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INDONESIAN CONSUMER PREFERENCES IN SELECTING MASSIVE OPEN ONLINE COURSES (MOOCS): A CONJOINT ANALYSIS STUDY

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ABSTRACT

This paper attempts to measure and analyze consumer preferences when deciding to use massive open online courses (MOOCs). The research examines the challenges faced by Indonesian EdTech companies, particularly MOOCs, in offering diverse training sessions without considering the quality, substance, and efficiency of students' learning. This study employs descriptive quantitative research with a conjoint analysis approach to examine five key attributes: learning methods, teaching staff, prices, educational topics, and supporting services. The population is all Indonesian people aged 15–34, who are the target market of online course service providers. A total of 436 respondents were gathered by distributing online surveys. This study presents findings about the utility value and importance of the factors that influence consumer preferences. These findings reveal that price and topic are the primary factors influencing consumer preferences for online courses. It also shows the kinds of combinations of services and features that customers perceive to be important. This study contributes to the field of marketing, especially consumer preferences.

ABSTRAK

Penelitian ini bertujuan untuk mengukur dan menganalisis preferensi konsumen dalam menggunakan massive open online courses (MOOCs). *Penelitian ini mengkaji tantangan yang dihadapi oleh perusahaan EdTech Indonesia, khususnya MOOCs, dalam menawarkan berbagai sesi pelatihan tanpa mempertimbangkan kualitas, substansi, dan efisiensi pembelajaran siswa. Studi ini menggunakan penelitian deskriptif kuantitatif dengan pendekatan analisis conjoint untuk meneliti lima atribut utama: metode pembelajaran, pengajar, harga, topik pendidikan, dan layanan pendukung. Populasi penelitian adalah masyarakat Indonesia berusia 15–34 tahun, yang merupakan target pasar penyedia layanan kursus online. Sebanyak 436 responden dikumpulkan melalui survei online. Hasil penelitian menunjukkan nilai utilitas dan pentingnya faktor-faktor yang memengaruhi preferensi konsumen. Temuan ini mengungkapkan bahwa harga dan topik merupakan faktor utama yang memengaruhi preferensi konsumen dalam memilih kursus online. Selain itu, penelitian ini menunjukkan kombinasi layanan dan fitur yang dianggap penting oleh pelanggan. Penelitian ini berkontribusi pada bidang pemasaran, khususnya preferensi konsumen.*

INTRODUCTION

The Education Technology (EdTech) industry plays an important role in advancing education and providing new innovations in a more dynamic learning process. The rapid increase in the establishment of Edtech companies in Indonesia coincides with the rapid increase in internet penetration rates in Indonesia (Bhardwaj et al., 2020). Figure 1 shows the increasing number of EdTech startups in Indonesia that have grown rapidly over the past six years. In addition, data from Tracxn.com noted that, in June 2020, there were 44 edtechs in Indonesia. In June 2021, the number of Edtechs grew rapidly to 210 companies (Azzahra, 2021). However, in February 2022, the number of EdTechs continued to grow to reach 342 EdTech companies in Indonesia (Azzahra, 2021). As a result, changes in the EdTech industry are represented by an increase in the number of EdTech firms being formed as well as an increase in funding from existing startups. The more intense the rivalry within a firm or between products being created, the more crucial it is for Edtech startup developers to continue to innovate and enhance quality in order to give satisfaction to their customers.

Of the various types of EdTech services in Indonesia, one of the most common types of services is Massive Open Online Courses (MOOCs). According to Azzahra (2021) , Massive Open Online Course (MOOC) is an online platform that provides classes/learning materials in multimedia format (text, video, and audio) to learners with access to the internet These products handle educational content in various subjects ranging from traditional subjects (like mathematics, science, IT, business) to vocational subjects (like photography, entrepreneurship, music). Companies in this category have popularized the concept of open online content—MOOCs. MOOC providers are shifting towards an OPM (Online Program Management) model. This model supports educational institutions in transforming offline programs and courses into online formats. Data Bridge Market Research (2022) analyses that the Asia-Pacific massive open online courses (MOOCs) market was valued at USD 1.92 billion and is expected to reach the value of USD 24.82 billion by 2029, at a CAGR of 37,7% during the forecast period.

Technological advancements have opened up vast business opportunities for tech-based startups in Indonesia. The potential is further strengthened by the broad market reach of the EdTech industry, which can cater to different age groups and economic levels. However, the EdTech industry in Indonesia also faces significant challenges. According to Bhardwaj et al. (2020), the EdTech sector faces substantial obstacles that hinder success and growth comparable to other tech sectors.

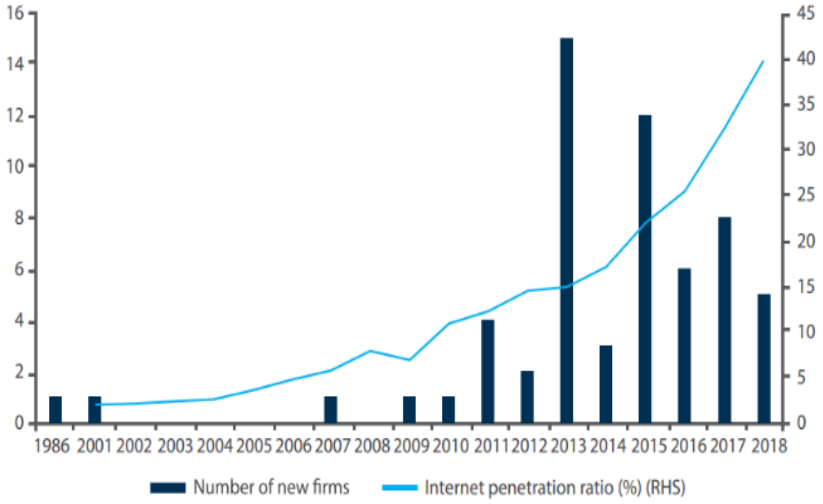

Figure 1. Increasing Number of EdTech in Indonesia
Source: Bhardwaj et al (2020)

These challenges can be broadly categorized into supply-side and demand-side challenges. Supply-side challenges include (i) access to funding, (ii) finding the right monetization model, and (iii) availability of human capital. Demand-side challenges include (i) resistance to change, (ii) low willingness-to-pay, (iii) lack of digital literacy, and (iv) lack of digital infrastructure and connectivity.

There is a gap between supply-side and demand-side challenges in the EdTech sector. Supply-side challenges arise from the intense competition among EdTech startups in Indonesia and the availability of instructors to deliver EdTech products and services. On the demand side, challenges relate to providing products that meet consumer needs. One of the consumer attractions to continuously use MOOCs is convenience. By offering real-time and more personalized services, online course providers can enhance the learning environment for consumers. Therefore, online course providers need to understand market needs and consumer demand. This also relates to the willingness of venture capitalists to invest in online course providers, as investors are more likely to invest in providers that align with market needs and customer demand (Srivastava, 2022). To continuously align with customer needs, it is essential to understand consumer preferences regarding the most preferred combination of service attributes. This knowledge can help EdTech companies design service programs that align with consumer preferences for using MOOCs, ensuring the quality of learning for student users.

This study analyzes Indonesian consumers' preferences in selecting MOOC services using conjoint analysis. Conjoint analysis is a method for determining consumers' relative importance of attributes and utility (usefulness) levels of attributes compared to others (Malhotra & Dash, 2010). Conjoint analysis is effective in simulating buyer behavior as each attribute set contains different product combinations. The result of conjoint analysis in this study identifies the most preferred set of MOOC attributes by consumers. The determination of attributes in this study comes from previous research on the objects of course institutions, online learning, formal education institutions, and training institutions. The stages used in determining this attribute are based on literature studies, observation of the internet, and studying research from service providers that have been carried out in designing services to be created. The study references four main sources: Kuzmanović et al. (2019) for e-learning consumer preference attributes, Kuzmanović et al. (2019) For offline course consumer preference attributes, Ibrahim et al. (2014) for training institutions, consumer preference attributes, and Ong et al. (2021) for online learning consumer preference attributes. Internet observation results and literature studies indicate that educational topics, teaching methods, course price, teaching personnel, and support services are influential attributes in determining the decision to use MOOC services by consumers.

In addition, recent studies further enrich the understanding of MOOC consumer preferences. Research has shown that key attributes influencing purchase decisions and user satisfaction include course certification from reputable institutions, affordable pricing, shorter course durations, and mobile app accessibility (Shrivastava & Shrivastava, 2023). Other important factors include course diversification, pedagogy, support, convenience, ease of use, and overall service quality (Haba & Dastane, 2019). Studies have also highlighted the significance of course content, instructor reputation, and platform quality in driving sales of paid MOOCs (Ma et al., 2022). Furthermore, value perceptions may vary depending on the educational field, with students emphasizing different attributes based on the subject area (Oleshko et al., 2020). These insights are valuable for MOOC providers seeking to design attractive offerings and enhance the overall learning experience.

Therefore, this study uses MOOC attributes such as educational topics, teaching methods, price, instructors, and support services to analyze consumer decisions for using online courses. Research with MOOCs service objects will be useful for the development of MOOCs services in Indonesia and the Asia-Pacific region in general. The combination of MOOC packages can help MOOC companies offer educational packages that suit consumer needs and the quality of teachers. There are three (3) problem formulations in this study, including: (1) what is the overall importance of preference attributes in the

form of learning methods, teaching staff, prices, educational topics, and supporting services? (2) what is the level of utility and importance at each level of preference attributes in the form of learning methods, teaching staff, prices, educational topics, and supporting services? (3) What is the combination of overall attributes that consumers like most about MOOCs services in Indonesia?

LITERATURE REVIEW

Consumer Preferences

Consumer preferences are included in the evaluation of alternatives stage in the consumer decision-making process. At this stage, consumers are faced with various choices of products and services with various different attributes. Understanding consumer preferences allows businesses and companies to develop appropriate strategies to meet consumer expectations and to differentiate themselves from their competitors (Putri & Iskandar, 2014). Therefore, consumer preferences can be concluded as an option chosen by consumers from the various choices of goods or services available.

Conjoint Analysis

Consumer preference for alternative product concepts can be measured by conjoint analysis. Conjoint analysis is a method of deriving utility values attached to different levels of product attributes. Conjoint analysis has become one of the most popular preference concept development and testing tools. With conjoint analysis, respondents can see different offerings formed by combining various attributes and ranking those attribute choices (Kotler & Keller, 2016). Conjoint analysis is a multivariate procedure used to measure the value that consumers associate with different levels of attributes or features of a product/service. This analysis is used by marketers to help determine what features a product or service should have and how it should be priced (McDaniel & Gates, 2013).

The underlying assumption of this technique is that any stimulus, such as a product, brand or store is evaluated as a set of attributes. Conjoint analysis builds or develops utility functions. In general, the basic model of conjoint analysis according to Malhotra & Dash (2010) is formulated as follows Equation 1.

$$U(x) = \sum_{i=1}^{m} \sum_{j=1}^{k_i} \alpha_{ij} x_{ij} \qquad (1)$$

With description: U(x) is the total utility of existing alternatives; α_{ij} is the Part worth contribution or usability value of the j-level i-th attribute; i is 1, 2, …, m (i-th attribute); j is 1, 2, …, ki (j-level); k_i is the Number of categories (levels) of the i-th attribute; m is the number of attributes; x_{ij} is a dummy variable i-th attribute j-level (value 1 if the corresponding level occurs and value 0 if it does not occur)

The importance of the attribute (Ii) is defined in terms of the range of part-worths (αij) that cross across the entire attribute level.

$$Ij = \{\max(\alpha ij) - \min(\alpha ij)\}, \text{ for each i} \ldots \qquad (2)$$

The importance of an attribute is normalized to ensure importance relative to another attribute (Wi)

$$W_i = \frac{I_i}{\sum_{i=1}^{m} I_i} \quad \ldots \qquad (3)$$

$$\text{so that } \sum_{i=1}^{m} W_i = 1 \ldots \qquad (4)$$

The important terms in conjoint analysis include the following. Part-worth functions describe the consumer utility attached to the level of each attribute. Relative importance weights: Relative importance weights are estimated and indicate which attributes are important in influencing consumer choice. Attribute levels: the value assumed by the attribute. Full profiles or complete profiles of brands are built in terms of all attributes using attribute levels defined by design. Orthogonal arrays, a special class of fractional design that allows efficient estimation of all major effects.

Research Framework

This research combines attributes from previous studies on consumer preference research on EdTech services, focusing on Massive Open Online Courses. Kuzmanović et al. (2019) found knowledge assessment as the most important attribute of e-learning for both traditional and online students. Al Basya et al. (2018) analyzed consumer preferences in the decision to use English Course Services in Pare, focusing on teaching methods, number of students, type of program, price, and teachers. Ibrahim et al. (2014) evaluated students' perceptions of quality of services offered at Malaysian skill training institutions, finding the campus environment as the most significant predictor of student satisfaction. Ong et al. (2021) studied industrial engineering students' preferences for online learning during the COVID-19 pandemic, using conjoint analysis with orthogonal design. Nazari & Elahi (2011) and Supandi (2012) examined formal education institutions' preferences, focusing on teaching content, teacher reputation, word of mouth, staff advice, and price. Previous research summarizes five attributes that can shape consumer preferences for EdTech services in Indonesia, including teaching methods, teaching staff, course pricing, educational topics, and support services. The research framework can be seen in the following Figure 2.

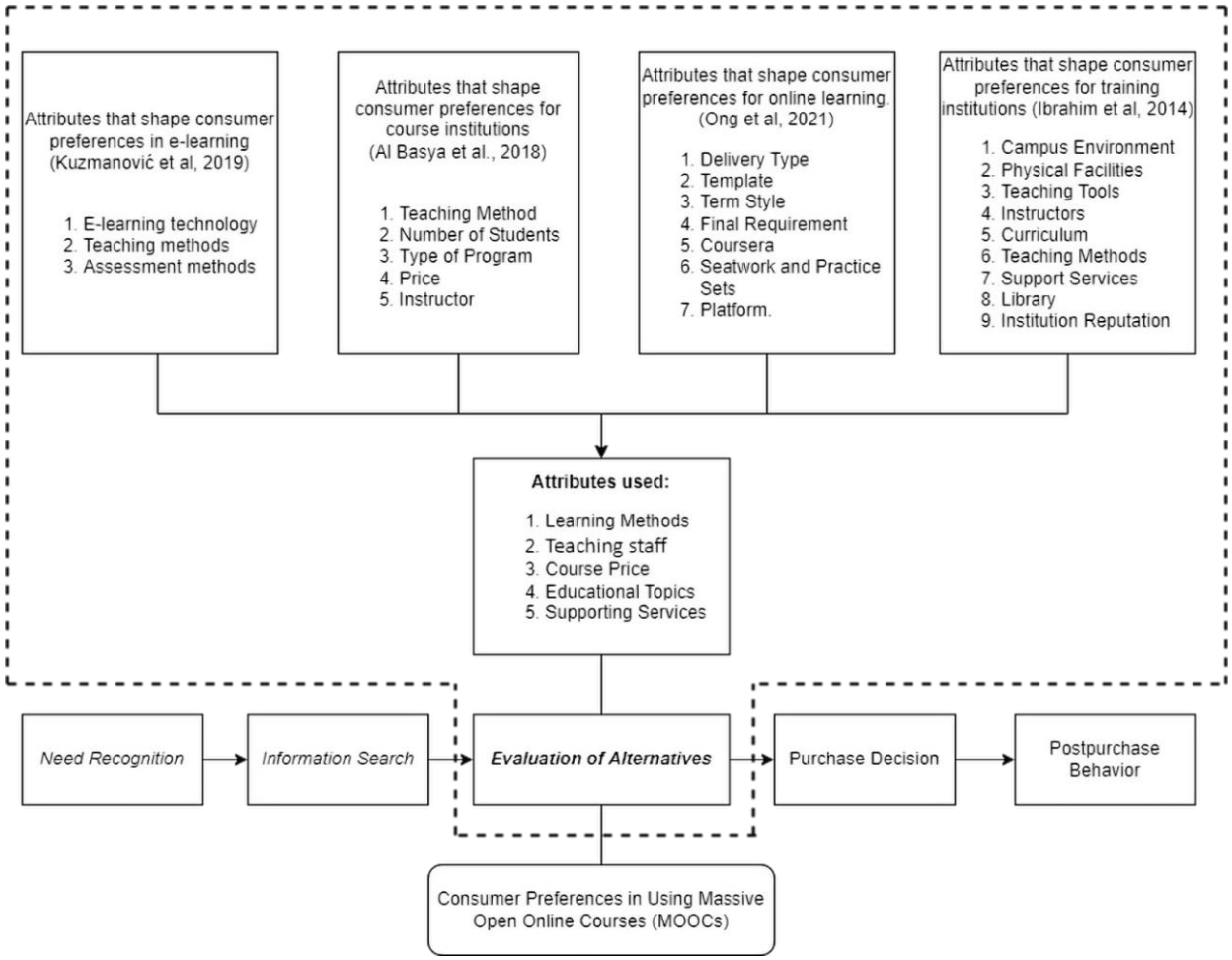

Figure 2. Research Framework

RESEARCH METHOD

The research design used in this study is descriptive research with a quantitative research approach using conjoint analysis. The goal of a descriptive study is to obtain data that illustrates a topic of interest. The design of the conjoint analysis study uses full profile method to measure consumer preferences in selecting MOOCs services. In this study, researchers can understand the preferences of Indonesian people towards services offered MOOCs.

The quantitative research approach will be carried out through online survey methods by distributing questionnaire instruments through Google Forms to the target consumers of the Edtech industry in Indonesia. The data was analyzed using conjoint analysis, assisted by the SPSS 26 program. Furthermore, the results of the analysis will be used to conclude. The technique of determining respondents is carried out using one of the non-probability sampling methods, namely purposive sampling, by distributing questionnaires to the Edtech customer segment. The sample determination was determined using the Krejcie & Morgan (1970) formula for the population. The population in the distribution of this questionnaire is all Indonesian people with an age range of 15–34 years. Indonesians with an age range of 15–34 years amounted to 89.1 million (BPS-Stastistic Indonesia, 2021). Therefore, in the calculation of a sample with a population of 89.1 million, the proportion of the population is 50%, the confidence level is 95%, and the error is 5% so as to obtain a minimum sample size of 385 respondents. This study successfully gathered 436 respondents in total.

This research examines five attributes. The attributes and their level of attributes are: (1) Learning methods (Level attributes: Synchronous, Asynchronous, Mix Method); (2) Teaching staff (Level attributes: Academicians only, Practitioners only, Academician + Practitioner); (3) Course prices (Level attributes: <Rp200.000 per course, Rp200.000-Rp500.000 per course, >Rp500.000; (4) Educational topics (Level attributes: Finance, Marketing, Sales, and Business; IT, Data and Software; Self Development); (5) Supporting services. (Level of attributes: Career Consultation, Networking Communities). The full profile method in conjoint analysis involves presenting respondents with a series of profiles, each containing a combination of attribute levels. This method helps in understanding how respondents evaluate different attributes simultaneously, providing insights into their preferences. However, when the number of attributes and levels increases, the number of possible profiles can become too large for respondents to evaluate effectively. Evaluating 162 profiles would be impractical and overwhelming for respondents. Therefore, researchers employ an orthogonal design to reduce the number of profiles while still being able to estimate the main effects of each attribute level. Orthogonal design is a statistical method used to reduce the number of profiles in conjoint analysis. In this research, by applying an orthogonal design, the number of profiles is significantly reduced from 162 to 16 profiles.

Table 1. Respondent Profile

Gender		***Age***	
Male	33%	15-19	7%
Female	67%	20-24	49%
Domicile		25-29	32%
Jabodetabek	51%	30-34	12%
Non-Jabodetabek	49%	***Occupation***	
Education		Student	39%
High School	29,6%	Civil	7%
Undergraduate	55,3%	Private	36%
Master	6,9%	Entrepreneurs	9%
Doctorate	0,5%	Job seeker	3%
Others	7,8%	Others	6%

RESULTS AND DISCUSSIONS

Researchers have conducted research by distributing questionnaires to target consumers from MOOCs service providers. The number of respondents in this study was 436. This research was conducted with the aim of knowing the level of importance, level of utility, and packages most preferred by consumers in deciding to use online course services. Research data consists of data on respondent profiles and data on consumer preferences in using online course services, which will be analyzed by Conjoint Analysis.

Table 1 shows the respondent profile in the study. Based on gender, the majority of the respondents in the study are female, accounting for 67% of the total sample. Males make up the remaining 33%. This indicates a significant gender disparity among the respondents, with a higher proportion of females participating in the survey. The largest age group is the 20-24 years old category, comprising nearly half of the respondents (49%). This is followed by the 25-29 years old group (32%). The smallest groups are the 15-19 years old (7%) and the 30-34 years old (12%). The respondents are almost evenly split between those living in the Greater Jakarta area (51%) and non-Jabodetabek area (49%). In general, the need for MOOC services is not limited by geographic area. Students constitute the largest group, representing 39% of the total respondents. Private employees form the second largest group at 36%, followed by entrepreneurs (9%), civil servants (7%), job seekers (3%), and others (6%). This analysis reveals that the typical respondent is a female aged 20-24 years, residing in the Greater Jakarta area, and either a student or a private employee with a Bachelor's degree. This profile provides valuable insights into the demographics and characteristics of the target market for online course providers in Indonesia.

Table 2 displays Pearson's R and Kendall's Tau coefficients, which demonstrate the correlation between the design and the obtained sample data. Pearson's R is a measure of the linear correlation between observed and estimated preferences. A Pearson's R value of 0.998 indicates an almost perfect positive correlation. This means that the estimated preferences derived from the conjoint analysis model are extremely close to the actual observed preferences of the respondents. The significance value of 0.000 (typically, $p < 0,05$ is considered significant) indicates that this correlation is statistically significant, confirming the robustness and accuracy of the conjoint analysis model. Kendall's tau is a measure of ordinal association between two measured quantities. A Kendall's tau value of 0,996 also indicates a very strong positive correlation, further supporting the reliability of the estimated preferences in representing the observed preferences. The significance value of 0.000 signifies that this correlation is statistically significant. The high values of both Pearson's R (0.998) and Kendall's tau (0.996), coupled with their statistical significance ($p = 0.000$), indicate that the conjoint analysis model used in this study accurately predicts consumer preferences for online courses. The strong correlations suggest that the attributes and levels chosen for the analysis effectively capture the factors influencing consumer decisions, making the model a reliable tool for understanding and predicting consumer behavior in the context of selecting MOOCs.

Table 3 shows the importance level of attributes and its level of the consumer's preference. When deciding to use online course services, respondents tend to consider the course price. Below is a discussion of the importance and utility analysis of each attribute and attribute level.

Table 2. Correlation level

Correlations*	Value	Sig.
Pearson's R	0,998	0,000
Kendall's tau	0,996	0,000

**Correlations between observed and estimated preferences*

The course price attribute holds the highest importance, indicating that it is the primary factor influencing consumer preferences for online courses. The utility values show that consumers significantly prefer courses priced below Rp200,000, with a high positive utility value. Prices in the Rp200,000-500,000 range are less preferred, but still positive, indicating some level of acceptance. Courses priced above Rp500,000 are the least preferred, with a strong negative utility value. The conclusion from the utility values at each attribute level is that respondents/consumers tend to prefer cheaper courses. Price is an important attribute in the decision to take online courses for consumers. The cheaper the course price, the more likely consumers will choose that course package.

Educational topics are the second most important attribute. the most preferred educational topic by respondents is self-development, with the highest utility value of 0.022. The educational topic of Finance, Marketing, Sales, and Business received a utility value of -0.008. Meanwhile, the topic of IT, Data, and Software received the lowest utility value of -0.015. From this attribute, it can be seen that consumers prefer educational topics that can be tailored to the general and broader target audience, such as self-development. This self-development topic can be customized to meet individual needs. However, the other two topics can also be learned by all consumers interested in enhancing their skills in specific educational topics. This suggests a general preference for courses that offer self-development opportunities over more specialized topics.

Learning methods are ranked third in importance. In this study, teaching methods refer to the interaction between the instructor and the course participants. The Synchronous method allows instructors and participants to meet and interact directly online through media such as video conferencing and online meetings. The Asynchronous method involves individual learning, where the instructor provides learning modules without direct and real-time interaction between the instructor and participants. Based on these definitions, the study results show that respondents prefer a mixed teaching method (Synchronous and Asynchronous), with a utility value of 0,173.

Table 3. Importance and Utility of Attributes and Attribute Levels

Attributes	Importance	Rank	Level of Attributes	Utility
Course Prices	28,187	1	< Rp200.000 /course	0,539
			RP200.000-500.000 /course	0,166
			>Rp500.000 /course	-0,705
Educational Topics	23,116	2	Self-Development	0,022
			Finance, Marketing, Sales, and Business	-0,008
			IT, Data and Software	-0,015
Learning Methods	21,198	3	Mix	0,173
			Synchronous	0,156
			Asynchronous	-0,329
Teaching Staff	18,593	4	Academician + Practitioner	0,146
			Practitioners Only	0,032
			Academician Only	-0,178
Supporting Services	8,906	5	Career Consultation	0,034
			Networking Communities	-0,034
	(Constant)			7,088

The Synchronous method has a utility value of 0,156, and the asynchronous method has the lowest utility value of -0.329. With the mixed method, instructors and participants do not have to routinely hold online meetings, but can also be combined with independent assignments. This flexibility is favored by consumers, as it allows online courses to be conducted anywhere. This suggests that consumers value a balanced approach to learning that includes both real-time interaction and flexible, independent study.

The teaching staff attribute is important, but less so than the previously mentioned attributes. The teaching staff attribute has three levels: only academicians, only practitioners, and a combination of academicians and practitioners. The utility values for these attributes are -0,178 for only academicians, 0.032 for only practitioners, and 0.146 for academicians + practitioners. These results indicate that the attribute level of only academicians is the least preferred by respondents. Meanwhile, the combination of academicians and practitioners is the most preferred by respondents. This suggests that consumers prefer a practical approach to teaching, blending academic knowledge with real-world experience.

Supporting services are the least important attribute in this analysis. It can be said that supporting services are not a primary consideration for consumers in deciding to take online courses. Among the two attribute levels of supporting services, career consultation received a positive utility value of 0.034, indicating that it is highly favored by respondents. Meanwhile, the networking communities' attribute level received a negative utility value of -0.034, indicating that it is less favored by respondents. One reason career consultation is preferred is that the respondents in this study are dominated by Gen Z, who do not yet have a stable career path, making them more likely to choose career consultation as a supporting service that can help them plan their career and future more effectively.

With these results, it can be stated that there are differences in the overall importance of the attributes that form preferences. Next, the conjoint model is developed based on the overall conjoint analysis results shown in Table 3. Table 3 provides general considerations for understanding consumer preferences in using online course services. Therefore, the conjoint model equation can be created based on the constant value and the estimated utility at each attribute level. The utility values of the i-th attribute at the j-th level (part-worth) are as follows: $\alpha_0 = 0{,}708$; $\alpha_{11} = 0{,}156$; $\alpha_{12} = -0{,}329$; $\alpha_{13} = 0{,}173$; $\alpha_{21} = 0{,}539$; $\alpha_{22} = 0{,}166$; $\alpha_{23} = -0{,}705$; $\alpha_{31} = -0{,}008$; $\alpha_{32} = -0{,}015$; $\alpha_{33} = 0{,}022$; $\alpha_{41} = 0{,}034$; $\alpha_{42} = -0{,}034$; $\alpha_{51} = -0{,}178$; $\alpha_{52} = 0{,}03$; $\alpha_{53} = 0{,}146$. Where α-i represents the utility value for the i-th attribute at the j-th level. Based on the estimated coefficient values above, the conjoint model equation can be formulated as follows:

$$Ux = 0{,}708 + 0{,}156\ X_{11} - 0{,}329\ X_{12} + 0{,}173\ X_{13} + 0{,}539\ X_{21} + 0{,}166\ X_{22} - 0{,}705\ X_{23} - 0{,}008\ X_{31} - 0{,}015\ X_{32} + 0{,}022\ X_{33} + 0{,}034\ X_{41} - 0{,}034\ X_{42} - 0{,}178\ X_{51} + 0{,}032\ X_{52} + 0{,}146\ X_{53} \quad (\%)$$

The above conjoint equation indicates that coefficients with positive values mean that respondents like the attribute levels, while negative coefficients indicate that respondents do not prefer the attribute levels.

Table 4. Most Preferred Online Course Packages

Package	Course Prices	Educational Topics	Teaching Methods	Teaching Staff	Supporting Services
1	< Rp200,000 per course	Self-Development	Mix	Academician + Practitioner	Career Consultation
2	< Rp200,000 per course	Self-Development	Synchronous	Academician + Practitioner	Career Consultation
3	< Rp200,000 per course	Self-Development	Mix	Practitioners Only	Career Consultation

Based on the conjoint analysis model, it was found that the combination of attributes most preferred by respondents was presented in the form of an ideal course package for consumers, formed based on importance and utility values. The ideal package that consumers generally like is as shown in Table 4. Based on the utility and importance values from the conjoint analysis, Table 4 shows the top 3 ideal online course packages preferred by consumers in general. These three packages are formed based on overall consumer preferences. According to the Conjoint Model, these three packages have the highest total utility values of 1.623, 1.606, and 1.509, respectively. These packages can serve as a reference for online course providers in designing course packages.

Regarding the most preferred attributes presented in the form of an ideal course package for consumers, it can be concluded that there is a combination of main attributes that are preferred by consumers based on the highest utility value of each attribute level. This study on Indonesian consumer preferences for MOOCs provides both theoretical and practical insights that can significantly enhance the understanding and delivery of online courses. Theoretically, it underscores the importance of comprehending how various demographic factors influence consumer preferences, suggesting that future research should delve deeper into these nuances. The selection of attributes and levels in conjoint analysis is validated, proving that this methodology can be applied to various contexts within educational technology to better understand consumer behavior. Additionally, the findings emphasize the need for market segmentation, encouraging future studies to explore how different segments, such as age, occupation, and education level, affect preferences. The strong emphasis on price and educational topics highlights the consumers' cost sensitivity and value for content relevance, aligning with existing consumer behavior theories and suggesting further exploration in these areas.

Practically, the study suggests several actionable strategies for online course providers. Firstly, course pricing strategies should consider offering more courses at lower price points, particularly under Rp200,000, to attract a broader consumer base. Developing content that focuses on self-development topics is also crucial, as these are highly favored by consumers. Additionally, incorporating a mix of synchronous and asynchronous learning methods can accommodate diverse learning preferences, providing flexibility and enhancing the learning experience. The composition of the teaching staff should ideally combine academic and practical expertise to ensure courses are both credible and relevant. While supporting services like career consultation are less critical than other attributes, they still add value, especially for younger consumers who need assistance with career planning. Finally, marketing strategies should emphasize affordability, relevant course topics, the mixed-method approach to learning, and the quality of the teaching staff to effectively attract and retain consumers. Integrating these theoretical insights and practical recommendations can help online course providers better align their offerings with consumer preferences, thereby enhancing the appeal and effectiveness of MOOCs in the Indonesian market.

CONCLUSION

The study conducted a conjoint analysis to understand consumer preferences for online course services. The results showed that course price holds the highest overall importance level, followed by educational topic, teaching method, teaching staff, and support services. There is a difference in the value of the overall importance of these attributes. The utility value at each attribute level also showed differences. In the course price, the most preferred attribute level was the course price below IDR 200,000, followed by Self-Development, blended teaching method, and teaching staff from a mixture of academics and practitioners. support services had the lowest importance level, with career consulting being the most preferred. The ideal course packages for consumers were found to have a price below Rp200,000 per course, self-development education topics, mixed teaching methods, teaching staff from academics + practitioners, and career consulting support services. These packages are based on the highest utility

value of each attribute level. Online course service (MOOCs) companies should adjust these packages to align with their goals and target consumers. Researchers can analyze internal and external factors affecting consumer decision-making processes in online courses or explore broader research objects, such as other EdTech industries or consumer preferences in other types of EdTech products and services. The research on consumer preferences for online course services in the Asia-Pacific region highlights several key factors for sustainable business development. Affordability is a crucial factor, and companies should focus on offering competitively priced courses. Tailoring educational topics, particularly self-development, is also important, as consumers seek courses that provide personal growth and development. Innovative teaching methods, such as blended learning, are also crucial, as they cater to diverse learning styles and schedules. A balanced mix of academic and practical teaching staff is also essential, as it enhances the learning experience and improves educational outcomes. Career consulting services, such as job placement assistance, resume building, and interview coaching, are also valued by consumers. Customized course packages can increase customer satisfaction and loyalty. To develop sustainably in the region, online course providers should adapt their offerings to local cultural and economic contexts, focusing on localization of content, language support, and addressing region-specific educational needs. Scalability should be a focus to ensure businesses can expand offerings without increasing costs. Further research into internal and external factors affecting consumer decisions can inform strategic decisions and help develop new products and services that align with evolving consumer needs.

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