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Evaluating Lecturer Satisfaction on Academic Information System Using Usability and EUCS at Bandung University of Technology

Sela Octaviani , Evi Triandini , Dandy Pramana Hostiadi
Institut Teknologi dan Bisnis STIKOM Bali, Bali, Indonesia

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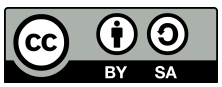
ABSTRACT

Academic Information Systems play a crucial role in supporting academic data management, administrative processes, and informed decision-making within higher education institutions. Despite their widespread adoption, the extent to which these systems effectively meet the needs and expectations of lecturers, their primary users, remains insufficiently explored. Understanding user satisfaction is critical, as it directly influences system acceptance, continued usage, and overall institutional performance. This study aims to evaluate lecturer satisfaction with Academic Information Systems at Bandung University of Technology by integrating two complementary evaluation methods, the System Usability Scale and End User Computing Satisfaction. The integration of these methods enables a more holistic assessment by combining usability measurements with multidimensional user satisfaction indicators. The findings reveal an exceptionally high SUS score of 99.94, classified as Best Imaginable, indicating that lecturers perceive the system as highly usable, intuitive, and supportive of their academic tasks. The EUCS analysis identifies Accuracy, Format, and Ease of Use as significant factors influencing lecturer satisfaction. These variables demonstrate the importance of accurate and reliable information, a well-structured interface, and system features that facilitate efficient task completion. The combined results highlight specific areas requiring strategic improvement, particularly in maintaining data accuracy, enhancing interface design consistency, and strengthening overall usability to accommodate users' academic workflows. Theoretically, it demonstrates the added methodological robustness gained from combining SUS and EUCS in evaluating academic information systems, thereby ensuring more substantial alignment with user needs and supporting more effective academic management within higher education institutions.



Corresponding Author:

Sela Octaviani, +628989170212,
Information Systems,
Institut Teknologi dan Bisnis Stikom Bali, Bali, Indonesia.
Email: 232011019@stikom-bali.ac.id

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1. INTRODUCTION

In the era of globalization, the education sector plays a crucial role in developing quality human resources. A key indicator of educational success is the ability of institutions to adapt to rapid technological advances. Integrating information technology into education improves teaching and learning, expands access to education, and ensures inclusiveness and greater reach. Information technology not only transforms traditional educational practices but also encourages innovation and adaptability in academic institutions [1]. The rapid development of information technology has had a significant impact on higher education, particularly through the use of web-based academic information systems that connect with other systems such as e-learning, monitoring and evaluation systems, academic SMS, and other supporting platforms aligned with academic needs [2]. One such system is academic information systems, which plays an integral role in managing academic data and information, including student records, study plans, grades, and transcripts. Academic information systems are designed to support lecturers in various academic processes, such as accessing and updating student data, disseminating information, and evaluating student performance [3–5].

The success of implementation depends largely on user acceptance and satisfaction, especially among lecturers, its primary users. Therefore, assessing whether the system aligns with user requirements is essential to determine its effectiveness [6, 7]. Lecturers, as key stakeholders in the higher education ecosystem, play a vital role in utilizing academic information systems. They use academic information systems not only to access student data but also to disseminate information, evaluate student performance, and participate in various academic processes. Hence, assessing lecturer satisfaction with the academic information systems is critical. Evaluating lecturer satisfaction with academic information systems is an essential aspect of ensuring the system's success. One approach to this evaluation is the usability method, which emphasizes user experience, particularly regarding the system's usefulness and ease of understanding. The usability method offers valuable insights into user interactions with the system and highlights areas for improvement to enhance user satisfaction. End-user satisfaction is a key indicator of an information system's success. To measure satisfaction, organizations must gauge user attitudes as feedback for system development. A high level of satisfaction indicates strong user acceptance of the system. Satisfaction is defined as a person's ability to compare the service or results they receive to their expectations [8]. Assessing lecturer satisfaction with academic information systems is an important aspect of ensuring the system's effectiveness and success. One assessment approach is the usability method, which emphasizes user experience, particularly the usefulness and ease of understanding of the system. The usability method provides valuable insights into user interaction with the system and highlights areas that need to be improved to increase user satisfaction [9]. End-user satisfaction is a key indicator of the success of an information system. To measure satisfaction, organizations must measure user attitudes as feedback for system development. A high level of satisfaction indicates a high level of user acceptance of the system [10].

Challenges in implementing the academic information systems often relate to usability aspects, including the system's user satisfaction [11]. Therefore, an in-depth analysis of lecturer satisfaction with academic information systems, focusing on usability, is necessary. This study will employ the usability method to measure lecturer satisfaction, focusing on aspects such as access speed, ease of use, and the availability of information that impacts lecturers' performance in fulfilling their academic responsibilities. The System Usability Scale (SUS) questionnaire, consisting of 10 statements with a balanced ratio of positive and negative items (50%:50%), will be used. Responses are measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The SUS questionnaire is administered after respondents use the system being evaluated. Benefits of using the SUS include (1) ease of organizing respondents due to its simplicity; (2) reliability even with a small sample size; and (3) validity in effectively distinguishing between good and poor systems [12]. End User Computing Satisfaction (EUCS) is a method for measuring user satisfaction with a system or application by comparing expectations with the reality of the information. The End User Computing Satisfaction (EUCS) model is a concept in software engineering that refers to the abstraction of the group of people who will ultimately operate the software, namely the expected users or target users [13, 14].

Previous studies highlight significant issues in academic information systems, including low usability scores; some systems are categorized as Not Acceptable (e.g., a SUS score of 46.00 in the PENTAS application). While certain systems achieved higher usability ratings, such as a SUS score of 74.5 for the Lokamedia website, content, format, and accuracy improvements remain necessary to enhance user satisfaction. Other research emphasizes the importance of user feedback, as redesigning systems based on user needs significantly increased usability scores to Excellent levels. Additionally, studies on e-learning systems revealed that key factors like content, accuracy, ease of use, and timeliness often require improvement to meet user expectations [15]. This study combines usability and End User Computing Satisfaction (EUCS) methods to analyze and address these challenges in academic information systems, providing actionable insights to improve their usability and align them with user needs.

The research aims to uncover specific challenges that may hinder optimal system utilization by focusing on usability and end-user computing satisfaction, identifying potential issues in lecturers' use of academic information systems, and providing recommendations to enhance satisfaction. The analysis will highlight areas where the system can be improved to meet user needs better. This combined approach represents the research's novelty, offering more profound insights into user needs and identifying areas for improvement to enhance the usability of academic information systems and support academic management at Bandung University

of Technology. The novelty of this study lies in its specific focus on lecturer satisfaction with the Academic Information System at Bandung University of Technology, in contrast to previous studies that examined broader user groups (students, staff, and lecturers) across different institutions. This research also integrates the Usability method and the End-User Computing Satisfaction (EUCS) model to identify key factors influencing user satisfaction. In contrast, earlier studies typically relied on more general approaches, such as surveys, interviews, or fundamental statistical analyses. In addition, the data collection instruments were specifically designed around the components of the Usability and EUCS frameworks, enabling the generation of more relevant and in-depth findings on lecturer satisfaction.

2. RESEARCH METHOD

This study used a quantitative descriptive approach, collecting data through SUS and EUCS questionnaires from active lecturers at Bandung University of Technology who had used academic information systems for at least the past semester. Instrument validity and reliability tests were conducted before primary data collection. Statistical analysis (ANOVA) was used to examine the effect of EUCS variables on user satisfaction. [16, 17]. Respondents in this study were active lecturers at Bandung University of Technology who used academic information systems regularly for at least the last semester. Source triangulation was conducted by comparing the survey results with previous literature on academic information systems in higher education. The data was then analyzed thematically to identify relevant patterns and conclusions. The research steps include problem identification, data collection, processing, and analysis, and conclude with recommendations, as shown in Figure 1. Two primary methods, the System Usability Scale (SUS) and End User Computing Satisfaction (EUCS), were used to evaluate user satisfaction. While SUS provides a quick and reliable measure of user satisfaction across various technologies, EUCS analyzes factors influencing satisfaction based on five dimensions: content, accuracy, format, ease of use, and timeliness, offering a comprehensive system evaluation.

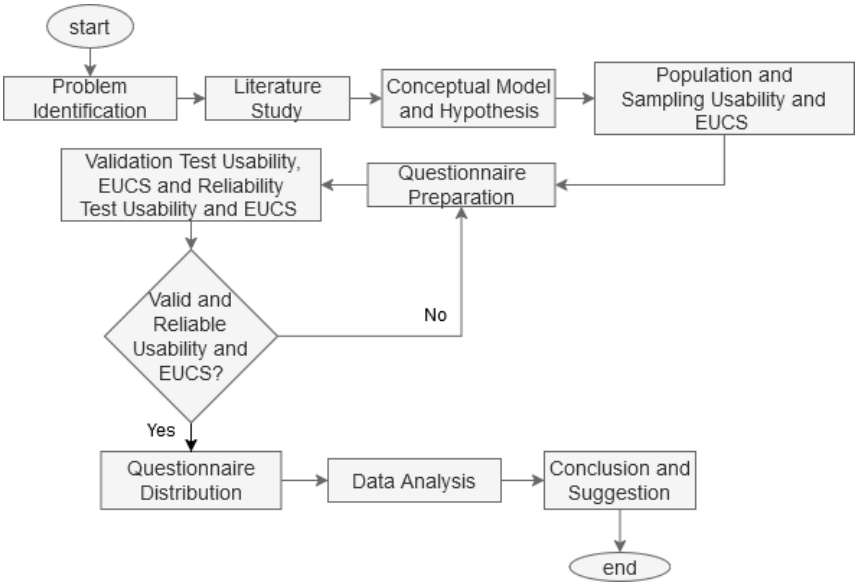

Figure 1. Research Flow

2.1. Data Collection

In this study, a questionnaire was used as the primary data collection method to evaluate academic information systems at Bandung University of Technology. In this context, the questions were based on the System Usability Scale (SUS) and End User Computing Satisfaction (EUCS) frameworks. The SUS questionnaire included ten statements, while the EUCS questionnaire covered five dimensions: Content, Accuracy, Format, Ease of Use, and Timeliness. Responses were measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) [18–22]. His approach ensured a structured assessment of user satisfaction and system usability [23]. The usability of the academic information systems was measured using the System Usability Scale (SUS) questionnaire, as shown in Table 1. This table lists the ten standardized SUS questions used to assess the system's usability from the lecturer's perspective.

Table 1. Questionnaire SUS

No	Question
1	I am thinking of using this system again
2	I feel this system is complicated to use
3	I feel this system is easy to use
4	I need help from other people or technicians in using this system
5	I feel that the features of this system are working properly
6	I feel there are a lot of things that are inconsistent/incompatible with this system
7	I feel that other people will understand how to use this system quickly
8	I find this system confusing
9	I feel there are no obstacles to using this system
10	I need to get used to first before using this system

The End User Computing Satisfaction (EUCS) questionnaire was used to assess the quality of the academic information system based on content, accuracy, and other variables, as shown in Table 2. This table outlines the EUCS questions used to evaluate the academic information systems' content and accuracy from the users' perspective.

Table 2. Questionnaire EUCS

No	Variables	Question
		The academic information system provides accurate information to meet your needs.
		The academic information system presents comprehensive data on your vaccinations.
1	Content	The academic information system offers a variety of useful information to support your work.
		The academic information system provides clear information about domestic and international travel regulations.
		The academic information system assists with daily activities through its well-presented content and information.
		Each user of the academic information system has a user ID and a password.
		Errors rarely occur when using the academic information system.
2	Accuracy	The information generated by the academic information systems is highly accurate.
		The information produced by the academic information systems is reliable, trustworthy, precise, clear, and correct.
		The academic information system always provides output data that matches the input or commands you enter.
		The menu structure in the academic information system is well-organized.
		The academic information system uses an excellent color combination, making it neither boring nor straining to the eyes.
3	Format	The academic information system presents formats and reports that are easy to read and understand.
		The user-friendly interface of the academic information system enables you to complete tasks more quickly.
		The academic information system presents data effectively.
		Learning the academic information system does not take much time.
		The academic information system is very easy to use.
4	Ease of Use	The academic information system provides a user manual, which can be accessed through the help menu.
		The academic information system offers clear instructions on how to use it.
		It is very easy to identify any changes made in the academic information system.
		The academic information system provides you with timely information.
		The academic information system delivers up-to-date information.
5	Timeliness	The academic information system provides users with quick notifications and alerts.
		The information available supports quick decision-making through the existing system.
		The help center service in the academic information systems responds quickly to your issues and inquiries.

The population of this study included users of the academic information systems at Bandung University of Technology. The total population was not precisely determined. However, 120 respondents were involved, all of whom actively used the system. These respondents were chosen to represent a variety of system users. This ensured a thorough evaluation of usability and satisfaction levels. The sample size was deemed sufficient to provide reliable insights into the systems performance. It aimed to gather feedback from different perspectives within the university. Thus, the selected sample must accurately represent the population. The authors focused on 120 lecturers and calculated the sample size using the Slovin formula. The Slovin formula ensures the sample is representative, allowing for generalization of findings. To determine the minimum number of respondents required in this study, Slovin's formula was used, as shown in Equation (1).The calculation resulted in a sample size of 54.55 samples, which was rounded up to 55 samples from a total population size of 120. This sample size is deemed appropriate and representative of the population under study, ensuring that the research can yield reliable insights. The study is anticipated to provide a sufficient basis for drawing valid and meaningful conclusions. To support the analysis, secondary data was gathered from user reviews of the academic information systems. Additionally, a total of 120 questionnaires were distributed online, out of which 100 were returned in good condition, providing valuable primary data for the study.

$$n = \frac{N}{1 - N(e)^2}$$
$$n = \frac{120}{1 - 120(10)^2} \quad (1)$$
$$n = \frac{120}{2.2} = 54.55 \approx 55$$

2.2. Data Analysis

The SUS test results are calculated using several steps. First, the respondent's answer scale is adjusted. The adjusted scale is then multiplied by 2.5, and the scores are summed up. Next, the total scores from all respondents are averaged. The resulting score is interpreted based on SUS assessment criteria. This determines the category of the test results according to the average score. SUS is a post-test instrument, administered after the test session. It consists of 10 questions with 5 response options, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The SUS score ranges from 0 to 100 [24]. The validity test determines whether a questionnaire accurately measures what it is intended to measure. A questionnaire is valid [25]. User satisfaction is measured using five variables. The content variable evaluates the system's information. The accuracy variable checks the precision of user input data. The format variable assesses the interface and design. The ease to use variable focuses on user-friendliness. The timeliness variable evaluates how quickly the system provides information. The EUCS method identifies five factors affecting user satisfaction: content, accuracy, format, ease of use, and timeliness [26, 27]. Based on these factors, five hypotheses are formulated in this study: H1: The content variable (X1) affects user satisfaction (Y), H2: The accuracy variable (X2) affects user satisfaction (Y), H3: The format variable (X3) affects user satisfaction (Y), H4: The ease to use variable (X4) affects user satisfaction (Y), H5: The timeliness variable (X5) affects user satisfaction (Y).

3. RESULT AND ANALYSIS

The usability and End User Computing Satisfaction (EUCS) of academic information systems at Bandung University of Technology were evaluated using the SUS and EUCS methods with 100 respondents. Data collection involved distributing 120 online questionnaires, of which 100 were returned in good condition for analysis. The data processing phase included compiling and analyzing respondent feedback to calculate SUS and EUCS scores. This process provided insights into user demographics, preferences, and system experiences. A summary of the demographic analysis is presented in the Respondent Profile section.

3.1. Respondent

The respondents are also analyzed based on their teaching experience. The largest group, 42.9%, has 6–10 years of teaching experience. Meanwhile, 31.2% have 1–5 years of experience, followed by 13% with more than 10 years. Another 13% have less than 1 year of teaching experience, as shown in Figure 2. This diversity in teaching experience may influence their perspectives on the evaluated academic information systems (S. Ariyani, M. Sudarma, and P. A. Wicaksana, 2021). The distribution of teaching time allocation among various activities is illustrated in Figure 2.

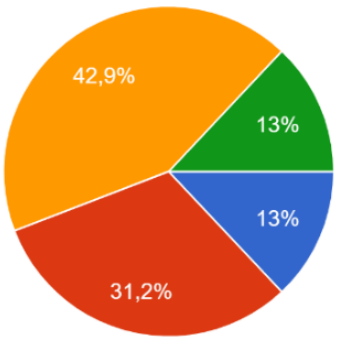

Figure 2. Percentage of teaching time

Respondents' characteristics were also analyzed by gender. Figure 3 shows that out of 100 respondents, 56% were male, totaling 45 individuals. Meanwhile, female respondents accounted for 44%, with 35 individuals. This indicates a slight dominance of male respondents in the study. Understanding the gender distribution helps assess potential biases and ensures the findings reflect diverse perspectives. The gender distribution of respondents in the study is illustrated in Figure 3.

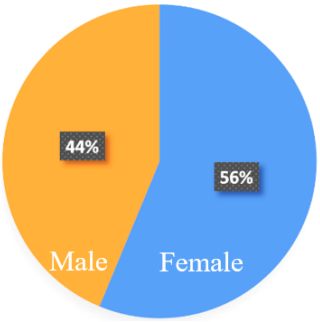

Figure 3. Gender identity

3.2. Assessment Results

The usability method is an approach used to evaluate the extent to which a system or product can be used by users to achieve certain goals. It focuses on assessing aspects such as user satisfaction during the interaction with the system. This method ensures that the system aligns with user needs and expectations, providing a seamless experience. By identifying usability issues, the approach helps developers make necessary improvements to enhance overall system performance. Ultimately, the usability method plays a critical role in determining the success of a system in meeting its intended purpose. **Usability Validity Test**: The validity test was conducted on 100 questionnaire instruments in this study. All calculated R-values exceeded the r-table value of 0.195, confirming their validity. This indicates that the 10 questionnaire items effectively measure the intended constructs without bias. The results also confirm the questionnaire's suitability for collecting accurate data. Therefore, the validated instrument can confidently be used for further analysis to support the research objectives (M. Dermawan Mulyodiputro, V. Yoga, and P. Ardhana, 2023). The validity test results for the usability questionnaire items are shown in Table 3.

Table 3. Usability Validity Test

Indicator	R Table	R Calculation	Description
U1	0.195	0.525	Valid
U2	0.195	0.506	Valid
U3	0.195	0.3997	Valid
U4	0.195	0.612	Valid
U5	0.195	0.551	Valid
U6	0.195	0.383	Valid
U7	0.195	0.306	Valid
U8	0.195	0.416	Valid
U9	0.195	0.330	Valid
U10	0.195	0.559	Valid

Usability Reliability Test: The reliability test using Cronbach's Alpha method produced a value of 0.702, as shown in the corresponding column. This score indicates that the 10 items within the view variable are reliable for research purposes. A Cronbach's Alpha value above 0.7 is generally considered acceptable, demonstrating internal consistency among the items. The test ensures that the questions consistently measure the intended construct without significant random errors. Therefore, a Cronbach's Alpha score of 0.702 confirms that the 10 items are sufficiently reliable for further analysis (M. Dermawan Mulyodiputro, V. Yoga, and P. Ardhana, 2023). The results of the reliability test for the usability questionnaire are presented in Table 4.

Table 4. Usability Reliability Test

Cronbach's Alpha	Number of Questions	Description
0.702	10	*Reliable*

Usability Questionnaire Test Results: The academic information systems at Bandung University of Technology received a SUS score of 99.94, indicating users strongly agree with its usability (M. Dermawan Mulyodiputro, V. Yoga, and P. Ardhana, 2023). The system falls into the high category on the acceptability range, demonstrating its effectiveness and efficiency. It achieved an A grade, highlighting its excellence in meeting user expectations. The adjective rating of Best Imaginable confirms that the system provides an outstanding user experience. Table 5 presents the results of the SUS questionnaire completed by 100 respondents.

Table 5. SUS Questionnaire Test Results

Respondent	SUS Score	Respondent	SUS Score	Respondent	SUS Score	Respondent	SUS Score
1	72.5	21	77.5	41	50	61	75
2	90	22	80	42	82.5	62	77.5
3	77.5	23	80	43	65	63	85
4	77.5	24	77.5	44	80	64	77.5
5	80	25	70	45	80	65	80
6	77.5	26	87.5	46	85	66	92.5
7	80	27	70	47	97.5	67	82.5
8	77.5	28	92.5	48	110	68	92.5
9	82.5	29	87.5	49	105	69	82.5
10	82.5	30	100	50	75	70	90
11	80	31	65	51	105	71	85
12	85	32	85	52	105	72	80
13	70	33	85	53	85	73	80
14	92.5	34	77.5	54	55	74	90
15	80	35	80	55	95	75	80
16	95	36	77.5	56	90	76	85
17	75	37	105	57	115	77	80
18	85	38	90	58	60	78	100
19	75	39	67.5	59	82.5	79	87.5
20	70	40	80	60	72.5	80	72.5
81	77.5	86	82.5	91	70	96	80
82	85	87	92.5	92	70	97	80
83	77.5	88	82.5	93	90	98	72.5
84	80	89	90	94	80	99	82.5
85	92.5	90	85	95	65	100	72.5
Total: 7,995							
average SUS score: 99.94							

The interpretation of SUS scores based on adjective ratings, acceptability ranges, and grade scales is illustrated in Figure 4.

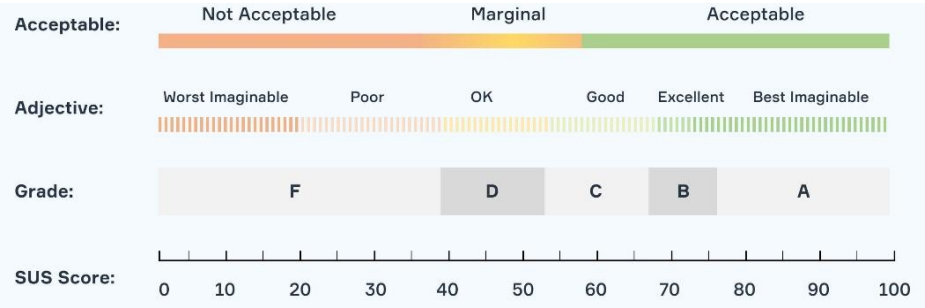

Figure 4. SUS score interpretation results

The usability evaluation using the System Usability Scale (SUS) produced an average score of 99.94 for the academic information systems at Bandung University of Technology. These results support the SUS findings by indicating that lecturers perceive the system as highly accurate, well-structured, and easy to use, thereby contributing directly to their positive usability ratings. **EUCS Validity Test:** From Table 6, the results of the validity test conducted using SPSS on data from 100 respondents show that all statement items have a calculated r-value greater than the r-table value and a significance value (p-value) of less than 0.05. This indicates that each statement item meets the validity criteria and is suitable for further analysis. The findings confirm that the data collected from the respondents is reliable for use in this study. Additionally, the test results highlight the consistency of the respondents' answers

across the statement items (R. Diansyah, sudrajat P. Pranoto, and S. Syahril, 2021). Therefore, all statement items are deemed valid and can be effectively utilized in this research.

Table 6. EUCS Validity Test

Indicator	R Table	R Calculation	Description
X1.1	0.195	0.834	Valid
X1.2	0.195	0.889	Valid
X1.3	0.195	0.861	Valid
X1.4	0.195	0.895	Valid
X1.5	0.195	0.778	Valid
X2.1	0.195	0.723	Valid
X2.2	0.195	0.576	Valid
X2.3	0.195	0.687	Valid
X2.4	0.195	0.710	Valid
X2.5	0.195	0.690	Valid
X3.1	0.195	0.694	Valid
X3.2	0.195	0.733	Valid
X3.3	0.195	0.710	Valid
X3.4	0.195	0.737	Valid
X3.5	0.195	0.699	Valid
X4.1	0.195	0.692	Valid
X4.2	0.195	0.760	Valid
X4.3	0.195	0.574	Valid
X4.4	0.195	0.668	Valid
X4.5	0.195	0.658	Valid
X5.1	0.195	0.696	Valid
X5.2	0.195	0.741	Valid
X5.3	0.195	0.716	Valid
X5.4	0.195	0.731	Valid
X5.5	0.195	0.641	Valid
Y1	0.195	0.270	Valid
Y2	0.195	0.702	Valid
Y3	0.195	0.671	Valid
Y4	0.195	0.676	Valid
Y5	0.195	0.745	Valid

EUCS Reliability Test: Based on Table 7 above, it can be seen that the Cronbach's Alpha value for each variable exceeds 0.6. This indicates that the reliability of the research instruments meets the required standard (R. Diansyah, sudrajat P. Pranoto, and S. Syahril, 2021). Therefore, it can be concluded that all research instruments are declared reliable and can be effectively used as measuring tools. This means the questionnaire can produce consistent responses when administered at different times. A high reliability value also ensures that the collected data accurately reflect the intended variables, minimizing measurement error and increasing the validity of the study's findings.

Table 7. EUCS Reliability Test

Variable	Cronbach's Alpha	Number of Questions	Description
Content	0.862	5	Reliable
Accuracy	0.770	5	Reliable
Format	0.772	5	Reliable
Ease of use	0.775	5	Reliable
Timeliness	0.786	5	Reliable
Satisfaction	0.780	5	Reliable

EUCS Variable t-Test: The significance level used in this analysis is 5%. This means that any p-value below 0.05 indicates a statistically significant relationship between the variables (R. Diansyah, sudrajat P. Pranoto, and S. Syahril, 2021). The results of the SPSS analysis are as follows. The findings show which independent variables significantly influence the dependent variable, based on their p-values. These results offer insights into the factors that most affect the phenomenon under investigation and provide a foundation for further interpretation and recommendations. The t-test results for the Content variable show a t-statistic value of 1.794 and a significance value of 0.076 (¿ 0.05). This suggests that the Content variable does not significantly affect Satisfaction. The t-test

results for the Accuracy variable show a t-statistic value of 3.288 and a significance value of 0.001 (¡ 0.05). This suggests that the Accuracy variable has a positive and significant effect on Satisfaction. The t-test results for the Format variable show a t-statistic value of -2.687 and a significance value of 0.009 (¡ 0.05). This suggests that the Format variable has a negative and significant effect on Satisfaction. The t-test results for the Ease to Use variable show a t-statistic value of 6.459 and a significance value of ¡ 0.001 (¡ 0.05). This suggests that the Ease to Use variable has a positive and significant effect on Satisfaction. The t-test results for the Timeliness variable show a t-statistic value of 1.492 and a significance value of 0.139 (¿ 0.05). This suggests that the Timeliness variable does not significantly affect Satisfaction.

F Test of EUCS Variables: Based on Table 8 above, the calculated F value is 53.456 with a significance level of 0.001. This is smaller than the standard significance level of 0.05, indicating statistical significance. The results suggest that the content, accuracy, format, ease of use, and timeliness all positively influence satisfaction. These findings emphasize the importance of these independent variables in shaping user satisfaction (R. Diansyah, sudrajat P. Pranoto, and S. Syahril, 2021). Improving these factors can enhance overall user satisfaction with the system.

Table 8. F Test Results

ANOVA[a]						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	584.974	5	116.995	53.546	<0.001[b]
	Residual	205.386	94	2.185		
	Total	790.360	99			
a. Dependent Variable: Satisfaction						
b. Predictors: (Constant), Timeliness, Accuracy, Content, Ease of use, Format						

The findings from the End-User Computing Satisfaction (EUCS) analysis provide important context for interpreting the extremely high System Usability Scale (SUS) score of 99.94 obtained for the academic information systems at Bandung University of Technology. The EUCS evaluation revealed that Accuracy, Format, and Ease of Use had a significant positive effect on lecturer satisfaction, while Content and Timeliness showed weaker relationships. These results support the SUS findings by indicating that lecturers perceive the system as highly accurate, well-structured, and easy to use, thereby contributing directly to their positive usability ratings. This convergence between the SUS and EUCS results suggests that the high usability score is at least partially explained by strong performance in core satisfaction dimensions. However, the weaker influence of Content and Timeliness suggests that future system development should focus on improving content quality and increasing the speed of information updates to enhance user satisfaction further. Overall, integrating SUS and EUCS findings provides a more comprehensive understanding of lecturer perceptions, confirming the system's current strengths while highlighting areas for targeted improvement.

4. CONCLUSION

Based on the test results in this study, the evaluation of academic information systems using the Usability (SUS) method yielded an exceptional usability score of 99.94, placing it in the high acceptability category, grade A, and "Best Imaginable" rating. This indicates that lecturers perceive academic information systems as easy to use, intuitive, and highly aligned with their expectations. The EUCS analysis further revealed that Accuracy, Format, and Ease of Use are the most influential factors driving lecturer satisfaction, emphasizing the importance of precise information, clear presentation, and a user-friendly interface. Beyond numerical findings, this study contributes theoretically by combining the SUS and EUCS methods to provide a more comprehensive understanding of system usability and end-user satisfaction, an approach that has been underutilized in previous research. Practically, the results offer actionable recommendations for higher education institutions and system developers to prioritize improvements in information accuracy, format clarity, and usability to enhance system adoption and satisfaction among lecturers. However, this study also has limitations. The sample was limited to lecturers at Bandung University of Technology, which may affect the generalizability of the findings to other institutions. Future research should involve broader samples across multiple universities to validate and refine these results. Overall, this study not only confirms the high usability of academic information systems but also provides theoretical and practical insights to guide their ongoing development in higher education.

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6. DECLARATIONS

AI USAGE STATEMENT

During the preparation of this work, the author used ChatGPT (OpenAI) to improve the language and clarity of the manuscript. After using this tool, the author reviewed and edited the content as needed and takes full responsibility for the publication's content.

AUTHOR CONTIBUTION

Sela Octaviani, Evi Triandini, and Dandy Pramana Hostiadi contributed to the conceptualization, methodology, validation, and interpretation of the data.

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COMPETING INTEREST

The authors declare that they have no financial or personal conflicts of interest that could influence the results of this study.

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