
Evaluation of the Quality of Academic Information Services on the FEB UNJ Website Based on the WebQual and EUCS Models

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ABSTRACT

This study aims to evaluate the quality of academic information services provided through the website of the Faculty of Economics and Business, State University of Jakarta (www.feb.unj.ac.id). The research approach used was quantitative descriptive using the WebQual 4.0 model which was modified through the addition of the *Eas of Use* variable from the End User Computing Satisfaction (EUCS) model. A total of 124 respondents consisting of students and lecturers were involved in this study through the distribution of questionnaires. Data were analyzed using multiple linear regression with the help of SPSS. The results showed that *the variables Information Quality* and *Interaction Quality* had a significant influence on user satisfaction, while *Usability* and *Content* did not show a statistically significant partial effect. However, simultaneously, the four variables contributed 70.8% to user satisfaction. This study emphasizes the importance of accuracy, trust, and ease of access as the main factors in supporting user satisfaction with website-based academic information services. This research contributes to the development of academic information systems by offering a comprehensive evaluation framework that integrates the WebQual and EUCS models, while also emphasizing the critical roles of information accuracy, user interaction, and ease of access in enhancing user satisfaction thus providing a practical reference for improving the quality of academic websites in higher education institutions in Indonesia.

Keywords: WebQual 4.0, EUCS, User Satisfaction, Academic Website, Information Services

INTRODUCTION

The rapid development of information technology from year to year has certainly affected various aspects of life. This development has become an alternative means of disseminating information in all fields, including the academic field in the university environment. With these developments, most universities have utilized information technology to make work easier. The state of competition that is quite competitive between universities requires educational institutions to increase the efficiency and effectiveness of the academic process of education, because with increasing efficiency and effectiveness in the academic process, it can lead to improving the image of the university itself.

In improving the academic process, it is necessary to have information services that are supported by information technology, where the availability of information services can meet information needs very quickly, on time, relevant, and accurate (Handoko, 2013). One of the efforts to improve the academic information service process, namely the encouragement of the application of information technology in the university environment, is the creation of a website that is useful for developing an institution in terms of serving communication and information service providers both for individuals, organizations and even the institution itself. Whereas, the website itself has become an important and inseparable part of the growth of Technology and Information, its role has become so important in all fields, both for government and private institutions or agencies (Al Baiti, A., 2017)

Thus, a college that is an organization that offers services should be able to meet the expected or expected services of users. How, a good service is if the gap between the perceived service or user perception and the user's expectations is at least not different. If there is still a difference with the negative value gap between perception and expectations, then improvements to the service are needed. Likewise, if the gap value is positive, then the service must be maintained. Lewis and Booms in (Tjiptono, F., & Chandra, 2016) stated that the quality of service/service is defined as a measure of how good the level of service provided is in accordance with the perception of customers/users. The quality of a service is a measure of how good the level of service provided is in accordance with user expectations

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(Astuti, D., & Salisah, 2016). By meeting the needs and desires of customers and the accuracy of delivery, it can realize a quality of service to keep up with user expectations.

A good quality of information service will certainly affect the level of user satisfaction. Many parameters can be assessed to determine a good quality of a website as a means of information services such as the level of system efficiency, the availability of the system in running the program, the protection of users in using the system, the appearance provided, and so on (Fuadi, M. V., 2018). Of course, by fulfilling these elements, this will lead to an increase in user satisfaction and perceived value, especially for users, such as students, lecturers and the academic community. The quality of a service can be determined by comparing users' perception of the services they get in real terms with the services they actually expect from the service attributes of a company (Nuari, 2018). If the service received is in accordance with what is expected, then the quality of service is perceived as good and satisfactory. If the service received exceeds the expectations of the user, then the quality of a service is perceived as very good and of high quality. On the other hand, if the service received is lower than expected, then the quality of a service is perceived as poor.

Students are the biggest users in experiencing the services of a university. Student satisfaction is often used to assess the quality of an education at a university. Therefore, the quality of services in education can be said to be determined by the fulfillment of students' perceptions and expectations. A way or method is needed to measure the service so that it can be known whether the service is good or not. Various concepts and models have been developed to determine user satisfaction with a service. One of them is the WebQual model approach. WebQual is one of the methods or techniques for measuring website quality based on end-user perception. This method is a development of SERVQUAL which was widely used previously in service quality measurement. Where, the User will feel satisfied if the quality of information system services obtained/received is in accordance with expectations.

Previous research related to measuring the quality of information systems has been conducted by (Ellyusman, S., & Hutami, 2017) to identify the expectations and assessments of users of academic portal websites on the quality of their services, as well as indicators that need to be improved to achieve better service quality. His research found that the overall performance assessment of academic portal websites is in the good category, but there is one sub-variable that is in the medium performance category, namely the Service Interaction variable. Users have high expectations of all sub-variables. A study conducted by (Dafid, 2018) used the IPA method to measure user satisfaction with the services provided and WebQual to measure the quality of web learning.

Data collection was carried out using a questionnaire given directly to STMIK XYZ Palembang students. Measurement is carried out by comparing the performance value and importance value of the variables used. The findings of this study show that user expectations for the quality of STMIK XYZ learning web have not been met, and the need for web management efforts to improve services in all variables, namely Usability, Information Quality, and Interaction Quality variables. Research by (Kamaluddin, A., & Suyanto, 2020) which aims to investigate user satisfaction with the Integrated Academic System (SIKADU) at the State University of Surabaya found that the level of lecturer satisfaction with the SIKADU service which has a percentage figure of 76.22%, this figure is included in the category of "Satisfied" in the CSI criteria.

Based on the above problems, this study aims to measure the quality of information services from the perspective of users. Through the approach through the use of the WebQual 4.0 method developed by Stuart Barnes and R. Vidgen which is based on the concept of Quality Function Deployment which focuses on 3 (three) areas or variables, namely information quality, interaction and usability (Barnes, S. J., & Vidgen, 2003)

However, with the suggestion from previous research that WebQual can predict user satisfaction, the use of the WebQual 4.0 method will be attempted to be modified by adding a user convenience variable from the End User Computing Satisfaction (EUCS) method. As, the addition of the Ease of Use variable will be related to how the quality of information services through the website can produce information that can be easily accessed by users. So, this research will try to measure the quality of a website based on the perception of its users to find out what factors can be improved on the website so that it is able to provide the best service to its users.

This research departs from the need to evaluate the quality of website-based academic information services in the university environment, especially from the perspective of students as the main users. Previous studies measuring website quality in higher education have widely adopted the WebQual model, focusing primarily on three main dimensions: usability, information quality, and interaction quality. However, these studies often treat website usability and user satisfaction as separate assessments, without integrating subjective perceptions such as ease of use.

This study addresses that gap by integrating the WebQual 4.0 model with the *Ease of Use* component from the End User Computing Satisfaction (EUCS) model. By combining both frameworks, this research offers a more holistic evaluation of academic websites—capturing both the technical aspects and users' subjective experience.

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This approach has not been systematically applied to faculty-level academic websites in the Indonesian context, particularly with a focus on student satisfaction. Therefore, this study contributes by offering a more comprehensive model to assess and improve website-based academic information services in higher education

LITERATURE REVIEW

• **WebQual**

The WebQual model was developed by (Barnes, S. J., & Vidgen, 2003) to measure the quality of a website from the user's side. The main dimensions in WebQual 4.0 include *usability quality*, *information quality*, and *interaction quality*. According (Vidgen, R., Barnes, S. J., & Kummer, 2011) high website quality can significantly improve the user experience and become one of the determinants of user loyalty.

• **EUCS**

Meanwhile, the EUCS (End-User Computing Satisfaction) developed by (Fuadi, M. V., 2018) emphasizes user satisfaction based on the perception of ease of use, accuracy of information, and useful output. This model is widely used to assess the success of information systems from the point of view of the end user. One of the advantages of the EUCS model is its ability to assess satisfaction which is subjective but crucial in technology-based information systems.

• **Combined Model and Previous Studies**

In the context of higher education, the combination of WebQual and EUCS has been widely used in evaluative studies. A study by (Ellyusman, S., & Hutami, 2017) states that the use of WebQual can provide an overview of service quality based on the user experience of the academic portal system. (Kamaluddin, A., & Suyanto, 2020) also showed that EUCS is effectively used to evaluate user satisfaction in academic information systems. In addition, research by (Al-Fraihat, D., Joy, M., & Sinclair, 2020) in the context of e-learning found that the quality of information and ease of use greatly affect the success of digital systems.

To strengthen the novelty of this research, Table 1 presents a comparison of related studies that applied either WebQual or EUCS models in academic settings. It clearly shows the gap that this study attempts to address.

Table1. Comparison of Previous Studies Related to Website Evaluation Models

No	Author(s)	Model / Method Used	Research Focus	Main Findings	Research Gap
1	Ellyusman & Hutami (2017)	WebQual + IPA	Evaluation of academic portal services	Overall good performance, but "Service Interaction" was rated moderate	Did not incorporate user satisfaction dimensions such as ease of use
2	Dafid (2018)	WebQual + IPA	Evaluation of learning website at STMIK XYZ	Users' expectations were not fully met across all variables	Focused more on performance vs importance, without integrating subjective satisfaction
3	Kamaluddin & Suyanto (2020)	EUCS	Integrated Academic System (SIKADU) user satisfaction	High satisfaction rate (76.22%) among lecturers	Did not involve website quality or interaction design; focused only on system functionality
4	This study	WebQual 4.0 + EUCS	Faculty-level academic website quality (FEB UNJ)	Information and Interaction Quality significantly influence user satisfaction	Combines technical and subjective evaluation; novel in the context of faculty websites in Indonesia

In addition to the studies compared above, other relevant findings also reinforce the importance of specific website quality components. A study by (Yuliana, 2020) highlights that the perceived ease of navigation and quick access to information significantly influence user satisfaction in academic websites. Similarly, (Hidayat, R., & Fajri, 2019) emphasize the importance of well-structured information architecture in enhancing academic communication through web-based systems.

These findings further support the inclusion of both technical and subjective dimensions in evaluating website quality. Based on these findings, it is evident that WebQual prioritizes technical and interaction quality, while EUCS prioritizes subjective user happiness. Consequently, the two together offer a more complete

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assessment framework since they include technical details, user views, and the whole user experience. While WebQual focuses on technical and interaction aspects of a website, EUCS adds a subjective dimension of user satisfaction through ease of use and perceived usefulness. By combining the strengths of both models, researchers can obtain a more balanced and holistic understanding of user experience in digital academic services.

METHOD

This study uses a quantitative approach to measure and analyze students' perception of the quality of academic information services through the faculty website, based on predetermined measurable variables. This type of research is quantitative descriptive, with the aim of describing the level of quality of information services based on user perceptions using structured quantitative instruments. The measurement was carried out using the WebQual 4.0 model which includes three main variables: *Usability Quality*, *Information Quality*, and *Interaction Quality*, which were then modified by adding one variable from the EUCS model, namely Ease of Use. This approach was chosen to obtain numerical data that can be analyzed statistically in order to produce objective and measurable information on the quality of the faculty's website services.

Research Type

This study used a quantitative descriptive approach, aiming to describe and measure user perceptions regarding the quality of academic information services provided by the website of the Faculty of Economics and Business, Universitas Negeri Jakarta (FEB UNJ). The model used is WebQual 4.0, modified by integrating the ease of use variable from the End User Computing Satisfaction (EUCS) model. This approach allows the study to obtain measurable data and evaluate user satisfaction statistically.

Population and Sample

The population in this study includes students and lecturers who actively use the FEB UNJ website. A purposive sampling technique was applied to select respondents who have sufficient experience using the website. The total number of respondents was 124, consisting of:

- 93.5% students, and
- 6.5% lecturers,

from various departments and semesters within the faculty.

Research Instrument

The primary instrument used in this study is a questionnaire, designed to assess user perceptions of the FEB UNJ academic website. The questionnaire consists of two parts: respondent demographic data and perception-based items. The perception items are derived from the WebQual 4.0 framework, which has been adapted to the context of higher education. A total of 17 questions were developed and grouped into four dimensions: Usability, Quality, Content, and Information. Additionally, three items were added to measure User Satisfaction as the dependent variable.

The following table presents the questionnaire items organized by dimension:

Table 2. Questionnaire Based on Webqual 4.0 Indicators

Dimension	Questions in the Questionnaire	Items
Usability	1. The FEB UNJ web is easy to learn and operate?	U1
	2. Is the interaction with the FEB UNJ website clear and understandable?	U2
	3. Can this FEB UNJ website be navigated easily?	U3
	4. This FEB UNJ website provides a positive experience for users?	U4
Quality	1. Does the FEB UNJ website have a good reputation?	Q1
	2. This FEB UNJ website provides a sense of security for user data information?	Q2
	3. The FEB UNJ website provides convenience to be able to interact with universities	Q3
Content	1. Information and content on the FEB UNJ website are in accordance with the needs of users as an academic community (Relevance)	C1
	2. The FEB UNJ Web has various information services in supporting user activities in the university environment (diversity)	C2
	3. The information and content on the FEB UNJ website is very useful (Benefits)	C3

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Information	1. This FEB UNJ website is able to provide accurate information?	I1
	2. The FEB UNJ website is able to provide reliable information?	I2
	3. The FEB UNJ website is able to provide timely information?	I3
	4. Is this FEB UNJ website able to provide information that is easy to understand?	I4
User Satisfaction	1. I am satisfied with the speed of the FEB UNJ Web in presenting academic information.	K1
	2. I feel helped because the information available on the FEB UNJ Web is always updated regularly.	K2
	3. I consider the FEB UNJ Web to be responsive in providing important information on time when needed.	K3

Data Analysis Techniques

Data analysis in this study was carried out using the IBM SPSS 23 software. Several techniques were applied to assess instrument quality and test hypotheses (Ghozali, 2016):

a. Validity Test

Instrument validity was tested using the Pearson Product Moment correlation. Each item is considered valid if the calculated r-value exceeds the r-table value at significance level $\alpha = 0.05$ ($N = 124$, $r\text{-table} = 0.147$).

b. Reliability Test

Reliability was tested using Cronbach's Alpha. A variable is considered reliable if the alpha coefficient (α) is greater than 0.6 (Siregar, 2013).

c. Hypothesis Testing

Hypotheses were tested using multiple linear regression analysis to evaluate both partial and simultaneous effects of the independent variables (Usability, Quality, Content, and Information) on user satisfaction.

The following hypotheses were formulated:

Code Hypothesis Statement

H₁ Usability significantly affects user satisfaction.

H₂ Quality significantly affects user satisfaction.

H₃ Content significantly affects user satisfaction.

H₄ Information significantly affects user satisfaction.

H₅ Usability, Quality, Content, and Information together significantly affect user satisfaction.

Regression outputs include t-tests for partial influence, F-test for simultaneous effect, and R² (coefficient of determination) to evaluate the explanatory power of the model.

RESULTS

The data obtained from the results of the research on the measurement of FEB UNJ website quality services using the WebQual 4.0 model consists of 5 variables, four independent variables, namely the *Usability* variable, the Content and Information *Quality variable* and 1 dependent variable, namely User Satisfaction (*Overall/User Satisfaction*). The data is used to describe and test the relationship between *usability*, *content* and *information quality variables* to user satisfaction to measure the quality of FEB UNJ website services.

FEB UNJ Website

The website of the Faculty of Economics and Business, Universitas Negeri Jakarta (www.feb.unj.ac.id) is an official portal used as a means of providing academic, administrative, and institutional information for students, lecturers, and the general public. This website has been actively used optimally since 2021 and continues to undergo regular updates of features and content to adapt to user needs. This website contains important information such as academic calendars, news and announcements, lecture schedules, academic administration services, as well as access to curriculum documents and study program profiles. As a digital information medium, the FEB UNJ website plays a strategic role in supporting the process of digitizing services within the faculty, as well as being the main reference for students in obtaining official information quickly and accurately.

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Figure 2. Display of the Feb UNJ Website

The stages of designing the questionnaire are to ask questions about the respondents' biodata and questions taken from the indicators of the research variables. The questionnaire in this study was prepared according to the webqual 4.0 indicator consisting of 17 questions and divided into 4 dimensions. Population is the whole subject of the study. The research objects in this study are students and several lecturers who use the FEB UNJ website, from various semesters and departments.

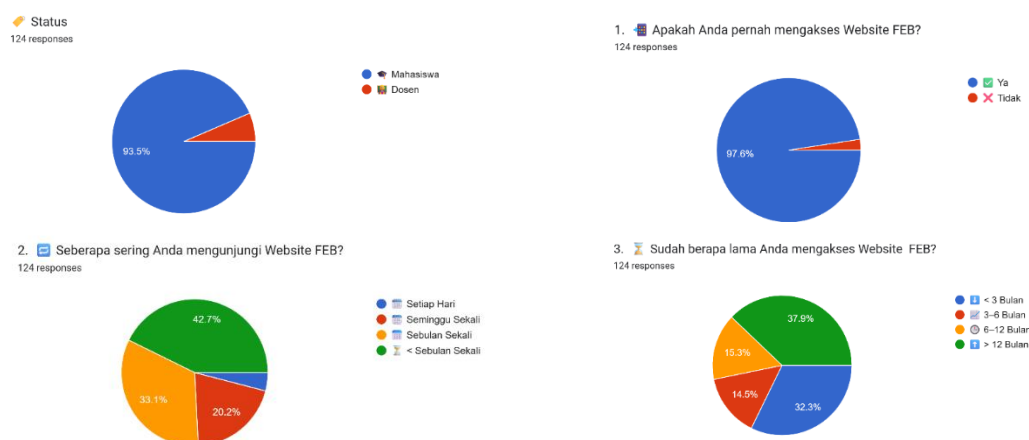


Figure 3. Results of the Questionnaire on the Use of the FEB UNJ Website

This survey involved 124 respondents consisting of students and lecturers within the Faculty of Economics and Business, State University of Jakarta (FEB UNJ). The survey results showed several important findings regarding the level of use and satisfaction with the faculty website.

1. Respondent Status: The majority of respondents were students (93.5%), while lecturers were only 6.5%. This shows that students are the main users of the FEB UNJ website.
2. FEB Website Access Frequency: Most respondents accessed the website less than once a month (42.7%), followed by once a month (33.1%), and once a week (20.2%). Only 3 respondents (2.4%) accessed daily, indicating that the intensity of visits is still relatively low for routine use.
3. Length of Website Use: As many as 37.9% of respondents have used the FEB UNJ website for more than 12 months, and 32.3% between 6-12 months. This indicates that most users are quite familiar with the existence and function of the website.
4. Average Access Duration: Half of respondents (50%) access the website for 5-10 minutes each visit. As many as 21% accessed under 5 minutes, while only 8.1% accessed more than 20 minutes. This shows that the majority of users use websites for quick information searches.
5. Website Benefits for Users: The level of satisfaction with the benefits of the website is quite positive:
 - 28.2% of respondents said websites were very helpful,
 - 41.9% said they helped,
 - 26.6% found the website to be quite helpful.
 - Only a small percentage said it was less helpful (2.4%) and

- It didn't help (0.8%). This shows that in general websites are considered useful in supporting the needs of work or study in a college environment.

VALIDITY TEST

The validity test was carried out using *the Product Moment* technique by correlating each question with the score results of each variable. If r calculates $> r$ table, the instrument is valid. On the other hand, if r calculates $< r$ table, the instrument is invalid. And the r -value of the table is 0.417. The following are the results of calculation using the SPSS 23 program from other question items in the test with the same step, according to the variables that have been determined so that the following results are obtained:

Table 3. Instrument Validity Test Results with *Product Moment*

VALIDITY TEST				
No	Variable	r count	r Table	Information
1	U1	0.894	0.147	Valid
2	U2	0.889	0.147	Valid
3	U3	0.846	0.147	Valid
4	U4	0.861	0.147	Valid
5	Q1	0.894	0.147	Valid
6	Q2	0.865	0.147	Valid
7	Q3	0.818	0.147	Valid
8	Q4	0.887	0.147	Valid
9	C1	0.942	0.147	Valid
10	C2	0.924	0.147	Valid
11	C3	0.897	0.147	Valid
12	i1	0.875	0.147	Valid
13	i2	0.812	0.147	Valid
14	i3	0.886	0.147	Valid
15	K1	0.872	0.147	Valid
16	K2	0.918	0.147	Valid
17	K3	0.919	0.147	Valid

In the table above, the *corrected item-total correlation* value of the 17 indicators of WebQual 4.0 questions to measure the quality of the FEB UNJ Website is declared valid.

RELIABILITY TEST

Reliability testing was carried out using *the Cronbach* harp technique. The criteria for a research instrument are carried out *reliably* using this technique if the reliability coefficient (r_{11}) > 0.6 . The following are the results of calculation using the SPSS 23 program from other question items in the test with the same step, according to the variables that have been determined so that the following results are obtained:

Table 3. Reliability Test Results

Variable Questionnaire	Reliability Coefficient	Critical Values	Information
Usability	0,896	0,6	<i>Reliable</i>
Quality	0,889	0,6	<i>Reliable</i>
Content	0,91	0,6	<i>Reliable</i>
Information	0,82	0,6	<i>Reliable</i>
User satisfaction / overall	0,88	0,6	<i>Reliable</i>

Based on the table above, it is evident that all questionnaire items across all variables have met the required reliability threshold, confirming that the instrument is consistent and dependable. This supports the conclusion that the WebQual 4.0 model, as adapted in this study, is a reliable measurement tool for evaluating the quality of the FEB UNJ academic website and its effect on user satisfaction.

HYPOTHESIS

The hypothesis in the study is to find out whether there is a significant relationship between the variables of usability, quality, content and information on user *satisfaction/overall* on the FEB UNJ website.

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1. Coefficients (Partial t-test)

Tabel 4. Coefficients (Partial t-test)

Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
		B		Beta		
1	(Constant)	0.664	0.657		1.010	0.314
	Usability	0.072	0.060	0.095	1.198	0.233
	Quality	0.200	0.064	0.260	3.126	0.002
	Content	0.146	0.088	0.147	1.647	0.102
	Information	0.406	0.096	0.419	4.230	0.001

*Significant at $\alpha = 0.05$ when $p < 0.05$.

- The quality of Service and Information had the strongest positive and significant influence, indicated by the highest value of the B coefficient (0.406 for Information) and the t-count that exceeded the t-table.
- Usability and Content show a positive but not significant influence at a 95% confidence level.

2. ANOVA (Simultaneous F Test)

Tabel 5. ANOVA Results of Multiple Linear Regression Analysis

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	352.568	4	88.142	72.074	< .001
Residual	145.529	119	1.223		
Total	498.097	123			

- The F-value of the calculation = 72.074 with a p-value < 0.001 far below $\alpha = 0.05$.
- That is, the overall regression model is significant; The four variables together affect user satisfaction.

3. Model Summary

The value of the correlation coefficient $R = 0.841$ indicates a very strong relationship between independent variables simultaneously with satisfaction. The R-Square value = 0.708 indicates that 70.8% of user satisfaction variability can be explained by these four variables, while 29.2% is influenced by other factors outside the model. The value of Adjusted R Square = 0.698 confirms the model match after adjusting the number of predictors.

Tabel 6. Model Summary of Multiple Linear Regression

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.841 ^a	0.708	0.698	1.106

4. Hypothesis Formulation

The hypothesis is tested by comparing the calculated *r* value with the *r* table. If the value of *r* is greater than the *r* of the table, then there is a significant relationship between the two variables. Conversely, if *r* counts as smaller than *r* tables, then the relationship is not significant.

Tabel 4. Hypothesis Formulation

Hypothesis Formulation	
H1	There is an influence of Usability on Satisfaction
H2	There is an influence of Quality on Satisfaction
H3	There is an influence of Content on Satisfaction
H4	There is an influence of Information on Satisfaction
H5	There is an influence of usability, quality, content and Information on Satisfaction

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First Hypothesis Testing (H1)
It is known that the sig value, for the effect of Usability on Satisfaction is $0.233 > 0.05$ and the t-value is calculated as $1.198 > 0.1786$, so it can be concluded that H1 <i>is accepted</i> which means that there is an effect of Usability on Satisfaction
Second Hypothesis Testing (H2)
It is known that the sig value, for the effect of Quality on Satisfaction is $0.102 > 0.05$ and the t-value is calculated as $1.647 > 0.1786$, so it can be concluded that H2 <i>is accepted</i> which means that there is an influence of Quality on Satisfaction
Third Hypothesis Testing (H3)
It is known that the sig value, for the effect of Content on Satisfaction is $0.002 < 0.05$ and the t-value is calculated as $3.126 > 0.1786$, so it can be concluded that H3 <i>is accepted</i> which means that there is an influence of Content on Satisfaction
Testing the Fourth Hypothesis (H4)
It is known that the sig value, for the effect of Information on Satisfaction is $0.001 < 0.05$ and the t-value is calculated as $4.230 > 0.1786$, so it can be concluded that H4 <i>is accepted</i> which means that there is an influence of Information on Satisfaction
Fifth Hypothesis Testing (H5)
Based on the output in the ANOVA table, it is known that the significant value for the effect of usability, quality, content and information simultaneously on Satisfaction is $-001 < 0.05$ and the value F is calculated as $72,074 >$ from F Table 2.45 so that it can be concluded that H4 <i>is accepted</i> which means that there is a simultaneous influence of usability, quality, content and information on Satisfaction
Terminated Coefficients
Based on the output in the Model Summary table, it is known that the R Square value is 0.708, this means that the influence of the variables of usability, quality, content and information on the Satisfaction variable is 70.8%

Based on the results of the hypothesis test, it is known that only partially the variables of service and information quality have a significant effect on the satisfaction of users of the FEB UNJ website, shown by the significance value of each below 0.05. Meanwhile, the usability and content variables did not show a significant influence because the significance value was above 0.05. Simultaneously, the four variables (usability, quality, content, and information) had a significant effect on user satisfaction, which was proven by the F test with a calculated F value = $72.074 >$ F table = 2.45 and a significance < 0.001 . An R-Square value of 0.708 indicates that the model is able to account for 70.8% variation in user satisfaction.

Measurement Results Diagram of FEB UNJ Website

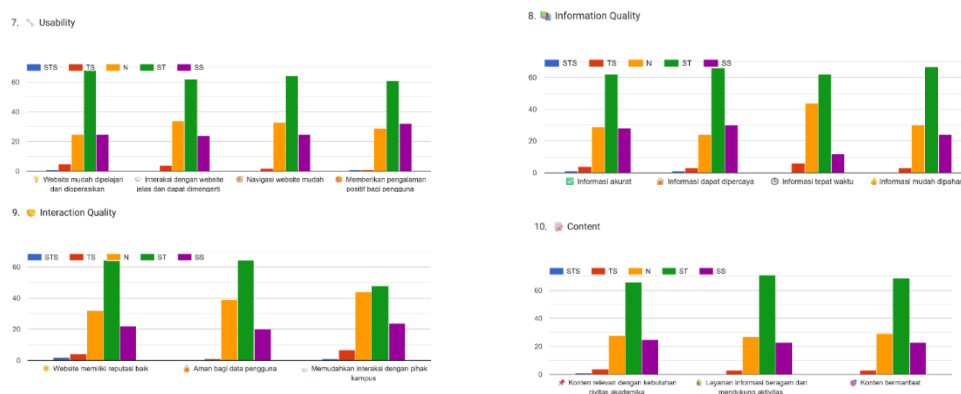


Figure 12. Diagram of the Results of the FEB UNJ Website Quality Measurement Questionnaire
 The results of the diagram show that FEB UNJ website users are most satisfied with the information and service quality aspects, while the usability and content aspects are considered quite good but still need to be improved.

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Overall, the website is considered quite effective as an academic information medium, although improvements in navigation and content variety are still needed.

DISCUSSIONS

This study adapts the WebQual 4.0 model as one of the methods or techniques for measuring *website* quality based on end-user perception. WebQual has been in development since 1998 and has experienced several interactions in the preparation of its dimensions and question points. Up to the current version 4. (Barnes, 2002). In this study, the researcher used variables, namely *usability*, information quality, quality, and content. This study aims to find the relationship between these variables and user satisfaction (*User Satisfaction / Overall*).

1. The Relationship Between Usability and User Satisfaction

Based on the t-test, a significance value of 0.233 (> 0.05) was obtained, which indicates that the usability variable did not have a significant effect on user satisfaction. This means that even though the FEB UNJ website is considered quite easy for users to learn and navigate, it is not strong enough to increase their satisfaction directly. These findings are in line with previous research (Dafid, 2018) which shows that the usability aspect is often considered standard and not the main factor that determines satisfaction, unless the functionality is very poor or very extraordinary.

2. The Relationship between Quality and User Satisfaction

The quality variable showed a significance value of 0.002 (< 0.05) and a *high t* calculation (3.126), thus having a significant effect on user satisfaction. This shows that the reputation, security, and ease of interaction offered by the FEB UNJ website greatly affect the positive perception of users. This reinforces the theory that professional and trustworthy interactive services are an important aspect of creating a satisfying digital experience.

3. The Relationship between Content and User Satisfaction

The significance value for content is 0.102 (> 0.05), so it has no statistically significant effect on user satisfaction. This can happen because even if the content is relevant, the variety and depth of information may not fully meet the needs of the user. This emphasizes the need for richer, more in-depth, and personalized content development according to the needs of the academic community.

4. The Relationship between Information and User Satisfaction

The information variable has a significance of 0.001 (< 0.05) and *t* count of 4.230, which means it is very significant and has the strongest influence on user satisfaction. This shows that the accuracy, reliability, and up-to-date information greatly determine how users assess the quality of the website. These findings are in line with (Barnes, S. J., & Vidgen, 2003) theory and the research results of (Ellyusman, S., & Hutami, 2017) that information quality is a core element in web-based services.

5. Simultaneous Effect of Free Variables on Satisfaction (F Test)

The results of ANOVA showed that the variables of usability, quality, content, and information simultaneously had a significant effect on user satisfaction (F count = 72,074 $>$ F table = 2.45; sig $<$ 0.001). This confirms that although not all variables have a partial effect, overall the four dimensions contribute to the perception of user satisfaction.

6. Coefficient of Determination (R²)

The summary model shows an R Square value of 0.708, which means that 70.8% of user satisfaction variability can be explained by all four variables used in the model. The rest, at 29.2%, is explained by other variables outside the model, such as internet access, visual design, or integration with other academic services.

CONCLUSION

This study shows that the quality of academic information services through the FEB UNJ website in general has met user expectations, especially in the information and interaction aspects. The results of the regression analysis showed that *the variables Information Quality and Interaction Quality* had a significant effect on user satisfaction, while *the variables Usability and Content* had not had a significant influence partially. Nonetheless, all four variables simultaneously contributed to user satisfaction of 70.8% (Adjusted R² = 0.698), which means that most of the user satisfaction can be explained by this study model. These findings indicate that the accuracy, up-to-dateness, and clarity of information available on the website are the main factors that determine user satisfaction, followed by the quality of interaction or ease of communication with service providers. Therefore, website managers are advised to continue to improve the quality of information conveyed and strengthen digital interactions with users.

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