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# *ANALYSIS OF SIMFAKUM ACCEPTANCE USING THE TAM AND WEBQUAL METHOD*

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***Abstract***

*The Faculty of Law, Riau Islamic University implements an Information System that can support and assist students in writing correspondence for student needs and is named the Faculty of Law Management Information System or abbreviated and known as SIMFAKUM. From the results of observations and interviews with several students and SIMFAKUM Admin, it is known that there were complaints or problems experienced by users during the implementation of SIMFAKUM. Based on previous research, TAM and Webqual can be used together to measure information system acceptance. The research was conducted with the aim of obtaining the acceptance level of UIR Law Faculty students towards SIMFAKUM based on the TAM and WEBQUAL methods as well as producing recommendations to the UIR Law Faculty with the results of the analysis of student acceptance levels towards SIMFAKUM. For sampling, Simple Random Sampling was used for students at the Faculty of Law, Islamic University of Riau as SIMFAKUM users with a total of 95 respondents. Data processing techniques use Structural Equation Model (SEM) and Partial Least Squres (PLS) with Smart-PLS 3.0 software. There are 6 hypotheses in this research and 5 hypotheses are accepted while 1 hypothesis is rejected, therefore SIMFAKUM needs to improve and improve features to support student needs in correspondence matters*.

**Keywords**: *Acceptance, SIMFAKUM, TAM, Webqual.*

## 1. INTRODUCTION

The Faculty of Law at Riau Islamic University has an information system called SIMFAKUM, which provides support and assistance to students with their correspondence needs [1]. This system handles various administrative tasks, including incoming and outgoing letters [2]. The primary navigation in SIMFAKUM consists of the following icons: Certificate, Home, Personal Data, Parent Data, Education, KHS, Organization, Training/Seminar, Achievement, Thesis, Consultation, and E-Thesis [3].

It is known that users have faced complaints or issues during the installation of SIMFAKUM based on the findings of observations and interviews with various students and SIMFAKUM Admins [4]. Problems with SIMFAKUM include inaccessibility to some functions and difficulties logging in [5]. Furthermore, students have reported issues with the letter submission service, namely that the submission is not being recorded in the SIMFAKUM system after saving it [6].

The second issue is that the system has not been improved—for example, by adding a remark or complaint column—so there is no communication between administrators or system managers and users, particularly students [7]. Students are unaware of whether there is up-to-date information from administrative personnel or the Admin about the status of previously filed letters since SIMFAKUM does not have a letter tracking option [8]. Furthermore, there are aspects that are underutilized, such as the Thesis Guidance tool, which is hardly used by both students and instructors [9].

Previous studies that examined the acceptability of the online paid examination system included TAM and Webqual; one such study was that of Setiawan, Antoni, and Mirza [10]. The research found that the system is acceptable based on four hypotheses that shown positive impacts and two hypotheses that demonstrated negative influences. Next, Ary's [11] study on the New Student Admission Management Information System (SIM-PMB) implementation analysis found that the program worked well, supporting six hypotheses that had a beneficial impact on the relationship between the components [12].

The Technology Acceptance Model (TAM) is a tool for predicting and identifying the factors that influence consumers' adoption of IT [13]. However, Webqual is a way to gauge a website's quality according to how its users perceive it [14]. From its inception in 1998 to its current version 4.0, Webqual has seen improvements in both question preparation and dimensions [15].

## 2. RESEARCH METHODS

### 2.1. Technology Acceptance Model (TAM)

Davis et al. [16] created TAM, a paradigm for accepting the use of IT. The Theory of Reasoned Action (TRA) is a comprehensive theory that attempts to understand and explain human and technological behavior in many circumstances [17]. TAM is an adaptation of TRA. The primary objective of TAM is to serve as a foundation for evaluation in order to ascertain the impact of external influences on the beliefs, attitudes, and objectives of users [18]. The TRA model is expanded to include two key components of TAM: convenience perception and usability perception. Both concepts are important in describing how people feel about new forms of technology or information systems. The assumption that a certain technology may enhance performance is known as usability perception. On the other hand, when people say that a technology is simple to use, they mean it in a literal sense [19].

The TAM consists of five factors, which are as follows: (1) perceived ease of use, (2) perceived usefulness, (3) attitude toward using, (4) behavioral intention to use, and (5) actual system use [20]. Image 1 displays the TAM model schematic.

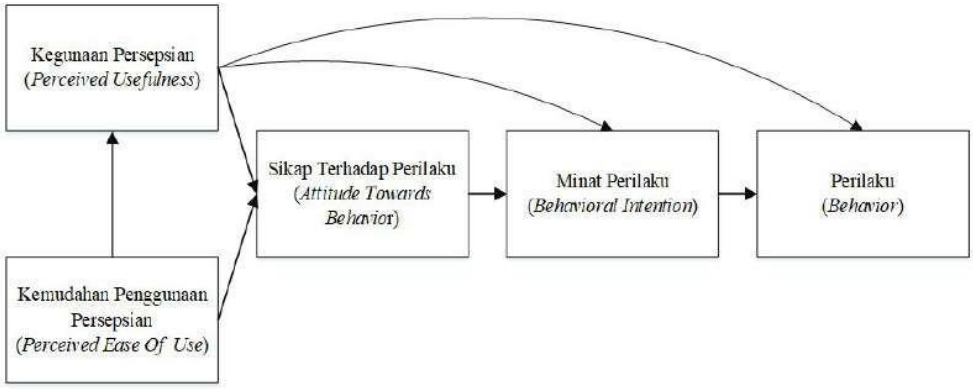


Image 1. Technology Acceptance Model (TAM)

### 2.2. Webqual

It is possible to gauge a website's quality using webqual, which relies on user evaluations and opinions. From the development of the service quality assessment tool Servqual came the web-based application Webqual [21]. The 1998 version of Webqual was created by Barnes and Vidgen. A procedure based on the voice of the customer or end user perspective, Quality Function Development (QFD) is the foundation for measuring and producing webqual instruments [22].

When it comes to Barnes and Vidgen, Webqual 4.0 is based on three primary dimensions—Usability, Information Quality, and Service Interaction Quality—that are used to create question items or instruments that test the quality of websites. Image 2 displays the Webqual model schematic.

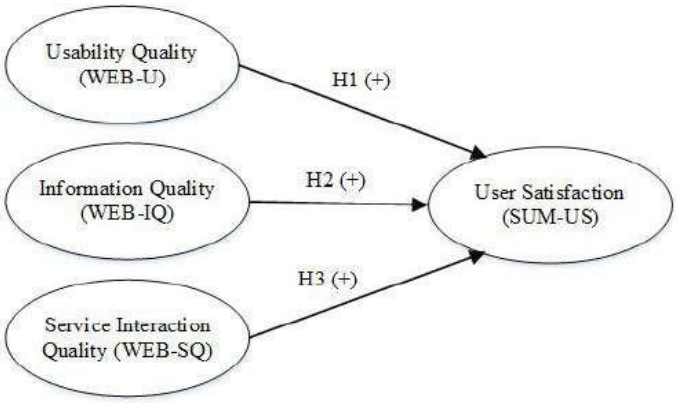


Image 2. Webqual 4.0 Method

### 2.3. Thinking Framework

Sugiyono's mental model [23] illustrates the relationship between a theory and aspects that have been identified as significant issues. If a research employs more than two variables, the theoretical framework will explain how they relate to one another. As seen in Figure 4, the methodology used in this research makes use of both TAM and Webqual models.

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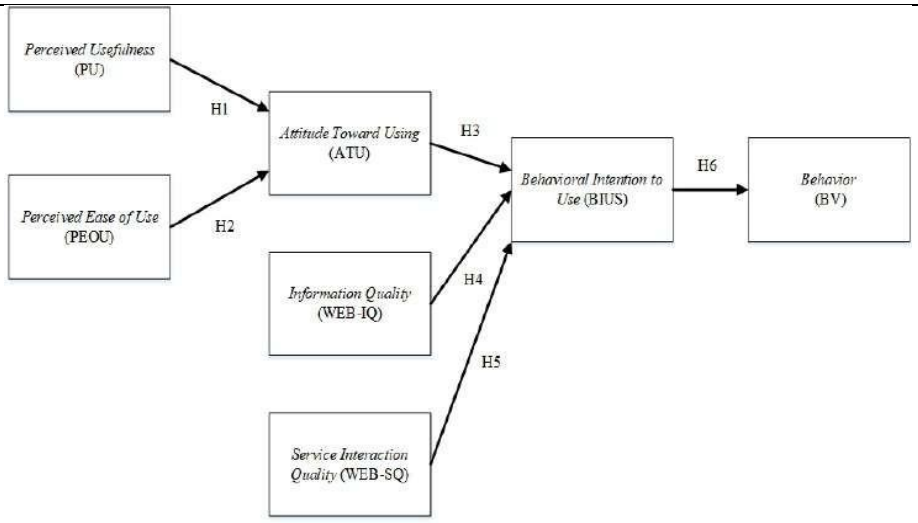


Image 3. Thinking Framework

### 2.4. Methodology, Population, and Sample

Members of the UIR Faculty of Law constitute the sample for this research. A subset of Probability Sampling, Simple Random Sampling, was used to choose a representative sample of current law school students from the University of Irwin's Faculty of Law. A total of 95 participants were recruited for this research using the slovin formula. Figure 1 is the research methodology carried out.

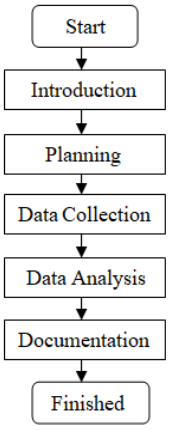


Image 3. Research Methodology

In the first step of research, known as planning, issues are defined, relevant literature is reviewed, respondents are selected, data collecting procedures and instruments are established, and hypotheses are developed [24]. Additionally, gathering data involves gathering the necessary information via methods such as conducting observations, interviews, and research questionnaires in order to help accomplish study goals. Using the Structural Equation Model (SEM) method with the Partial Least Square (PLS) approach, the data analysis and processing step is carried out on the distributed questionnaire data [25]. Compiling all executed steps, including data and research findings, and drawing conclusions in line with study hypotheses and recommendations for future research constitutes the last stage after data processing is complete; this is sometimes called the documentation stage [26].

### 2.5. Hypotheses

Typically, quantitative research—a way to study a specific population or sample with the use of research tools for data collecting and statistical analysis—is where hypotheses are formulated and tested. An assortment of theories are advanced in light of the mental image, including:

1. H1: "Perceived Usefulness positively affects Attitude Toward Using".
2. H2: "Perceived Ease of Use positively affects Attitude Toward Using".
3. H3: "Attitude Toward Using positively affects Behavioral Intention to Use".
4. H4: "Information Quality positively affects Behavioral Intention to Use".
5. H5: "Service Interaction Quality positively affects Behavioral Intention to Use".
6. H6: "Behavioral Intention to Use has a positive effect on Behavior".

## 3. RESULTS AND DISCUSSIONS

A student's necessary correspondence may be easily managed using the Faculty of Law at Riau Islamic University's Information System, SIMFAKUM. "Certificate, Home, Personal Data, Parent Data, Education, KHS, Organization, Training/Seminar, Achievement, Thesis, Consultation, and E-Thesis are some of SIMFAKUM's primary menu items". "The Certificate menu, on the other hand, is most frequently used by students. It contains various letter-making tools, such as Active Certificate, Good Conduct Letter, Scholarship, KHS Printing, Delete Courses, Introduction to Internship, Introduction to Research, Data Request, Graduation Certificate, and Free Administration". Figure 5 is the main display of SIMFAKUM.

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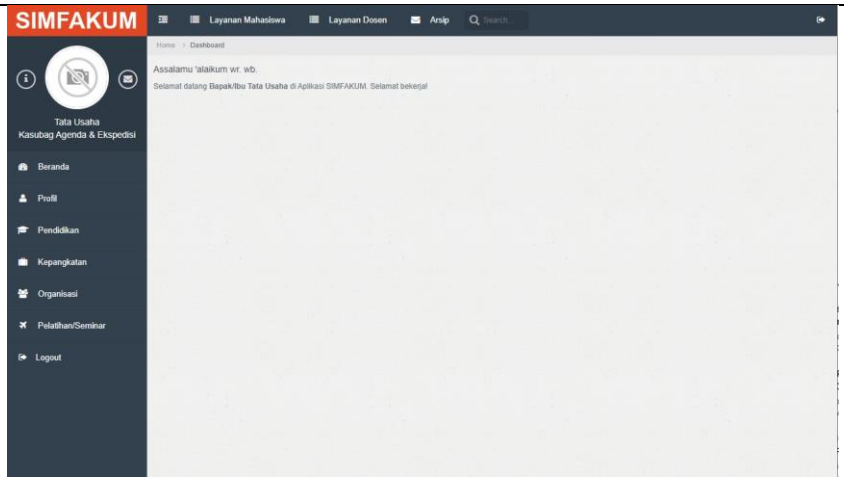


Figure 5. SIMFAKUM Display

### 3.1. Respondent Analysis

#### 3.1.1. Characteristics of Respondents by Gender

Respondent characteristics based on gender can be seen in Table 1.

Table 1. Respondents by Gender

| Gender | Frequency | Percentage |
|---|---|---|
| Male | 42 | 44% |
| Female | 53 | 56% |
| Total | 95 | 100% |

#### 3.1.2. Characteristics of Respondents Based on Education Level

Respondent characteristics based on Education Level can be seen in Table 2.

Table 2. Respondents by Education Level

| Education Level | Frequency | Percentage |
|---|---|---|
| D3-Legal Studies | 20 | 21% |
| S1-Legal Studies | 23 | 24% |
| S2-Legal Studies | 25 | 26% |
| S3-Legal Studies | 27 | 29% |
| Total | 95 | 100% |

#### 3.1.3. Characteristics of Respondents by Semester

Respondent characteristics based on Semester can be seen in Table 3.

Table 3. Respondents by Semester

| Semester | Frequency | Percentage |
|---|---|---|
| 1 | 27 | 29% |
| 3 | 25 | 26% |
| 5 | 23 | 24% |
| 7 | 20 | 21% |
| Total | 95 | 100% |

#### 3.1.4. Characteristics of Respondents by Age

Respondent characteristics based on age can be seen in Table 4.

Table 4. Respondents by Age

| Age | Frequency | Percentage |
|---|---|---|
| < 20 Years | 55 | 58% |
| 20-24 Years | 14 | 15% |
| > 24 Years | 26 | 27% |
| Total | 95 | 100% |

### 3.2. Data Anlaysis

The tools of SmartPLS 3.0 were used for data analysis. using a route diagram as shown in Figure 6 to execute both the Outer Model and the Inner Model, which are two submodels of the larger model.

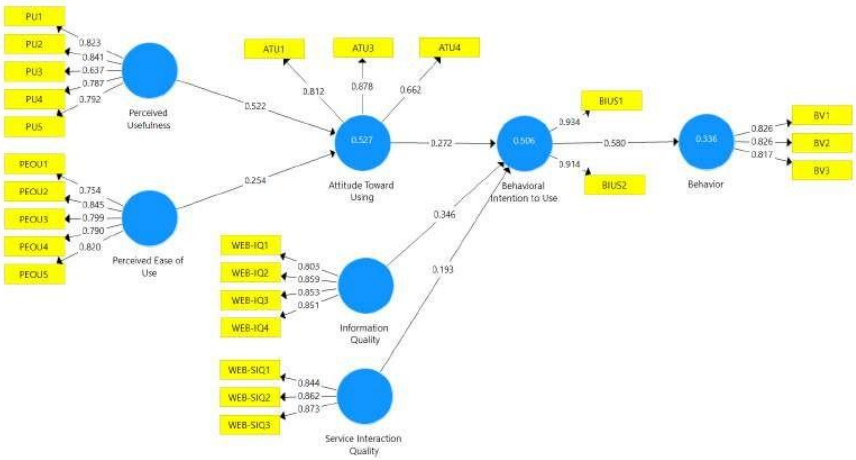


Figure 6. Research Model Path Diagram

### 3.3. Outer Model

Verifying the Outer Model's Convergent Validity and Discriminant Validity, which are indications of its dimensions, allows one to ascertain the model's dependability and validity.

#### 3.3.1. Convergent Validity

The indicator's value must be greater than 0.7 for Convergent Validity to be considered reliable. In the meanwhile, it's okay if the result is big enough to equal 0.5; however, the indication should be removed if it's too little.

Findings from Figure 6, given that the loading factor value is more than 0.7, it can be concluded that all indicators have fulfilled the evaluation requirement.

#### 3.3.2. Discriminant Validity

One way to find out which latent concept is different from another is to undertake discriminant validity. In order to determine if indicators are discriminantly valid, cross-loadings are first applied. A good indicator will have a higher value when measured along the relevant dimension than when evaluated against other dimensions (a phenomenon known as cross loadings) [12]. You can see the cross-loading numbers in Table 5.

Tabel 5. Cross Loading

| | *Attitude Toward Using* | *Behavioral Intentiont Use* | *Information Quality* | *EaseUse of* | *Perceived Useful-ness* | *Inter-action Quality* |
|---|---|---|---|---|---|---|
| ATU1 | 0,812 | | | | | |
| ATU3 | 0,878 | | | | | |
| ATU4 | 0,662 | | | | | |
| BIUS1 | | 0,934 | | | | |
| BIUS2 | | 0,914 | | | | |
| BV1 | 0,826 | | | | | |
| BV2 | 0,826 | | | | | |
| BV3 | 0,817 | | | | | |
| PEOU1 | | | | 0,754 | | |
| PEOU2 | | | | 0,845 | | |
| PEOU3 | | | | 0,799 | | |
| PEOU4 | | | | 0,790 | | |
| PEOU5 | | | | 0,820 | | |
| PU1 | | | | | 0,823 | |
| PU2 | | | | | 0,841 | |
| PU3 | | | | | 0,637 | |
| PU4 | | | | | 0,787 | |
| PU5 | | | | | 0,792 | |
| WEB-IQ1 | | | 0,803 | | | |
| WEB-IQ2 | | | 0,859 | | | |
| WEB-IQ3 | | | 0,853 | | | |
| WEB-IQ4 | | | 0,851 | | | |
| WEB-SIQ1 | | | | | | 0,844 |
| WEB-SIQ2 | | | | | | 0,862 |
| WEB-SIQ3 | | | | | | 0,873 |

According to the data in the table, the Discriminant Validity score is excellent since there are five reflection dimensions that demonstrate a stronger association between the indicators and these dimensions compared to the other dimensions. Additional metrics for evaluating the Outer Model are as follows.

#### 3.3.3. Average Variance Extracted (AVE)

For convergent validity to be satisfied, the AVE value must be 0.5 or above. The outcomes of the AVE computation may be seen in Table 6.

Table 6. AVE Values

| Variable | AVE Values |
|---|---|
| Attitude Toward Using | 0,623 |
| Behavior | 0,677 |
| Behavioral Intention to Use | 0,854 |
| Information Quality | 0,709 |
| Perceived Ease of Use | 0,644 |
| Perceived Usefulness | 0,607 |
| Service Interaction Quality | 0,739 |

The aforementioned outcomes prove that the AVE values for all six aspects are legitimate.

#### 3.3.4. Reliability Test

In order to gauge the idea and consistency of respondents when they answer research instruments or questionnaires, reliability tests are conducted. There are two methods for determining reliability; these are Cronbach's Alpha and Composite Reliability. A satisfactory result is more than 0.7, however 0.6 is still considered acceptable. Figure 7 displays the results of Cronbach's Alpha and Composite Reliability, respectively.

Each variable satisfies the measurement criteria and is trustworthy according to Table 7, which shows that their Cronbach's Alpha and Composite Reliability values are more than 0.7.

Table 7. Cronbach's Alpha and Composite Reliability

| Variable | Cronbach's Alpha | Composite Reliability | Information |
|---|---|---|---|
| Attitude Toward Using | 0,703 | 0,830 | Reliable |
| Behavior | 0,763 | 0,863 | Reliable |
| Behavioral Intention to Use | 0,829 | 0,921 | Reliable |
| Information Quality | 0,863 | 0,907 | Reliable |
| Perceived Ease of Use | 0,862 | 0,900 | Reliable |
| Perceived Usefulness | 0,835 | 0,885 | Reliable |
| Service Interaction Quality | 0,824 | 0,895 | Reliable |

### 3.4. Inner Model

The endogenous dimension develops an R-squared test for the internal model. A coefficient path is then directed by the T-test result to assess the exogenous dimension.

#### 3.4.1. R-Square

A stronger research model is indicated by a higher R-Square score. Models with an R-Square value of 0.67 are considered extremely strong, while models with a score of 0.33 are considered moderate or intermediate, and models with a score of 0.19 are considered very bad. The research's R-Square value may be seen in Table 8.

Table 8. R-Square Values

| Variable | R-Square | R-Square Adjusted |
|---|---|---|
| Attitude Toward Using | 0,527 | 0,517 |
| Behavioral Intention to Use | 0,506 | 0,489 |
| Behavior | 0,336 | 0,329 |

#### 3.4.2. Path Coefficients

Using route coefficient testing, we can find out how connections with values between 0 and 1 or -1 and 0 have an effect. The results obtained from the Path Coeficient test are shown in Table 9.

Table 9. Path Coefficients

| Variable | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (O/STDEV) | P Values |
|---|---|---|---|---|---|
| Attitude Toward Using -> Behavioral Intention to Use | 0,272 | 0,280 | 0,125 | 2,170 | 0,030 |
| Behavioral Intention to Use -> Behavior | 0,580 | 0,587 | 0,066 | 8,824 | 0,000 |
| Information Quality -> Behavioral Intention to Use | 0,346 | 0,341 | 0,104 | 3,329 | 0,001 |
| Perceived Ease of Use -> Attitude Toward Using | 0,254 | 0,256 | 0,109 | 2,340 | 0,020 |
| Perceived Usefulness -> Attitude Toward Using | 0,522 | 0,527 | 0,095 | 5,499 | 0,000 |
| Service Interaction Quality -> Behavioral Intention to Use | 0,193 | 0,198 | 0,114 | 1,691 | 0,091 |

### 3.5. Test The Hypothesis

In order to test hypotheses based on the bootstrapping test's findings or output route coefficients. There are two parts to the hypothesis testing process. One part is that if the statistical t value is more than 1.96 with an α of 5%, the hypothesis is accepted. The other part is that if the statistical t value is less than 1.96 with an α of 5%, the hypothesis is rejected. The results of testing hypotheses are shown in Table 10.

Table 10. Hypothesis Test Results

| Hypothesis | From | To | T-Statistics | Results |
|---|---|---|---|---|
| $H_1$ | PU | ATU | 5,499 | Accepted |
| $H_2$ | PEOU | ATU | 2,340 | Accepted |
| $H_3$ | ATU | BIUS | 2,170 | Accepted |
| $H_4$ | WEB-IQ | BIUS | 3,329 | Accepted |
| $H_5$ | WEB-SQ | BIUS | 1,691 | Rejected |
| $H_6$ | BIUS | BV | 8,824 | Accepted |

1. **Testing Hypothesis 1: "The Effect of Perceived Usefulness on Attitude Toward Using"**
   Based on the results of testing the first hypothesis, it can be concluded that Perceived Usefulness positively affects Attitude Towards Using, as the statistical t value of 5.499 with a significant level of α 5% is greater than the table t value of 1.96. Therefore, the first hypothesis is accepted.
2. **Testing Hypothesis 2: "The Effect of Perceived Ease of Use on Attitude Toward Using"**
   The results of testing the second hypothesis indicate that there is a positive influence of Perceived Ease of Use on Attitude Towards Using, as indicated by a statistical t-value of 2.340 with a significant level of α 5%. This value is greater than the table t-value of 1.96, providing further evidence that the second hypothesis can be accepted.
3. **Testing Hypothesis 3: "The Effect of Attitude Toward Using on Behavioral Intention to Use"**
   We can conclude that Attitude Toward Using positively affects Behavioral Intention to Use and that the third hypothesis is acceptable because the statistical t value of 2.170 with a significant level of α 5% shows a relationship between the two variables, which is greater than the table t value of 1.96.
4. **Testing Hypothesis 4: "The Effect of Information Quality on Behavioral Intention to Use"**
   The results of testing the fourth hypothesis indicate that there is a positive influence of Information Quality on Behavioral Intention to Use, as indicated by a statistical t-value of 3.329 with a significant level of α 5%. This value is

greater than the table t-value of 1.96, providing further evidence that the fourth hypothesis is acceptable.

5. **Testing Hypothesis 5: "The Effect of Service Interaction Quality on Behavioral Intention to Use"**
   It is evident from the results of testing the fifth hypothesis that there is no positive influence of Service Interaction Quality on Behavioral Intention to Use, as the statistical t value of 1.691 with a significant level of α 5% is smaller than the table t value of 1.96. Consequently, the fifth[5] hypothesis is rejected.
6. **Testing Hypothesis 6: "The Effect of Behavioral Intention to Use on Behavior"**
   As a result of comparing the statistical t value (8.824) with the table t value (1.96), the statistical t value is greater, leading to the conclusion that Behavioral Intention to Use has a positive influence on Behavior. Therefore, the sixth hypothesis is accepted, as demonstrated by the results of testing it. The level of significance is α 5%.

## 4. DISCUSSION

Perceived Usefulness has a positive effect on Attitude Toward Using because SIMFAKUM makes it easier for students to get academic information such as lecture schedules, KRS, student grades, learning materials, and announcements related to academics or lectures. The results of this study are in line with previous research, namely the research of Setiawan et al. [21], Ary [15], and Wati and Indriyanti [25] who stated that Perceived Usefulness has a positive influence on Attitude Toward Using. Perceived Ease of Use has a positive influence on Attitude Toward Using because students feel the ease of using or operating SIMFAKUM because it looks quite good or user friendly and there is socialization and guidebooks provided before using SIMFAKUM. The results of this study are also in line with previous research, namely the research of Ary [13] and Wati and Indriyanti [4] which stated that Perceived Ease of Use has a positive influence on Attitude Toward Using. Attitude Toward Using has a positive influence on Behavioral Intention to Use because students think that using SIMFAKUM is the right and wise idea because it makes it easier for students to get information related to lectures or academics so that students have an interest in continuing to use SIMFAKUM. The previous research was the research of Setiawan et al. [8] and Ary [9] also stated that Attitude Toward Using has a positive influence on Behavioral Intention to Use. Information Quality has a positive influence on Behavioral Intention to Use because the information provided at SIMFAKUM is quite detailed, relevant and easy to understand by students. The results of this study are in line with previous research, namely the research of Setiawan et al. [23] and Ary [15] who stated that Information Quality has a positive influence on Behavioral Intention to Use. Service Interaction Quality does not have a positive effect on Behavioral Intention to Use because in SIMFAKUM students cannot interact or communicate with system managers or agencies such as the absence of comment features or chat features so that students cannot ask questions about information in SIMFAKUM or obstacles experienced when using SIMFAKUM. In addition, users also cannot submit criticism or suggestions to SIMFAKUM. The results of this study are in line with the previous research, namely the research of Setiawan et al. [5] which states that Service Interaction Quality has no positive influence on Behavioral Intention to Use. This is because students have an interest in continuing to use SIMFAKUM to support academic activities and get information related to student academics and overall students are satisfied with SIMFAKUM so that SIMFAKUM can be accepted. The results of this study are in line with previous research, namely the research of Setiawan et al. [5] and Ary [23] which stated that Behavioral Intention to Use has a positive influence on Behavior.

## 5. CONCLUSION

Analysis shows that SIMFAKUM has an excellent student acceptance rate of 8,824. This is due to the fact that SIMFAKUM is user-friendly, facilitates the retrieval of correspondence-related information, delivers information that is comprehensive, pertinent, and easy to comprehend, and students perceive its use as a prudent and righteous decision, thereby fostering their interest in maintaining a SIMFAKUM account.

The recommendations proposed to Faculty of Law at Riau Islamic University are, improving network facilities and quality as well as increasing server capacity, developing features in SIMFAKUM that are more efficient, effective and in line with the needs of its users, prioritizing the dissemination of information and academic administration at SIMFAKUM, increasing manpower. administration in each study program and adding comments or chat features to create interaction between users and system managers. Then it is hoped to maintain or increase students' behavioral intentions and interest in using SIMFAKUM, such as by improving the quality of information, ease of use (user friendly appearance), optimizing the use of SIMFAKUM, and providing encouragement so that SIMFAKUM is always used by students.

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