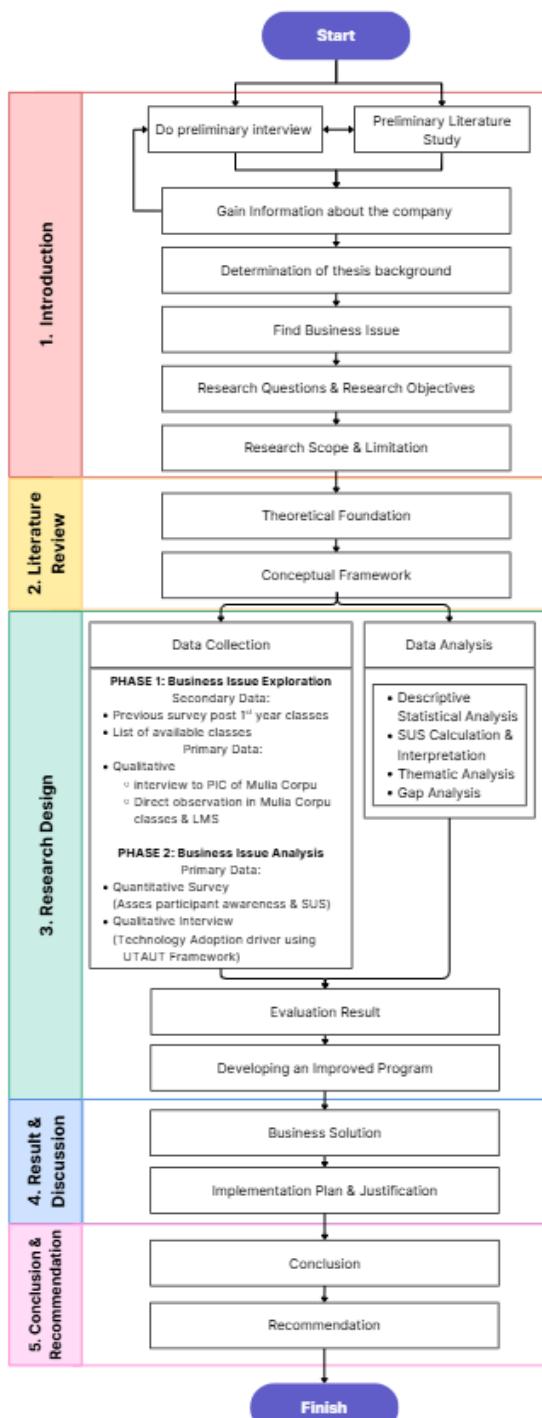


Figure 1. Research Methodology

Source: Author (2025)

Quantitative data were collected through an online survey distributed to employees who participated in corporate university learning activities and used the LMS. The survey instrument consisted of custom questions designed to measure participants' awareness and

accessibility of the LMS, as well as the System Usability Scale (SUS) to evaluate perceived usability. The SUS comprises ten standardized items and was scored following established procedures, with results interpreted using the Sauro–Lewis grading scale. Descriptive statistical analysis was applied to summarize the data using percentages and frequency distributions, while instrument reliability was assessed using Cronbach's Alpha.

Qualitative data were obtained through semi-structured interviews with selected employees using maximum variation purposive sampling to capture diverse perspectives across roles, divisions, and experience levels. The interview protocol was developed based on the Extended Unified Theory of Acceptance and Use of Technology (UTAUT) framework, incorporating performance expectancy, effort expectancy, social influence, facilitating conditions, behavioral intention, use behavior, information quality, and instructional assessment (Venkatesh et al., 2003; Alshehri et al., 2020). Interview data were analyzed using thematic analysis, following systematic coding and theme development procedures.

To support qualitative analysis, NVivo software was used to organize interview transcripts, facilitate coding, and identify patterns across themes. The integration of quantitative usability assessment and qualitative thematic findings enables a comprehensive understanding of LMS adoption and provides evidence-based insights for improving digital learning implementation within the corporate university context.

RESULTS AND DISCUSSIONS

Quantitative Findings on LMS Awareness and Accessibility

The questionnaire was developed using Google Forms and distributed through the manager of Kirana Corporate University, who forwarded it to the HR departments of each subsidiary. Within a three-week period, 102 respondents voluntarily completed the survey. After data cleaning, 97 valid responses were retained for further analysis.

The survey results indicate that the majority of respondents demonstrated a strong awareness of the existence of the Learning Management System (LMS). Approximately 82.4% of participants reported clear awareness of the LMS, while 13.4% expressed uncertainty and 4.2% were unaware of its existence. These findings suggest that internal communication regarding the LMS has been generally effective, although further improvement is needed to ensure consistent understanding across all employees.

In terms of accessibility, most respondents reported positive experiences when locating and accessing the LMS. Around 78% indicated that they could easily find the LMS website, and more than 75% experienced little difficulty logging into the system. Nevertheless, a notable proportion of respondents expressed neutral perceptions or reported challenges related to login and access. This indicates that while the LMS authentication system functions adequately for most users, clearer guidance and additional user support could improve accessibility for less technologically confident participants.

Regarding system navigation, just over half of the respondents perceived the LMS as easy to navigate. However, a substantial proportion reported neutral perceptions or experienced occasional difficulties. This suggests that although the platform generally supports learning

activities, improvements in interface design, clarity of menus, and user guidance remain necessary to enhance overall usability.

Common issues reported by users during LMS usage are summarized in Table 1. These include access difficulties, internet connectivity problems, navigation challenges, language barriers, insufficient guidance, and technical inconsistencies. Despite these challenges, a considerable number of users reported smooth LMS usage, indicating that the system's basic functionality is adequate but not yet optimized for all user groups.

Table 1. User-Reported Issues During LMS Usage

Issue Category	Description	Implications for User Experience
Access Difficulties	Frequent incidents of forgotten passwords and username issues	Delays login access and reduces system readiness
Internet Connectivity Problems	Unstable or poor connection during learning activities	Interrupts learning continuity and task completion
Navigation and System Usability Issues	Difficulty locating attendance, courses, and progress tracking	Causes confusion and increases cognitive effort
Language Barriers	English-only interface limits understanding for some users	Reduces inclusivity and user confidence
Insufficient Guidance and Training	Users rely on others to understand system procedures	Lowers autonomy and increases onboarding time
Technical Errors and System Inconsistency	Website errors and progress not updated accurately	Decreases trust in system reliability
No Reported Issues	A considerable number of users experience smooth usage	Indicates functionality is adequate

System Usability Scale (SUS) Results

The usability of the Learning Management System (LMS) was evaluated using the System Usability Scale (SUS). Based on responses from 97 valid participants, the reliability analysis of the SUS instrument yielded a Cronbach's Alpha value of 0.829, indicating good internal consistency and

confirming that the collected data were reliable for usability assessment.

The overall SUS score obtained for the LMS was 62.23. According to the Sauro–Lewis Curved Grading Scale, this score falls within the “Grade D” category, corresponding to the 15th–34th percentile range. This result indicates that, although the LMS is generally perceived as usable, its overall usability performance remains below average compared to commonly accepted usability benchmarks. Users are able to perform basic learning activities; however, the system does not yet provide an optimal or satisfying user experience.

The Grade D classification suggests the presence of notable usability issues that may hinder user satisfaction and sustained system usage. In the context of corporate learning, this level of usability implies that while the LMS can support learning activities functionally, improvements are required to enhance efficiency, ease of interaction, and overall user confidence. These findings reinforce the importance of addressing usability challenges as a prerequisite for improving technology adoption and maximizing the effectiveness of digital learning initiatives.

Table 2. SUS Result: Grade of current LMS (Lewis, 2018)

SUS Score Range	Grade	Percentile Range
84.1 – 100	A+	96 – 100
80.8 – 84.0	A	90 – 95
78.9 – 80.7	A-	85 – 89
77.2 – 78.8	B+	80 – 84
74.1 – 77.1	B	70 – 79
72.6 – 74.0	B-	65 – 69
71.1 – 72.5	C+	60 – 64
65.0 – 71.0	C	41 – 59
62.7 – 64.9	C-	35 – 40
51.7 – 62.6	D	15 – 34
0.0 – 51.6	F	0 – 14

Qualitative Findings Based on Extended UTAUT Framework

To gain deeper insights into the factors influencing LMS adoption, semi-structured interviews were conducted with ten participants of Kirana Corporate University. The qualitative findings are analyzed using an Extended Unified Theory of Acceptance and Use of Technology (UTAUT) framework, incorporating two additional constructs which are Information Quality and Instructional Assessment to better capture the dynamics of corporate learning environments. The findings reveal interconnected behavioral, organizational, and technological factors that shape LMS usage and learning experiences.

Performance Expectancy (PE)

The findings indicate that participants generally perceived LMS-supported training as beneficial for improving both professional performance and personal development. Performance expectancy was higher when learning content aligned closely with participants' job roles, particularly among employees in business and management functions. Notes on perceived benefits included expanded knowledge, refreshed understanding of foundational concepts, and exposure to new perspectives that supported daily work activities. Even introductory materials were valued as reminders that helped participants reconnect with previously learned concepts.

However, perceived usefulness varied across job functions. Participants from technical, engineering, IT, and healthcare backgrounds frequently reported that the learning materials were too general and lacked industry-specific depth. While the training was still appreciated for personal enrichment and cross-functional exposure, these participants expressed strong

expectations for more specialized, advanced, and role-relevant content.

Beyond immediate job performance, participants also emphasized personal development outcomes, such as increased self-awareness, reflection on life goals, and renewed learning motivation. At the organizational level, learning was perceived as contributing to innovation and adaptability, reinforcing the belief that continuous learning is necessary to remain competitive in a dynamic business environment. These findings suggest that while performance expectancy is generally positive, its impact could be strengthened through deeper, more specialized, and industry-aligned learning content.

Effort Expectancy (EE)

Effort expectancy toward the LMS was generally high, with participants describing the system as simple, intuitive, and easy to learn. Most users reported minimal effort when performing core tasks such as accessing materials, recording attendance, and uploading assignments. Although some participants experienced initial confusion, particularly during first-time use, the adaptation period was short, and confidence increased quickly with guidance from peers or HR support. This indicates that usability challenges were related more to early learning curves than to system complexity or resistance to technology.

Navigation within the LMS was widely perceived as clear, enabling users to locate learning materials and assignments without significant difficulty. Nevertheless, limitations in mobile access emerged as a recurring issue. Several participants noted that certain functions, particularly assignment uploads, required laptop access, which reduced convenience for

employees with high mobility. Technical issues were reported infrequently and were typically attributed to internet instability or login errors rather than system design flaws. Overall, the LMS is perceived as functionally straightforward, though improvements in mobile optimization and simplification of key processes would further enhance ease of use.

Social Influence (SI)

Social influence played a substantial role in shaping participation in LMS-supported learning. Managerial encouragement and supervisor support emerged as dominant drivers, with supervisors actively reminding employees, facilitating attendance, and aligning learning activities with performance and development goals. Organizational structures, such as mandatory credit requirements and performance appraisal mechanisms, further institutionalized participation and ensured engagement, even among employees with lower intrinsic motivation.

In addition to formal expectations, peer influence and leadership role models reinforced a culture of continuous learning. Participants reported being inspired by colleagues and leaders who actively pursued further education, which normalized learning as part of professional identity. Importantly, despite the presence of mandatory structures, participants also perceived a degree of autonomy in selecting classes. The ability to choose topics aligned with personal interests or job relevance helped balance external pressure with intrinsic motivation, making participation feel supportive rather than purely coercive.

Facilitating Conditions (FC)

Facilitating conditions for LMS use were generally adequate but uneven across contexts. Most participants reported sufficient access to devices and stable internet connectivity within office environments, although connectivity challenges occurred in field-based or mobile settings. HR and IT support were available and responsive, but largely reactive, relying on manual coordination and reminders rather than standardized workflows.

Workload and scheduling misalignment emerged as a key barrier to effective participation. While online learning formats offered flexibility, competing operational demands often reduced focus and engagement. Participants also highlighted limitations related to learning resource visibility, such as unclear enrollment information, absence of automated reminders, and difficulty tracking assignments. As a result, communication and coordination frequently shifted to external platforms, particularly WhatsApp, which reduced the LMS's role as a centralized learning hub. Participants consistently expressed the need for LMS enhancements, including integrated calendars, automated notifications, and mobile-friendly features, which they believed would significantly improve predictability, autonomy, and overall usability.

Behavioral Intention (BI)

Overall, participants demonstrated a positive intention to continue engaging with LMS-supported training. Behavioral intention was strongly influenced by perceived relevance, positive prior experiences, and the flexibility offered by video-based learning. Many participants viewed learning activities as meaningful opportunities for personal growth and

mental refreshment, rather than solely as organizational obligations.

Intrinsic motivation emerged as an important factor, with several participants participating out of curiosity and a desire for self-development. Although participation often began as obligation-driven due to organizational requirements, many employees gradually internalized the value of learning and shifted toward more self-directed engagement. Learning mode preferences further shaped intention: video-based learning was favored for flexibility, offline sessions for focus and depth, and live online sessions were appreciated but frequently disrupted by work demands. These findings indicate that while intention to learn is generally strong, it is sensitive to learning design and delivery modes.

Use Behavior (UB)

Despite high behavioral intention, actual LMS use was primarily driven by administrative necessity rather than habitual learning engagement. Participants commonly accessed the LMS for required tasks such as attendance, assignment uploads, and schedule checks, while substantive learning interactions often occurred outside the platform. Usage frequency varied widely and was influenced by workload, class schedules, and perceived relevance.

Multitasking during online sessions was common, particularly when participants balanced learning with operational responsibilities. Mobile access enabled flexibility but did not always support focused learning. Moreover, learning activities were fragmented across multiple platforms, including Zoom for live sessions, WhatsApp for communication, and external repositories for recorded content. This multi-channel ecosystem

reduced LMS centrality and contributed to inconsistent engagement, highlighting a gap between users' intention to learn and their actual usage behavior.

Information Quality (IQ)

Information quality was generally perceived positively, particularly when materials were clearly structured and delivered by credible trainers. Participants appreciated content that provided practical examples, clear explanations, and opportunities for reflection. However, perceived relevance and depth varied significantly across roles. Technical and IT participants consistently reported that materials were too general and lacked industry-specific application.

Trainer quality strongly influenced perceptions of information quality. Participants favored trainers who demonstrated expertise, shared real-world insights, and adapted content to practical contexts. A dominant theme across interviews was the strong preference for external trainers, who were perceived as more credible, up-to-date, and capable of providing broader industry perspectives. These findings indicate that while baseline information quality is adequate, greater depth, specialization, and external expertise are needed to enhance learning value, particularly for specialized roles.

Instructional Assessment (IA)

Instructional assessment was perceived as partially effective. Participants generally found assignments practical and aligned with real-world tasks, such as case studies and applied exercises. However, several weaknesses limited their learning impact. Follow-up mechanisms, such as discussion, presentation, and reflection sessions, were often absent, reducing opportunities for knowledge transfer.

Task difficulty was considered manageable, but some participants felt assessments were too basic for advanced or technical learners. A recurring issue was limited awareness of assignments due to unclear task visibility and the absence of automated notifications, leading to missed deadlines and inconsistent completion. Feedback emerged as one of the weakest elements, with many participants reporting little or delayed feedback after submission. The lack of standardized rubrics and clear evaluation criteria further reduced assessment effectiveness. These findings suggest that instructional assessment could better support learning outcomes through clearer structure, timely feedback, and more transparent evaluation processes.

Performance of Adoption Drivers

LMS adoption At Kirana Corporate University is shaped by several drivers. Social Influence, Performance Expectancy, and Behavioral intention (intrinsic motivation) are the strongest drivers of adoption. Effort Expectancy dimension is moderately supporting the adoption. There are some weaknesses in some area, such as Instructional Assessment, inconsistent Information Quality, and imperfect Facilitating Conditions remain the main barriers. The following table reflects the relative strength of these factors based on qualitative interview findings within the UTAUT and extended framework.

Table 3. Performance of key adoption factors of LMS at Kirana University

Rank Category	Variable	Condition Summary
Strong Performance	Social Influence (SI)	The strongest driver: supervisors and HR actively push participation; organizational learning culture is strong
	Performance	Participants strongly believe that the courses improve

Rank Category	Variable	Condition Summary
High Performance	Expectancy (PE)	their skills, knowledge, and insight; perceived usefulness is high.
	Behavioral Intention (BI)	Participants show genuine motivation to learn; many view classes as refreshing and personally meaningful.
Medium Performance	Effort Expectancy (EE)	The LMS is generally easy to use, although some minor usability and mobile-access issues remain.
	Facilitating Conditions (FC)	Mixed condition: devices and internet are adequate, but scheduling, reminders, calendars, and workload alignment are weak.
Weak Performance	Information Quality (IQ)	Information in the LMS is incomplete or unclear; schedules and updates still rely heavily on WhatsApp.
	Instructional Assessment (IA)	The weakest area: limited feedback, unclear grading visibility, and lack of follow-up on assignments.

Gap Analysis of LMS Adoption

The gap analysis aims to identify discrepancies between the current performance of the Learning Management System (LMS), user expectations, and the organization's strategic objectives. By examining user experiences and system performance holistically, this analysis highlights areas where the LMS functions adequately as well as aspects that limit engagement and learning effectiveness.

From the perspective of performance expectancy, participants generally perceive the learning content as useful for work and personal development, particularly when delivered by external trainers. However, inconsistencies in content depth and specialization reduce perceived value for certain roles, especially technical, engineering, IT, and healthcare positions. While participants expect expert-led and role-relevant learning,

this expectation is not consistently fulfilled. As a result, motivation and completion rates tend to decrease when materials are perceived as too generic or introductory.

In terms of effort expectancy, the LMS is regarded as easy to use for basic administrative tasks and features a familiar interface that supports initial adoption. Nevertheless, limited mobile functionality and the absence of integrated notifications and reminders reduce convenience and disrupt habitual use. These shortcomings encourage reliance on external communication platforms, such as WhatsApp, which weakens the LMS's role as a centralized learning system and reduces voluntary engagement.

Social influence strongly supports participation through managerial encouragement and formal organizational requirements. Supervisors actively promote attendance, and mandatory structures such as credit requirements reinforce involvement. However, peer-driven motivation and intrinsic learning culture remain underdeveloped. Engagement is largely sustained through top-down enforcement rather than organic peer influence, creating a risk to long-term adoption if mandatory mechanisms are reduced.

Facilitating conditions are generally adequate in terms of device availability and internet access, particularly within office environments. HR and IT support are responsive, yet predominantly reactive and reliant on manual coordination. Operational challenges persist due to frequent schedule changes and fragmented communication across multiple platforms. The lack of centralized LMS-based communication and scheduling reduces predictability, disrupts learning

continuity, and complicates planning for participants.

Behavioral intention toward learning is relatively high when content aligns with individual needs and interests. Nevertheless, participation often remains compliance-driven rather than intrinsically motivated. Interest tends to decline when learning topics are perceived as less relevant, indicating that intrinsic motivation has not yet become the primary driver of sustained engagement. This gap between intention and actual behavior is reflected in use behavior, where LMS usage is largely administrative. Participants consistently use the LMS for mandatory tasks such as attendance and assignment submission, while voluntary exploration and completion of learning materials, particularly video-based modules, remain limited.

Additional gaps are evident in information quality and instructional assessment. Learning materials vary in production quality, organization, and relevance, with unclear categorization and outdated content reducing efficiency and usability. Instructional assessment practices, although sometimes case-based and practical, lack consistent feedback, sufficient cognitive challenge, and transparent evaluation criteria. Weak feedback mechanisms and unclear rubrics limit learning mastery and reduce the instructional impact of assessments.

Overall, the gap analysis demonstrates that while the LMS is operational and institutionally supported, it has not yet achieved its intended role as a learner-centered and engaging digital learning platform. Addressing gaps in content depth, mobile usability, communication integration, and assessment quality is essential to strengthen adoption, enhance learning effectiveness, and support the

organization's long-term digital learning transformation.

Business Solutions and Strategic Implications

Based on the gap analysis derived from quantitative and qualitative findings, several business solutions are proposed to support Kirana Corporate University's transition from a mixed offline and online learning model toward a predominantly video-based learning ecosystem. These solutions are designed to address critical adoption barriers identified across key UTAUT dimensions, particularly performance expectancy, effort expectancy, facilitating conditions, behavioral intention, and social influence. The overarching objective is to transform the LMS from a system perceived primarily as an administrative tool into a high-value, self-directed learning platform that enhances user motivation, perceived usefulness, and long-term engagement.

The strategic direction of the proposed solutions emphasizes a shift from compliance-based participation toward consumption-driven learning. Current participation is largely sustained by mandatory requirements and managerial enforcement, while voluntary engagement remains limited. To address this imbalance, improvement initiatives are prioritized based on organizational resource constraints and urgency of impact. The proposed solutions are therefore structured into short-term improvements focused on operational stabilization and usability, followed by longer-term initiatives aimed at strengthening learning value and intrinsic motivation.

In the short term, strengthening facilitating conditions emerges as the most critical priority. Centralized scheduling through an LMS-based calendar and deadline management is

expected to reduce operational uncertainty and learning disruptions. Clear communication supported by integrated notifications and personalized dashboards can significantly reduce reliance on external messaging platforms and re-establish the LMS as the primary source of learning information. Additionally, providing language options that align with user preferences can lower cognitive barriers and improve accessibility for a broader range of employees. These interventions directly address system-related friction that currently limits consistent LMS usage.

Improvements in information quality and instructional assessment are also essential to enhance perceived learning value. Establishing clear standards for video-based learning content, including microlearning formats and consistent audiovisual quality, is expected to improve clarity and user trust. A structured content review and categorization process can further ensure relevance and ease of navigation. From an assessment perspective, embedding short, structured evaluations within video content and providing clear rubrics can strengthen learning transfer. Lightweight follow-up mechanisms, such as brief discussions or application-oriented reflections, may partially compensate for the absence of face-to-face interaction in video-based learning environments.

In the longer term, performance expectancy should be strengthened through deeper and more specialized learning content. Standardizing advanced curricula with industry-specific case studies and role-relevant applications can address participants' demand for depth, particularly among technical and professional roles. Developing internal subject-matter experts to support video-based learning production can also enhance

sustainability while preserving contextual relevance. As performance expectancy is a dominant driver of adoption, improving content quality is essential to foster voluntary and sustained engagement.

Behavioral intention can be further reinforced through motivational mechanisms that support habit formation and recognition. Gamified elements, digital certification integrated with HR profiles, and peer recognition initiatives can enhance visibility, urgency, and intrinsic motivation. While these mechanisms are not immediate priorities, they may play a complementary role in sustaining engagement once foundational usability and content quality issues are addressed.

Overall, these business solutions directly respond to the identified gaps between current LMS performance and user expectations. By prioritizing system stability, content value, and motivational drivers, the organization can gradually shift LMS adoption from obligation-driven participation toward meaningful, self-directed learning. This transition is essential to support the organization's long-term digital learning strategy and to cultivate a sustainable culture of continuous development.

Implementation Plan & Justification

For the implementation plan, the necessary action plans will be broken down. Initial implementation will focus on strengthening dimensions with weak performance, namely facilitating conditions, information quality, and instructional assessment.

The short-term implementation plan is designed to operationalize the proposed business solutions by focusing on three priority areas, namely facilitating conditions, information quality, and instructional assessment. These areas were selected based on the

gap analysis and their critical influence on LMS adoption, particularly in supporting the organization's transition toward a video-based learning ecosystem. The implementation emphasizes feasibility, minimal operational disruption, and alignment with existing organizational resources.

The first focus area is facilitating conditions, which aims to reduce operational confusion, missed deadlines, and excessive reliance on manual coordination. The implementation begins with a comprehensive audit of existing scheduling and communication flows across platforms such as Zoom, WhatsApp, and HR reminders. The results of this audit are used to map all video-based learning sessions, assignment deadlines, and learning activities into a unified scheduling structure within the LMS. A centralized LMS calendar module is then activated and configured to distinguish between live sessions, content release dates, and assignment deadlines. To improve accessibility and planning convenience, the LMS calendar is integrated with external calendar systems such as Google Calendar and Outlook. Automated reminder mechanisms are implemented at multiple time intervals prior to scheduled activities to reduce dependency on human reminders. Before full-scale deployment, the scheduling system is piloted within one business unit to evaluate usability and effectiveness, ensuring readiness for broader implementation.

In parallel, language accessibility is addressed by introducing an Indonesian language option within the LMS interface. This process involves compiling a standardized terminology list for menus, buttons, and instructional content, followed by the development of a localization package and glossary. A language toggle feature is enabled within

user profiles, allowing participants to select their preferred interface language. Usability testing is conducted with users representing different levels of digital literacy to ensure clarity, consistency, and ease of use. These initiatives aim to lower cognitive barriers and improve inclusivity, particularly for users who experience difficulty engaging with English-only interfaces.

To further strengthen facilitating conditions, integrated notification systems and a personalized LMS dashboard are developed. All notification types, including assignment deadlines, content releases, schedule changes, and grading updates, are systematically identified and configured within the LMS. Automated notification workflows are implemented to ensure consistency and reliability, with optional integration of external communication channels such as email or messaging services if required. A redesigned dashboard is introduced to provide users with a clear overview of weekly tasks, upcoming deadlines, newly added content, and certification progress. Notification reliability is continuously monitored to ensure high delivery success rates and functional stability.

The second focus area addresses information quality through the standardization of video-based learning content. A microlearning blueprint is established, defining optimal video duration and instructional structure. Standardized script templates are developed to ensure consistency in learning objectives, key messages, and practical examples. Audio-visual quality standards are formalized through checklists covering sound clarity, screen readability, framing, and subtitle accuracy. Internal subject matter experts are trained in microlearning principles to enhance content development capabilities. Pilot video-based learning

modules are produced and reviewed with learners, allowing iterative improvements before scaled production. To sustain content relevance and accuracy, a structured content review cycle is implemented. Learning materials are periodically evaluated for relevance, engagement level, and accuracy, while content is categorized under standardized taxonomies to improve discoverability. An updated content library map is published within the LMS to enhance transparency and ease of navigation.

The third focus area centers on instructional assessment to strengthen learning mastery and application. A structured assessment framework is introduced through the development of standardized rubric templates covering case analysis, presentations, reflections, and application tasks. Rubric wording is standardized to reduce subjective scoring differences across instructors. Micro-assessments, such as short quizzes or polls, are embedded within video-based learning modules to reinforce understanding and monitor progress. Instructors receive targeted training on providing meaningful and constructive feedback using the established rubrics. Grade visibility is enabled within the LMS to enhance transparency and reinforce motivation.

To complement formal assessments, post-learning follow-up mechanisms are implemented to support knowledge transfer and reflection. Asynchronous discussion forums are created for each video-based learning module to facilitate peer interaction and question sharing. Structured question-and-answer sessions and reflective prompts are introduced to encourage learners to connect training content with workplace application. For selected high-impact modules, short live debrief sessions are piloted to clarify key

concepts and address common challenges. Participation rates and discussion patterns are monitored to identify content gaps and inform continuous improvement.

Overall, this phased short-term implementation plan is designed to professionalize the LMS, reduce operational friction, and enhance user experience while remaining realistic within organizational constraints. By strengthening facilitating conditions, improving information quality, and enhancing instructional assessment practices, the LMS is positioned to evolve from an administrative platform into a credible, learner-centered video-based learning environment that supports sustained adoption and continuous development.

For long term improvement, dimensions that already performed well such as Performance Expectancy, Social Influence, and Behavioral Intention also need to be improved, especially Performance Expectancy. A successful learning system strongly influenced by a solid, well-designed curriculum. Therefore, refining and aligning it with actual work needs is one of the top priorities. Employees tend to feel that the LMS helps them perform better as the curriculum structure and depth increase. Simple questions like, "Is this useful for my job? Is it helpful for my daily life?" often asked to rate the system. The LMS is perceived as more meaningful when it contains materials that are practical, relevant, and based on real-world workplace challenges, not just a procedural requirement.

Additional features like mobile access, gamification, or digital certificates can help the participants to engage, but they become less meaningful compared with strong core learning material or content. Even the most advance features will struggle to keep the

participants engaged if the learning materials are considered to have a lot of room for improvement. This strategy builds the intrinsic motivation and positive user perceptions needed for sustained and voluntary engagement with the LMS.

The current curriculum was initially developed based on expert assessment, but findings indicate that some students in technical or highly specialized roles still perceive gaps in relevance, depth, and alignment with industry needs. This demonstrates that expert review does not necessarily guarantee the appropriateness of content for every role, although it does help ensure quality. The need to expand and enrich the current curriculum is reflected in frequent student requests for external insights and more in-depth, role-specific modules.

CONCLUSION AND SUGGESTION

Conclusion

This study examines the implementation of the Learning Management System within Kirana Corporate University, with particular attention to perceived usability and technology adoption factors that support the organization's strategic shift toward digital and video-based learning. Using a mixed-methods approach, this research addresses participants' awareness and usability perceptions, identifies key adoption drivers based on the UTAUT framework, and analyzes gaps between the current and desired LMS conditions.

The findings related to the first research question indicate that participants' awareness and accessibility of the LMS are generally adequate. Most respondents are familiar with the LMS and are able to access it without major difficulty, supported by sufficient device availability and relatively stable internet connectivity. Initial difficulties in using

the LMS were commonly reported, particularly at the early stage of adoption, but these challenges diminished over time as users became more familiar with the system. This pattern reflects a normal learning curve rather than fundamental resistance to technology use. However, usability assessment using the System Usability Scale reveals an overall score of 61.83, which falls into Grade D based on the Sauro-Lewis grading scale. This result suggests that, although the LMS is functional, the overall user experience remains suboptimal. Interview findings further highlight persistent friction points, especially related to limited mobile accessibility, unclear task visibility, and the absence of integrated notifications.

As a result, the LMS has not yet functioned effectively as a central learning hub capable of sustaining long-term engagement.

Regarding the second research question, the qualitative analysis shows that LMS adoption is influenced not only by technical usability but also by organizational and motivational factors. Social influence emerges as the strongest adoption driver, as participation is actively encouraged by HR teams, direct supervisors, and organizational norms. In the corporate context, social influence is closely linked to hierarchical structures, performance evaluation mechanisms, and leadership role modeling. Performance expectancy also plays a significant role, as participants generally perceive the learning materials as useful for personal development and professional growth. Interest and engagement increase substantially when instructors demonstrate strong expertise and practical relevance. Behavioral intention, particularly intrinsic motivation, further supports adoption, although its impact on actual usage is

moderated by workload constraints. Effort expectancy contributes moderately to adoption, as the system is perceived as relatively easy to use, but weaknesses in instructional assessment, inconsistent information quality, and imperfect facilitating conditions continue to limit optimal adoption.

The third research question reveals several gaps between the current LMS condition and participants' expectations. While performance expectancy is considered adequate, many participants express the need for more specialized and role-specific content, particularly for technical, engineering, and healthcare roles. An important finding is that participants demonstrate a high intention to learn and often perceive learning activities as personally meaningful and refreshing, rather than purely obligatory. This supports the notion of learning as a form of "productive rest." However, consistent with Venkatesh et al. (2003), this study finds that high behavioral intention does not necessarily translate into high usage levels in a corporate context, largely due to competing workload demands.

Facilitating conditions are perceived as sufficient in terms of basic infrastructure, yet weaknesses persist in scheduling stability, automated reminders, calendar integration, and workload alignment. Information quality within the LMS is also viewed as insufficiently centralized, leading participants to rely heavily on external channels such as WhatsApp for updates. Additionally, shortcomings in instructional assessment, including weak task follow-up, limited feedback, and unclear assignment notifications, further hinder effective LMS adoption. Overall, while digital learning flexibility, particularly rewatchable video content, is appreciated, participants still prefer offline or live online sessions for deeper

engagement. Consequently, the LMS has not yet become the central hub of learning activities, as consistent engagement is constrained by current system design and operational practices.

Suggestions

Based on the survey and interview findings, several recommendations are proposed to enhance LMS adoption and support the organization's transition toward a predominantly video-based learning ecosystem. Improving LMS functionality and user experience should be prioritized by strengthening mobile accessibility, simplifying navigation, and integrating automated reminders, calendars, and dashboards that consolidate learning schedules, assignments, and certifications. These improvements are expected to reduce reliance on external communication channels and position the LMS as the primary learning platform.

Enhancing content quality and relevance is also critical, as perceived usefulness strongly influences learning motivation. Increasing the involvement of external trainers, developing role-based learning paths, and offering more advanced and industry-specific modules can better address the needs of specialized roles such as engineering, IT, and healthcare. Strengthening communication and information flow through centralized announcements, clearer instructions, and localized language support will further reduce information gaps and improve user confidence across different levels of digital literacy.

Instructional assessment practices should be reinforced through clearer rubrics, standardized evaluation criteria, and more consistent feedback mechanisms. Structured follow-up activities and post-task discussions can help learners better apply knowledge in

professional contexts. In addition, fostering sustained adoption requires managerial support, protected learning time, and visible role modeling to embed learning as an integral part of professional development. Clear learning pathways, certifications, and career relevance can further strengthen intrinsic motivation and long-term engagement. As video-based learning expands, interactive elements such as micro-quizzes, reflection prompts, and discussion forums should be integrated to maintain engagement, while learning analytics can be used to continuously refine content quality and relevance.

Future studies are encouraged to involve a larger and more diverse sample of participants to improve representativeness and confidence in the findings. Incorporating multiple data sources, including LMS behavioral analytics, can help reduce subjective bias associated with self-reported data. A longitudinal research design would also be valuable to capture changes in technology adoption, perceptions, and usage patterns over time. Further research may additionally examine pedagogical aspects such as instructional design quality, curriculum alignment, assessment effectiveness, and compatibility with adult learning principles to provide a more comprehensive evaluation of corporate learning systems.

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