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Staying the Course: A Systematic Literature Review on Mooc Learners

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Abstract
Massive Open Online Courses have transformed access to education by offering flexible, learning opportunities. However, while initial adoption is widespread, sustaining learner engagement remains a critical challenge, marked by persistently low completion rates. This study addresses the growing academic concern around MOOC continuance intention, especially why learners choose to continue or discontinue participation. The purpose of this systematic literature review is to synthesize empirical research on MOOC continuance intention using the PRISMA framework. A total of 41 empirical articles indexed in Scopus, Web of Science, and Semantic Scholar were reviewed. This study answers four key research questions: What methods and measurements are commonly used? Which theoretical frameworks used? Which countries conducting studies? What key factors influence continuance intention? Findings reveal that quantitative methods using survey data are most prevalent, alongside studies using online reviews and mixed-method approaches. The Expectation-Confirmation Model emerges as the most frequently applied theoretical framework. China leads in publication volume, reflecting national policy support for MOOCs. Key influencing factors identified include perceived usefulness, satisfaction, perceived ease of use, confirmation, attitude, system quality, and perceived reputation. This review consolidates fragmented findings, builds a cohesive knowledge base, and offers practical insights for designing more effective, engaging, and sustainable MOOCs.
Keywords: MOOCs, Continuance Intention, Systematic Literature Review, Education, PRISMA

Introduction

Massive Open Online Courses (*MOOCs*) have become a transformative force in digital education, offering accessible, flexible, and cost-effective learning opportunities across diverse learner populations (Rulinawaty et al., 2023). Despite their widespread adoption, a critical challenge persists: maintaining learner engagement beyond initial enrollment. Research highlights that while initial adoption has been widely studied, continuance intention has emerged as a key area of focus, particularly in light of *MOOCs'* consistently low completion rates (often below 10%) (Cheng, 2023c).

This growing research interest has led to the identification of various internal and external factors influencing continuance intention. Internal factors include intrinsic motivation, self-efficacy, and perceived enjoyment, while external drivers encompass course quality, instructor presence, system usability, and gamification (Joo et al., 2018). Among these,

perceived usefulness and satisfaction consistently stand out as primary predictors, often mediating the influence of other variables (Cheng, 2023c). Understanding these factors is essential for improving learner retention and optimizing the pedagogical effectiveness of *MOOCs* (Alshammari et al., 2024; Li, 2024b).

To explore these influences, researchers have employed a range of theoretical frameworks. The Expectation-Confirmation Model (*ECM*) remains the most widely used, explaining continuance behaviour through the satisfaction resulting from confirmed expectations (Bhattacherjee, 2001). Similarly, the Technology Acceptance Model (*TAM*) and its derivatives emphasize the roles of perceived usefulness and ease of use (Davis, 1989). Other frameworks, such as *UTAUT*, *Stimulus-Organism-Response* (*S-O-R*), and *Task-Technology Fit* (*TTF*), have been used to capture the multidimensional nature of user engagement and technology adoption (Arquero et al., 2022; Kamble, 2024; Shanshan, 2024).

Recent studies have adopted increasingly integrative and interdisciplinary approaches. For instance, some use Self-Determination Theory (*SDT*) or Flow Theory to investigate motivational and affective variables (Arquero et al., 2022). Others have combined the Information Systems Success Model with user satisfaction construct to address both system quality and user experience. This shift toward theoretical synthesis reflects the complexity of online learner behavior and supports a more holistic understanding of *MOOC* continuance intention (Lee, 2023).

Geographically, the empirical research on *MOOC* continuance intention is led by China, which accounts for the highest number of studies. This trend is supported by the integration of *MOOCs* into China's national digital education strategies and the growth of platforms such as *XuetangX* and *Bilibili* (X. Liu & Yu, 2023; Nugroho et al., 2024). India, South Korea, Indonesia, the United States, and European countries such as Spain and the UK also contribute significantly to the discourse, with research often shaped by local technological infrastructure, policy frameworks, and educational needs (Chong, 2023; Lee, 2023; Li, 2024a; Rahimi, 2023; Wang, 2023).

In terms of methodology, the literature is predominantly quantitative, with survey-based instruments commonly adapted from *ECM*, *TAM*, and *UTAUT* frameworks. These are typically analyzed using Partial Least Squares Structural Equation Modeling (*PLS-SEM*) or Confirmatory Factor Analysis (*CFA*) to test hypotheses and validate models (Arquero et al., 2022; Gupta & Maurya, 2020; X. Liu & Yu, 2023; Rahimi, 2023; Rajam, 2024). A smaller portion of studies employs qualitative or mixed-methods approaches to uncover contextualized insights into learner experiences and motivation.

This Systematic Literature Review (*SLR*) offers a comprehensive synthesis of existing research on *MOOC* continuance intention. Specifically, the review categorizes key influencing factors, theoretical models, geographical trends, and methodological practices across recent studies. In doing so, it aims to consolidate fragmented findings, establish a cohesive knowledge base, and inform both future academic inquiry and practical interventions. The findings are intended to guide *MOOC* developers, educators, and policymakers in designing more effective, engaging, and sustainable online learning environments.

Research Methods

Shah et al. (2021) proposed a nine-phase approach to conducting a Systematic Literature Review (*SLR*) focused on understanding technology adoption and the continuance of *MOOCs*. The process begins with identifying research gaps and selecting

a relevant topic, followed by formulating precise research questions. It then progresses through systematic literature searching, rigorous filtering and data extraction, and the development of an organizing framework. The next phases involve in-depth analysis and synthesis of findings, clear reporting of the results, and finally, outlining future research directions. While the original framework includes outlining future research directions, this review focuses specifically on synthesizing current evidence without extending into prospective research agendas. This comprehensive approach ensures a robust and insightful review of the existing body of knowledge.

Fig 1. The research process of systematic literature review

Identification Gap & Topic Selection

Although several systematic literature reviews (*SLRs*) have significantly advanced the understanding of *MOOC* research, they exhibit limitations in thoroughly synthesizing continuance intention literature, particularly from a theoretical and behavioral perspective. Shah et al. (2021) provided insights into *MOOC* adoption primarily from a technology acceptance angle, emphasizing initial and post-adoption use. Similarly, other reviews, such as Stracke (2021), explored quality dimensions impacting user satisfaction, while Lu et al. (2021) predominantly investigated questionnaire-based quantitative studies. Consequently, these existing reviews lack comprehensive synthesis from multiple theoretical constructs that directly address factors influencing continuance intention.

Despite the rapid evolution and proliferation of *MOOCs* and the increasing scholarly focus on continuance intention, systematic literature reviews specifically addressing this area have notably lagged behind, particularly for the last five years. Shah et al. (2021), for instance, highlighted that although studies focusing on *MOOC* adoption and continuance have grown, comprehensive analyses explicitly addressing the continuance intention from the perspective of recent developments remain limited (Shah et al., 2021). Similarly, Romadhon et al. (2023) synthesized research spanning from 2018

to 2022, but the number of studies specifically addressing continuance intention was comparatively limited. Therefore, a substantial gap persists regarding the synthesis of recent (2021–2025) empirical findings, highlighting the need for a more current systematic literature review specifically targeting factors influencing *MOOC* users' continuance intention.

Given these gaps, this *SLR* seeks explicitly to identify and consolidate the factors influencing continuance intention among *MOOC* users by integrating insights from multiple theoretical perspectives and empirical frameworks. The current review will focus particularly on literature from the last five years (2021–2025), aiming to bridge this knowledge gap by offering a nuanced synthesis that can guide future research. By doing so, the study will provide a more integrated understanding of factors that influence *MOOC* continuance intention, supporting both academic research and practical interventions designed to enhance ongoing user participation and satisfaction in *MOOCs*.

Research Question

Research questions serve as essential guides, shaping and defining the trajectory and depth of the research process. Conducting a thorough gap analysis of existing literature enables the identification and refinement of precise research questions, crucial for structuring the overall study design. Based on the identified gaps and the selected topic, the following research questions were formulated to guide this study:

1. What methods and measurements have been commonly employed in the literature to assess continuance intention among *MOOC* users?
2. What theoretical frameworks or models are predominantly utilized in the literature to explore *MOOC* users' continuance intention?
3. Which countries have been primarily involved in conducting studies on continuance intention among *MOOC* users?
4. Which key factors have been identified in the literature that influence continuance intention among *MOOC* users?

Searching Strategy

To ensure the comprehensiveness and academic rigor of the systematic literature review (*SLR*), a structured and transparent search strategy was employed. The process began by utilizing *Publish or Perish 8* software, a widely recognized tool for extracting scholarly literature from various databases. The selected databases for this study included *Semantic Scholar*, *Scopus*, and *Web of Science*. This study employed the *PRISMA* framework to guide the search and screening process.

The search was conducted using a well-defined Boolean query applied to article titles and keywords. The Boolean expression used was ("*moocs*" OR "*mooc*" OR "*massive open online courses*" OR "*massive open online course*") AND ("*continuance intention*" OR "*Continu*" OR "*Usage*" OR "*Continued usage*"). This expression was formulated based on the central theme of the study (*MOOC* continuance intention) and was designed to maximize the retrieval of relevant empirical literature addressing continued usage of *MOOCs*. The publication window was strictly set from 2021 to 2025,

aligning with the study's objective to capture the most recent developments and scholarly perspectives on *MOOC* continuance intention. This period was chosen to address the observed gap in recent *SLRs*, which often exclude newer studies post-2020.

The searching results of the searching strategy were *Scopus* (n = 558), *Web of Science* (n = 570), and *Semantic Scholar* (n = 140), resulting in a total of 1,268 initial records. The first stage involved the removal of 337 duplicate entries and 52 records without a DOI, leaving 879 articles eligible for preliminary screening. These remaining records were evaluated based on title and abstract alignment with the predefined inclusion criteria. The inclusion and exclusion criteria followed the *PICOT-Q* framework. Studies were included if they (P) focused on *MOOC* users, (I) identified influencing factors, (O) targeted continuance intention in *MOOCs*, (T) were published between 2021–2025, and (Q) were peer-reviewed empirical journal articles. Excluded were studies outside the scope of *MOOC* continuance, non-empirical works (e.g., reviews, books, chapters), non-*MOOC* user populations, or those lacking clear publication information. As a result, 810 articles were excluded, and 63 reports were retained for full-text retrieval and assessment. Of the 63 reports identified for retrieval, 12 could not be accessed, reducing the eligible pool to 51 articles. A further screening step excluded 5 systematic literature reviews, as the focus of this study was limited strictly to empirical research articles. Ultimately, 46 empirical studies met all inclusion criteria and were considered for the final review. After accounting for similar studies across databases, the final dataset comprised 41 unique articles. The detailed result using *PRISMA* frameworks is listed in Fig 2.

This research searched papers in three different databases. *Scopus* contributed the highest number of articles, with 28 studies meeting the inclusion criteria. *Web of Science* provided 8 relevant studies, while *Semantic Scholar* contributed 5 studies. This distribution reflects the reliability and comprehensiveness of *Scopus* as a primary source of peer-reviewed literature, while also highlighting the value of including multiple databases to ensure broader coverage and reduce publication bias. This multi-phase process ensured that the resulting corpus was current, high-quality, and relevant to the research objectives, adhering to standards suitable for publication.

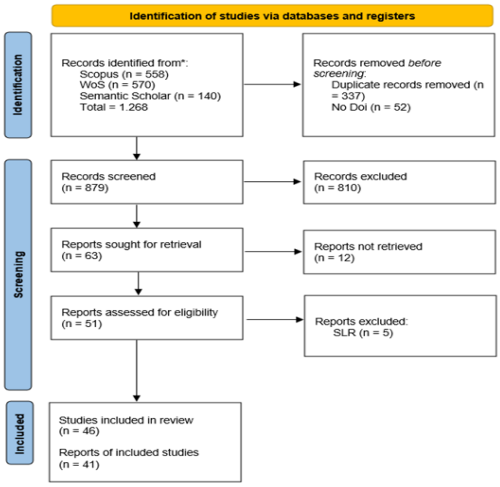

Fig 2. Result detail using prisma framework

Result and Discussion

The distribution of publication years for the studies included in this systematic literature review (SLR) spans from 2021 to 2025, as illustrated in Figure 3. The highest concentration of studies was published in 2023 (14 journals), followed closely by 2024 (12 journals) and 2022 (10 journals). A smaller number of studies were found in 2021 (3 journals) and 2025 (2 journals). This pattern reflects a growing scholarly interest in MOOC continuance intention, particularly in the years following the global shift in educational delivery modes due to the COVID-19 pandemic.

The decision to include studies beginning from 2021 was deliberate. This year marked a critical transition point as educational systems globally adapted to pandemic-related disruptions. By capturing studies from 2021 onward, this review is able to analyze and compare the factors influencing MOOC continuance intention during and after the pandemic period. This time-bounded approach provides deeper insight into the evolving dynamics of user behaviour and system engagement, thereby strengthening the theoretical and practical contributions of the SLR. The inclusion of recent studies up to 2025 ensures that the review reflects the most current trends and empirical developments.

Addressing RQ1

The systematic review of methods and measurements employed to assess continuance intention in MOOC research as listed in Table 1 reveals a predominant reliance on quantitative methodologies, with survey-based data collection being the most commonly used approach. Structural Equation Modeling (SEM) stands out as the most frequently applied analytical method, appearing in 18 studies, followed by Partial Least Squares SEM (PLS-SEM) with 12 studies. These methods are well-suited for examining complex, multi-dimensional constructs such as satisfaction, perceived usefulness, and intention to continue using MOOCs (Cheng, 2023b; Jin, 2024; Shah & Khanna, 2022).

Table 1. Methods and measurements

No	Methods	Data Collection	Data Analysis	Frequency
1	Quantitative	Online Reviews	NLP-based text analysis + SEM	1
			SEM	18
			PLS-SEM	12
			PLS	2
		Survey	Correlation Analysis	1
			Multiple Linear Regression + ANOVA	1
			PLS-SEM + Deep Neural Network	1
			PLS-SEM + Importance-Performance Matrix	1
2	Mix-Methods	Survey + Interview	Multiple Linear Regression	1
			PLS-SEM	1
			SEM	1
		Survey + Focus Group Discussion	Statistical Analysis + EFA	1
Total				**41**

A number of studies also incorporated advanced or hybrid techniques. For instance, some combined PLS-SEM with Deep Neural Networks (Kineber, 2024), or used Importance-Performance Matrix analysis to provide managerial insights (Wang, 2024). Additionally, less common approaches such as multiple linear regression with ANOVA and NLP-based text analysis were applied to analyze user-generated content and behavioural data from online reviews (Deshpande et al., 2024; Ma et al., 2023).

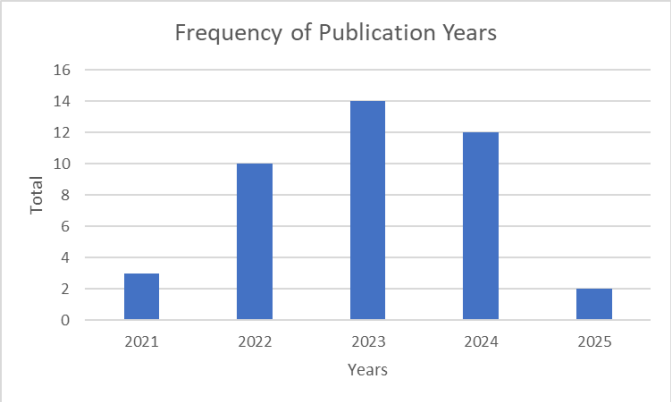

Fig 2. Frequency of publication years

Although fewer in number, mixed-methods studies played a vital role in enriching quantitative findings by incorporating interviews or focus group discussions, with analysis techniques including SEM, PLS-SEM, multiple linear regression, and Exploratory Factor Analysis (EFA) (Deshpande et al., 2024; Zhang et al., 2023). These designs enabled researchers to validate structural models while also capturing qualitative insights into user experiences and motivational dynamics.

Addressing RQ2

Based on the systematic review of 41 selected studies, a diverse range of theoretical frameworks has been utilized to investigate the continuance intention of MOOC users (listed in Fig 4). The results indicate that the Expectation Confirmation Model (ECM) and its various extensions dominate the theoretical landscape, either as standalone models or integrated with others. Specifically, ECM and its variants (such as Extended ECM, Modified ECM, and combinations like ECM with TAM or TPB) were applied in at least 16 of the reviewed studies. The popularity of ECM reflects its robustness in capturing users' post-adoption behaviours by emphasizing confirmation of expectations, perceived usefulness, and satisfaction (Shah et al., 2021).

The DeLone and McLean Information System Success Model (D&M IS Model) also featured prominently, used either independently or in conjunction with ECM in 5 studies. This model is valued for its comprehensive dimensions, including system quality, information quality, and service quality, which are directly relevant to evaluating MOOC platforms (Cheng, 2023c; Kineber, 2024; Li, 2024a).

Furthermore, Technology Acceptance Model (TAM) and its variants (such as TAM-UTAUT, TAM-TPB, TAM-TTF, TAM-ECM, TAM-L2MSS) were used in at least

7 studies. TAM's emphasis on perceived ease of use and perceived usefulness as predictors of user acceptance and behavioural intention makes it particularly suitable for technology-based educational environments (Rahimi, 2023). In some cases, TAM was integrated with ECM (Nugroho et al., 2024), with the L2 Motivational Self System (Rahimi, 2023), and with its other variants, showing the model's flexibility and adaptability to different research contexts (e.g., enriches the understanding of sustainable educational technology adoption).

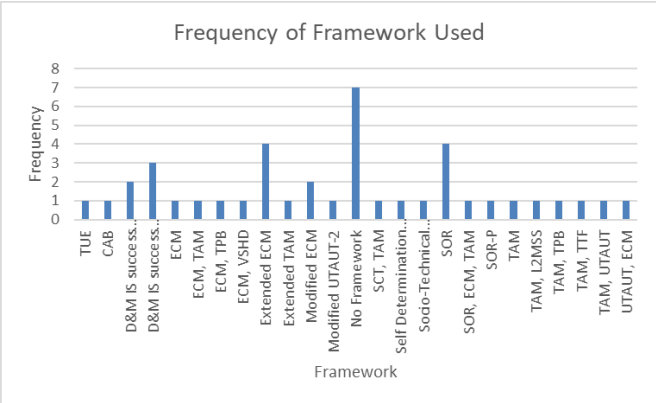

Fig 4. Frequency of framework used

Other notable frameworks include Self-Determination Theory (SDT), Theory of Planned Behaviour (TPB), Stimulus-Organism-Response (SOR), and Socio-Technical Systems Theory. SDT, often paired with Flow Theory, has been effectively applied to explore intrinsic and extrinsic motivation in online learning contexts, especially where autonomy, competence, and relatedness are critical to sustained engagement (Arquero et al., 2022). Meanwhile, SOR-based models were adopted in studies emphasizing emotional and environmental stimuli influencing learners' responses and behavioural intentions (Cheng, 2024).

Like the other framework, TPB is believed may enhance understanding of students' e-learning behaviour (Adomaviciute, 2023). Based on the framework, students' behaviour can be influenced by social influence as well as intrinsic motivation and technology-related factors. Similarly, the Socio-Technical Systems Theory provides a holistic advantage by emphasizing that both social and technical subsystems must work in concert to optimize user engagement and outcomes in learning platforms like MOOCs (Li, 2024a).

Interestingly, 7 of the reviewed articles reported no explicit theoretical framework, which highlights a methodological gap and suggests opportunities for more theory-driven future studies.

This diversity in theoretical application not only reflects the interdisciplinary nature of MOOC research but also underlines the evolving conceptualization of continuance intention in digital learning contexts. Models like ECM, TAM, and D&M continue to provide foundational structures, while more recent integrations with

psychological and socio technical theories enrich our understanding of user behaviour in MOOCs.

Addressing RQ3

To address the third research question on the geographical distribution of studies, an analysis of the country affiliations of the reviewed articles was conducted. The results that listed in Fig 5 reveal that China emerged as the most prominent contributor to MOOC continuance intention research, accounting for 13 studies, far surpassing other countries. This dominance aligns with China's strategic push for national digital education reforms and large-scale MOOC development through platforms like XuetangX, supported by government policies during and after the COVID-19 pandemic [34]. China's Ministry of Education has heavily invested in online learning infrastructures, making the country a central hub for MOOC innovation and research (L. Liu et al., 2023).

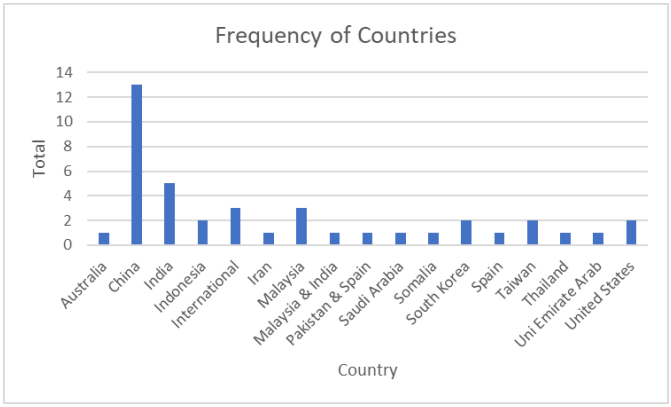

Fig 5. Frequency of countries

Following China, India accounted for five studies, reflecting its expanding digital learning ecosystem, widespread implementation of platforms such as SWAYAM, and the government's emphasis on inclusive, scalable online education for its large and diverse population (Shah & Khanna, 2022). Other contributors include Indonesia, Malaysia, and Pakistan & India (each with 2–3 studies), where MOOCs have been used to bridge higher education gaps in rural or underdeveloped regions (Romadhon et al., 2023).

A limited number of studies originated from developed countries such as the United States and Spain, each contributing only one or two studies. This may be attributed to the integration of MOOCs into broader digital learning ecosystems in these countries, leading researchers to focus on more advanced e-learning innovations or blended learning models rather than MOOC continuance specifically (Cho et al., 2024; Chong, 2023; Lee, 2023).

Additionally, international or cross-country collaborations were evident in three studies, indicating a growing interest in comparative research to enhance global applicability. Meanwhile, countries such as Saudi Arabia, Iran, South Korea, Taiwan, and the United Arab Emirates had modest representation, suggesting localized interest in MOOCs that may increase as digital infrastructure matures further.

Overall, the distribution reveals a concentration of MOOC continuance intention research in Asian countries, especially those undergoing rapid digital transformation in education. These findings underscore the critical role of national education policies, technological infrastructure, and cultural learning preferences in shaping both the research landscape and user engagement with MOOCs (Shah & Khanna, 2022).

Addressing RQ4

Based on the systematic literature review of 41 selected journal articles, seven key factors (listed in Table 2) emerge as the most frequently cited determinants influencing MOOC users' continuance intention. These constructs are deeply rooted in well-established theoretical frameworks such as the Expectation Confirmation Model (ECM), Technology Acceptance Model (TAM), and the Information Systems (IS) Success Model, which explains their dominant presence across empirical studies.

Perceived Usefulness (PU) refers to the degree to which learners believe that using a MOOC platform enhances their learning effectiveness or helps them achieve their academic or professional goals (Cheng, 2023a; Wu & Li, 2025). This construct is a central element in both TAM and ECM and consistently shows strong predictive power for post-adoption behaviour in online learning environments. Its prominence is attributable to the utilitarian value MOOCs offer, such as flexibility, skill enhancement, and certification (Jin, 2024; Shah & Khanna, 2022).

Table 2. Key factors influencing mooc users' continuance intention

No	The Factor	Frequency
1	Perceived Usefulness	22
2	Satisfaction	18
3	Perceived Ease of Use	11
4	Confirmation	10
5	Attitude	9
6	System Quality / Software Quality / Platform Quality	7
7	Perceived Reputation	6

Satisfaction is defined as the user's overall affective response resulting from the experience of using the MOOC, often derived from content quality, system usability, or instructional interaction (Bhattacherjee, 2001). It plays a mediating role in ECM and is frequently shown to drive continuance intention directly. High satisfaction reduces dropout rates, a common challenge in MOOC environments (Cheng, 2023a).

Perceived Ease of Use (PEOU) measures the degree to which a learner believes that engaging with the MOOC system requires minimal effort (Davis, 1989). As a TAM core variable, PEOU is instrumental in shaping PU and indirectly influences continuance intention. Its frequent appearance is due to its relevance in technology-mediated learning environments, especially for non-technical users (Jin, 2024; Rajam, 2024).

In ECM, confirmation represents the alignment between users' initial expectations and their actual experience after using the system. Positive confirmation leads to satisfaction and reinforces PU. Its frequent inclusion is due to its conceptual strength in explaining post-adoption behaviour and retention (Cheng, 2023a).

In TAM, Attitude refers to a learner's positive or negative feelings about continuing to use MOOCs. This construct captures the affective dimension of user intention, often shaped by PU and PEOU (Jin, 2024). Although not a core element in all models, it is frequently included to measure learner disposition and openness to future MOOC use.

System Quality or Software Quality or Platform Quality encompasses perceptions related to the reliability, responsiveness, interface design, and technical performance of the MOOC platform. Derived from the D&M IS Success Model, system quality directly affects user satisfaction and usability perceptions (Shah & Khanna, 2022). With increasing diversity in MOOC platforms, this factor remains critical to user retention.

Perceived Reputation reflects the perceived credibility and social standing of the MOOC provider or platform. A high-reputation platform increases trust and perceived value, especially when learners seek certification or professional upskilling (Cheng, 2023a; Shah & Khanna, 2022). It often moderates the impact of PU and satisfaction on continuance intention.

Based on the comparative analysis of factors influencing MOOC users' continuance intention during and after the COVID-19 pandemic (2021-2022 vs 2023-2025), several shifts in emphasis can be observed, indicating evolving user priorities and technological expectations in different temporal contexts. The findings, drawn from the 46 reviewed articles, are illustrated in Fig 6 and the rest are newly emerged and no-longer-reported factors.

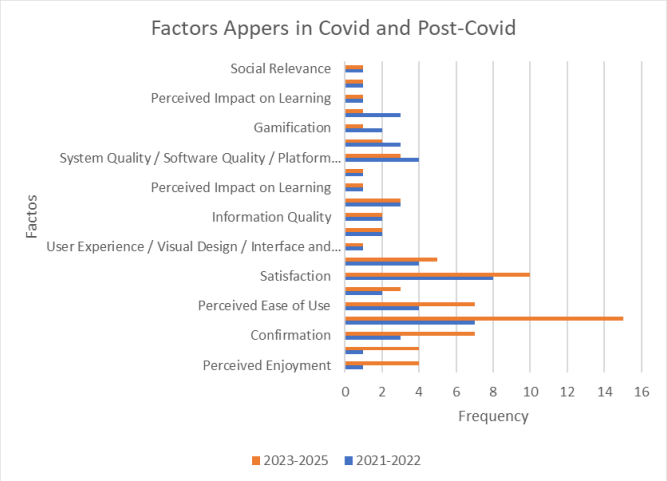

Fig 6. Factors appear in covid and post-covid

The most notable increase is in the confirmation factor, which nearly doubled in frequency post-COVID. This reflects a stronger user focus on the alignment between expectations and actual experiences with MOOCs, likely driven by increased exposure to online education during the pandemic. As MOOC usage transitioned from emergency remote learning to a more intentional learning strategy, learners began to evaluate whether the platforms continued to meet their needs (Cheng, 2023a; Jin, 2024).

The frequency of PEOU and perceived enjoyment also increased post-pandemic. This trend is likely linked to user fatigue with overly complex systems during the height of the pandemic. Post-2023 studies emphasize intuitive design and enjoyable learning

experiences as prerequisites for continued use, especially as MOOCs compete with hybrid and mobile-first platforms (Jin, 2024; Rajam, 2024).

Conversely, satisfaction appears less frequently in recent studies. This may be due to a methodological shift, where satisfaction is increasingly seen as a mediating or indirect factor rather than a direct driver of continuance intention. In several 2023–2025 studies, constructs like enjoyment, system quality, or confirmation have taken precedence as more actionable predictors (Cheng, 2023a).

While information quality and system/platform quality were critical during COVID-19 (for emergency teaching transitions), their frequencies have declined post-pandemic. This suggests that baseline platform reliability has improved, and users now take it for granted, shifting focus toward experiential and motivational dimensions (Shah & Khanna, 2022).

The decrease in attention to perceived impact on learning from 2021-2022 to 2023-2025 suggests a reorientation away from broad pedagogical outcomes to more fine-grained, subjective user experiences. As MOOC audiences diversify, metrics like ease of use and enjoyment may be seen as more universally applicable and measurable (Jin, 2024).

Conclusion

This systematic literature review synthesizes findings from 41 empirical studies on *MOOC* users' continuance intention, highlighting the dominant use of quantitative, survey-based methods, especially *PLS-SEM*, and the widespread application of the *Expectation-Confirmation Model* (*ECM*). Key influencing factors include perceived usefulness, satisfaction, ease of use, confirmation, attitude, system quality, and reputation. China emerges as the leading contributor, driven by national digital education initiatives. Overall, this review contributes to the advancement of *MOOC* research by offering a structured understanding of existing studies. It also provides actionable insights for educators, developers, and policymakers seeking to enhance learner retention and build more sustainable, learner-centered *MOOC* platforms. Future research is recommended to include studies published in more languages beyond English and Indonesian to capture broader cultural perspectives. Furthermore, expanding the range of databases beyond *Scopus*, *Web of Science*, and *Semantic Scholar* can help to ensure more comprehensive coverage of relevant literature.

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