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# User Perceptions of Academic Service Satisfaction at FKIP Sriwijaya University: SIMAK Version 3.0

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**A B S T R A C T**

The rapid development of information technology encourages universities to adopt academic information systems to improve the efficiency and quality of educational services. Sriwijaya University uses the SIMAK system as an integrated academic management platform, but the implementation of version 3.0 at the Faculty of Teacher Training and Education (FKIP) still faces various technical and functional obstacles. This research discusses users' perceptions of the academic services provided by SIMAK Version 3.0 at FKIP Sriwijaya University. A descriptive qualitative approach was used with the theoretical basis of the Technology Acceptance Model (TAM), and data were obtained through in-depth interviews with students, lecturers, and education staff as active users of SIMAK. The results showed two main components that influence user perceptions, namely the ease of use of the system and perceived benefits, such as efficiency and faster access to academic information. These two factors contribute positively to the level of user satisfaction, although some obstacles such as system glitches, lack of notifications, and cumbersome technical procedures are still obstacles. This study recommends increased training, provision of clearer guidelines, and strengthening of system infrastructure to improve user acceptance and satisfaction with digital academic services.

## 1. Introduction

Information technology is developing rapidly and is easily accessible in the current era of globalization as a result of the extensive use of the internet in human life (Gunawan & Tjahjadi, 2021) . This is one of the goals to compete and compete in providing the best academic services. Many educational institutions have built academic information systems that can be accessed online (Ariyanti et al., 2020) . Information technology can be used in many aspects of human life, such as business and education. As a result, rapid advances in information technology are being made to improve education (Hakim & Meilina, 2022) . Many things are done by information technology in higher education, including academic data management, better communication between teachers and students, and transparent and fast

services (Nurhanifah & Indah, 2023) . By making the best use of information technology, organizations in the business and academic world can increase competitiveness and remain relevant in facing global challenges in the digital age (Simeru & Lubis, 2022) .

The future of Indonesian campuses is promising, as many universities across the country have started investing in digital technology with government and private support (Nelga et al., 2022) . Although there are still some issues to overcome, campus digitalization is an important step to overcome challenges and take advantage of opportunities in this technological era, it will bring Indonesian higher education to a better and competitive future in the global scene (Belva Saskia Permana et al., 2024) . Digitalization also enables a more flexible and inclusive learning environment (Maksum & Fitria, 2021) .

Sriwijaya University has an integrated information technology, which allows them to organize academic activities well in all faculties since 2008 by using SIMAK as an academic information system. The software called academic information system is used to manage college administration and provide information about academic activities (Handayani & Aziz, 2020) . The academic information system builds on existing information systems using web-based technology (Arief & Sugiarti, 2022) . The purpose of using this system is to help the academic service process at the Faculty of Teacher Training and Education, Sriwijaya University and make academic resources more accessible to users. In addition, academic information systems are very useful for managing academic data using software (Sanmorino, 2024) .

SIMAK is an information system intended to help campus operators, lecturers, and students manage their education online (I Kadek et al., 2022) . As technology advances, universities must provide information system-based academic services that are fast, transparent, and efficient to achieve success. The Management Information System (SIMAK) Version 3.0 is used at the Faculty of Teacher Training and Education, Sriwijaya University to provide services that support online academic administration, such as KRS filling, grade management, and reporting to FEEDER DIKTI. This is in line with global trends in higher education that emphasize the use of digital technology to improve administration and learning (Nurkholis et al., 2022) .

However, there are obstacles found in the field, lecturers say that the SIMAK Version 3.0 system is more difficult and less efficient than previous versions. If there is no notification or updated information about the deadline for student KRS approval, lecturers are often late in giving approval, which can disrupt the academic process of students. This problem indicates that the SIMAK Version 3.0 system must be improved in order to more effectively support lecturers' academic tasks. Users, especially students, will be influenced by the services offered by the academic information system. User goals will be achieved when users use academic information systems. Nonetheless, researchers found that students often face problems such as unreachability and inconvenient user services. Students who forget their SIMAK password cannot apply for a reset through the study program

admin, but must go to the Sriwijaya University central IT office in person. This requires more time and procedures to manage academic documents, which in turn slows down academic administration services and increases the workload of administrative personnel and students.

Academic information systems are an important part of higher education institutions used to organize academic activities (Nurdin et al., 2020) . However, in its implementation, a number of obstacles were found in the field. Some lecturers stated that the SIMAK Version 3.0 system was more difficult to use and less efficient than the previous version. One of the problems is that there is no automatic notification regarding the deadline for KRS approval, which causes delays in the approval process by lecturers and has the potential to disrupt the academic smoothness of students.

From the student side, various technical obstacles were also felt. One of them is when students forget their SIMAK account password, they cannot reapply through the study program admin, but must go directly to the Sriwijaya University central IT office. This procedure is considered time-consuming and impractical, especially for students who are outside the campus. As a result, there is a slowdown in the management of academic documents, which impacts the efficiency of administrative services and adds to the workload for both students and education personnel. These problems indicate that although the academic information system has undergone updates, the ease of use and benefits of the system have not been fully felt by its users. Therefore, this study is important to evaluate user perceptions of SIMAK Version 3.0 and the extent to which this system is able to effectively meet the needs of academic services.

Perception is the process by which people select, organize, and interpret data so that they can form a robust understanding of their world (Pertiwi et al., 2022) . The process of seeing something or someone else is known as perception (Shambodo, 2020) . A person's view, judgment, or response to an object is called perception. This is produced by the process of a person receiving stimulus, selecting, assessing, organizing, and interpreting the stimulus received by his sensory organs (Yuliati et al., 2023) . So, perception is a person's process of receiving, selecting, organizing, and interpreting stimuli from their environment through the sensory organs, thus forming a view, assessment, or understanding of an object, event, or other person. In the context of information system-based academic services, user perceptions of the ease and benefits of the system determine whether users are satisfied or not.

In the context of academic information systems, user perceptions of ease of use and system benefits are crucial factors in determining satisfaction levels. *The Technology Acceptance Model* (TAM) introduced by Davis (1989) emphasizes that *perceived usefulness* and *perceived ease of use* are the main determinants of technology acceptance by users (Siswoyo & Irianto, 2023) . Research by (Krisna & Gunawan, 2022) supports this by showing that these two factors significantly influence user attitudes and intentions in using information systems. Furthermore, a study (Wulandari et al., 2024) that used a combined approach of TAM and *End User Computing Satisfaction* (EUCS) found that factors such as content, accuracy,

format, and timeliness of information have a significant effect on user satisfaction of academic information systems. this is in line with the findings in the study at RSUD dr. Moewardi which shows that these variables similarly affect user satisfaction of hospital management information systems (Ramadan & Efnita, 2024) .

In addition, *service quality* and *information quality* are also identified as important *system quality* factors that have a lower influence in the context of students (Waworuntu et al., 2024) . Research by (Alfiani et al., 2022) confirms that the combination of system, information, and service quality significantly affects user satisfaction in e-learning systems. In another study, it was found that users' perceptions of the benefits and ease of use of academic information systems contribute directly to their satisfaction, which in turn affects their intention and behavior to use the system (Ramadan & Efnita, 2024) . This suggests the importance of understanding user perceptions as a basis in the development and evaluation of academic information systems to improve their satisfaction and effectiveness of use.

Previous researchers (Ardiansyah, 2023) and (Fitriani et al., 2012) showed that perceived interface and ease of system access have a significant impact on user satisfaction, but not many studies have highlighted the latest version of the academic system such as SIMAK 3.0. Therefore, the researcher aims to explore the perceptions of SIMAK version 3.0 users towards academic service satisfaction at the Faculty of Teacher Training and Education, Sriwijaya University through a descriptive qualitative approach, in order to gain a deeper understanding of their experience in using the system.

## 2. Methodology

This research uses a descriptive qualitative approach with the aim of describing in depth the user's perception of academic service satisfaction through the implementation of SIMAK Version 3.0 in FKIP Sriwijaya University. This approach was chosen because it is able to explore the views, experiences, and interpretations of individuals in a more contextual and meaningful way. The number of informants in this study was 30 (thirty) people, consisting of lecturers, students and education staff. They were purposively selected based on certain criteria, such as direct involvement with SIMAK Version 3.0. These three groups were chosen because they have different but complementary academic experiences in using academic services provided by the SIMAK system.

However, the number of informants used in each theme or construct of the discussion does not have to be identical because the main purpose of the qualitative approach is to explore the depth of the data. The difference in the number of informants in the table of findings is adjusted to the relevance of the informants to the problem under study and the level of involvement of the informants in certain constructs. This is done to ensure that all informants provided really come from sources who understand and experience the phenomenon under study directly.

Data was collected through semi-structured interviews, which allowed flexibility in extracting information from each informant. Thematic analysis was the analysis technique used. This was done through the process of data collection, data reduction, and conclusion drawing. In addition, this research utilizes two theoretical frameworks *Technology Acceptance Model* (TAM) and SERVQUAL. TAM is used to analyze users' perceptions *of perceived ease of use* and *perceived usefulness* in the use of digital academic services, while SERVQUAL is used to measure service quality based on five main dimensions: *tangible, reliability, responsiveness, assurance, and empathy*, which contribute to user satisfaction.

## 3. Result and Discussion

This section presents the main findings of the research conducted through a qualitative approach with thematic analysis techniques. The results of this study were analyzed using two theoretical approaches, namely the *Technology Acceptance Model* (TAM) and SERVQUAL, each of which provides a framework for understanding user perceptions of digital-based academic services. Through in-depth interviews and observations with informants consisting of lecturers, students, and education staff, various perceptions were found that reflected their experience in using the SIMAK version 3.0 system. These perceptions were then categorized based on the main constructs in TAM theory, namely *perceived usefulness* and *perceived ease of use*, and the five dimensions in SERVQUAL theory, namely *tangible, reliability, responsiveness, assurance*, and *empathy*. The following discussion will elaborate on each of these constructs and dimensions:

### 1. Perception of the Benefits of Using SIMAK Version 3.0 (Perceived Usefulness)

The results of interviews with informants (lecturers, students and administrative staff) about their opinions on the use of SIMAK Version 3.0 will be presented here. These perceptions are related to two main dimensions: ease of use of SIMAK (perceived benefits of use). These two elements strongly influence the level of satisfaction of system users with academic services. The results of interviews about the benefits of using SIMAK are presented before discussing further about the perceived ease of use of SIMAK. These benefits include how SIMAK is perceived to help lecturers, students, and administrative staff in performing academic tasks.

Results Description Table 1:
The *perceived usefulness of* using SIMAK shows the various conveniences experienced by each informant group, as shown in Table 1. Lecturers said SIMAK helps them enter grades, gain access to academic data, and track student guidance. They said that this improves the efficiency of academic management. In contrast, tendik considered SIMAK to speed up KHS validation, judicium management, and data reporting to DIKTI feeders. They also support administrative processes at the faculty level. Students, although fewer in number, benefit from the ease of printing KRS and monitoring their grades without having to come directly to campus. The

results of interviews with informants about the benefits of using SIMAK are shown in table 1.

Table 1. Perceptions of the Benefits of Using SIMAK
Number of informants: 8 people (3 lecturers, 3 staff, 2 students)

| No. | Informant | Total | Interview Results |
|---|---|---|---|
| **1** | Lecturer | 3 | SIMAK makes it easy to input grades, access academic data, and monitor guidance |
| **2** | Administration Staff | 3 | Accelerate KHS validation and judiciary management and reporting to Feeder |
| **3** | Student | 2 | Can print KRS and monitor grades without having to go to campus |

Source: Interview results with informants, April 2025

Overall, all three groups of informants recognized the significant benefits of SIMAK in supporting their academic tasks, albeit with differences in their respective experiences and perspectives. After discussing the perceptions of the benefits of using SIMAK, the results of the interviews related to the *perceived ease of use* of SIMAK are presented.

## 2. *Perceived ease of use*

In this section, we will explain how easy or difficult the SIMAK Version 3.0 system is to use by lecturers, students and administrative staff and how this affects their satisfaction in using the system. Table 2 below presents the results of the interviews on the perceived ease of use of SIMAK.

Table 2. Perception of Ease of Use of SIMAK
Number of informants: 8 people (3 lecturers, 3 staff, 2 students)

| No. | Informant | Total | Interview Results |
|---|---|---|---|
| **1** | Lecturer | 3 | SIMAK feels more difficult to use, especially in the KRS approval process |
| **2** | Administration Staff | 3 | Data management procedures that require many steps, hampering efficiency |
| **3** | Student | 2 | Inconvenient password reset procedure, must come directly to the IT center |

Source: Interview results with informants, April 2025

Results Description Table 2:
The *perceived ease of use* of SIMAK shows that although the system has benefits, some users still find it difficult to use. Some lecturers consider SIMAK Version 3.0 more difficult than the previous version, especially in terms of KRS approval. Administrative staff also stated that the complicated data management procedures hindered their productivity. On the other hand, due to procedures that require students to come directly to the central IT office, students face difficulties when

they forget their passwords. Since the ease of use of SIMAK Version 3.0 is an important component in user satisfaction of academic services, these constraints will definitely affect user satisfaction.

### 3. Satisfaction with SIMAK Service Quality based on SERVQUAL Dimensions

After discussing the benefits and ease of use of SIMAK Version 3.0 through TAM theory, this section explains how users perceive the quality of academic services based on SIMAK Version 3.0 based on the SERVQUAL approach. The five dimensions of the SERVQUAL model, namely tangibles, reliability, response, assurance, and empathy, are used to determine the extent to which SIMAK meets service quality expectations.

a. *Tangibles* (Physical Evidence)
As an element that is physically visible to users, this dimension includes the appearance of the SIMAK interface, availability of features, and ease of system access.

Table 3. Perception of Tangibles of SIMAK
Number of informants: 6 people (2 lecturers, 2 staff, 2 students)

| No. | Informant | Total | Interview Results |
|---|---|---|---|
| **1** | Lecturer | 2 | The system display is simple and not confusing when accessed |
| **2** | Administration Staff | 2 | The menus and features available are quite complete and easy to find. |
| **3** | Student | 2 | Display is clear enough and can be accessed via laptop smoothly |

Source: Interview results with informants, April 2025

Most informants said SIMAK Version 3.0 was easy to see and use visually. Although some users wished for a more contemporary design, accessibility via desktop devices was considered adequate.

b. Reliability
The SIMAK system can be relied upon to deliver services consistently and accurately. These aspects include system stability, data accuracy, and the ability of the system to perform its functions without frequent interruptions. The concept of reliability is used to define the trustworthiness of the system.

Table 4. Perception of SIMAK (Reliability)
Number of informants: 6 people (2 lecturers, 2 staff, 2 students)

| No. | Informant | Total | Interview Results |
|---|---|---|---|
| **1** | Lecturer | 2 | Grade input runs smoothly and the data is stored properly. |
| **2** | Administration Staff | 2 | SIMAK is reliable enough for academic reporting and rarely experiences glitches |

| | | | |
|---|---|---|---|
| **3** | Student | 2 | Grades and KRS can be accessed with stable and no data errors |

Source: Interview results with informants, April 2025

Most informants consider SIMAK to be very reliable. The system operates well, especially in storing and accessing academic data. it easily supports academic tasks.

c. Responsiveness

The responsive dimension shows how ready and fast SIMAK managers (both at the study program and university level) are to handle user complaints or problems. Users are more satisfied and have more trust in the system if the system is responsive.

Table 5. Perception of Responsiveness
Number of informants: 6 people (2 lecturers, 2 staff, 2 students)

| No. | Informant | Total | Interview Results |
|---|---|---|---|
| **1** | Lecturer | 2 | Fast admin response, especially when inputting problematic grades |
| **2** | Administration Staff | 2 | Program managers are responsive if there are technical problems |
| **3** | Student | 2 | Fast support service, only a few technical problems have to go to the IT center |

Source: Interview results with informants, April 2025

The responsiveness of the SIMAK service is considered good overall. When technical issues arise, administrative officers act quickly. The majority of problems can be resolved at the study program or faculty level, although some procedures still need to be done at the central level.

d. *Assurance*

The sense of security that users feel when using SIMAK Version 3.0 includes confidence in data security, rights, access, and the ability of system managers. These factors are very important to foster confidence in the system.

Table 6. Perception of *Assurance*
Number of informants: 5 people (2 lecturers, 2 staff, 1 student)

| No. | Informant | Total | Interview Results |
|---|---|---|---|
| **1** | Lecturer | 2 | Input process of secure values and user access rights as needed |
| **2** | Administration Staff | 2 | The system provides a sense of security in managing data has a backup |
| **3** | Student | 1 | Trust that value information and personal data are managed securely |

West Sumatra: Interview results with informants, April 2025

Informants rated the security of the SIMAK Version 3.0 system as high. Setting access rights and protecting academic data increases user confidence. Informants believe that the system provides sufficient security and control.

e. Empathy

Empathy shows the extent to which service providers show care, attention, and understanding of user needs can be seen from the friendliness, willingness, helpfulness, and communication skills of SIMAK service officers.

Table 7. Perception of Empathy of SIMAK Services
Number of informants: 6 people (2 lecturers, 2 staff, 2 students)

| No. | Informant | Total | Interview Results |
|---|---|---|---|
| **1** | Lecturer | 2 | The staff is always open to help, especially when there are new features. |
| **2** | Administration Staff | 2 | Communication with the study program team is good and responsive. |
| **3** | Student | 2 | Admins are friendly and helpful when having trouble logging in or accessing KRS |

Source: Interview results with informants, April 2025

Every informant said that the SIMAK service is very good. Technical assistance is provided in a friendly manner. When students, lecturers and staff face difficulties with using the system, they feel well served. With a majority of positive responses and only a few minor suggestions, this discussion shows that in general SIMAK Version 3.0 has provided a satisfactory service to its users, but remains open to improvement.

## 4. Conclusion

The results showed that users' perceptions of SIMAK Version 3.0 at FKIP Sriwijaya University showed that there were technical constraints that needed to be improved and positive experiences. Users (lecturers, students and staff) perceive tangible benefits from using SIMAK Version 3.0, such as easy academic validation, ease of grade input, and access to academic data, according to TAM theory. As some features are considered not easy to use and less efficient than previous versions, some users may not be satisfied with the ease of use of the system.

From the SERVQUAL perspective, service quality is assessed in various ways: the *tangible* aspect gets a positive response related to the appearance of the interface and supporting physical facilities; *reliability* and *responsiveness* show constraints on service consistency and the speed of handling user complaints; in the security dimension, most users recognize the security and clarity of system procedures although not yet optimal; and in the *empathy* dimension, to variations in user perceptions of service quality.

Overall, SIMAK Version 3.0 helps with academic services, but there is still room for improvement to increase user satisfaction.

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