

## Analysis of Students' Experience and Satisfaction in Management Use of Academic Information System (SIKAD) University of Great Nias

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### Abstract:

This study aims to analyze students' experiences and satisfaction in using the Academic Information System (SIKAD) at the University of Great Nias, focusing on students of the Management Study Program. A qualitative approach with a descriptive qualitative design was employed in this study. Data were collected through in-depth interviews, observation, and documentation involving students who had actively used SIKAD for at least one semester. Informants were selected using purposive sampling until data saturation was achieved. Data analysis was conducted using an interactive analysis model consisting of data reduction, data display, and conclusion drawing. The findings reveal that students generally have positive experiences in using SIKAD, particularly in terms of ease of access to academic information, practicality of academic services, and system support for learning activities. Students also reported a satisfactory level of satisfaction, as the system was able to meet their expectations and academic needs. However, several challenges were identified, including system speed and stability during peak usage periods and the need for improvement in interface design to enhance usability. The study concludes that although SIKAD has provided significant benefits for students, continuous evaluation and system development are necessary to further improve user experience and satisfaction.

**Keywords:** *academic information system, student experience, student satisfaction*

### Abstrak:

Penelitian ini bertujuan untuk menganalisis pengalaman dan kepuasan mahasiswa dalam menggunakan Sistem Informasi Akademik (SIKAD) di Universitas Nias Raya, khususnya pada mahasiswa Program Studi Manajemen. Penelitian ini menggunakan pendekatan kualitatif dengan desain deskriptif kualitatif. Data dikumpulkan melalui wawancara mendalam, observasi, dan dokumentasi terhadap mahasiswa yang telah menggunakan SIKAD secara aktif minimal satu semester. Informan dipilih menggunakan teknik purposive sampling hingga mencapai kejenuhan data. Analisis data dilakukan menggunakan model analisis interaktif yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa secara umum mahasiswa memiliki pengalaman yang positif dalam menggunakan

SIAKAD, terutama dalam hal kemudahan akses informasi akademik, kepraktisan layanan, serta dukungan sistem terhadap aktivitas perkuliahan. Mahasiswa juga menyatakan tingkat kepuasan yang cukup tinggi terhadap penggunaan SIAKAD karena sistem ini mampu memenuhi kebutuhan dan harapan mereka sebagai pengguna. Namun demikian, beberapa kendala masih ditemukan, terutama terkait kecepatan dan stabilitas sistem pada waktu penggunaan tertentu serta tampilan antarmuka yang perlu disederhanakan. Penelitian ini menyimpulkan bahwa meskipun SIAKAD telah memberikan manfaat nyata bagi mahasiswa, evaluasi dan pengembangan sistem secara berkelanjutan tetap diperlukan untuk meningkatkan kualitas pengalaman dan kepuasan pengguna.

**Kata Kunci:** *sistem informasi akademik, pengalaman mahasiswa, kepuasan mahasiswa*

## INTRODUCTION

The rapid development of information technology has encouraged higher education institutions to adopt digital-based systems in order to improve the quality of academic services (Aditya & Suranto, 2024). The utilization of information technology in universities is not merely intended to support administrative processes, but also to enhance the efficiency of academic management and improve students' experiences as primary service users (Habib et al., 2021). Information systems have therefore become a strategic component in ensuring effective, transparent, and user-oriented academic services.

One prominent application of information technology in higher education is the Academic Information System, commonly referred to as SIAKAD. This system is designed as an integrated platform to manage various academic activities, including course registration, scheduling, grade monitoring, and the dissemination of academic information to students. The implementation of SIAKAD is expected to facilitate academic processes, increase transparency, and support informed decision-making for both students and academic administrators (Nur et al., 2024).

The University of Great Nias has implemented SIAKAD as a core system to support academic activities, particularly for students in the Management Study Program. The system has been actively and continuously used by students to access academic services. However, the success of an information system cannot be assessed solely based on its technical functionality or operational stability. Instead, it must also be evaluated through the experiences and satisfaction of its users, who interact directly with the system on a daily basis.

According to the Information System Success Model, system success is determined by several interrelated dimensions, including system quality, information quality, service quality, and user satisfaction (Çelik & Ayaz, 2022). In this context, a system that performs well technically does not necessarily guarantee positive user experiences or high levels of satisfaction. Therefore, evaluating users' perceptions becomes essential to understanding the overall effectiveness of an academic information system.

User satisfaction is formed through a comparison between users' expectations and their actual experiences when using a system (Li et al., 2020). Meanwhile, user experience reflects users' perceptions, emotions, and

responses before, during, and after interacting with a system, as defined in the ISO 9241-210 standard. Even though SIAKAD at the University of Great Nias has not shown significant technical problems, a systematic evaluation of students' experiences and satisfaction remains crucial to ensure the system meets users' needs and expectations.

Empirical studies examining students' experiences and satisfaction with SIAKAD at the University of Great Nias, particularly among Management Study Program students, remain limited. This lack of empirical evidence indicates a research gap that needs to be addressed. Understanding students' perspectives as primary users is essential for assessing the quality of SIAKAD and identifying areas for improvement in academic information system management.

Based on this background, this study aims to analyze students' experiences in using the Academic Information System (SIAKAD) at the University of Great Nias, examine the level of student satisfaction with the system, identify factors influencing students' experiences and satisfaction, and provide recommendations for improving SIAKAD management. This research is grounded in the Information System Success Model by DeLone and McLean (2003), the user satisfaction theory proposed by Oliver (1997), and the concept of user experience as outlined in ISO 9241-210 and further developed by Hassenzahl and Tractinsky (2006), which together form the theoretical foundation for analyzing students' experiences and satisfaction with SIAKAD.

## RESEARCH METHOD

This study employed a qualitative approach with a descriptive qualitative research design to gain an in-depth understanding of students' experiences and satisfaction as users of the Academic Information System (SIAKAD) at the University of Great Nias (Le., 2025). The qualitative approach was chosen because the study focused on exploring how students perceive, experience, and interpret the use of SIAKAD in their academic activities rather than measuring relationships between variables statistically (Azuddin, et al, 2024). Descriptive qualitative research was considered appropriate as it aims to describe and explain phenomena as they naturally occur, providing a factual and systematic depiction of SIAKAD usage from the students' perspective. This approach allows for a comprehensive exploration of subjective aspects such as perceptions, emotions, and evaluations related to user experience and satisfaction (Lim., 2025).

The research was conducted at the University of Great Nias, where SIAKAD has been implemented as the primary system for managing academic activities. The research subjects were students of the Management Study Program, selected because they actively and routinely interact with SIAKAD for various academic purposes, including course registration, accessing schedules, monitoring grades, and managing academic administration (Villamin, et al, 2025). Data were collected from both primary and secondary sources to ensure a comprehensive understanding of the research context (Thorne., 2025). Primary data were obtained through in-depth semi-structured interviews and

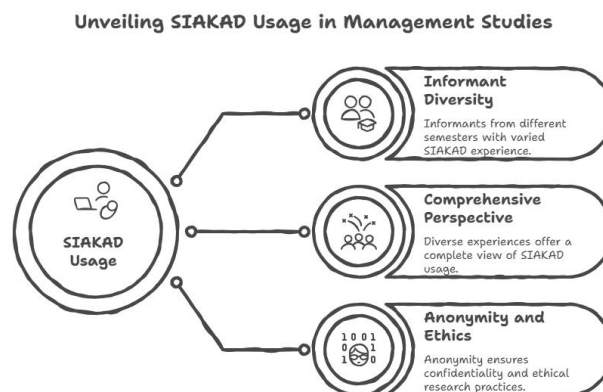
direct observation of students' interactions with SIAKAD, focusing on their experiences, perceptions of system quality, and satisfaction levels. Secondary data were gathered from institutional documents such as academic guidelines, SIAKAD user manuals, and relevant academic policies. Informants were selected using purposive sampling based on specific criteria, including active use of SIAKAD for at least one semester and willingness to share reflective and detailed experiences. Data collection continued until data saturation was achieved (Thorne, 2025).

Data analysis was conducted qualitatively using the interactive analysis model, which consists of data reduction, data display, and conclusion drawing or verification. Data reduction involved selecting and focusing relevant information obtained from interviews, observations, and documentation to align with the research objectives. The reduced data were then organized and presented in descriptive narratives based on key themes such as user experience, user satisfaction, and factors influencing SIAKAD usage. Conclusions were drawn continuously throughout the analysis process and verified against the collected data to ensure consistency and credibility (Thorne, 2025). To ensure data trustworthiness, triangulation was applied by comparing data from different sources and techniques, while member checking was conducted by confirming interpretations and findings with the informants. These procedures enhanced the credibility and reliability of the qualitative findings.

## FINDINGS AND DISCUSSION

### Findings

#### 1. Overview of Research Informants



**Figure 1 : Siakad Usage in Management**

This study involved students from the Management Study Program at the University of Great Nias who actively used the Academic Information System (SIAKAD) in their academic activities. The informants were drawn from different semesters, resulting in varying levels of experience and intensity of SIAKAD usage. This diversity of informant characteristics provided a more comprehensive perspective on students' experiences and satisfaction in using the system. To maintain confidentiality and adhere to research ethics, the

identities of the informants were anonymized using codes such as I1, I2, I3, and so forth.

## 2. Students' Experiences in Using SIAKAD

Based on the interview results, most informants stated that SIAKAD facilitates easier access to academic information. Students perceived that the system helped them manage academic activities in a more structured manner, particularly in course registration and grade monitoring.

One informant stated: *"In my opinion, SIAKAD is quite helpful, especially for checking grades and registering courses. So, there is no need to come directly to campus just for administrative matters."* (I1)

Ease of access to academic information emerged as one of the most frequently mentioned positive aspects of students' experiences. Students felt that the presence of SIAKAD made academic processes more efficient and practical.

However, students' experiences with SIAKAD were not entirely uniform. Some informants reported encountering difficulties at certain times, particularly during peak periods such as the course registration phase, when the system tended to slow down or became difficult to access. One informant explained: *"When it is crowded, like during course registration, sometimes it is hard to log in. You have to wait for quite a while before you can use it."* (I3)

Although these issues did not occur continuously, they affected students' comfort in using the system. This finding indicates that user experience is influenced not only by system functionality but also by usage conditions and system stability at specific times.

## 3. Students' Perceptions of System and Information Quality

The findings indicate that students generally held positive perceptions regarding the quality of the system and the quality of information provided by SIAKAD. Most informants considered the academic information available to be clear and aligned with their needs as students.

One informant noted: *"The information in SIAKAD is quite clear, such as schedules and grades. So far, there are rarely any data errors."* (I5) Clarity of information played a crucial role in shaping positive user experiences. Students felt supported by the centralized academic information that could be accessed anytime.

Nevertheless, several informants suggested that the presentation of information in SIAKAD could be improved to make it easier to understand, particularly for new students. One informant commented: *"If you use it for the first time, it can be a bit confusing. Maybe the interface could be made simpler."* (I2) These findings suggest that while information quality is perceived positively, there remains room for improvement in terms of information presentation and interface design.

#### 4. Students' Satisfaction with the Use of SIAKAD

Overall, the interview results indicate that students were moderately satisfied with the use of SIAKAD at the University of Great Nias. This satisfaction was mainly based on the ease of access to academic services and the practicality of the system in supporting learning activities.

One informant stated: *"If you ask whether I am satisfied, I would say quite satisfied, because it really helps compared to handling everything manually."* (I4) Students' satisfaction was also influenced by the alignment between their initial expectations of an academic information system and their actual experiences using SIAKAD.

However, student satisfaction was not absolute. Some informants indicated that although they were generally satisfied, certain aspects of the system could still be improved to enhance overall quality. One informant expressed: *"It is already quite satisfying, but if it could be faster and the interface improved, it would definitely be more comfortable to use."* (I6) This finding suggests that student satisfaction is dynamic and may increase as system quality improves.

#### 5. Factors Influencing Students' Experiences and Satisfaction

The study identified several key factors influencing students' experiences and satisfaction in using SIAKAD, including: a) Ease of system use; b) Quality and clarity of academic information; c) System speed and stability; and d) Alignment of system features with students' needs. These factors are interrelated and collectively shape students' overall perceptions of SIAKAD quality.

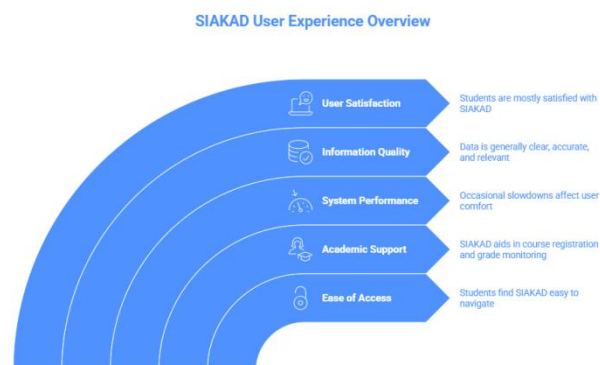
#### Discussion

The findings of this study indicate that students' experiences in using SIAKAD at the University of Great Nias are largely positive, particularly in terms of ease of access and support for academic activities. These results are consistent with previous studies which emphasize that academic information systems play a crucial role in improving efficiency and convenience in higher education services. Prior research has shown that systems which enable students to access academic information independently tend to enhance perceived usefulness and overall user experience (Bansah & Darko Agyei, 2022). The ability of SIAKAD to facilitate course registration and grade monitoring reflects its functional effectiveness in supporting students' academic needs.

Nevertheless, the study also reveals that students' experiences are affected by system performance under certain conditions, such as during peak usage periods. Issues related to system speed and accessibility were reported to reduce comfort and convenience, even though they occurred only occasionally. Similar findings have been reported in previous studies, which indicate that system reliability and response time are critical determinants of user experience in academic information systems (Setiawan & Primadewi, 2020). These results suggest that technical stability remains a key factor influencing students' perceptions, beyond the availability of system features.

In terms of information quality, the findings demonstrate that students generally perceive the academic information provided by SIAKAD as clear, accurate, and relevant. This aligns with earlier research showing that high-quality information contributes significantly to positive user perceptions and trust in information systems (Almaiah et al., 2022). However, the present study also highlights the need for improved information presentation, particularly for new users. Previous studies have emphasized that clarity of interface design and information structure is essential in reducing cognitive load and enhancing user understanding, especially for first-time users (Almaiah et al., 2022).

Regarding user satisfaction, the findings indicate that students are generally satisfied with the use of SIAKAD, primarily because the system meets their basic expectations for academic service delivery. This finding supports Oliver's (1997) satisfaction theory, which posits that satisfaction arises from the comparison between expectations and actual performance. Similar conclusions have been drawn in prior studies, which found that students tend to express satisfaction when academic information systems simplify administrative processes and reduce dependency on manual procedures (Sutam et al., 2024). However, the presence of suggestions for improvement suggests that satisfaction is not static but evolves alongside users' experiences and expectations.



**Figure 2 : Siakad User Experience**

Overall, the findings of this study reinforce the applicability of the DeLone and McLean Information System Success Model in the context of higher education. System quality and information quality were found to influence students' experiences and satisfaction, which in turn reflect the perceived benefits of SIAKAD. This conclusion is in line with previous empirical studies that highlight user satisfaction as a key indicator of information system success in academic settings (Mijač et al., 2024). Therefore, while SIAKAD at the University of Great Nias can be considered effective in supporting academic activities, continuous evaluation and system improvement are necessary to ensure sustained success and alignment with students' evolving needs.

## CONCLUSION

This study concludes that the Academic Information System (SIKAD) at the University of Great Nias has generally provided positive experiences for students in the Management Study Program. The findings indicate that SIKAD effectively supports academic activities by facilitating easier access to academic information, simplifying course registration, and enabling efficient monitoring of academic progress. Students' experiences and satisfaction are primarily influenced by ease of use, clarity and accuracy of information, and the system's ability to meet their academic needs. Although occasional technical issues, such as reduced system speed during peak usage periods, were reported, these did not significantly diminish the overall positive perception of the system.

Furthermore, the study confirms that students' satisfaction with SIKAD is shaped by the alignment between their expectations and actual experiences in using the system. While most students expressed a satisfactory level of satisfaction, their feedback also highlighted the need for continuous system improvement, particularly in terms of system stability and interface design. These findings suggest that user satisfaction is dynamic and can be enhanced through ongoing evaluation and development of the academic information system. Therefore, continuous improvement of SIKAD is essential to ensure its long-term effectiveness and to better accommodate the evolving needs of students as primary users.

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