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Automation Triggers in Learning Journeys: Effects on Student Satisfaction and Continuance at Universitas Bangka Belitung

Pengaruh Automation Triggers dalam Learning Journey terhadap Kepuasan dan Keberlanjutan Belajar di Universitas Bangka Belitung

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Abstract: This study aims to examine the effects of automation triggers within the learning journey on student satisfaction and learning continuance in digital learning systems at Universitas Bangka Belitung. The research adopts a quantitative approach with an explanatory design to analyze causal relationships among the variables. Data were collected from 325 students who actively use the Edlink platform through a structured questionnaire using a five-point Likert scale. The data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). The results show that automation triggers have significant positive effects on the learning journey and student satisfaction. The learning journey also significantly influences learning continuance, indicating that a structured and guided learning process encourages continued use. In addition, satisfaction has a strong positive effect on learning continuance, confirming that students who are satisfied with the system are more likely to continue using it. Furthermore, automation triggers directly influence learning continuance and also exert indirect effects through satisfaction and the learning journey as mediating variables. Overall, the findings indicate that automation triggers play a crucial role in shaping the learning experience and promoting long-term engagement in digital learning environments.

Keywords: automation triggers; learning continuance; learning journey; student satisfaction; structural equation modeling.

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Abstrak: *Penelitian ini bertujuan menganalisis pengaruh* automation triggers *dalam* learning journey *terhadap kepuasan dan keberlanjutan belajar mahasiswa pada sistem pembelajaran digital di Universitas Bangka Belitung. Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksplanatori untuk menguji hubungan kausal antarvariabel. Data dikumpulkan dari 325 mahasiswa yang aktif menggunakan platform Edlink melalui kuesioner terstruktur dengan skala Likert lima poin. Analisis data dilakukan menggunakan* Partial Least Squares Structural Equation Modeling *(PLS-SEM). Hasil penelitian menunjukkan bahwa* automation triggers *berpengaruh positif dan signifikan terhadap* learning journey *dan kepuasan mahasiswa.* Learning journey *juga terbukti berpengaruh signifikan terhadap keberlanjutan belajar, yang menunjukkan bahwa proses pembelajaran yang terstruktur dan terarah mendorong penggunaan sistem secara berkelanjutan. Selain itu, kepuasan memiliki pengaruh positif yang kuat terhadap keberlanjutan belajar.* Automation triggers *juga terbukti berpengaruh langsung terhadap keberlanjutan belajar serta berpengaruh tidak langsung melalui kepuasan dan* learning journey *sebagai variabel mediasi. Secara keseluruhan, temuan ini menunjukkan bahwa* automation triggers *berperan penting dalam membentuk pengalaman belajar dan meningkatkan keterlibatan jangka panjang dalam sistem pembelajaran digital.*

Kata kunci: *automation triggers; keberlanjutan belajar; kepuasan mahasiswa; learning journey; structural equation modeling.*

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INTRODUCTION

The rapid advancement of digital technology in higher education has driven a significant transformation from conventional learning models to technology-based learning environments through the implementation of Learning Management Systems (LMS). LMS platforms are no longer limited to serving as repositories for learning materials but have evolved into integrated systems that manage learning activities, user interactions, and overall learning experiences. In practice, modern LMS platforms are equipped with automated features such as task notifications, activity reminders, and academic updates, which function as automation triggers designed to influence user behavior in real time. A study by Mumcu & Çebi (2025) found that timely digital notifications significantly enhance student engagement in online learning, particularly in terms of access frequency and task completion. This finding highlights that notification systems not only serve an informational purpose but also act as behavioral stimuli that can shape students' learning activities. Furthermore, research by Al-Fraihat et al. (2020) demonstrated that the success of e-learning systems is not solely determined by system quality and information quality, but also by the system's ability to create a positive user experience. Their findings indicate that user interaction with system features, including automated notifications, plays a crucial role in determining user satisfaction. In addition, Ifenthaler & Yau (2020) emphasized the importance of learning analytics in understanding user behavior within LMS environments. They argued that user activity data, including responses to reminders and notifications, can be utilized to optimize adaptive learning design. These findings suggest that automated features in LMS platforms have significant potential to be further developed as strategic tools for managing learning experiences.

In the context of user experience, the concept of learning journey has become increasingly relevant in explaining how students interact with digital learning systems in a continuous and structured manner. A learning journey represents the sequence of activities that users undergo, from initial access and content interaction to task completion and evaluation. Research conducted by Al-Adwan et al. (2022) found that a well-structured and easy-to-follow learning process positively influences user satisfaction and continuance intention in e-learning systems. The study emphasizes that clarity in learning pathways helps students understand each stage of the learning process, thereby improving learning effectiveness. Similarly, Zahari et al. (2025) reported that well-designed learning experiences, including clear navigation and integrated learning activities, significantly contribute to higher levels of engagement and satisfaction among users. On the other hand, user satisfaction and continuance intention are critical indicators in evaluating the success of digital learning systems. A study by Alkhuwaylidee (2025) revealed that user satisfaction has a significant impact on the intention to continue using digital systems. The study explains that when users perceive the system as beneficial and satisfying, they are more likely to maintain continued usage. Additionally, Romadhon et al. (2023) found that system quality and user experience significantly influence both satisfaction and continuance intention in LMS usage. In the Indonesian context, research by Haerana (2025) further confirms that student satisfaction with educational processes and academic services plays a crucial role in shaping positive perceptions toward higher education institutions. This study indicates that satisfaction is influenced not only by instructional quality but also by the overall service experience provided to students.

In relation to digital transformation in higher education, Bernadus & Rugaiyah (2025) highlight the importance of transformational leadership in developing a smart campus. Their study emphasizes that the successful implementation of digital technologies in higher education institutions depends not only on technological infrastructure but also on the institution's ability to integrate digital systems into academic processes. One implication of the smart campus concept is the optimization of digital platforms, including LMS, to enhance both learning quality and student experience. However, their study primarily focuses on managerial and leadership aspects, and does not specifically examine how technological features such as automation triggers influence student behavior and learning experiences. Based on these previous studies, it can be observed that current research in digital learning has primarily focused on system quality, user experience, and data-driven approaches such as learning analytics. Recent developments have also emphasized the importance of learning experience design and digital transformation within the smart campus framework. However, most studies still treat LMS platforms as passive systems that provide services, rather than as active mechanisms capable of influencing user behavior through automation triggers. Therefore, the position of this research lies in integrating the concept of automation triggers with learning journey to explain how digital learning systems can actively shape user experience, satisfaction, and continuance intention.

This research gap becomes particularly relevant in the context of Universitas Bangka Belitung, where digital learning platforms such as Edlink have become an integral part of the academic process. Although the platform provides automated features such as task notifications and activity reminders, their effectiveness in enhancing student learning experiences has not been extensively examined. In practice, there are still students who demonstrate low engagement in online learning activities, indicating that the utilization of automated features may not yet be optimal. Therefore, this study is essential to understand how automation triggers within a learning journey can improve student satisfaction and learning continuance in the context of Universitas Bangka Belitung. Based on the above discussion, the main research problem addressed in this study is how automation triggers within the learning journey influence student satisfaction and learning continuance. Accordingly, the objective of this research is to analyze the effect of automation triggers in the learning journey on student satisfaction and its impact on learning continuance in digital learning systems.

Conceptually, this study is grounded in the Stimulus-Organism-Response framework, which explains how stimuli such as notifications and reminders influence user behavior. The concept of learning journey is employed to describe the structured process of user interaction within digital learning systems. Furthermore, user satisfaction is used to evaluate students' learning experiences, while Continuance Intention explains users' intention to continue using the system. The integration of these concepts provides a comprehensive framework for understanding the relationship between automation features, learning experience, satisfaction, and continuance in digital learning environments.

METHODS

This study employs a quantitative research approach to examine the effect of automation triggers within the learning journey on student satisfaction and learning continuance. The research design is explanatory, aiming to analyze causal relationships between variables using a structural model. The population of this study consists of students at Universitas Bangka Belitung who use the Edlink platform as part of their learning activities. The sampling technique used is purposive sampling, with criteria that respondents must be active students who have experience using Edlink for academic purposes. The sample size follows the recommendation for Partial Least Squares Structural Equation Modeling, which suggests a minimum of 5–10 times the number of indicators; therefore, this study targets approximately 325 respondents to ensure adequate statistical power. Data were collected using a structured questionnaire distributed online. The questionnaire items were adapted from previous studies and modified to fit the context of LMS usage. All items were measured using a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5). The variable of automation triggers was measured using indicators related to system notifications, reminders, and automated information updates. The learning journey variable was measured based on the clarity of learning flow, ease of following learning stages, and continuity of learning activities. Student satisfaction was measured through perceived usefulness, overall satisfaction, and fulfillment of learning needs. Learning continuance was measured based on the intention to continue using the platform, frequency of use, and willingness to recommend the system.

RESULTS AND DISCUSSION

1. Results

a. Descriptive Statistics

The descriptive statistics indicate that the total number of valid respondents in this study is 325. All constructs were measured using a Likert scale ranging from a minimum value of 1.000 to a maximum value of 5.000, representing responses from strongly disagree to strongly agree. The Automation Triggers (X) variable has a mean value of 3.812 with a standard deviation of 0.745. This suggests that respondents generally perceive the automated notifications and reminders provided by the system positively. The relatively low standard deviation indicates that the responses are fairly consistent among participants. The Learning Journey (Z1) variable shows a mean value of 3.765 and a standard deviation of 0.732. This finding implies that respondents consider the learning process within the system to be clear and structured. The low variability

further indicates a homogeneous perception among respondents regarding the learning flow, as presented in Table 1.

Table 1. Descriptive Statistics

Construct	N	Minimum	Maximum	Mean	Std. Deviation
Automation Triggers (X)	325	1.000	5.000	3.812	0.745
Learning Journey (Z1)	325	1.000	5.000	3.765	0.732
Satisfaction (Z2)	325	1.000	5.000	3.894	0.701
Learning Continuance (Y)	325	1.000	5.000	3.956	0.689
Valid N	**325**				

Source: Data processed (2026)

The *Satisfaction* (Z2) variable has a mean value of 3.894 with a standard deviation of 0.701. This reflects a relatively high level of satisfaction among students in using the learning platform. The small standard deviation suggests that most respondents share similar positive experiences. Meanwhile, the *Learning Continuance* (Y) variable has the highest mean value of 3.956 with a standard deviation of 0.689. This indicates that students have a strong intention to continue using the system in the future. The low dispersion of responses suggests a consistent perception among respondents regarding their willingness to sustain usage. Overall, all variables have mean values above the midpoint of the scale, indicating that respondents tend to have positive perceptions of automation triggers, learning journey, satisfaction, and learning continuance. Additionally, the standard deviation values for all constructs are below 1, suggesting low variability and a relatively homogeneous data distribution. Therefore, the dataset is considered appropriate for further analysis using Partial Least Squares Structural Equation Modeling.

b. Validity & Reliability

The results of the reliability and convergent validity assessment demonstrate the measurement quality of all constructs in this study. The evaluation includes Cronbach's alpha, composite reliability (rho_a and rho_c), and average variance extracted (AVE). The results indicate that all constructs demonstrate high internal consistency reliability. The Cronbach's alpha values range from 0.929 to 0.950, exceeding the recommended threshold of 0.70 and indicating that the measurement items for each construct are reliable. Similarly, the composite reliability values (rho_c) range from 0.946 to 0.961, further confirming the strong reliability of the constructs, as presented in Table 2.

Table 2. Validity and Reliability

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Automation Triggers	0.949	0.950	0.961	0.832
Continuance	0.947	0.947	0.959	0.826
Learning Journey	0.929	0.929	0.946	0.778
Satisfaction	0.950	0.950	0.961	0.833

Source: Data processed (2026)

In terms of convergent validity, all constructs show AVE values above the recommended threshold of 0.50. Specifically, the AVE values range from 0.778 to 0.833, indicating that each construct explains more than 50% of the variance of its indicators. This confirms that the indicators have a high level of convergence in measuring their respective constructs. Among the constructs, *Satisfaction* shows the highest AVE value (0.833), indicating that its indicators provide the strongest representation of the latent variable. Meanwhile, *Learning Journey* has the lowest AVE value (0.778), although it still exceeds the acceptable threshold and is considered valid. Overall, these results demonstrate that all constructs in this study meet the criteria for reliability and convergent validity. Therefore, the measurement model is considered adequate and suitable for further analysis using Partial Least Squares Structural Equation Modeling.

c. Path Coefficients

The results of the structural model assessment include path coefficients, t-values, and p-values. The analysis was performed using the bootstrapping procedure in Partial Least Squares Structural Equation

Modeling to evaluate the significance of the proposed relationships. The findings reveal that all hypothesized relationships are statistically significant, as indicated by p-values below 0.05 and t-statistics exceeding the threshold value of 1.645 for one-tailed testing. The effect of Automation Triggers on Learning Journey is positive and substantial (β = 0.674, t = 21.973), suggesting that automated notifications and reminders play an important role in improving the organization and flow of the learning process. Likewise, Automation Triggers exhibit a strong positive influence on Satisfaction (β = 0.749, t = 30.404), indicating that these system-driven features significantly contribute to enhancing users' overall experience. Moreover, Learning Journey demonstrates a positive and significant impact on Continuance (β = 0.333, t = 7.057), implying that a well-structured learning process encourages students to continue using the platform. In addition, Satisfaction has a meaningful effect on Continuance (β = 0.539, t = 12.246), confirming that higher levels of satisfaction lead to a stronger intention to sustain usage, as summarized in Table 3.

Table 3. Path Coefficients

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Automation Triggers -> Learning Journey	0.674	0.674	0.031	21.973	0.000
Automation Triggers -> Satisfaction	0.749	0.749	0.025	30.404	0.000
Learning Journey -> Continuance	0.333	0.332	0.047	7.057	0.000
Satisfaction -> Continuance	0.539	0.539	0.044	12.246	0.000
Automation Triggers -> Continuance	0.628	0.627	0.029	21.797	0.000
Automation Triggers -> Satisfaction -> Continuance	0.403	0.404	0.037	11.044	0.000
Automation Triggers -> Learning Journey -> Continuance	0.224	0.224	0.034	6.671	0.000

Source: Data processed (2026)

The direct effect of Automation Triggers on Continuance is also significant (β = 0.628, t = 21.797), indicating that automation features directly influence students' willingness to keep using the system, beyond their indirect effects through other variables. Regarding the mediating relationships, Automation Triggers significantly affect Continuance through Satisfaction (β = 0.403, t = 11.044), highlighting the role of satisfaction as an important intermediary variable. Additionally, the indirect effect of Automation Triggers on Continuance through Learning Journey is also significant (β = 0.224, t = 6.671), suggesting that the learning process serves as another pathway through which automation influences continued usage. In summary, all proposed hypotheses are supported. The results emphasize the importance of automation triggers in enhancing the learning experience, increasing user satisfaction, and promoting sustained engagement with the learning platform.

d. R^2

The coefficient of determination (R^2) values indicates the explanatory power of the endogenous variables in the model. The R^2 values represent the extent to which the variance of each dependent construct is explained by its associated predictors. The R^2 value for Continuance is 0.661, indicating that 66.1% of the variation in learning continuance is accounted for by Automation Triggers, Learning Journey, and Satisfaction. This reflects a relatively high level of explanatory strength within the model. The Satisfaction construct has an R^2 value of 0.561, suggesting that 56.1% of its variance is explained by Automation Triggers and Learning Journey. This demonstrates that the model has a moderate to strong ability to predict user satisfaction. In addition, the R^2 value for Learning Journey is 0.454, which implies that 45.4% of its variance is explained by Automation Triggers. This result indicates a moderate predictive capability for this construct. Furthermore, the adjusted R^2 values are very close to the corresponding R^2 values for all constructs, indicating that the model is not significantly affected by the number of predictors and maintains a good level of accuracy. Based on the commonly used criteria in Partial Least Squares Structural Equation Modeling, R^2 values of 0.75, 0.50, and 0.25 are categorized as substantial, moderate, and weak, respectively. Therefore, the results suggest that the model achieves moderate to substantial explanatory power across the endogenous variables, as reported in Table 4.

Table 4. Rsquare

	R-square	R-square adjusted
Continuance	0.661	0.659
Learning Journey	0.454	0.453
Satisfaction	0.561	0.560

Source: Data processed (2026)

2. Discussion

The results of this study confirm that automation triggers play a critical role in shaping students' learning experiences, satisfaction, and continuance intention. These findings suggest that digital learning systems should no longer be perceived merely as passive tools for content delivery, but rather as dynamic and interactive environments capable of actively influencing user behavior through automated mechanisms. In this context, automation triggers such as notifications, reminders, and system prompt function as behavioral cues that guide students throughout their learning process, ensuring that they remain engaged and responsive to academic activities. The positive effect of automation triggers on the learning journey indicates that system-generated interactions contribute significantly to the development of a more structured, coherent, and guided learning process. This implies that students are not only receiving information but are also being continuously directed toward relevant learning activities, thereby reducing uncertainty and improving task progression. This finding is consistent with Roy et al. (2023), who emphasized that user experience and engagement in digital platforms are largely influenced by system-driven interactions, particularly those involving personalized and automated features. Their study highlights that such features enhance user engagement by providing timely and context-relevant stimuli, which in turn shape user behavior and improve the overall experience.

In the educational context, this finding is further supported by Zamfiroiu et al. (2022), who demonstrated that learning analytics dashboards and system-generated prompts significantly improve students' ability to navigate digital learning environments. Their research shows that when students receive real-time feedback and guidance, they are better able to manage their learning activities, leading to increased engagement and more effective learning outcomes. This suggests that automation triggers serve not only as reminders but also as cognitive support tools that facilitate decision-making and task prioritization. Similarly, Raković et al. (2023) found that system-generated interventions, such as adaptive feedback and automated recommendations, help students follow more structured learning pathways. Their study indicates that these interventions reduce cognitive overload by simplifying the learning process and providing clear directions for task completion. As a result, students are able to maintain continuity in their learning activities and achieve a more organized learning experience. Taken together, these findings reinforce the argument that automation triggers play a fundamental role in enhancing the learning journey by transforming digital learning environments into guided and responsive systems. By integrating automated features that actively interact with users, learning platforms can significantly improve not only the structure of the learning process but also the overall quality of the learning experience.

Furthermore, the significant relationship between automation triggers and satisfaction suggests that automated features play an essential role in enhancing the overall user experience within digital learning environments. This implies that system-generated elements such as notifications, reminders, and real-time updates are not merely supportive tools, but integral components that shape how users perceive and interact with the system. When these automated features function effectively, they can reduce uncertainty, improve accessibility, and create a more seamless learning experience, ultimately leading to higher levels of satisfaction. This finding is supported by Cidral et al. (2018), who demonstrated that system interactivity and responsiveness are critical determinants of student satisfaction in e-learning environments. Their study emphasizes that interactive systems enable users to engage more actively with the platform, thereby improving their overall experience. In addition, Alqahtani & Rajkhan (2020) highlighted that usability and functionality are key factors influencing satisfaction in digital learning systems. Their findings suggest that systems that are easy to use and responsive to user needs significantly enhance perceived value and user comfort. Likewise, Tj & Tanuraharjo (2020) reported that interactive system features positively affect user satisfaction by improving accessibility and engagement, allowing users to interact with the system more efficiently. Collectively, these studies reinforce the argument that automation triggers, as part of system functionality, contribute significantly to the formation of positive user perceptions and satisfaction.

The influence of learning journey on continuance indicates that a structured and well-organized learning process encourages sustained system usage. This suggests that when students experience a clear and guided learning flow, they are more likely to remain engaged and continue using the platform. This finding is consistent with Wang et al. (2024), who found that perceived usefulness and learning experience significantly influence continuance intention in e-learning systems. Their study highlights that users are more inclined to continue using a system when it effectively supports their learning process. Similarly, Alkhuwaylidee (2025) emphasized that the quality of learning experience plays a crucial role in shaping students' intention to continue using online learning platforms. A well-designed learning experience reduces confusion, enhances motivation, and supports continuous engagement. Additionally, Vo & Ho (2024) found that structured and user-friendly learning environments promote long-term engagement and sustained usage behavior, further supporting the importance of learning journey in influencing continuance.

Moreover, the relationship between satisfaction and continuance highlights that satisfied users are more likely to sustain their engagement with the system. This finding indicates that satisfaction serves as a key psychological driver that transforms positive experiences into continued usage behavior. When users perceive that a system meets their expectations and provides value, they develop a stronger intention to maintain its use over time. This is supported by Alkhuwaylidee (2025) and Vo & Ho (2024), who found that satisfaction is a strong predictor of continuance intention in digital learning environments. Their studies suggest that satisfaction not only reflects past experiences but also influences future behavioral decisions. In addition, Tarhini et al. (2017) confirmed that satisfaction significantly affects behavioral intention to continue using technology-based learning systems, emphasizing its role as a central determinant in technology adoption and retention. Taken together, these findings highlight the interconnected role of automation triggers, learning journey, and satisfaction in shaping continuance intention. The results suggest that digital learning systems must be designed not only to deliver content but also to actively manage user experience through automated and structured interactions that foster satisfaction and long-term engagement.

The direct effect of automation triggers on continuance further indicates that automated system features can directly influence users' intention to continue using the platform. This suggests that automation triggers, such as notifications, reminders, and system-generated prompts, function not only as supportive tools but also as active mechanisms that sustain user engagement over time. When these features are effectively designed, they can create a sense of continuity in user interaction, encouraging users to repeatedly engage with the platform. This finding aligns with Kapoor et al. (2017), who found that system-driven engagement mechanisms significantly influence user retention in digital environments by maintaining continuous interaction between users and the system. Similarly, Sun (2022) demonstrated that interactive system features directly affect behavioral intention by enhancing user involvement and responsiveness. Additionally, Alalwan et al. (2017) highlighted that digital interaction features play a crucial role in shaping user engagement, which ultimately leads to continued usage behavior. These findings collectively suggest that automation triggers serve as direct drivers of continuance intention by maintaining consistent and meaningful user interaction.

Regarding the indirect effects, the results indicate that automation triggers influence continuance through satisfaction, confirming the mediating role of satisfaction in the model. This implies that automation triggers first enhance users' experiences and perceptions of the system, which then translate into a stronger intention to continue using the platform. Satisfaction, in this context, acts as a psychological mechanism that connects system functionality with behavioral outcomes. This finding is consistent with Jung & Jo (2025), who found that satisfaction mediates the relationship between system experience and continuance intention, indicating that positive user experiences must first be internalized before influencing future behavior. Similarly, Aripradono et al. (2025) demonstrated that satisfaction serves as an intermediary variable linking system quality to continued usage behavior, emphasizing the importance of user perception in shaping long-term engagement. Furthermore, Lu et al. (2019) confirmed that perceived value and satisfaction jointly mediate the relationship between system features and continuance intention, highlighting that users' evaluation of system benefits plays a crucial role in sustaining usage.

Additionally, the indirect effect through learning journey suggests that structured and well-designed learning experiences serve as an important pathway in maintaining user engagement. This finding indicates that automation triggers contribute to continuance not only by directly influencing users or through satisfaction, but also by improving the overall learning process. A clear and structured learning journey reduces confusion, enhances user control, and supports consistent participation, which in turn leads to sustained usage. This finding is supported by Romadhon et al. (2023), who found that learning experience significantly influences user engagement in MOOCs by providing a structured and guided learning process.

Similarly, Lu et al. (2019) emphasized that course structure and learning design are critical in determining users' willingness to continue participating in digital learning environments. Moreover, Li et al. (2022) demonstrated that user experience plays a mediating role in shaping continuance intention, suggesting that positive interaction with the learning system enhances users' long-term commitment.

The findings confirm that automation triggers function as active drivers within digital learning systems, influencing not only immediate user interaction but also deeper psychological and behavioral outcomes such as satisfaction and continuance intention. These results highlight the importance of integrating automation-based features into LMS platforms, as such features can actively guide user behavior, enhance learning experiences, and promote sustained engagement. Therefore, digital learning systems should be designed not only to deliver educational content but also to incorporate intelligent and responsive mechanisms that continuously support and motivate users throughout their learning journey.

CONCLUSION

This study examines the effect of automation triggers within the learning journey on student satisfaction and learning continuance in digital learning systems at Universitas Bangka Belitung. The findings confirm that automation triggers significantly influence learning journey, satisfaction, and continuance, both directly and indirectly. Automation triggers contribute to a more structured learning process, enhance user experience, and encourage students to continue using the platform. In addition, satisfaction and learning journey are proven to play important mediating roles in strengthening continuance intention. Overall, the study highlights that automation triggers function as active mechanisms that shape both learning experience and user behavior in digital learning environments. From a practical perspective, this study implies that higher education institutions should optimize automated features such as notifications, reminders, and system prompts to improve student engagement and learning effectiveness. Learning platforms should also be designed with a clear and structured learning journey to enhance user experience and satisfaction. For future research, it is recommended to explore additional variables such as motivation, digital literacy, or system quality to provide a more comprehensive understanding of user behavior in digital learning systems. Further studies may also consider different institutional contexts or longitudinal approaches to examine changes in continuance intention over time.

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