

## Correlation Analysis of Knowledge Creation with Motivation of Coursera Platform Users Based on SECI-Nonaka Model

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### Abstract

**Background:** In the digital era, online learning has become one of the main alternatives in acquiring new knowledge and skills. One of the most widely used platforms is Coursera, which provides various courses from world-renowned universities and institutions. The success of learning on this platform depends not only on the quality of the materials provided, but also on how users create and develop their own knowledge during the learning process. This SECI model explains how individuals and organizations transform tacit (implicit) knowledge into explicit, and how this process can enhance understanding and innovation in a learning environment.

**Objective:** This study aims to analyze the correlation between knowledge creation based on the SECI-Nonaka Model and the motivation of Coursera platform users.

**Methods:** The research model used in this study is quantitative with a symmetrical associative approach. This research was conducted to see the relationship between variables X and Y used a survey method conducted online. The population in this study were users of the Coursera platform, and the research sample totaled 28 people. This research focuses on how the knowledge creation process based on the SECI model (Socialization, Externalization, Combination, Internalization) has a correlation with user motivation in using the Coursera online learning platform.

**Results:** The results showed that H1 was accepted with a significance value of 0.000 which was  $< 0.05$  with a correlation coefficient value of 0.650 with a strong correlation strength. H2 is accepted with a significance value of 0.001 which is  $< 0.05$  with a correlation coefficient value of 0.588 with a strong correlation strength. H3 is accepted with a significance value of 0.003 which is  $< 0.05$  with a correlation coefficient value of 0.538 with a strong correlation strength. H4 is accepted with a significance value of 0.000 which is  $< 0.05$  with a correlation coefficient value of 0.787 with a very strong correlation strength.

**Conclusion:** The four hypotheses proposed in this study are accepted that the SECI model has a positive relationship with Coursera user motivation. With users motivated to learn on the Coursera platform, the knowledge creation process will be created. Thus, it can be stated that the Coursera learning platform is a supporting platform for knowledge creation, where knowledge creation is one form of knowledge management.

**Keywords:** Coursera Platforms; Knowledge Management; Knowledge Creation; Nonaka's SECI

## INTRODUCTION

The rapid development of information and communication technology has made humans a knowledge-based society. The knowledge society is an important asset and plays a role in the development of the country, which is driven by the creation of knowledge and an

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increase in demand for skilled human resources (Alsharhan, et al., 2021). Knowledge needs to be stored and disseminated. One of the media for storing and disseminating knowledge is e-learning, where training is conducted through electronic media via the internet (Alsharhan, et al., 2021).

With the development of information technology, knowledge acquisition can be obtained through massive learning or MOOCs, which are widely discussed in education circles (Kundu and Bej, 2019). User motivation plays a key role in ensuring the success of online learning. Coursera is one of the online learning platforms that offers various features to support knowledge-based learning and is closely related to user motivation. Motivation not only encourages users to actively participate in learning activities, but also influences the extent to which they can utilise the various features available to create and internalise knowledge.

Research on motivation in the context of online learning often focuses on user engagement or satisfaction without exploring in depth how these motivations interact with the knowledge creation process. User satisfaction is significantly felt through the presence of assessments, videos, instructors, and materials (Nguyen, 2022). This suggests that user motivation is related to the form of learning, but not to knowledge creation. Therefore, understanding the correlation between motivation and knowledge creation based on the SECI model is important to design more effective online learning strategies. This research is expected to provide in-depth insight on how to increase user motivation while optimising the knowledge creation process in online learning platforms such as Coursera.

According to the SECI model (Socialisation, Externalisation, Combination, Internalisation), knowledge creation involves a series of dynamic processes that require active involvement from users, which is highly influenced by their level of motivation. Although the knowledge creation process is a key aspect in learning platforms, success is highly dependent on user motivation (Widiarti, 2022). Motivations, both intrinsic (such as the desire to learn) and extrinsic (such as career incentives), influence how users engage with online learning content and environments. Therefore, understanding the correlation between motivation and the SECI model is important for designing more effective online learning strategies. This research is expected to provide deep insights on how to improve user motivation while optimising the knowledge creation process on online learning platforms such as Coursera.

Understanding the relationship between user motivation and the knowledge creation process based on the SECI model can make a significant contribution to the development of online learning platforms. Based on Nguyen's research (2022), it is explained that users who have a curiosity or a problem, and channel it with questions in Coursera features, can increase user motivation. High motivation, both intrinsic and extrinsic, can strengthen users' involvement in the socialisation process, where they share experiences and tacit knowledge. In addition, motivation can also encourage users to be more active in externalisation, i.e. transforming tacit knowledge into explicit through discussions, note-taking, or contributions in forums. The combination of strong motivation and supportive learning features enables users to effectively integrate various knowledge sources, as described in the combination stage. Ultimately, motivated users are also more likely to successfully internalise explicit knowledge

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into new tacit knowledge through 'learning by doing.' Thus, this research seeks to explain the correlation between motivation and knowledge creation based on Nonaka's SECI model by examining the features provided by Coursera.

## LITERATURE REVIEW

### A. Knowledge Management (KM)

Knowledge Management or KM is part of the activities used by organisations or institutions to identify, create, describe, and distribute knowledge that will be reused, known, and learned within the organisation. These activities are usually related to organisational goals and are aimed at achieving certain results in terms of performance (Meylananda et al., 2021).

### B. Knowledge Creation (KC)

Wijaya and Gunawan (2022) revealed that knowledge creation is a process to transform old knowledge into new, richer knowledge. Knowledge creation is not a linear process, but rather an iterative and repetitive process (Nonaka, 1995).

### C. Masive Open Online Class(es) (MOOC)

MOOCs are accelerators for learning through various knowledge and expertise and they assume that MOOC platforms should have sufficient quantity and quality of knowledge (Ruiperez-Velez, et al., 2020). MOOCs are a new type of e-learning class, consisting of short video lectures, computer-graded tests, and online discussion forums (Nguyen, 2022). MOOCs can be divided into two different models: cMOOC and xMOOC models. cMOOC (c for connectivity) underlines creativity, creation, and social network learning, focusing on knowledge creation and generation. On the other hand, xMOOC highlights more conventional learning strategies using online video presentations and short tests and quizzes that emphasise knowledge duplication (Elizondo-Garcia & Gallardo, 2020).

### D. Coursera

Coursera is a global online learning platform that offers a wide range of courses, certification programmes, and academic degrees from leading universities and companies. Coursera was launched in 2012 by two Stanford Computer Science professors, Andrew Ng and Daphne Koller, with a mission to provide universal access to world-class learning. Coursera is now one of the largest online learning platforms in the world, with 162 million registered learners as of 30 September 2024. Coursera partners with over 300 prestigious universities and companies such as Stanford, Duke, University of Illinois, Google, IBM, Microsoft, and Meta to provide high-quality education. The platform caters to a variety of learning objectives to develop new or enhance existing skills, earn formal credentials such as professional certificates or degrees, or simply explore topics of interest for personal enrichment. Coursera's diverse offerings make it an accessible and flexible option for learners around the world (Coursera Staff, 2024).

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### **E. Motivation**

Motivation is a conscious choice made through a complex decision-making process, assessing the likelihood of achieving a desired outcome (Krasnova, et al., 2022). Referring to the Big Indonesian Dictionary, motivation is an impulse that arises in a person consciously or unconsciously to take an action with a specific purpose.

### **F. The Relationship Between Socialisation Stages and Motivation of Coursera Users**

A feature of online education can motivate students or users (Krasnova, et al., 2022). e-Learning increases the possibility of communication and interaction between students and teachers (Al Rawashdeh, et al., 2021). Online learning platforms have many advantages in providing discussion forums for creating ideas, answering questions, and providing feedback (Liu, et al., 2020). Online learning management provides a platform for collaborative sharing of knowledge and information. Online LMS allows interaction between students and lecturers, so that they can share learning materials (Ndou, 2022). Thus, the following hypothesis can be developed:

H1: There is a relationship between features in the socialization dimension and user motivation.

### **G. The Relationship Between Externalisation Stages and Motivation of Coursera Users**

Coursera provides a wide range of access to quality courses of various topics (Ngo, 2023). MOOC content is simple and easy to understand. MOOCs help users understand complex concepts taught in regular classes (Kundu, 2023). Then the following hypothesis can be developed:

H2: There is a relationship between features in the externalisation dimension and user motivation.

### **H. The Relationship Between Combination and Motivation of Coursera Users**

Coursera's mission is to provide universal access to the best education in the world (Sued, 2022). Student motivation is significantly affected by initial interest in the task, and students with higher initial interest tend to be more motivated (Conradie, P. D., 2021). Evaluation in the form of quizzes can reinforce student learning through strengthening intrinsic motivation and providing relevant feedback (Krasnova et al., 2023). Well-designed quizzes can help gauge student understanding in real-time and allow for timely intervention if needed.

Online learning platforms such as Coursera often integrate quizzes to provide formative evaluation to course participants. This demonstrates engagement and allows learners to identify their weaknesses (Ngo et al., 2023). Axel et al's (2023) research highlights that curiosity can increase the effectiveness of reward-based feedback. In other words, if learners feel encouraged to learn, they are more likely to accept and utilise feedback. Technology-based learning systems make it easier to provide feedback in a quick and personalised manner. For example, Learning

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Management Systems (LMS) are used to provide systematic feedback based on evaluation results (Ndou et al., 2023). Continuous evaluation through quizzes helps to create a more dynamic and purposeful learning environment (Al Rawashdeh et al., 2021). Feedback gives students a sense of control over their learning process, which in turn increases learning satisfaction and motivation (Tønnessen et al., 2021). Thus, the following hypothesis can be developed:

H3: There is a relationship between features in the combination dimension and user motivation.

### I. The Relationship Between Internalization and Motivation of Coursera

Engaging students in hands-on learning processes, such as design-based projects and active participation in learning activities, increases motivation and confidence (Conradie et al., 2021). This approach also creates a more meaningful learning experience by engaging students in real practice. Technology-based learning facilitates skills development by offering flexible and adaptive practical experiences.

Engagement in problem-based learning helps students hone critical and analytical thinking skills, which are important in solving problems (Krasnova et al., 2023). In the context of online learning, it also helps students learn to manage information effectively (Panahi et al., 2013). Digital knowledge sharing and collaboration in online environments enhance students' creativity and ability to solve problems effectively (Tønnessen et al., 2021). Practice-based learning involving real-world problem solving promotes innovation and improved performance in decision-making (Meylananda et al., 2021).

H4: There is a relationship between features in the internalisation dimension and user motivation.

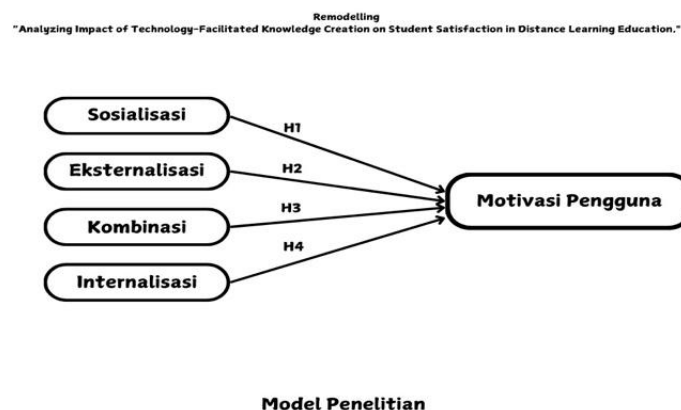


Figure 1. Model Penelitian

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Based on the hypotheses outlined, it is predicted that the socialisation, externalisation, combination, and internalisation stages of the SECI model have a relationship with the motivation of Coursera platform users.

## METHODS

This research is a quantitative research using symmetrical associative analysis. This research was conducted to see the relationship between variables X and Y, and used a survey method conducted online. The population in this study were users of the Coursera platform, and the research sample totalled 28 people. This research focuses on how the knowledge creation process based on the SECI model (Socialisation, Externalisation, Combination, Internalisation) has a correlation with user motivation in using the Coursera online learning platform. This research wants to show that the elements in the SECI model can be applied to the Coursera platform to increase learning motivation.

According to Paramita (2021), population means an area or state of generalisation on an object or research subject, in which there are qualities or characteristics that are sought, studied and ended with a final conclusion. In other words, population can mean something that is studied, be it people, events, values or things that happen. Meanwhile, a sample is a part of the number and certain characteristics contained in a population, which is taken using several methods. (Syahrums & Salim, 2012). When referring to this understanding, this study will use a total of 28 respondents, who have Coursera user specifications.

Data was collected through an online survey using a questionnaire with a total of 25 closed-ended questions, consisting of 5 sections, with 5 questions in each section. Questions used a Likert scale of 1-5, where 1 refers to strongly disagree to 5 refers to strongly agree. Factual data was included at the beginning of the questionnaire regarding name, gender, age, occupation. The measurement tools used are SECI Knowledge Creation Process Questionnaire (SECI-KCQ) to measure Knowledge Creation (Ikujiro Nonaka and Hirotaka Takeuchi in their book entitled 'The Knowledge-Creating Company' (1995), and Motivation To Learn (MTL) to measure user motivation in learning, (Pintrich & De Groot in their work entitled 'Motivational and Self-Regulated Learning Components of Classroom Academic Performance' (1990)).

This study used a questionnaire with a total of 25 questions. Meanwhile, the description of each dimension of variables X and Y can be seen in the question numbers as follows:

TABLE 1 INSTRUMEN PENELITIAN				
NO	VARIABLE X	VAR CONSTRUCT	ITEMS NUMBER	QUANTITY
1	Sosialization	Diskusi	1,2,3	3
		Kolaborasi	4,5	2
2	Eksternalization	Membuat Catatan	6,7,8	3
		Tanya Jawab	9,10	2
3	Combination	Kuis/Ujian Akhir	11,12	2

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4	Internalization	Evaluasi	13	1
		Umpan Balik	14,15	2
		Learning by doing	16,17,18	3
		Problem Solving	19,20	2
NO	VARIABLE Y	VAR CONSTRUCT	ITEMS NUMBER	QUANTITY
1	Motivasi	Rasa ingin tahu, mendapatkan sertifikat, dan menjalin relasi	21,22,23,24,25	5

Source: Data SPSS

## FINDINGS

### A. Uji Validitas

To determine the validity of the research instrument, the researcher tested a 25-item questionnaire, which was previously consulted with experts in their fields and then distributed questionnaires to respondents. The results of the validity test stated that as many as 2 question items were invalid (invalid) and 23 question items were declared valid. With the basis of the decision  $r_{count} > r_{table}$ .

TABLE 2  
UJI VALIDITAS INSTRUMEN PENELITIAN  
X1

INSTRUMENT	R HITUNG	R TABLE	DESCRIPTION
Item 1	0.546	0.374	Valid
Item 2	0.683	0.374	Valid
Item 3	0.605	0.374	Valid
Item 4	0.568	0.374	Valid
Item 5	0.680	0.374	Valid

X2

INSTRUMENT	R HITUNG	R TABLE	DESCRIPTION
Item 6	0.491	0.374	Valid
Item 7	0.284	0.374	Tidak Valid
Item 8	0.393	0.374	Valid
Item 9	0.572	0.374	Valid
Item 10	0.303	0.374	Tidak Valid

X3

INSTRUMENT	R HITUNG	R TABLE	DESCRIPTION
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Item 11	0.614	0.374	Valid
Item 12	0.641	0.374	Valid
Item 13	0.659	0.374	Valid
Item 14	0.693	0.374	Valid
Item 15	0.693	0.374	Valid
X4			
INSTRUMENT	R HITUNG	R TABLE	DESCRIPTION
Item 16	0.663	0.374	Valid
Item 17	0.522	0.374	Valid
Item 18	0.726	0.374	Valid
Item 19	0.715	0.374	Valid
Item 20	0.747	0.374	Valid
Y			
INSTRUMENT	R HITUNG	R TABLE	DESCRIPTION
Item 21	0.413	0.374	Valid
Item 22	0.748	0.374	Valid
Item 23	0.677	0.374	Valid
Item 24	0.705	0.374	Valid
Item 25	0.712	0.374	Valid

Source: Data SPSS

## B. Uji Reliabilitas

Next, the reliability test on 23 statement items that were declared valid with a total of 28 respondents, obtained statistical results in the table as follows:

TABLE 3  
VARIABLE REABILITY TEST

VARIABLES	N OF ITEMS	CRONBACH'S ALPHA	DESCRIPTION
X1	5	0.808	Realabel
X2	3	0.490	Tidak Realabel
X3	5	0.870	Reliabel
X4	5	0.849	Reliabel
Y	5	0.755	Reliabel
Total N Items			23

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Total Responden	28
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Source: Data SPSS

TABLE 4  
REABILITY TEST

CRONBACH'S ALPHA	N OF ITEMS
0.931	23

Source: Data SPSS

From the data above, it is known that if Cronbach's alpha > 0.70 then the instrument item is reliable. From the assumptions above, the Cronbach's alpha value is obtained at 0.931, which is > 0.70, so the reliability test results on the instrument items are declared reliable 0.931.

## DISCUSSION

### A. The Correlations of Variable X1 and Y

TABLE 5  
SPEARMAN RANK CORRELATIONS

		X1	Y
X1	<i>Correlation Coefficient</i>	1.000	.650**
	<i>Sig. (2-tailed)</i>		.000
	<i>N</i>	28	28
Y	<i>Correlation Coefficient</i>	.650**	1.000
	<i>Sig. (2-tailed)</i>	.000	
	<i>N</i>	28	28

Source: Data SPSS

From the table above, it is known that the sig value. (2-tailed) of 0.000, because the sig value. (2-tailed) < 0.05, it means that there is a significant correlation between variables X1 and Y. The correlation coefficient number is 0.650\*\*, which means that the level of correlation strength or relationship is a strong correlation. The correlation coefficient number above is positive, namely 0.650\*\*, so that the direction of the variable relationship is positive (variables X and Y are one-way) so that H1 is accepted.

### B. The Correlations of Variable X2 and Y

TABLE 6  
SPEARMAN RANK CORRELATIONS

		X2	Y
X2	<i>Correlation Coefficient</i>	1.000	.588**
	<i>Sig. (2-tailed)</i>		.001
	<i>N</i>	28	28

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Y	<i>Correlation Coefficient</i>	.588**	1.000
	<i>Sig. (2-tailed)</i>	.001	
	<i>N</i>	28	28

Source: Data SPSS

From the table above, it is known that the sig value. (2-tailed) of 0.001, because the sig value. (2-tailed) <0.05, it means that there is a significant correlation between variables X2 and Y. The correlation coefficient number is 0.588\*\*, which means that the level of correlation strength or relationship is a strong correlation. From the correlation coefficient number above, it is positive, namely 0.588\*\*, so the direction of the variable relationship is positive (variables X and Y are one-way) so that H2 is accepted.

### C. The Correlations of Variable X3 and Y

TABLE 7  
SPEARMAN RANK CORRELATIONS

		X3	Y
X3	<i>Correlation Coefficient</i>	1.000	.538**
	<i>Sig. (2-tailed)</i>		.003
	<i>N</i>	28	28
Y	<i>Correlation Coefficient</i>	.538**	1.000
	<i>Sig. (2-tailed)</i>	.003	
	<i>N</i>	28	28

Source: Data SPSS

From the table above, it is known that the sig. (2-tailed) of 0.003, because the sig value. (2-tailed) <0.05, it means that there is a significant correlation between variables X3 and Y. The correlation coefficient number is 0.538\*\*, which means that the level of correlation strength or relationship is a strong correlation. From the correlation coefficient number above, it is positive, namely 0.538\*\*, so the direction of the variable relationship is positive (variables X and Y are one-way) so that H3 is accepted.

### D. The Correlations of Variable X4 and Y

TABLE 8  
SPEARMAN RANK CORRELATIONS

		X4	Y
X4	<i>Correlation Coefficient</i>	1.000	.787**
	<i>Sig. (2-tailed)</i>		.000
	<i>N</i>	28	28
Y	<i>Correlation Coefficient</i>	.787**	1.000
	<i>Sig. (2-tailed)</i>	.000	

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N	28	28
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Source: Data SPSS

From the table above, it is known that the sig value. (2-tailed) of 0.000, because the sig value. (2-tailed)  $< 0.05$ , it means that there is a significant correlation between variables X4 and Y. The correlation coefficient number is  $0.787^{**}$ , which means that the level of correlation strength or relationship is a very strong correlation. From the correlation coefficient number above, it is positive, namely  $0.787^{**}$ , the direction of the variable relationship is positive (variables X and Y are one-way) so that H4 is accepted.

## CONCLUSIONS

The results of this study indicate that the socialisation, externalisation and combination stages have a strong correlation with user motivation, while the internalisation stage has a very strong correlation with user motivation. The four hypotheses proposed in this study are accepted that the SECI model has a positive relationship with Coursera user motivation. With users motivated to learn on the Coursera platform, the knowledge creation process will be created. Thus, it can be stated that the Coursera learning platform is a supporting platform for knowledge creation, where knowledge creation is one form of knowledge management. Optimal implementation of these elements in an online learning platform can increase user motivation, which in turn supports the success of online learning. This research makes a significant contribution in understanding the role of knowledge creation process on user motivation in the context of e-learning.

## AUTHOR CONTRIBUTIONS

[Nurul Habib Romadhan]: Conceptualization, methodology, data analysis, writing the original draft, review and editing. [Yeni Dwi Novelawaty]: Conceptualization, software development, investigation, writing the original draft. [Muhammad Hanif Ashshiddiqi]: Conceptualization, investigation, data curation, writing the original draft. [Ayudya Tri Nardanti]: Conceptualization, Software development, data curation, writing the original draft. [Boby Prabowo]: Conceptualization, investigation, writing the original draft.

## CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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