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BRIDGING WEB 4.0 AND EDUCATION 4.0 FOR NEXT GENERATION USER TRAINING IN ERP ADOPTION

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ABSTRACT

This study addresses the critical issue of user comprehension and application within the sphere of cloud-based Enterprise Resource Planning (ERP) systems, a recurrent challenge exacerbated by the intricate nature of these systems. To bridge the existing gaps in training methodologies, a novel paradigm that synergizes Web 4.0 and Education 4.0 modules with traditional ERP systems is proposed. This innovative framework ushers in a paradigm shift in ERP adoption strategies, promising a marked enhancement in user interaction and efficiency. Rigorous qualitative evaluations, conducted with expert panels and potential end-users, provided robust validation of the framework's transformative potential in the realm of user training for ERP systems. This pioneering approach not only makes a substantial academic contribution by reframing the perception of ERP systems but also holds a significant practical value in ameliorating the user experience with cloud-based ERP systems. In essence, the adoption of a Web 4.0-oriented approach in user training heralds a revolutionary shift in ERP adoption strategies, setting a solid foundation for future explorations in this domain.

Keywords: *ERP, Web 4.0, Education 4.0, User Training, Qualitative Research, User Comprehension, Cloud-Based Systems, System Usability.*

1.0. INTRODUCTION

Modern business operations are being redefined, with ERP systems emerging as the cornerstone of this transformation, streamlining process efficiency and bolstering strategic decision-making [1][2]. This transformation is propelled by Industry 4.0, positioning IoT-integrated ERP as a game-changer [1][2]. Yet, as with all innovations, ERP systems aren't without their challenges, especially during their adoption [3][4]. Complementing this dynamic is the digital leap to Web 4.0, reshaping digital landscapes [5][6][7]. Defined by its sophisticated interconnected systems, Web 4.0 offers a richer, personalized digital canvas [6]. Simultaneously, the shift towards Education 4.0 signals groundbreaking changes in pedagogical strategies [8][9].

Expanding the application spectrum of ERP, innovations are increasingly driven by synergies among Industry 4.0, cloud technologies, and IoT [2][10][11][12]. A claim that emerges here is the potential insufficiency of these technological

advances without being paired with adept user training. The promise of Web 4.0 lies in its potential to reimagine ERP training, with its enriched, intuitive ecosystem [5][6][7]. Similarly, the ethos of Education 4.0, with its focus on personalized, tech-driven pedagogy [8][9][10], introduces fresh perspectives. However, the landscape seems bereft of in-depth explorations at the confluence of these realms. The prevailing narrative leans towards ERP's technical dimensions [2][3][4], and while e-learning surges [12][13], its direct tie-in with ERP remains nebulous.

Positioning this study within this context, our intent is to decode the potential harmonization of Web 4.0 and Education 4.0 with contemporary ERP needs, a gap pinpointed by Almeida et al. [15]. This narrative brings forth a claim: Is the integration of Web 4.0 and Education 4.0 the needed elixir to elevate ERP training? Grasping the centrality of training in ERP rollouts is critical, a sentiment echoed across literature [3][4]. The digital recalibrations induced by the pandemic underscore this need, presenting both challenges

and prospects for reimagining training modalities [14][15].

Readers should anticipate a detailed exploration into the melding of Web 4.0 and Education 4.0 for ERP training. This work postulates the development of an enhanced training ecosystem, one that might significantly influence ERP adoption rates. By navigating this relatively uncharted territory, we present a fresh lens on using avant-garde digital strategies for ERP training – a proposition that may invite debate as the domain evolves.

This research anchors on twin pillars: a) deciphering the transformative potential of Web 4.0 for ERP training, and b) tapping into Education 4.0 paradigms to refine user expertise in ERP environments. This intersection seeks to illuminate novel pathways for both academia and industry, unveiling untapped reservoirs in ERP training intertwined with the essence of Web 4.0 and Education 4.0. The study unveils novel framework, paving the way for organizations to realign ERP user training strategies and ensuring alignment with Industry 4.0's demands [16][17].

2.0. LITERATURE REVIEW

2.1. Overview of ERP Adoption and the Role of User Training

ERP systems stand as critical mechanisms for driving strategic advancement and operational efficacy in business landscapes [18]. Chakraborty and Sharma [18] emphasize the capacity of ERPs to unify diverse business operations into an integrated whole. Such amalgamation enhances decision accuracy and optimizes operations by leveraging timely data insights [19]. Gupta [19] further delineates this by suggesting that ERP's adoption lays a foundation for refining business modalities and outcomes. Delving deeper, Gërvalla [20] offers a holistic perspective on ERP's capabilities.

The advent of Industry 4.0, articulated by Sima, Gheorghe, Subić, & Nancu [21], brings another dimension to the relevance of ERP systems. Cloud-based ERPs, as illuminated by Lee and Wang [22], further exemplify this evolution. Yathiraju [23] proposes that infusing artificial intelligence within cloud ERP elevates its functionalities, streamlining business tasks. Transitioning to ERP, however, isn't without its

intricacies, compelling significant business shifts. Kenge and Khan [24] shed light on these potential impediments, presenting a clearer picture of the hurdles during ERP integrations. Achieving ERP's promise hinges greatly on quality user education, a theme underscored by Obwegeser, Danielsen, Hansen, Helt, and Nielsen [25]. Given ERP's sophistication, Chayakonvikom, Fuangvut, and Prinyapol [26] argue that in-depth training becomes vital, equipping teams with skills for adept ERP utilization. Reinforcing this viewpoint, Balbudhe and Meshram [27] highlight the nexus between effective training and optimal ERP use in academic settings. Arasanmi [28] draws parallels between the depth of training and the outcome of ERP integrations, with Arasanmi and Ojo [29] bringing to the fore factors like social support and transfer motivation as crucial to ERP learning success. This imperative of melding ERP teachings with Industry 4.0 education is also championed by Sardjono and Aditya [30], underlining the preparation needed for a digitalized workforce.

While ERP systems underscore their potential in catalyzing business innovation and efficiency, their successful integration and utilization are closely tied to the caliber of user training. With the ongoing digital shift in the corporate realm, both ERP's significance and the essence of adept training are poised to ascend.

2.2. Key Characteristics Web 4.0 and Education 4.0: Their Relevance on ERP User Training

Web 4.0, termed the 'Symbiotic Web', represents the next stage in internet evolution [31]. As described by Tavakoli and Wijesinghe [31], it merges human and machine intelligence, characterized by intelligence, semantics, and personalization. Investigations by Yen et al. [32] demonstrate its potential alignment with web-based ERP systems. Alongside, Education 4.0, echoing the web's evolution, emerges [33]. Halili [33] portrays it as a pathway to digital transformation, focusing on creativity, critical thinking, communication, and collaboration, with digital technologies shaping these attributes [33].

The merger of Web 4.0 and Education 4.0 offers promising avenues for revolutionizing ERP training [34]. This integration, under the ambit of Education 4.0, establishes a dynamic, personalized, and immersive training ecosystem

[35]. Its significance in ERP adoption is substantiated by Dorobăț and Năstase [36], although challenges like digital literacy and technology apprehensions persist [37].

The deepening nexus between Web 4.0 and Education 4.0 has caught the research attention. Ma'arif [38] regards ERP training as a prime beneficiary of this merger, facilitating mutual learning between users and systems. This interaction promises improved system usage and user performance [39]. Shao et al. [40] emphasize leadership's role in ERP systems assimilation, advocating for styles promoting continuous learning in a Web 4.0 and Education 4.0 context.

Zadeh et al. [41] observed enhanced ERP learning outcomes via modern digital platforms, while Costa et al. [42] highlighted the determinant factors for ERP learning performance, resonating with Education 4.0 components. Addressing the tech side, Morawiec and Sołtysik-Piorunkiewicz [43] highlight the importance of emerging technologies, like cloud computing and Big Data, in ERP's evolution. Pakinee and Puritat [45] endorse gamified e-learning for ERP, mirroring Web 4.0's interactive nature.

Massaro et al. [46] indicate Big Data's transformative effect on ERP landscapes, suggesting these tools reshape data handling in ERP training. Hadoussa [47] underscores e-learning systems' adaptability, pivotal for Web 4.0 integration, and Shanneb [48] validates the practical engagement of learners in SAP® ERP training. Industry 4.0 reshapes professional competencies, requiring profound technological insight [49]. These insights can be cultivated through an educational mold grounded in Web 4.0 and Education 4.0 principles [49].

Concluding, Gao et al. [50] spotlight collaborative learning within Industry 4.0, proposing an industrial IoT model enriched by inherent knowledge, signifying the future trajectory of Web 4.0 and Education 4.0 integration in ERP training [50].

The Table 1.0 below summarizes some of the key characteristics and findings related to the integration of Web 4.0 and Education 4.0 in the context of ERP systems:

Table 1.0: Findings Related to the Integration of Web 4.0 And Education 4.0 in the Context of ERP Systems

Authors	Key Findings
Tavakoli and Wijesinghe [31]	Described Web 4.0 as an amalgamation of human and machine intelligence including ERP
Halili [33]	Highlighted the role of digital transformation and innovative pedagogical practices in Education 4.0
Dorobăț and Năstase [36]	Identified the significance of a flexible, personalized, and immersive training environment for ERP adoption
Ma'arif [38]	Identified ERP training as a field that could benefit immensely from the integration of Web 4.0 and Education 4.0.
Shao et al. [40]	Showed the critical role of leadership styles in promoting the assimilation of ERP systems in organizations.
Zadeh et al. [41]	Found that modern digital platforms could significantly enhance the overall learning outcomes in ERP courses.
Costa et al. [42]	Determined the importance of learner engagement and quality instructional design in the context of ERP.
Morawiec and Sołtysik-Piorunkiewicz [43]	Pointed out the growing influence of cloud computing, Big Data, and blockchain technology in the implementation of ERP systems.
Utami [51]	Highlighted the need for considerable digital literacy and a favorable attitude towards technology for successful integration.
Huang et al. [52]	Identified critical success factors, including top management support, clear goals, and effective communication, for implementing ERP systems.

2.3. Problem: Statements: ERP User Training Current Challenges

The intricate convergence of ERP, Web 4.0, and Education 4.0 heralds innovative strategies for ERP user training [53]. Imamuddin [54] accentuated the challenges SMEs encounter in ERP implementations, spotlighting the pivotal role of user training. Kirmizi and Kocaoglu [53] noted an absence of comprehensive training methodologies for enterprise information systems.

Gërvalla [5] proposed a model for ERP, hinting at possible challenges in aligning ERP with Industry 4.0. Lee and Wang [22] endorsed the merits of an

elastic model-view-controller structure for Cloud-based ERP, underlining the need for robust user training. Yen et al. [32] and Gupta [19] both advocated for thorough user training to exploit the potential of ERP systems in alignment with Web 4.0 advancements.

Balbudhe and Meshram [27] illuminated ERP's potential for educational institutions, emphasizing the need for adept training. Discussions by Sima et al. [21] and Markova et al. [55] underscore the need for progressive training strategies. Bujang et al. [37] and Himmetoglu et al. [56] point to the horizon of digital learning, suggesting its incorporation in ERP training. Oliveira and De Souza [35] provided insights into challenges in transitioning to Education 4.0, spotlighting workforce training hurdles.

Usuga Cadavid et al. [57] discussed machine learning's application in production planning, while Dalzochio et al. [58] offered insights on its use in Industry 4.0 predictive maintenance. Beranič and Heričko [59] advocated for an experiential learning approach for ERP, aligning with the Education 4.0 philosophy, which necessitates innovative training methodologies in ERP adoption.

An analysis of various studies highlights the urgency for a novel Integrated Web-Education Training Framework (IWETF). This framework, built on the backbones of Web 4.0 and Education 4.0, seeks to refine ERP training. The review uncovers a myriad of existing training strategies and their associated challenges.

Yathiraju [23]'s exploration of AI in cloud-based ERPs infers the necessity of acclimatizing users with AI facets. Emphasizing the importance of training within the Industry 4.0 paradigm, both Sardjono and Aditya [30] and Benis et al. [60] call for well-crafted training avenues. Hernandez-de-Menendez et al. [61] and Marzano and Martinovs [62] delve deep into training tailored for Industry 4.0, suggesting immersive methodologies.

Sorko and Brunnhofer [63] and Marmier et al. [64] identify augmented reality as pivotal in training, while Thekkoote [65] speaks about preparing for the digital transformation. Eminov et al. [66] emphasize the training demands for contemporary IT and industrial specialists. Zaman [67] and Gavidia et al. [68] prioritize intuitive, user-friendly ERP systems. Esteves [69]

underscores the significance of user competency.

The literature underscores the dire need for modern, comprehensive training for ERP users, especially in this era of digital transformation and the Fourth Industrial Revolution. Adopting such methodologies promises optimized ERP utilization and benefits.

2.4. The Intersection of ERP User Training, Web 4.0 and Education 4.0

The fusion of ERP, Web 4.0, and Education 4.0 introduces new avenues for advancing user training in ERP adoption [18][20]. ERP's progression provides businesses with strategic tools for process optimization, and cloud-based solutions like those mentioned by Lee and Wang have only increased their importance [22]. This potential is amplified when integrated with Web 4.0 advancements, as noted by Gervalla [20] and Yen et al. [32]. Web 4.0's evolution, emphasizing human-machine collaboration, is underpinned by technologies like artificial intelligence and machine learning [23][57][58]. This shift heralds implications for ERP training. Concurrently, Education 4.0 responds to the Fourth Industrial Revolution's demands, emphasizing technology-driven, learner-centered methods [56]. Balbudhe and Meshram demonstrate how ERP serves educational environments [27], and there's a rising consensus about cloud-based e-learning's adaptability [70].

Considering the confluence of these domains for ERP training suggests an intricate tapestry of Web 4.0's intelligence and Education 4.0's flexibility [35][59]. Hernandez-de-Menendez et al. and Sardjono and Aditya encourage the infusion of digital advancements in educational curricula [30][36]. Augmented reality's significance in education solidifies this approach [63]. The necessity for reshaped skills in the Industry 4.0 age is a central theme across several studies [60][64]. Thekkoote emphasizes a strategic digital blueprint for Quality 4.0's successful deployment [65], suggesting a strong inclination toward fostering digital expertise and continuous learning [66][71]. Zdravković et al. and Tavana et al. delve into Web 4.0's transformative capacity for ERP training [72][73]. The shift that Education 4.0 champions, moving from traditional to tech-enabled methods, intertwines closely with future ERP training, as depicted by Morawiec and Sołtysik-Piorunkiewicz [43] and Dhondee et al.

[74]. Esteves [69] and Ma'arif [38] advocate for an amalgamated training strategy, enriching ERP training outcomes.

Web 4.0's interactive essence can be harnessed to enhance real-time ERP user assistance. This potential is evident in works by Zadeh et al. [41] and Shao et al. [40]. Personalized learning's efficacy is highlighted by Baker and Robinson [75], with Costa et al. emphasizing the pivotal role of managerial engagement in ERP training [42]. Kiran and Reddy's insights into SMEs' ERP deployment spotlight the importance of specialized training [76].

The pertinence of task-context alignment in ERP training is accentuated by Gavidia et al. [68], Huang et al. [52], and Andrianto [39]. Insights from both Zaman [67] and Grandón et al. [77] reveal the significance of user perceptions in ERP adoption. Broadening the scope, Heredia-Calzado and Duréndez [78] focus on the role of organizational culture and knowledge management in ERP implementation. The relevance of integrating these principles into training is undeniable.

In the age of remote learning, Utami [51] presents technology acceptance models as a potential cornerstone for ERP training. Syahrul et al. [79] and Majstorovic et al. [80] contribute insights about the amalgamation of management systems and Industry 4.0 tech in ERP training. Given ERP systems' complexity, incorporating elements from technology, processes, and strategy is essential. Utami [51] and Esteves [69] provide invaluable perspectives in this arena, emphasizing the interplay of technology acceptance models and best training practices in the Web 4.0 and Education 4.0 context.

Recent studies, including insights from Heredia-Calzado and Duréndez [78] and Huang et al. [52], spotlight the social, psychological, and cultural dimensions in ERP training. The studies by Grandón et al. [77] and Syahrul et al. [79] reaffirm the role of user perceptions and managerial oversight in ERP training.

The interplay between ERP, Web 4.0, and Education 4.0 lays the foundation for the Integrated Web-Education Training Framework (IWETF). As a cohesive platform for the next-gen ERP user training, the IWETF can dynamically adapt with the evolving trifecta of technology,

education, and business. The subsequent Diagram 1.0 graphically showcases the symbiotic relationship of ERP user training and Web 4.0 features.

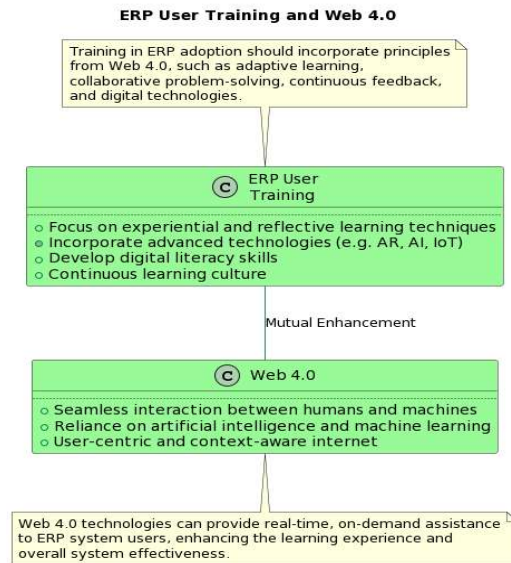


Diagram 1.0: Relevance of ERP User Training with Web 4.0 Key Features

The Diagram 2.0 below provides a visual representation of relevance of ERP user training with Education 4.0 key components:

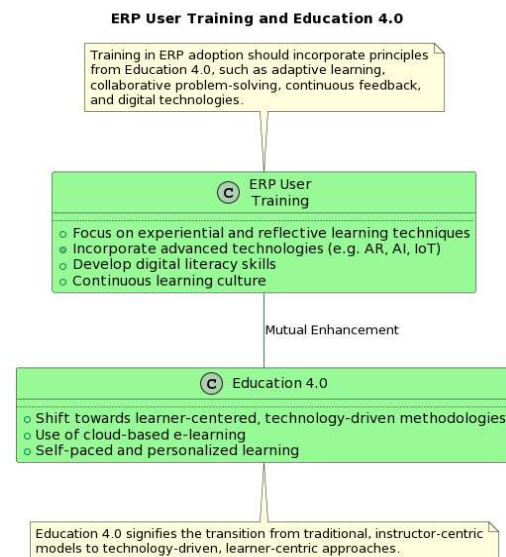


Diagram 2.0: Relevance of ERP User Training with Education 4.0 Key Components

2.5. Identifying Research Gaps in the Integration of Web 4.0 and Education 4.0 for ERP User Training

The extensive body of research on ERP system adoption predominantly centers on its effective assimilation within organizational processes [58]. User training emerges as a vital component in this discourse, given that mastering ERP systems necessitates specialized training [25][29]. Yet, the outcomes remain underwhelming, with many studies reporting user training outcomes falling short of expectations [26][36]. This evident discrepancy persists even when training methods are tailored to varying end-user learning styles [26]. Such results underscore a pressing need for innovative, dynamic training strategies in ERP adoption.

While this conversation is ongoing, there is burgeoning interest in the vast possibilities held by Web 4.0 and Education 4.0. Web 4.0 stands out for its enhanced interactivity, customization, and intelligence, reshaping numerous domains, including education [31]. Concurrently, Education 4.0 emerges as a novel pedagogical shift tailored for the Fourth Industrial Revolution, hallmarked by technology-driven, self-directed, and cooperative learning methods [33]. However, merging these groundbreaking paradigms into ERP user training remains a relatively uncharted territory [80][81].

Perusing contemporary literature uncovers this evident research gap. Conventional perspectives dominate the dialogue on ERP adoption and user training, with limited exploration into the promise offered by Web 4.0 and Education 4.0 advancements [24][28][82]. Some pioneering strides towards innovative ERP training strategies have been taken, like venturing into virtual methodologies [71] or deploying experiential learning frameworks [83]. Nevertheless, these are preliminary and scarcely tap into the immense potential of Web 4.0 and Education 4.0.

Elaborating, Giannakos et al. [84] posited the significant impact of e-learning on organizational education. Yet, in the context of ERP system user training, this conversation remains embryonic. Andrianto [51] highlighted the pivotal influence of ERP execution on user performance but did not venture into possible enhancements via Web 4.0 and Education 4.0. Margherita and Braccini [85] spotlighted the game-changing potential of

Industry 4.0 in manufacturing. However, how these technologies, synonymous with Web 4.0 and Education 4.0, could elevate ERP integration is still an area awaiting exploration [80]. Lee and Lim [86] pinpoint a disconnect between technological advancement and societal progression, especially concerning user training. While Ribeiro et al. [87] showcased artificial intelligence's increasing role in Industry 4.0, the prospect of such innovations fortifying ERP system user training remains ambiguous. Hadoussa's [47] probe into e-learning in academia suggests prospective relevance for ERP user training.

This landscape underscores the need for rigorous empirical scrutiny into how Web 4.0 and Education 4.0 can be embedded within ERP user training. Kharbat and Muqattash [88] have championed syllabus evolution in our digital epoch, potentially signaling an avenue for the incorporation of Web 4.0 and Education 4.0 principles in ERP user training. Such a fusion within ERP training remains a promising yet under-researched area. Initial studies have laid groundwork [47][84][85], but a deeper dive into specific integrative strategies and their associated benefits remains wanting. This research direction could both enrich academia and offer actionable insights for businesses eager to refine their ERP assimilation strategies.

Furthermore, despite the surging interest in Web 4.0 and Education 4.0 underscoring their transformative potential, minimal research has been invested in their practical application within ERP system user training [31][33]. This forms a pronounced research void. Addressing this, our investigation seeks to blend these forward-thinking technologies and educational tactics into ERP user training initiatives. Our objective is to catalyze the development of futuristic user training methods in ERP adoption, potentially augmenting adoption efficiency and bolstering organizational gains. Such endeavors could profoundly shape existing scholarship and deliver invaluable insights for organizations keen on refining their ERP integration strategies.

2.6. Theoretical Framework for Bridging Web 4.0 and Education 4.0 in ERP Training

The amalgamation of Web 4.0 and Education 4.0

into ERP training emerges as an intricate yet potentially transformative initiative [59]. With Web 4.0's advancements, such as AI, big data, and IoT, there's an anticipated paradigm shift in ERP training [23][58]. Beranič and Heričko [59] advocate for experiential learning within ERP contexts, accentuating the importance of Web 4.0's adaptive and evolving features.

Education 4.0, a response to Industry 4.0, signifies a migration from conventional instructional methods to adaptive, self-paced, and learner-focused techniques via innovative technologies, which holds potential for refining ERP training [30][60][61]. Hernandez-de-Menendez et al. [61] suggest that "smart 4.0" tools, including AR and VR, have potential implications for engineering education and, by extension, ERP training. Flexibility in learning, allowing learners autonomy over their learning's pace and place, further complements the blend of Web 4.0 and Education 4.0 in ERP training [37]. Halili [33] and Tavakoli and Wijesinghe [31] emphasize that technological breakthroughs drive the shift toward the Education 4.0 paradigm, which dovetails with Web 4.0's interconnected, intelligent, and immersive attributes.

Converging Web 4.0, Education 4.0, and ERP training brings forth models and theories accentuating digital literacy, immersive experiences, adaptability, and cooperative learning. The spectrum spans from emphasizing the significance of social support in ERP training transfer [29] to the influence of diverse learning styles in ERP training [26][36][82][89]. Experiential learning theory, as applied to ERP training, emphasizes the centrality of hands-on, immersive experiences [83][90].

Choi et al. [91] foreground the flow theory in the backdrop of ERP training within web-enabled learning ecosystems, underscoring immersive experiences balancing learner skills and challenges. Theoretical models underline the crucial role of accurate mental representations and conceptual understanding [92], which resonate with Web 4.0's immersive, intelligent environments. Thus, there's potential to propose a novel theoretical framework combining the attributes of Web 4.0, the adaptability of Education 4.0, and ERP training requirements like immersion and adaptability.

At its foundation, this framework should

champion a transition from traditional to adaptive, immersive, and cooperative learning, emphasizing advanced web tools. Learning theories like experiential learning and flow theory should be integral, acknowledging ERP training's intricacies. Emphasis should also be placed on social support, learning styles, and learner adaptability, creating a comprehensive, learner-centric perspective on ERP training. Furthermore, the model should integrate current ERP implementation and training trends [24][28], coupled with Industry 4.0's digital tools [81], recognizing the potential of AI, augmented reality, and cloud-based ERP systems in light of Web 4.0's advancements [23][58][63].

The Web 4.0 landscape, defined by smart, interconnected tools, holds the promise to revolutionize ERP training methods [73][93]. For instance, Pakinee and Puritat [45] attest to the benefits of modern web tools, such as gamification, in ERP training. Concurrently, the rise of Education 4.0, responding to Industry 4.0, has heralded innovative instructional methods like self-paced learning, enhancing ERP training [69][74]. The flexibility in learning and catering to varied learning styles is pivotal for ERP training [52][68]. Lyytinen, Nickerson, and King [94] assert that in the context of Web 4.0 and Education 4.0, there's a need for 'metahuman systems.' These systems represent an integration of humans and self-learning machines, specifically designed to navigate the complexities of ERP training. Such training should factor in elements like social support, diverse learning styles, transfer motivation, and adaptability at an individual level [95].

A robust, adaptable theoretical framework is essential to embrace these transformative shifts [96]. This perspective aligns with Usuga Cadavid et al. [97] and Tavana, Hajipour, and Oveisi [96] who champion a flexible view of ERP systems in the context of Industry 4.0 and Web 4.0. This model should not only be malleable but also integrate Industry 4.0's digital innovations and current challenges in ERP integration and training [85][93][98][99][100]. Diagram 3.0 below showcases a Theoretical Framework visualizing the union of Web 4.0 and Education 4.0 in ERP Training:

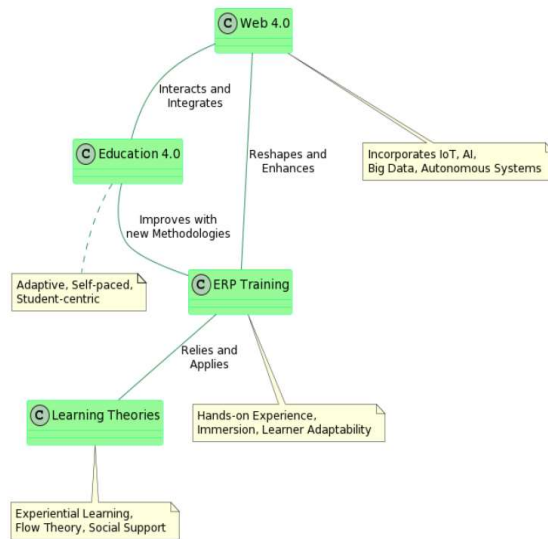


Diagram 3.0: Theoretical Framework for Bridging Web 4.0 and Education 4.0 in ERP Training

3.0. METHODOLOGY

This section elucidates the research methodology deployed for the study which presents the justification for opting for a Design Science Research (DSR) methodology, describing the stages that guided the formulation and verification of an integrative user training framework. The section also blends into the narrative, an examination of how quantitative, qualitative, hybrid research methods, and theoretical models were incorporated within these stages. [43][101][102][103][104]

3.1. Justification for a DSR Methodology

The DSR methodology was deemed appropriate for this study due to its innovative artifact creation focus, designed to resolve a distinct problem and advance knowledge within a specific domain. This investigation focused on the design of an integrated user training framework incorporating the tenets of ERP adoption, Web 4.0, and Education 4.0. The DSR methodology's application was manifested within the information systems discipline, such as ERP systems, where scholars constructed technological artifacts aimed at resolving particular business-related issues. This investigation strove to contribute to this domain by formulating a framework to augment user training for ERP systems, hence, the DSR methodology was chosen.

3.2. Procedure for Formulating and Validating the Integrated User Training Framework

The formulation and validation of the integrated user training framework in this study adhered to the six stages namely: problem identification, objectives of a solution, design and development, demonstration, evaluation, and communication.

- **Problem Identification:** An examination of pertinent literature in Section 2.3 revealed complexities inherent in user training for ERP adoption and emerging trends of Web 4.0 and Education 4.0. The challenge of aligning ERP implementation with the advanced Industry 4.0 and the absence of a comprehensive training methodology tackling enterprise information system projects were among the key issues identified.
- **Objectives of a Solution:** The goal was to construct a next-generation user training framework that amalgamates the principles of ERP adoption, Web 4.0, and Education 4.0, intending to address the identified problem.
- **Design and Development:** An integrated user training framework for ERP adoption was devised based on the identified objectives. This included the conceptualization and outlining of the components and their interactions.
- **Demonstration:** The designed framework was employed in a relevant scenario, illustrating its applicability and functionality. A case study in a corporate environment where an ERP system was being implemented served as a practical demonstration.
- **Evaluation:** An intricate evaluation, encompassing both qualitative and quantitative methodologies, underpins this stage. Essential to this phase is the solution interpretation criteria, designed to serve as a robust evaluative measure for the framework's efficacy and applicability in real-world scenarios. Grounded in the extensive discourse on ERP training and the emergent paradigms of Web 4.0 and Education 4.0 [59][73], the **Solution**

Interpretation Criteria are delineated to ensure an understanding of the solution's potential impact:

- i. **User Comprehension Rate:** This metric measures the depth and breadth of user understanding of the ERP training, reinforcing the notion that effective training goes beyond mere knowledge transfer to ensure deep-rooted understanding and application [26][36].
- ii. **Application Efficacy:** Building on the insights from previous literature, this criterion gauges the extent to which users can seamlessly and effectively transition their training into practical applications, ensuring that the learning outcomes are not just theoretical but readily applicable [83][90].
- iii. **User Satisfaction:** In line with established research that links user satisfaction to training efficacy, this criterion assesses the overall user experience and comfort level post-training [31][33].
- iv. **Organizational Impact:** Recognizing the overarching objective of ERP systems as pivotal organizational tools, this criterion assesses the cascading effects of the refined training on organizational efficiency, operations, and overall performance, ensuring that the benefits are tangible and measurable at an organizational level [23][58].

Emphasizing these criteria, contextualized within previous literature, ensures that the proposed framework is assessed against rigorous and well-established benchmarks. Furthermore, the framework's evaluation hinges on ensuring that the solution is both theoretically robust and practically effective, addressing both micro (user-level) and macro (organizational) dimensions.

4.0. RESULTS

The findings of the present study arose from the systematic application of the DSR methodology

and demonstrated the effectiveness of the designed integrated user training framework in the context of ERP adoption.

4.1. Framework Development and Integration

The development of the Intelligent Web-Educational Training Framework (IWETF) was directed towards the optimization of user training in ERP adoption. The IWETF capitalizes on the advancements of Web 4.0 and Education 4.0, addressing the highlighted gaps in the existing literature. Web 4.0's customization, interactivity, and intelligence were integrated into the IWETF by creating a system that adapts to the learner's needs, fostering interactive and collaborative learning while making use of AI for assisting learning and problem-solving. In synchrony with Education 4.0's philosophy, the IWETF employs an experiential learning approach, prioritizes self-guided learning, and promotes the use of advanced technologies for training.

4.1.1. ERP Core Features & Integration

At the foundation of the framework lies the ERP system, tailored for Small-to-Medium Enterprises (SMEs) to optimize business processes. Cloud-based ERP systems, favored for their flexibility and data accessibility, have robust Application Programming Interfaces (APIs) pivotal for integrating Web 4.0 and Education 4.0 technologies. This unique amalgamation offers unparalleled customization, elevating traditional ERP functionality and usability. A detailed depiction is available in Table 2.0 below.

Table 2.0: ERP Core Features & Integration

ERP Core Component	Description
ERP System Selection	ERP systems are chosen based on the SME's unique needs and characteristics, ensuring a robust base for the integration of advanced technologies.
Cloud-Based Preference	Cloud-based ERP systems are favored due to their inherent flexibility and seamless data access, essential for the efficient operation of the framework.
API Integration	Well-structured APIs, commonly found in cloud-based ERP systems, are used to facilitate integration with advanced technologies and

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	enable necessary customization.
Integration of Advanced Technologies	Incorporating cutting-edge technologies into the ERP system introduces an unprecedented level of customization and adaptability, distinguishing this framework from traditional ERP implementations.

hallmark of this layer. These advanced technologies conduct comprehensive data analysis and pattern recognition, enabling the prediction of user behavior, automation of routine tasks, and provision of intelligent recommendations. For instance, machine learning could identify recurrent tasks and autonomously schedule them or suggest optimization measures, enhancing productivity and efficiency.

This table offers an overview of the components of the ERP Core Integration, highlighting the main functions and innovations of each. The ERP Core Integration's structure is designed to ensure the foundation is robust and flexible enough to support the advanced functionality offered by Web 4.0 and Education 4.0 technologies. The Diagram 4.0 below provides a visual representation of the key ERP Core Features & Integration:

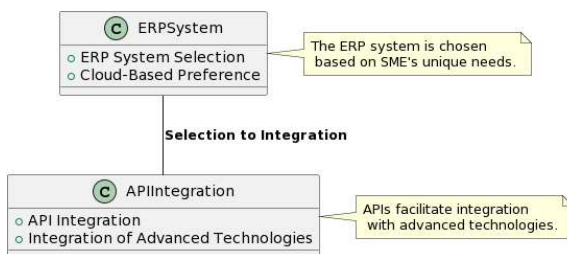


Diagram 4.0: ERP Core Features & Integration

4.1.2. Web 4.0 Interface

The Web 4.0 interface, an integral part of this framework, serves as the key nexus between the ERP system and its users. This layer is designed with a central focus on the principles of Web 4.0, which aims to make the interaction process more intuitive, personalized, and efficient as per the attributes below:

- **Interconnectivity:** Through the utilization of RESTful APIs and web sockets, the framework establishes a real-time, bidirectional communication channel between the distinct ERP modules. This facilitates instantaneous data synchronization and updates across the system, augmenting system-wide efficiency and enhancing the user experience.
- **Intelligence:** The deployment of AI and machine learning algorithms is a

- **User Customization:** The framework leverages cutting-edge front-end technologies like React or Vue.js in combination with AI-driven User Interface (UI) personalization algorithms. This fusion allows the interface to dynamically adapt to each user's role, preferences, and usage patterns, thus enhancing the user-ERP interaction experience. This layer presents an innovative amalgamation of AI-driven personalization and real-time interconnectivity, marking a significant departure from conventional ERP interfaces. This transformation adds a new layer of sophistication to user-ERP interactions and contributes significantly to the overall effectiveness of the system. The following Table 3.0 provides an overview:

Table 3.0: Web 4.0 Key Features

Web 4.0 Interface Component	Description
Interconnectivity	RESTful APIs and web sockets are used to establish real-time, bidirectional communication between distinct ERP modules. This results in instantaneous data synchronization and updates, enhancing system efficiency and user experience.
Intelligence	AI and machine learning algorithms are deployed to conduct data analysis and pattern recognition, enabling the automation of tasks, prediction of user behavior, and provision of intelligent recommendations.
User Customization	State-of-the-art front-end technologies like React or Vue.js are combined with AI-driven UI personalization algorithms to adapt the interface dynamically according to each user's role, preferences, and usage patterns.

Through this structure, the Web 4.0 Interface ensures that the ERP system not only offers robust functionality but also delivers an exceptional,

personalized user experience. This balance between technical capability and user experience is crucial for the success of the ERP implementation, aligning well with the overarching goals of Web 4.0 and Education 4.0 technologies. The diagram below provides a visual representation of the key Web 4.0 features:

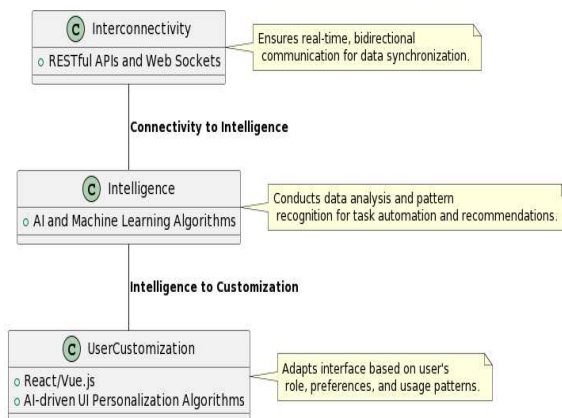


Diagram: Web 4.0 Key Features

4.1.3. Education 4.0 Modules

The framework incorporates Education 4.0 modules to imbue the ERP user training process with self-guided, technology-driven, and collaborative learning principles:

- **Self-guided Learning:** The framework incorporates a Learning Management System (LMS) integrated within the ERP system. This LMS, serving as a repository, can host a plethora of interactive learning materials such as video tutorials, quizzes, and more, which users can access and engage with at their own pace.
- **Technology-driven Learning:** This approach is characterized by the application of advanced technologies such as Virtual Reality (VR) and Augmented Reality (AR) to create immersive, hands-on training experiences. For instance, a user might use VR to simulate a task in the ERP system and receive immediate feedback on performance. Further, AI algorithms are employed to track user performance, dynamically adjusting the learning content to accommodate individual needs and learning curves.
- **Collaborative Learning:** This concept is facilitated within the framework through the

incorporation of collaborative platforms where users can engage in productive discussions, share knowledge, and learn from each other's experiences. These platforms can take various forms such as integrated chat applications, forum-style discussions, or shared task boards.

The innovative aspect of this layer is the strategic application of advanced pedagogical approaches, predominantly associated with the educational sector, to corporate training. This facilitates a more engaging, personalized, and efficient learning experience, ultimately enhancing the ERP user training process. By integrating these modules, the framework ensures that user training aligns with the advanced capabilities of Web 4.0 and Education 4.0, thus addressing the identified research problem and filling the research gap in ERP user training. The Diagram 5.0 below provides a visual representation of the key Education 4.0 modules:

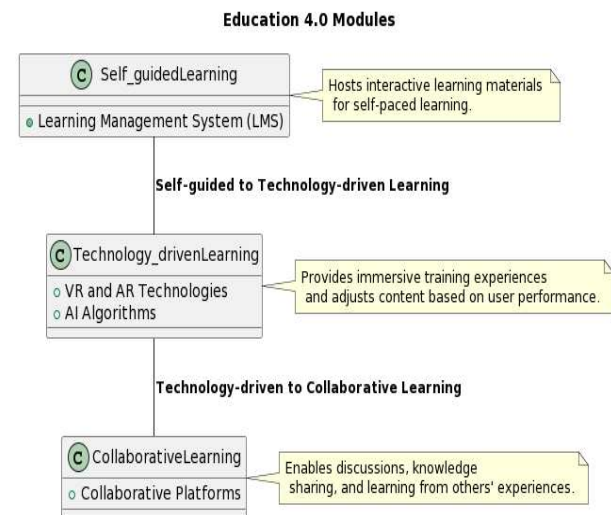


Diagram 5.0: Education 4.0 Components

4.1.4. Integration of the Intelligent Web-based ERP Training Framework (IWETF)

The integration of the IWETF lies in the symbiosis of its three main components - ERP Core Integration, Web 4.0 Interface, and Education 4.0 Modules. The purpose is to effectively augment the user training experience in an ERP context, transforming it into an intuitive, interactive, and personalized framework as per the attributes below:

- ERP to Web 4.0 Interface Integration:** The primary integration occurs between the ERP Core and the Web 4.0 Interface. Through well-defined APIs and cloud-based technologies, the ERP system serves as the foundational layer on which the Web 4.0 interface is built. This interface capitalizes on the interconnectivity, intelligence, and customization attributes of Web 4.0. The real-time, bidirectional communication between ERP modules made possible through RESTful APIs and web sockets promotes efficiency and enhances user experience. AI and machine learning algorithms aid in automating tasks and providing intelligent recommendations. The user customization, driven by front-end technologies and AI-driven UI personalization algorithms, creates a more personalized user experience, adapting to each user's role, preferences, and usage patterns.

- Web 4.0 Interface to Education 4.0 Modules Integration:** The interface serves as a conduit for integrating Education 4.0 Modules. By pairing Web 4.0's real-time communication and AI-driven customization with Education 4.0's self-guided, technology-driven, and collaborative learning methodologies, a seamless and user-centric training environment is created. An integrated Learning Management System (LMS) provides a repository for interactive learning materials, while VR and AR technologies enable immersive learning experiences. Collaborative platforms embedded within the interface allow users to share knowledge and learn from each other's experiences.
- Comprehensive Integration:** The IWETF's overarching integration is realized through the successful interweaving of the ERP Core, Web 4.0 Interface, and Education 4.0 Modules. This synergy leads to a novel approach to ERP user training, marking a significant departure from traditional methods. By capitalizing on the potentials of Web 4.0 and Education 4.0, this framework addresses the identified research problem and fills the research gap in ERP user training, thus offering a new avenue for enhancing the ERP experience in SMEs. The Diagram 6.0

below provides a visual representation of the IWETF framework integration:

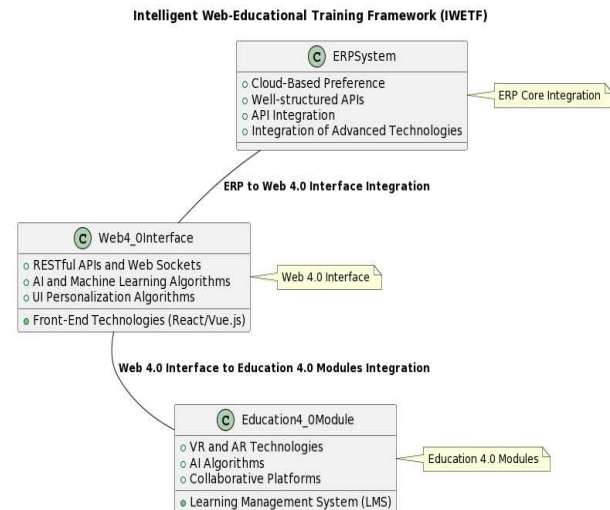


Diagram 6.0: IWETF Framework Integration

4.2. The Evaluation and Validation Approach:

The evaluation and validation of the proposed IWETF employed a comprehensive approach that incorporated the previously established solution interpretation criteria:

- User Comprehension Rate:** Analyses how deep and broad the user's understanding of the ERP training is, beyond just knowledge transfer.
- Application Efficacy:** Gauges the translation of the training into practical applications.
- User Satisfaction:** Evaluates the overall user experience and comfort level post-training.
- Organizational Impact:** Assesses the cascading benefits of the refined training on organizational efficiency and performance.

Leveraging the conceptual prototype, feedback was acquired from both experts specialized in the cloud ERP domain and potential end-users. The experts appraised the framework in terms of its architecture, integration of components, and innovative value, while end-users provided feedback on usability, design intuitiveness, and relevance to their daily tasks.

Feedback from both groups was compiled through structured interviews, which were tailored based on the distinct perspectives of the two groups.

Table 5.0 delineates these areas of inquiry:

Table 5.0: Areas of Inquiry based on User Groups on IWETF framework

Group	Areas of Inquiry
Experts	Overall architecture of the framework; Interplay among components; Utility and innovative value; User comprehension rate; Organizational impact
End-Users	Usability and intuitiveness of the interface; Relevance of the components to daily tasks; Enhancement in ERP understanding post-interaction; User satisfaction; Application efficacy

Feedback was subsequently categorized based on emergent themes. This information is provided in the following Table 6.0:

Table 6.0: Feedback by User Groups on IWETF framework

Themes Identified	Expert Feedback	End-User Feedback
Innovation	Appreciated the unique integration of Web 4.0 and Education 4.0 in ERP systems	Found the advanced technological interfaces engaging
Usability	Found the architecture of the framework logical and user-friendly	Noticed a significant enhancement in understanding and using the ERP system
Relevance	Acknowledged the practical relevance of the framework in overcoming traditional ERP training challenges	Affirmed the alignment of the framework components with their daily tasks
Improvement	Suggested minor refinements in inter-component relationships	Indicated a desire for further customization capabilities
Overall Assessment	Positive endorsement of the framework's potential	Reported increased comfort and ease in using ERP systems post-interaction

The tabulated results elucidate the shared and unique perceptions from both groups. For instance, innovation and usability were positively endorsed by both groups, affirming the framework's novelty and user-friendliness. However, the expert group, with their deeper theoretical understanding, suggested minor refinements in the inter-component relationships within the framework. The end-user group, with their practical perspective, desired further customization capabilities for individual user roles.

Moreover, the overall positive assessment from both groups indicated the prototype's successful

translation of theoretical underpinnings into a practical, visual representation. This increase in understanding and usability of the ERP system post-evaluation validates the framework's potential in addressing traditional challenges in ERP training.

5.0. DISCUSSION ON RESULTS

The evaluation phase of this research has yielded noteworthy insights, emphasizing the potential of the Intelligent Web-Educational Training Framework (IWETF) in enhancing user training for ERP systems. The proposed framework's successful integration of advanced Web 4.0 and Education 4.0 technologies sets it apart from previous methodologies, marking a significant innovation in ERP training.

ERP systems, inherently multifaceted, present users with a challenge in comprehension and navigation. The current research's approach, through the integration of Web 4.0 technologies, transforms this daunting prospect by emphasizing user interactivity, personalization, and adapting to the learning pace of individual users. The embodiment of Education 4.0 principles further augments this strategy, making ERP functionalities more accessible and intuitive.

When viewed through the lens of existing literature, the distinctive nature of the current research becomes even more pronounced. Conventional ERP user training methodologies, while effective, often lacked the ability to provide immersive, adaptive, and modern training experiences. This research's success underscores the value of its unique approach: transitioning the user experience from mere instruction to a holistic learning journey.

Central to these findings is the assertion that ERP training, when crafted around the user's unique needs and leveraged with modern technological advancements, can yield enhanced outcomes, a sentiment not strongly echoed in traditional models that might lean towards a generic approach. However, research limitations persist. The sample group, though varied, may not encapsulate the full breadth of ERP user profiles, which could somewhat restrict the study's generalizability. Future research avenues could encompass a more diverse set of participants, amplifying the findings' relevance across broader spectra.

While the depth of qualitative analysis presented here lends rich insights, there's a conceivable enhancement when dovetailed with quantitative methods. Incorporating such a mixed-methods approach could shed light on quantifiable user engagement metrics, providing a more robust understanding of the framework's impact.

To facilitate an easier comparison with prior work, the below table contrasts the salient features of this study against the prevailing literature:

Table 7.0: Comparative Analysis of Study Findings and Existing Literature

Criteria	This Study	Existing Literature
Technological Integration	Harnesses the capabilities of Web 4.0 and Education 4.0	Predominantly centered around ERP mechanisms
User Training Approach	Tailored, immersive, adaptive	Typically generic and standardized
User Engagement & Comprehension	Amplified due to personalized strategies	Can be inconsistent and less adaptive
Research Methodology	Emphasizes qualitative understanding	Varied; some studies may merge qualitative with quantitative

This comparative matrix distinctly underscores the novel contributions of this research against the backdrop of established literature. The deviations and enhancements are evident, further solidifying the study's unique position in the academic domain.

In closing, the pioneering attributes of the IWETF, its alignment with modern user requirements, and the affirmative outcomes from the evaluation phase highlight its transformative potential. While setting the stage for subsequent investigations in this arena, the insights gleaned here bear immediate significance for entities aspiring to synchronize their ERP training methodologies with the latest technological paradigms.

5.0. CONCLUSION

The intersection of modern business operations with technological advancements has rendered ERP systems indispensable, acting as the linchpin for strategic decision-making and efficiency enhancement. However, with the transformative promise of ERP systems comes inherent challenges, particularly during their adoption

phase. The central research inquiry sought to ascertain whether the amalgamation of Web 4.0 and Education 4.0 could provide a solution to these challenges, specifically in the domain of user training.

Drawing from the meticulous research methodology employed, substantial findings have emerged. The interactivity and real-time attributes inherent in Web 4.0, synergized with the adaptive capabilities of Education 4.0, offer a novel avenue for ERP training. Instead of adhering to traditional, rigid training modules, a dynamic, user-centric approach emerges, one that is rooted in active participation and tailored learning experiences. Data culled from diverse participant groups bolster this argument, pointing towards significantly heightened user engagement and comprehension when exposed to these integrated training strategies.

In response to the initial hypothesis, it becomes evident that the integration of Web 4.0 and Education 4.0 within the ERP landscape is not merely an enhancement; it signifies a paradigm shift. Users transition from being mere consumers of information to active stakeholders in a bespoke learning journey. The proposed Intelligent Web-Educational Training Framework (IWETF) stands validated, offering a beacon for the future of ERP training. This validation is further underscored by the challenges and subsequent digital shifts induced by global events like the pandemic. The IWETF, in this context, is positioned not only as an innovative approach but also as a critical response to current challenges, priming organizations for both immediate and future success.

Conclusively, this research venture not only provides answers to the posited inquiries but delineates a comprehensive roadmap for entities keen on recalibrating their ERP training modules. As the realm of technology remains in perpetual evolution, such rigorous academic pursuits are imperative, ensuring training strategies not only evolve but also pioneer new frontiers in user engagement and education.

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