International Journal of Technology and Education Research

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E-ISSN: 2986-0733

Analysis of Student Satisfaction with the Aki University Student Portal Website Using the End User Computing Satisfaction (EUCS) Method

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Abstract

The development of information technology encourages universities to provide web-based academic services that are able to provide information quickly, accurately, and easily accessible. This study aims to analyze the influence of End User Computing Satisfaction (EUCS) dimensions on student satisfaction of AKI University Student Portal Website users. The study uses a quantitative approach with an explanatory research type. The study population was 3,138 active students of AKI University, while the sample was 110 respondents selected using a purposive sampling technique. The research instrument was a five-level Likert scale questionnaire that had met the validity and reliability tests. Data analysis was carried out using IBM SPSS 26 through descriptive statistical analysis, classical assumption tests, multiple linear regression, t-tests, F-tests, and coefficients of determination. The results of the study indicate that partially the variables Accuracy and Ease of Use have a significant effect on student satisfaction, while Content, Format, and Timeliness have no significant effect. Simultaneously, all EUCS dimensions have a significant effect on student satisfaction with an Adjusted R Square of 0.765. In conclusion, the EUCS method is able to explain student satisfaction with the AKI University Student Portal Website with Accuracy as the most dominant factor so that improving the quality of information and ease of use needs to be a priority in system development.

Keywords:Accuracy, End User Computing Satisfaction, Information Systems, Student Satisfaction, Usability

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International Journal of Technology and Education Research

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E-ISSN: 2986-0733

INTRODUCTION

The development of information technology in the digital era has encouraged universities to optimize the use of information systems to support the provision of academic services. The digitalization of academic services makes it easier for students to obtain information quickly, accurately, and efficiently. Various processes that were previously carried out manually can now be accessed online through academic information systems (Putri, 2023). One implementation of this technology is the development of a web-based academic information system that allows students to perform various academic activities, such as filling out Study Plan Cards (KRS), viewing Study Result Cards (KHS), accessing class schedules, obtaining payment information, and obtaining various other academic information without having to come directly to the academic administration department (Mayanda & Reyvalino, nd).

The use of web-based academic information systems not only plays a role in improving service efficiency but also serves as an indicator of the quality of service provided by universities to students. An information system that is capable of providing high-quality, easy-to-use information that meets user needs will provide a better user experience. Therefore, the success of an information system is determined not only by the system's technical capabilities but also by the level of user satisfaction, as those who directly utilize the service (Bunyamin et al., 2026).

AKI University has provided a Student Portal website as the primary platform for academic services, accessible online by students. The portal is used to support various academic activities, making it a crucial component of IT-based educational services. However, its implementation still faces several challenges that could potentially impact user satisfaction, such as an unattractive interface, incomplete information, slow system access, and user difficulty understanding available features. These conditions can impact student satisfaction with the information system, necessitating an evaluation of the quality of the services provided (Muzakir et al., 2025).

Based on initial observations, several obstacles were still found on the AKI University Student Portal Website, including the lack of a forgot password feature on the login page, which can make it difficult for students when experiencing account access problems. In addition, several available features still do not fully meet student information needs. These problems indicate that the AKI University Student Portal Website still requires evaluation to determine the level of user satisfaction in more depth. User satisfaction is one indicator of the success of an information system because a system that is able to meet user needs and expectations will more effectively support academic activities (Rizkie & Hidayah, 2026). Research by Metekohy and Noya (2025) shows that information quality, system quality, and service quality are related to

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user satisfaction of the Academic Information System (SIAKAD). These findings indicate that the success of an information system is not only influenced by technical aspects, but also by how users assess the quality of the system and the services provided (Metekohy & Noya, 2025).

Based on these problems, this study aims to analyze student satisfaction with the AKI University Student Portal Website using the End User Computing Satisfaction (EUCS) method. The EUCS method was chosen because it is able to measure the level of end-user satisfaction based on five dimensions, namely content, accuracy, format, ease of use, and timeliness, so it can identify aspects of the system that have met user needs and aspects that still need improvement (Saputra & Sanjaya, 2023). In addition, the EUCS method is considered appropriate for evaluating user experience directly on web-based information systems (Yulianti & Widayanti, n.d.). This study is important because the evaluation results can be used as a basis for improving the AKI University Student Portal Website so that the quality of academic services is increasingly optimal. The novelty of this study lies in the application of the End User Computing Satisfaction (EUCS) method to evaluate the level of student satisfaction specifically on the AKI University Student Portal Website based on the five main dimensions of EUCS.

RESEARCH METHODOLOGY

This study uses a quantitative approach with an explanatory research type to analyze the influence of the End User Computing Satisfaction (EUCS) dimension on student satisfaction using the AKI University Student Portal Website. The quantitative approach was chosen because the study focuses on measuring the relationship between variables using numerical data obtained through distributing questionnaires to respondents. According to Sugiyono (2021), quantitative research is a research method based on the philosophy of positivism, used to study specific populations or samples by collecting data using research instruments and statistical data analysis. The research variables refer to the End User Computing Satisfaction model developed by Doll and Torkzadeh (1988), which consists of five independent variables: content, accuracy, format, ease of use, and timeliness, and one dependent variable: user satisfaction (Doll & Torkzadeh, 1988; Sugiyono, 2021).

The research instrument used was a questionnaire structured based on five dimensions in the End User Computing Satisfaction (EUCS) model: content, accuracy, format, ease of use, and timeliness (Doll & Torkzadeh, 1988). The questionnaire was distributed online to respondents using Google Forms with a five-level Likert scale, ranging from strongly disagree to strongly agree. Prior to analysis, the research instrument was tested using a validity test with Pearson Product Moment correlation and a reliability test using the Cronbach's Alpha method.

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E-ISSN: 2986-0733

Furthermore, the data were analyzed using IBM SPSS version 26 through descriptive statistical analysis, classical assumption tests including normality tests, multicollinearity tests, and heteroscedasticity tests. Then, it was continued with multiple linear regression analysis, t-tests, F-tests, and coefficients of determination (R^2) to determine the effect of each EUCS dimension on user satisfaction (Ghozali, 2021).

The population of this study was all active students at AKI University who used the Student Portal website. Based on data on active students at AKI University obtained from the Higher Education Database (PDDIKTI), the study population was 3,138 students. The sample size was determined using the Slovin formula with a 10 percent error rate, resulting in a sample size of 97 respondents, which was then reduced to 100 respondents to increase the representativeness of the study. The sampling technique used non-probability sampling with a purposive sampling method, namely active students at AKI University who had used the Student Portal website as research respondents (Sugiyono, 2021).

The research procedure begins with problem identification based on observations of the AKI University Student Portal Website and literature studies on academic information systems and End User Computing Satisfaction (EUCS) methods. Next, research instruments were prepared based on indicators in each EUCS dimension, questionnaires were distributed to respondents who met the research criteria, and data collection was conducted. The data obtained were then tested for validity and reliability before being analyzed using IBM SPSS version 26 through the stages of descriptive statistical analysis, classical assumption testing, multiple linear regression analysis, hypothesis testing, and coefficient of determination. The results of the analysis were then interpreted to explain the influence of the variables content, accuracy, format, ease of use, and timeliness on student satisfaction of AKI University Student Portal Website users.

RESULTS AND DISCUSSION

Data Analysis Techniques

Data analysis was conducted on the results of distributing questionnaires to active students of AKI University who had used the Student Portal Website. Based on the Slovin formula calculation with a 10% error rate, a minimum sample of 97 respondents was obtained. However, this study obtained 110 respondents who met the criteria so that all data were used in the analysis process. Data processing was carried out using IBM SPSS through validity tests, reliability tests, descriptive statistical analysis, classical assumption tests, multiple linear regression analysis, t-tests, F-tests, and coefficients of determination (R^2) to analyze the influence of End

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User Computing Satisfaction (EUCS) dimensions on student satisfaction of AKI University Student Portal Website users.

Validity Test

1. Content Variable (X1)

Correlations

		X1_P1	X1_P2	X1_P3	X1_P4	X1_P5	X1_P6	X1_P7	X1_P8	X1_P9	X1_P10	TOTAL_X1
X1_P1	Pearson Correlation	1	.407**	.396**	.307**	.222*	.335**	.338**	.314**	.249**	.311**	.573**
	Sig. (2-tailed)		<.001	<.001	.001	.020	<.001	<.001	<.001	.009	<.001	<.001
	N	110	110	110	110	110	110	110	110	110	110	110
X1_P2	Pearson Correlation	.407**	1	.517**	.481**	.333**	.453**	.433**	.358**	.235*	.279**	.663**
	Sig. (2-tailed)	<.001		<.001	<.001	<.001	<.001	<.001	<.001	.013	.003	<.001
	N	110	110	110	110	110	110	110	110	110	110	110
X1_P3	Pearson Correlation	.396**	.517**	1	.486**	.321**	.350**	.178	.276**	.368**	.248**	.609**
	Sig. (2-tailed)	<.001	<.001		<.001	<.001	<.001	.063	.004	<.001	.009	<.001
	N	110	110	110	110	110	110	110	110	110	110	110
X1_P4	Pearson Correlation	.307**	.481**	.486**	1	.428**	.375**	.336**	.382**	.336**	.341**	.674**
	Sig. (2-tailed)	.001	<.001	<.001		<.001	<.001	<.001	<.001	<.001	<.001	<.001
	N	110	110	110	110	110	110	110	110	110	110	110
X1_P5	Pearson Correlation	.222*	.333**	.321**	.428**	1	.462**	.377**	.531**	.325**	.542**	.698**
	Sig. (2-tailed)	.020	<.001	<.001	<.001		<.001	<.001	<.001	<.001	<.001	<.001
	N	110	110	110	110	110	110	110	110	110	110	110
X1_P6	Pearson Correlation	.335**	.453**	.350**	.375**	.462**	1	.435**	.412**	.226*	.505**	.684**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001		<.001	<.001	.017	<.001	<.001
	N	110	110	110	110	110	110	110	110	110	110	110
X1_P7	Pearson Correlation	.338**	.433**	.178	.336**	.377**	.435**	1	.529**	.235*	.413**	.656**
	Sig. (2-tailed)	<.001	<.001	.063	<.001	<.001	<.001		<.001	.013	<.001	<.001
	N	110	110	110	110	110	110	110	110	110	110	110
X1_P8	Pearson Correlation	.314**	.358**	.276**	.382**	.531**	.412**	.529**	1	.441**	.511**	.742**
	Sig. (2-tailed)	<.001	<.001	.004	<.001	<.001	<.001	<.001		<.001	<.001	<.001
	N	110	110	110	110	110	110	110	110	110	110	110
X1_P9	Pearson Correlation	.249**	.235*	.368**	.336**	.325**	.226*	.235*	.441**	1	.362**	.581**
	Sig. (2-tailed)	.009	.013	<.001	<.001	<.001	.017	.013	<.001		<.001	<.001
	N	110	110	110	110	110	110	110	110	110	110	110
X1_P10	Pearson Correlation	.311**	.279**	.248**	.341**	.542**	.505**	.413**	.511**	.362**	1	.701**
	Sig. (2-tailed)	<.001	.003	.009	<.001	<.001	<.001	<.001	<.001	<.001		<.001
	N	110	110	110	110	110	110	110	110	110	110	110
TOTAL_X1	Pearson Correlation	.573**	.663**	.609**	.674**	.698**	.684**	.656**	.742**	.581**	.701**	1
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	
	N	110	110	110	110	110	110	110	110	110	110	110

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Figure 1. SPSS Output Results for Content Variable Validity Test (X1)

Table 1. Results of validity testing on the Content variable (X1)

Variables	Items	R count	R table	Sig.	Information
Content (X1)	X1_P1	0.573	0.187	0,000	Valid
	X1_P2	0.663	0.187	0,000	Valid
	X1_P3	0.609	0.187	0,000	Valid
	X1_P4	0.674	0.187	0,000	Valid
	X1_P5	0.698	0.187	0,000	Valid
	X1_P6	0.684	0.187	0,000	Valid
	X1_P7	0.656	0.187	0,000	Valid

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International Journal of Technology and Education Research

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	X1_P8	0.742	0.187	0,000	Valid
	X1_P9	0.581	0.187	0,000	Valid
	X1_P10	0.701	0.187	0,000	Valid

The results of the validity test on the Content variable (X1) show that all statement items have a calculated r value that is above the table r value of 0.1874, with a correlation value range between 0.573 to 0.742. The highest calculated r value is obtained by item X1_P8 of 0.742, while the lowest value is obtained by item X1_P1 of 0.573. All items have a significance value of less than 0.05 so that all indicators in the Content variable are declared valid. These results indicate that each indicator is able to measure the Content dimension well and has a strong relationship with the total score of the variable.

2. Accuracy Variable

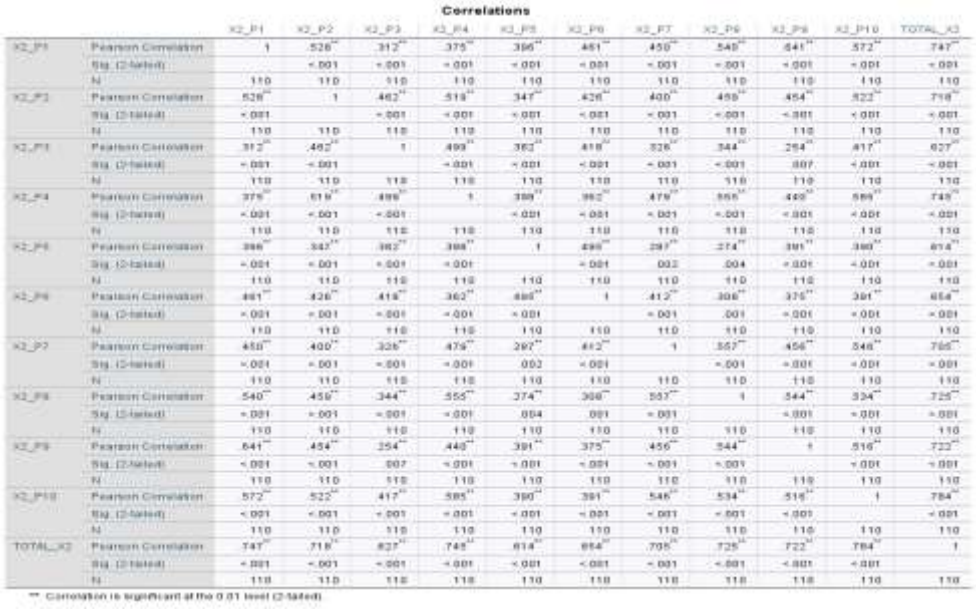


Figure 2. SPSS Output Results for Validity Test of Accuracy Variable (X2)

Table 2. Results of validity testing on the Accuracy variable (X2)

Variables	items	R count	R table	Sig.	Information
Accuracy (X2)	X2_P1	0.747	0.187	0,000	Valid
	X2_P2	0.718	0.187	0,000	Valid
	X2_P3	0.627	0.187	0,000	Valid

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E-ISSN: 2986-0733

	X2_P4	0.745	0.187	0,000	Valid
	X2_P5	0.614	0.187	0,000	Valid
	X2_P6	0.654	0.187	0,000	Valid
	X2_P7	0.705	0.187	0,000	Valid
	X2_P8	0.725	0.187	0,000	Valid
	X2_P9	0.722	0.187	0,000	Valid
	X2_P10	0.784	0.187	0,000	Valid

In the Accuracy variable (X2), the validity test results show that all ten statement items produce calculated r values ranging from 0.627 to 0.784. The highest calculated r value was obtained by item X2_P10 at 0.784, while the lowest value was obtained by item X2_P3 at 0.627. All correlation values are above the table r value and have a significance level of less than 0.05. Thus, all statement items in the Accuracy variable are declared valid and can be used to measure students' perceptions of the level of accuracy of information presented by the AKI University Student Portal Website.

3. Format Variable

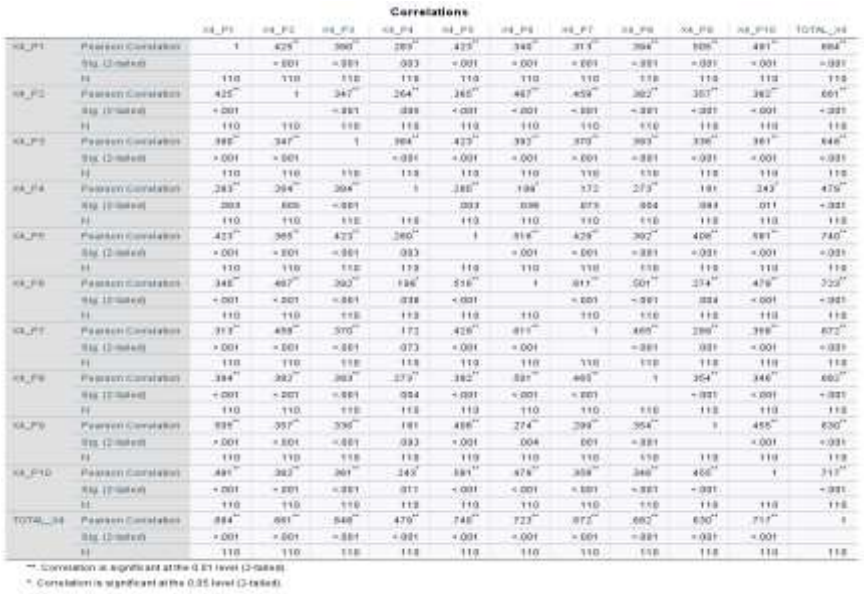


Figure 3. SPSS Output Results for Validity Test of Ease of Use Variable (X4)

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Table 3. Results of validity testing on the Format variable (X3)

Variables	items	R count	R table	Sig.	Information
Format (X3)	X3_P1	0.696	0.187	0,000	Valid
	X3_P2	0.662	0.187	0,000	Valid
	X3_P3	0.795	0.187	0,000	Valid
	X3_P4	0.669	0.187	0,000	Valid
	X3_P5	0.743	0.187	0,000	Valid
	X3_P6	0.748	0.187	0,000	Valid
	X3_P7	0.683	0.187	0,000	Valid
	X3_P8	0.588	0.187	0,000	Valid
	X3_P9	0.783	0.187	0,000	Valid
	X3_P10	0.739	0.187	0,000	Valid

The results of the validity test on the Format variable (X3) show that all statement items have calculated r values between 0.588 and 0.795. The highest value was obtained by item X3_P3 of 0.795, while the lowest value was obtained by item X3_P8 of 0.588. All items meet the validity criteria because they have calculated r values greater than r tables and a significance level of less than 0.05. These findings indicate that the indicators used have been able to represent the appearance and format aspects of information presentation on the Student Portal Website well.

4. Ease of Use Variable

Table 4. Results of validity testing on the Ease of Use variable (X4)

Variables	items	R count	R table	Sig.	Information
Ease of Use (X4)	X4_P1	0.648	0.187	0,000	Valid
	X4_P2	0.661	0.187	0,000	Valid
	X4_P3	0.648	0.187	0,000	Valid
	X4_P4	0.479	0.187	0,000	Valid
	X4_P5	0.740	0.187	0,000	Valid
	X4_P6	0.723	0.187	0,000	Valid
	X4_P7	0.672	0.187	0,000	Valid
	X4_P8	0.682	0.187	0,000	Valid
	X4_P9	0.630	0.187	0,000	Valid
	X4_P10	0.717	0.187	0,000	Valid

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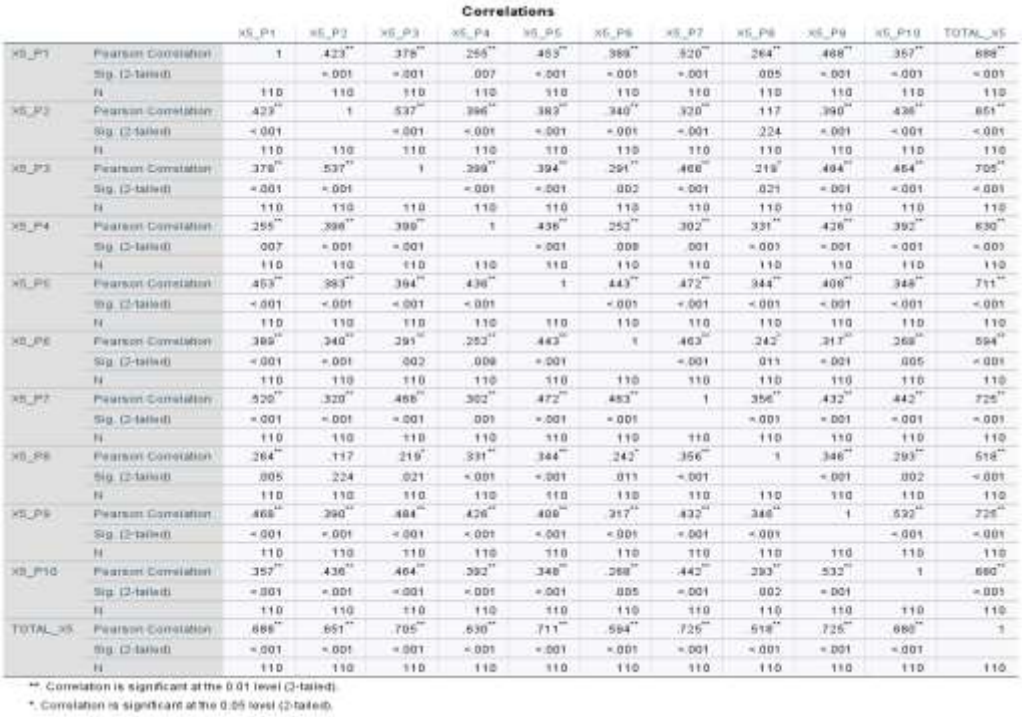
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E-ISSN: 2986-0733

In the Ease of Use (X4) variable, the calculated r value obtained ranges from 0.479 to 0.740. The highest calculated r value is found in item X4_P5 at 0.740, while the lowest value is found in item X4_P4 at 0.479. Although it has a relatively lower correlation value compared to other items, the value remains above the required minimum limit. All items in the Ease of Use variable have a significance value of less than 0.05 so that it is declared valid and suitable for use in measuring the level of ease of use of the system.

5.



Correlations

		X5_P1	X5_P2	X5_P3	X5_P4	X5_P5	X5_P6	X5_P7	X5_P8	X5_P9	X5_P10	TOTAL_X5
X5_P1	Pearson Correlation	1	.423**	.378**	.255**	.453**	.389**	.520**	.264**	.468**	.357**	.668**
	Sig. (2-tailed)		<.001	<.001	.007	<.001	<.001	<.001	.005	<.001	<.001	<.001
	N	110	110	110	110	110	110	110	110	110	110	110
X5_P2	Pearson Correlation	.423**	1	.537**	.396**	.383**	.340**	.320**	.117	.390**	.436**	.651**
	Sig. (2-tailed)	<.001		<.001	<.001	<.001	<.001	<.001	.224	<.001	<.001	<.001
	N	110	110	110	110	110	110	110	110	110	110	110
X5_P3	Pearson Correlation	.378**	.537**	1	.299**	.394**	.291**	.468**	.219*	.494**	.464**	.705**
	Sig. (2-tailed)	<.001	<.001		<.001	<.001	.002	<.001	.021	<.001	<.001	<.001
	N	110	110	110	110	110	110	110	110	110	110	110
X5_P4	Pearson Correlation	.255**	.396**	.299**	1	.436**	.253**	.302**	.331**	.426**	.392**	.630**
	Sig. (2-tailed)	.007	<.001	<.001		<.001	.008	.001	<.001	<.001	<.001	<.001
	N	110	110	110	110	110	110	110	110	110	110	110
X5_P5	Pearson Correlation	.453**	.383**	.394**	.436**	1	.443**	.472**	.344**	.409**	.348**	.711**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001		<.001	<.001	<.001	<.001	<.001	<.001
	N	110	110	110	110	110	110	110	110	110	110	110
X5_P6	Pearson Correlation	.389**	.340**	.291**	.253**	.443**	1	.463**	.242*	.317**	.268**	.594**
	Sig. (2-tailed)	<.001	<.001	.002	.008	<.001		<.001	.011	<.001	.005	<.001
	N	110	110	110	110	110	110	110	110	110	110	110
X5_P7	Pearson Correlation	.520**	.320**	.468**	.302**	.472**	.463**	1	.356**	.432**	.442**	.725**
	Sig. (2-tailed)	<.001	<.001	<.001	.001	<.001	<.001		<.001	<.001	<.001	<.001
	N	110	110	110	110	110	110	110	110	110	110	110
X5_P8	Pearson Correlation	.264**	.117	.219*	.331**	.344**	.242*	.356**	1	.346**	.293**	.518**
	Sig. (2-tailed)	.005	.224	.021	<.001	<.001	.011	<.001		<.001	.002	<.001
	N	110	110	110	110	110	110	110	110	110	110	110
X5_P9	Pearson Correlation	.468**	.390**	.494**	.426**	.409**	.317**	.432**	.346**	1	.532**	.725**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001		<.001	<.001
	N	110	110	110	110	110	110	110	110	110	110	110
X5_P10	Pearson Correlation	.357**	.436**	.464**	.392**	.348**	.268**	.442**	.293**	.532**	1	.680**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	.005	<.001	.002	<.001		<.001
	N	110	110	110	110	110	110	110	110	110	110	110
TOTAL_X5	Pearson Correlation	.668**	.651**	.705**	.630**	.711**	.594**	.725**	.518**	.725**	.680**	1
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	
	N	110	110	110	110	110	110	110	110	110	110	110

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Figure 4. SPSS Output Results for Timeliness Variable Validity Test (X5)

Timeliness Variable

Table 5. Results of validity testing on the Timeliness variable (X5)

Variables	items	R count	R table	Sig.	Information
Timeliness (X5)	X5_P1	0.668	0.187	0,000	Valid
	X5_P2	0.651	0.187	0,000	Valid
	X5_P3	0.705	0.187	0,000	Valid
	X5_P4	0.630	0.187	0,000	Valid

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	X5_P5	0.711	0.187	0,000	Valid
	X5_P6	0.594	0.187	0,000	Valid
	X5_P7	0.725	0.187	0,000	Valid
	X5_P8	0.518	0.187	0,000	Valid
	X5_P9	0.725	0.187	0,000	Valid
	X5_P10	0.680	0.187	0,000	Valid

In the Timeliness variable (X5), the calculated r value ranges from 0.518 to 0.725. The lowest value is obtained by item X5_P8 at 0.518, while the highest value is obtained by items X5_P7 and X5_P9 at 0.725. All items have calculated r values greater than r table and significance values less than 0.05. Therefore, all items in the Timeliness variable are declared valid and able to measure respondents' perceptions regarding the timeliness of information delivery on the Student Portal Website.

6. Use Satisfaction Variable

Correlations

		Y_P1	Y_P2	Y_P3	Y_P4	Y_P5	Y_P6	Y_P7	Y_P8	Y_P9	Y_P10	TOTAL_Y
Y_P1	Pearson Correlation	1	.367**	.338**	.393**	.374**	.440**	.408**	.393**	.367**	.511**	.657**
	Sig. (2-tailed)		<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
	N	110	110	110	110	110	110	110	110	110	110	110
Y_P2	Pearson Correlation	.367**	1	.491**	.493**	.376**	.468**	.395**	.498**	.634**	.584**	.765**
	Sig. (2-tailed)	<.001		<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
	N	110	110	110	110	110	110	110	110	110	110	110
Y_P3	Pearson Correlation	.338**	.491**	1	.498**	.334**	.332**	.385**	.451**	.473**	.347**	.667**
	Sig. (2-tailed)	<.001	<.001		<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
	N	110	110	110	110	110	110	110	110	110	110	110
Y_P4	Pearson Correlation	.393**	.493**	.498**	1	.424**	.447**	.357**	.440**	.612**	.480**	.742**
	Sig. (2-tailed)	<.001	<.001	<.001		<.001	<.001	<.001	<.001	<.001	<.001	<.001
	N	110	110	110	110	110	110	110	110	110	110	110
Y_P5	Pearson Correlation	.374**	.376**	.334**	.424**	1	.442**	.439**	.219*	.460**	.358**	.631**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001		<.001	<.001	.021	<.001	<.001	<.001
	N	110	110	110	110	110	110	110	110	110	110	110
Y_P6	Pearson Correlation	.440**	.468**	.332**	.447**	.442**	1	.369**	.332**	.414**	.425**	.668**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001		<.001	<.001	<.001	<.001	<.001
	N	110	110	110	110	110	110	110	110	110	110	110
Y_P7	Pearson Correlation	.408**	.395**	.385**	.357**	.439**	.369**	1	.420**	.362**	.367**	.643**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001		<.001	<.001	<.001	<.001
	N	110	110	110	110	110	110	110	110	110	110	110
Y_P8	Pearson Correlation	.393**	.498**	.451**	.440**	.219*	.332**	.420**	1	.499**	.519**	.689**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	.021	<.001	<.001		<.001	<.001	<.001
	N	110	110	110	110	110	110	110	110	110	110	110
Y_P9	Pearson Correlation	.367**	.634**	.473**	.612**	.460**	.414**	.362**	.499**	1	.469**	.763**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001		<.001	<.001
	N	110	110	110	110	110	110	110	110	110	110	110
Y_P10	Pearson Correlation	.511**	.584**	.347**	.480**	.358**	.425**	.367**	.519**	.469**	1	.732**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001		<.001
	N	110	110	110	110	110	110	110	110	110	110	110
TOTAL_Y	Pearson Correlation	.657**	.765**	.667**	.742**	.631**	.668**	.643**	.689**	.763**	.732**	1
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	
	N	110	110	110	110	110	110	110	110	110	110	110

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Figure 5. SPSS Output Results for Validity Test of Use Satisfaction (Y) Variable

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Table 6. Results of validity testing on the User Satisfaction (Y) variable

Variables	items	R count	R table	Sig.	Information
User Satisfaction (Y)	Y_P1	0.657	0.187	0,000	Valid
	Y_P2	0.765	0.187	0,000	Valid
	Y_P3	0.667	0.187	0,000	Valid
	Y_P4	0.742	0.187	0,000	Valid
	Y_P5	0.631	0.187	0,000	Valid
	Y_P6	0.668	0.187	0,000	Valid
	Y_P7	0.643	0.187	0,000	Valid
	Y_P8	0.689	0.187	0,000	Valid
	Y_P9	0.763	0.187	0,000	Valid
	Y_P10	0.732	0.187	0,000	Valid

In the User Satisfaction (Y) variable, the validity test results show that the calculated r value is in the range of 0.631 to 0.765. The highest value was obtained by item Y_P2 at 0.765, while the lowest value was obtained by item Y_P5 at 0.631. All statement items meet the validity criteria because they have a calculated r value greater than r table and a significance level below 0.05. These results indicate that all indicators in the User Satisfaction variable are able to measure the level of student satisfaction with the use of the AKI University Student Portal Website appropriately.

Reliability Test

1. Content Reliability Test

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.855	.855	10

Figure 6. SPSS Output Results for Content Variable Reliability Test (X1)

Based on the figure, it is known that the Content variable (X1) obtained a Cronbach's Alpha value of 0.855. This value indicates that the instrument used to measure the Content dimension has a high level of internal consistency and can therefore be declared reliable.

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2. Accuracy Reliability Test

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.887	.887	10

Figure 7. SPSS Output Results for Reliability Test of Accuracy Variable (X2)

The Accuracy variable (X2) obtained a Cronbach's Alpha value of 0.887. These results indicate that all statement items in the Accuracy variable are able to measure the variable consistently and have a very good level of reliability.

3. Format Reliability Test

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.891	.891	10

Figure 8. SPSS Output Results for Format Variable Reliability Test (X3)

The Format variable (X3) obtained a Cronbach's Alpha value of 0.891. This value is the highest among all the research variables, indicating that the instrument in the Format variable has a very strong level of internal consistency.

4. Ease of Use Reliability Test

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.859	.859	10

Figure 9. SPSS Output Results for Reliability Test of Ease of Use Variable (X4)

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Furthermore, the Ease of Use variable (X4) obtained a Cronbach's Alpha value of 0.859. This result indicates that the statement items used to measure the system's ease of use have a high level of reliability and can be used in research.

5. Timeliness Reliability Test

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.860	.858	10

Figure 10. SPSS Output Results for Timeliness Variable Reliability Test (X5)

For the Timeliness variable (X5), the Cronbach's Alpha value obtained was 0.860. This value indicates that the instrument used to measure the timeliness of information has a high level of reliability and is able to produce consistent data.

6. User Satisfaction Reliability Test

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.882	.882	10

Figure 11. SPSS Output Results for Reliability Test of User Satisfaction Variable (Y)

Meanwhile, the User Satisfaction (Y) variable obtained a Cronbach's Alpha value of 0.882. These results indicate that the instrument used to measure user satisfaction has excellent internal consistency.

Table 7. Results of the Research Instrument Reliability Test

No	Variable	Cronbach's Alpha	N of Items	Information
1	Content (X1)	0.855	10	Reliable
2	Accuracy (X2)	0.887	10	Reliable
3	Format (X3)	0.891	10	Reliable
4	Ease of Use (X4)	0.859	10	Reliable
5	Timeliness (X5)	0.860	10	Reliable
6	User Satisfaction (Y)	0.882	10	Reliable

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Based on the reliability test results, all research variables had Cronbach's Alpha values above 0.60, namely Content (0.855), Accuracy (0.887), Format (0.891), Ease of Use (0.859), Timeliness (0.860), and User Satisfaction (0.882). These results indicate that all instruments have good internal consistency and are declared reliable. The highest reliability value is found in the Format variable (0.891), while the lowest is in Content (0.855), but all still meet the reliability criteria. Thus, the research instrument is suitable for use as a data collection tool and can be continued to the next stage of analysis, such as regression analysis and hypothesis testing.

Descriptive Statistical Analysis

1. Descriptive Statistics of Content Variable (X1)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
TOTAL_X1	110	10	48	41.01	4.924	-3.038	.230	14.371	.457
Valid N (listwise)	110								

Figure 12. SPSS Output Results for Descriptive Statistics of Content Variable (X1)

Based on the results of descriptive statistical analysis, the Content variable (X1) has a minimum value of 10 and a maximum value of 48 from a theoretical maximum score of 50. The average value (mean) obtained is 41.01 with a standard deviation of 4.924. This average value is equivalent to 82.0% of the theoretical maximum score, which indicates that students' perceptions of the quality of content provided by the Student Portal Website are in the high category. In addition, the relatively small standard deviation value compared to the average value indicates that respondents' assessments tend to be homogeneous or not too varied.

2. Descriptive Statistics of Accuracy Variable (X2)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
TOTAL_X2	110	10	50	40.37	5.512	-2.466	.230	9.153	.457
Valid N (listwise)	110								

Figure 13. SPSS Output Results for Descriptive Statistics for the Accuracy Variable (X2)

Based on the results of descriptive statistical analysis, the Accuracy variable (X2) obtained a minimum value of 10 and a maximum value of 50. The average value (mean) was 40.37 with a standard deviation of 5.512. This average value is equivalent to 80.7% of the theoretical maximum score, which indicates that students assess the level of accuracy of the information

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presented through the Student Portal Website to be in the high category. However, the standard deviation value of the Accuracy variable is the largest compared to other variables, which indicates that there is a greater variation in assessments among respondents regarding the accuracy of the information provided by the system.

3. Descriptive Statistics of Format Variable (X3)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
TOTAL_X3	110	10	50	40.51	5.396	-2.599	.230	10.562	.457
Valid N (listwise)	110								

Figure 14. SPSS Descriptive Statistics Output Results Variable Format (X3)

Based on the results of descriptive statistical analysis, the Format variable (X3) has a minimum value of 10 and a maximum value of 50. The average value (mean) obtained is 40.51 with a standard deviation of 5.396. This average value is equivalent to 81.0% of the theoretical maximum score, which indicates that students give a high assessment of the appearance, presentation of information, and format of the Student Portal Website interface. The relatively small standard deviation value indicates that respondents' perceptions of the format aspect tend to be uniform.

4. Descriptive Statistics of Ease of Use Variable (X4)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
TOTAL_X4	110	10	49	41.05	5.005	-3.084	.230	14.303	.457
Valid N (listwise)	110								

Figure 15. SPSS Descriptive Statistics Output Results for the Ease of Use Variable (X4)

Based on the results of descriptive statistical analysis, the Ease of Use (X4) variable has a minimum value of 10 and a maximum value of 49. The average value (mean) is 41.05 with a standard deviation of 5.005. This average value is equivalent to 82.1% of the theoretical maximum score, which indicates that students consider the Student Portal Website easy to use in supporting academic activities. The relatively low standard deviation value indicates that most respondents have almost the same perception regarding the ease of use of the system.

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5. Descriptive Statistics of Timeliness Variable (X5)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
TOTAL_X5	110	16	48	40.88	5.079	-2.196	.230	6.169	.457
Valid N (listwise)	110								

Figure 16. SPSS Output Results for Descriptive Statistics of the Timeliness Variable (X5)

Based on the results of descriptive statistical analysis, the Timeliness variable (X5) has a minimum value of 16 and a maximum value of 48. The average value (mean) obtained is 40.88 with a standard deviation of 5.079. This average value is equivalent to 81.8% of the theoretical maximum score, which indicates that students assess the timeliness of information delivery on the Student Portal Website to be in the high category. The relatively low standard deviation value indicates that respondents' assessments of the timeliness aspect tend to be consistent.

6. Descriptive Statistics of User Satisfaction Variable

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
TOTAL_Y	110	10	50	41.00	5.250	-2.727	.230	11.476	.457
Valid N (listwise)	110								

Figure 17. SPSS Output Results for Descriptive Statistics of User Satisfaction Variable (Y)

Based on the results of descriptive statistical analysis, the User Satisfaction (Y) variable has a minimum value of 10 and a maximum value of 50. The average value (mean) is 41.00 with a standard deviation of 5.250. This average value is equivalent to 82.0% of the theoretical maximum score, which indicates that the level of student satisfaction with the use of the Student Portal Website is in the high category. The relatively small standard deviation value compared to the average value indicates that the level of respondent satisfaction tends to be uniform.

Table 8. Descriptive Statistics Results of Research Variables

Variables	N	Minimum	Maximum	Mean	Std. Deviation	Skewnes	Kurtosis
Content (X1)	110	10	48	41.01	4,924	-3,038	14,371
Accuracy (X2)	110	10	50	40.37	5,512	-2,466	9,153
Format (X3)	110	10	50	40.51	5,396	-2,599	10,562
Ease of User (X4)	110	10	49	41.05	5,005	-3,084	14,303

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E-ISSN: 2986-0733

Timeliness (X5)	110	16	48	40.88	5,079	-2,196	6,169
User Satisfaction (Y)	110	10	50	41.00	5,250	-2,727	11,476

Based on the results of descriptive statistics, all research variables are in the high category with average values ranging from 80.7% to 82.1% of the theoretical maximum score. The Ease of Use (X4) variable has the highest average value of 41.05 (82.1%), while Accuracy (X2) has the lowest average of 40.37 (80.7%) and the largest standard deviation (5.512), which indicates a higher variation in respondents' assessments. The User Satisfaction (Y) variable obtained an average of 41.00 (82.0%), so it can be concluded that students generally gave a positive assessment and were satisfied with the AKI University Student Portal Website based on all EUCS dimensions.

Normality Test

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			110
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		2.48833650
Most Extreme Differences	Absolute		.083
	Positive		.067
	Negative		-.083
Test Statistic			.083
Asymp. Sig. (2-tailed)[c]			.060
Monte Carlo Sig. (2-tailed)[d]	Sig.		.060
	99% Confidence Interval	Lower Bound	.053
		Upper Bound	.066

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Figure 18. SPSS Output Results for Normality Test

Based on the results of the One-Sample Kolmogorov-Smirnov normality test, the Asymp. Sig. (2-tailed) value was 0.060, which is greater than 0.05. This result indicates that the residual data is normally distributed, so the normality assumption is met and the regression model is suitable for use in multiple linear regression analysis and hypothesis testing.

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Multicollinearity Test

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Statistics Tolerance	Collinearity Statistics VIF
1	(Constant)	2.695	2.191		1.230	.221		
	TOTAL_X1	.150	.105	.141	1.428	.156	.222	4.514
	TOTAL_X2	.301	.116	.317	2.606	.010	.146	6.827
	TOTAL_X3	.159	.107	.164	1.487	.140	.178	5.627
	TOTAL_X4	.261	.112	.249	2.337	.021	.191	5.235
	TOTAL_X5	.069	.116	.067	.593	.554	.172	5.824

a. Dependent Variable: TOTAL_Y

Figure 19. SPSS Output Results for Multicollinearity Test

Based on the results of the multicollinearity test, all independent variables have a Tolerance value > 0.10 and VIF < 10, namely Content (0.222; 4.514), Accuracy (0.146; 6.827), Format (0.178; 5.627), Ease of Use (0.191; 5.235), and Timeliness (0.172; 5.824). These results indicate that there are no symptoms of multicollinearity, so the regression model meets the assumptions of multicollinearity and is suitable for further analysis.

Heteroscedasticity Test

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Statistics Tolerance	Collinearity Statistics VIF
1	(Constant)	2.309	1.474		1.567	.120		
	TOTAL_X1	-.035	.071	-.100	-.493	.623	.222	4.514
	TOTAL_X2	.174	.078	.558	2.231	.028	.146	6.827
	TOTAL_X3	-.058	.072	-.184	-.811	.419	.178	5.627
	TOTAL_X4	.001	.075	.004	.018	.986	.191	5.235
	TOTAL_X5	-.092	.078	-.274	-1.184	.239	.172	5.824

a. Dependent Variable: abs_resid

Figure 20. SPSS Output Results for Heteroscedasticity Test

Based on the heteroscedasticity test results, the variables Content (0.623), Format (0.419), Ease of Use (0.986), and Timeliness (0.239) have significance values above 0.05, thus not showing symptoms of heteroscedasticity. Meanwhile, the variable Accuracy (0.028) has a significance value below 0.05 which indicates the presence of heteroscedasticity. However, because only one variable shows these symptoms, in general the regression model is still suitable for use, taking into account limitations in the interpretation of the results.

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Multiple Linear Regression Analysis

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Statistics Tolerance	Collinearity Statistics VIF
1	(Constant)	2.695	2.191		1.230	.221		
	TOTAL_X1	.150	.105	.141	1.428	.156	.222	4.514
	TOTAL_X2	.301	.116	.317	2.606	.010	.146	6.827
	TOTAL_X3	.159	.107	.164	1.487	.140	.178	5.627
	TOTAL_X4	.261	.112	.249	2.337	.021	.191	5.235
	TOTAL_X5	.069	.116	.067	.593	.554	.172	5.824

a. Dependent Variable: TOTAL_Y

Figure 21. SPSS Output Results for Multiple Linear Regression Analysis

Based on the results of the multiple linear regression analysis presented in the table above, the following regression equation was obtained:

Y = 2.695 + 0.150X1 + 0.301X2 + 0.159X3 + 0.261X4 + 0.069X5

Based on the results of multiple linear regression analysis, a constant value of 2.695 was obtained, indicating the level of user satisfaction when all independent variables are zero. All EUCS variables have positive regression coefficients, namely Content (0.150), Accuracy (0.301), Format (0.159), Ease of Use (0.261), and Timeliness (0.069). This indicates that improvements in each EUCS dimension will increase user satisfaction of the AKI University Student Portal Website. Among all variables, Accuracy has the most dominant relative influence with a Standardized Beta value of 0.317.

Hypothesis Testing

1. **F Test (Simultaneous)**

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2329.092	5	465.818	71.780	<.001[b]
	Residual	674.908	104	6.490		
	Total	3004.000	109			

a. Dependent Variable: TOTAL_Y

b. Predictors: (Constant), TOTAL_X5, TOTAL_X1, TOTAL_X4, TOTAL_X3, TOTAL_X2

Figure 22. SPSS Output Results of F Test (Simultaneous)

Based on the results of the F test, the calculated F value was 71.780 with a significance of <0.001, so H6 was accepted. These results indicate that the variables Content, Accuracy, Format, Ease of Use, and Timeliness simultaneously have a significant effect on user satisfaction of the AKI University Student Portal Website. Thus, the regression model is declared appropriate to explain the relationship between the End User Computing Satisfaction (EUCS) dimension and user satisfaction.

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2. t-test (Partial)

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Statistics Tolerance	Collinearity Statistics VIF
1	(Constant)	2.695	2.191		1.230	.221		
	TOTAL_X1	.150	.105	.141	1.428	.156	.222	4.514
	TOTAL_X2	.301	.116	.317	2.606	.010	.146	6.827
	TOTAL_X3	.159	.107	.164	1.487	.140	.178	5.627
	TOTAL_X4	.261	.112	.249	2.337	.021	.191	5.235
	TOTAL_X5	.069	.116	.067	.593	.554	.172	5.824

a. Dependent Variable: TOTAL_Y

Figure 23. SPSS Output Results for t-Test (Partial)

A. The Influence of Content (X1) on Student Satisfaction (Y)
Based on the t-test, the Content variable (X1) obtained a significance value of 0.156 > 0.05, so H1 was rejected. This means that Content does not have a significant effect on student satisfaction.

B. The Influence of Accuracy (X2) on Student Satisfaction (Y)
The Accuracy variable (X2) obtained a significance value of 0.010 < 0.05, so H2 was accepted. This means that Accuracy has a significant effect on student satisfaction.

C. The Influence of Format (X3) on Student Satisfaction (Y)
The Format variable (X3) obtained a significance value of 0.140 > 0.05, so H3 was rejected. This means that Format does not have a significant effect on student satisfaction.

D. The Influence of Ease of Use (X4) on Student Satisfaction (Y)
The Ease of Use variable (X4) obtained a significance value of 0.021 < 0.05, so H4 was accepted. This means that Ease of Use has a significant effect on student satisfaction.

E. The Effect of Timeliness (X5) on Student Satisfaction (Y)
The Timeliness variable (X5) obtained a significance value of 0.554 > 0.05, so H5 was rejected. This means that Timeliness does not have a significant effect on student satisfaction.

F. Hypothesis Testing 6 (H6): The Effect of Content (X1), Accuracy (X2), Format (X3), Ease of Use (X4), and Timeliness (X5) on Student Satisfaction (Y) Simultaneously
Based on the F test, the calculated F value was obtained = 71.780 with a significance of 0.000 < 0.05, so H6 was accepted. This indicates that the variables Content, Accuracy, Format, Ease of Use, and Timeliness simultaneously have a significant effect on student satisfaction of AKI University Student Portal Website users.

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3. Coefficient of Determination Test (R2)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.881[a]	.775	.765	2.547	2.197

a. Predictors: (Constant), TOTAL_X5, TOTAL_X1, TOTAL_X4, TOTAL_X3, TOTAL_X2

b. Dependent Variable: TOTAL_Y

Figure 24. SPSS Output Results for the Determination Coefficient (R2) Test

Based on the results of the coefficient of determination, R was obtained at 0.881, R Square at 0.775, and Adjusted R Square at 0.765. The Adjusted R Square value shows that the variables Content, Accuracy, Format, Ease of Use, and Timeliness are able to explain 76.5% of the variation in student satisfaction, while the remaining 23.5% is influenced by other variables outside the study. The R value shows a very strong relationship, so the regression model has a good ability to explain the influence of the End User Computing Satisfaction (EUCS) dimension on student satisfaction of users of the AKI University Student Portal Website.

4. Partial Determination Coefficient

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.	Correlations Zero-order	Correlations Partial	Correlations Part
1	(Constant)	2.695	2.191		1.230	.221			
	TOTAL_X1	.150	.105	.141	1.428	.156	.804	.139	.066
	TOTAL_X2	.301	.116	.317	2.606	.010	.845	.248	.121
	TOTAL_X3	.159	.107	.164	1.487	.140	.823	.144	.069
	TOTAL_X4	.261	.112	.249	2.337	.021	.829	.223	.109
	TOTAL_X5	.069	.116	.067	.593	.554	.808	.058	.028

a. Dependent Variable: TOTAL_Y

Figure 25. SPSS Output Results for Partial Determination Coefficient Test

Partial Determination Coefficient Formula

$$KD = \left(r_{\{partial\}}\right)^{\{2\}} \times 100\%$$

Information ;

KD = Partial Determination Coefficient (%).

r partial = Partial Correlation value obtained from the Coefficients table

100% = Multiplier to change the calculation result into percentage form.

Table 9. Table of Partial Determination Coefficients of Research Variables

Variables	Partial Correlation	Calculation	Partial Determination Coefficient
Content (X1)	0.139	$(0.139)^2 \times 100\%$	1.93%

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International Journal of Technology and Education Research

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E-ISSN: 2986-0733

Accuracy (X2)	0.248	$(0.248)^2 \times 100\%$	6.15%
Format (X3)	0.144	$(0.144)^2 \times 100\%$	2.07%
Ease of Use (X4)	0.223	$(0.223)^2 \times 100\%$	4.97%
Timelines (X5)	0.058	$(0.058)^2 \times 100\%$	0.34%

Based on the results of the partial determination coefficient, the Accuracy variable (X2) provides the largest contribution to student satisfaction at 6.15%, followed by Ease of Use (X4) at 4.97%, Format (X3) at 2.07%, Content (X1) at 1.93%, and Timeliness (X5) at 0.34%. These results indicate that Accuracy is the variable that provides the largest partial contribution to student satisfaction, while Timeliness provides the smallest contribution.

Hypothesis Test Results

The Influence of Content (X1) on Student Satisfaction

The Content variable (X1) does not have a significant effect on student satisfaction (Sig. = 0.156 > 0.05), so H1 is rejected. Although it has a positive relationship with a partial contribution of 1.93%, the quality of information content has not been the main factor determining student satisfaction.

The Influence of Accuracy (X2) on Student Satisfaction

The Accuracy variable (X2) has a positive and significant effect on student satisfaction (Sig. = 0.010 < 0.05), so H2 is accepted. This variable provides the largest partial contribution, namely 6.15%, making it the most dominant factor in increasing student satisfaction.

The Influence of Format (X3) on Student Satisfaction

The Format variable (X3) does not have a significant effect on student satisfaction (Sig. = 0.140 > 0.05), so H3 is rejected. Although it provides a partial contribution of 2.07%, the system appearance has not been a major factor influencing student satisfaction.

The Influence of Ease of Use (X4) on Student Satisfaction

The Ease of Use variable (X4) has a positive and significant effect on student satisfaction (Sig. = 0.021 < 0.05), so H4 is accepted. This variable provides a partial contribution of 4.97%, indicating that the ease of use of the system increases student satisfaction.

The Effect of Timeliness (X5) on Student Satisfaction

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The Timeliness variable (X5) does not have a significant effect on student satisfaction (Sig. = 0.554 > 0.05), so H5 is rejected. Its partial contribution is only 0.34%, so the timeliness of information presentation is not yet a determining factor for student satisfaction.

The Influence of Content, Accuracy, Format, Ease of Use, and Timeliness on Student Satisfaction

The F-test results show that all EUCS dimensions simultaneously have a significant effect on student satisfaction (H6 is accepted). The model is able to explain 76.5% of the variation in student satisfaction (Adjusted R Square = 0.765), with Accuracy as the variable that provides the largest contribution (6.15%) and Timeliness as the smallest (0.34%).

CONCLUSION

This study aims to analyze the influence of End User Computing Satisfaction (EUCS) dimensions which include Content, Accuracy, Format, Ease of Use, and Timeliness on student satisfaction of AKI University Student Portal Website users. The results of the study show that simultaneously the five EUCS dimensions have a significant effect on student satisfaction with a calculated F value of 71.780 and an Adjusted R Square of 0.765, so that the model is able to explain 76.5% of the variation in student satisfaction. Partially, only the Accuracy and Ease of Use variables have a significant effect on student satisfaction, while Content, Format, and Timeliness do not show a significant effect. Among all variables, Accuracy provides the largest contribution to student satisfaction, which indicates that information accuracy is a major factor in increasing user satisfaction of AKI University Student Portal Website.

This study still has limitations because it only uses the EUCS model with five independent variables, involves respondents from one university, and uses a purposive sampling technique so that the results of the study cannot be generalized widely. In addition, there is still 23.5% of the variation in student satisfaction that is influenced by other factors outside the research model. Therefore, further research is recommended to add other variables such as System Quality, Information Quality, Service Quality, Perceived Usefulness, or User Experience, expand the scope of respondents to several universities, and use a more comprehensive analysis approach such as Structural Equation Modeling (SEM). Practically, the results of this study can be a basis for AKI University to prioritize improving the accuracy of information and ease of use of the Student Portal Website, while also making improvements to aspects of content, display, and timeliness of information presentation to improve the quality of academic services and student satisfaction.

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