AN EVALUATION OF THE SUCCESSFUL IMPLEMENTATION OF THE INFORMATION SYSTEM PLATFORM MERDEKA MENGAJAR USING HUMAN ORGANIZATION TECHNOLOGY FIT MODEL APPROACH

Uun Abidin*[1], Taqwa Hariguna[2], Azhari Shouni Barkah[3]

[1]Magister of Computer Science, Computer Science Faculty, University Amikom Purwokerto, Indonesia
[2]Information System, Computer Science Faculty, University Amikom Purwokerto, Indonesia
[3]Informatics, Computer Science Faculty, University Amikom Purwokerto, Indonesia
Email: [1]uunabidin123@gmail.com, [2]taqwa@amikompurwokerto.ac.id, [3]azhari@amikompurwokerto.ac.id

Abstract

The implementation of technology in education has great potential to improve the quality of learning that supports the implementation of the Merdeka curriculum. The Merdeka Mengajar platform (MMP) is designed to help educators by providing various features including self-development, inspiration and teaching. Uneven ICT infrastructure and teachers' personal abilities are problems in the implementation of the MMP, so it is necessary to analyze the success of the implementation of the MMP. The purpose of this study is to analyze the success of the implementation of the information system for the Merdeka Mengajar Platform by adopting the Hot Fit Model by expanding the Technology component with the ICT Infrastructure variable, expanding the Human component with the personal competence variable, expanding the organizational component with the organizational culture variable and the training & learning variable which can affect the successful implementation of the MMP. The data obtained were 328 respondents who were analyzed using SmartPLS 3.2.9. The analysis results obtained the proposed conceptual model has an accuracy of 58.6%. Net benefits are influenced by system use, user satisfaction, personal competence, structure, environment, organizational culture, and training & learning. Service quality, system quality, information quality, and ICT infrastructure have a positive impact on system use and user satisfaction.

Keywords: *Evaluation Information System, Hot Fit Model, Merdeka Mengajar Platform*

1. INTRODUCTION

In a fierce competition era, everyone is required to keep pace with the times and technological advances, one of which is in the education field [1] . Technology in the education world has significantly influenced and helped the education process run effectively, efficiently and support the implementation of the Merdeka curriculum [2][3] . The implementation of the Merdeka Curriculum is carried out through a driving school program with the aim of advancing the education system in Indonesia with the involvement of various parties[4] . In this case, the teacher has the most important role as a facilitator or mentor in the generation of manual to digital transition [5] . In response to this, the Ministry of Education and Culture introduced the Merdeka Mengajar Platform (MMP), a platform offered free of charge for teachers to support learning activities [6] . The MMP was released through Director General Regulation (Perdirjen) GTK 2626/2023, to assist teachers in planning, implementing, and evaluating learning with access to curriculum from various learning resources. According to the Director of Teachers and Education Personnel of Secondary Education and Special Education, Ministry of Education, Culture, Research and Technology, the vision of MMP is to create a collaborative learning ecosystem for learning effectiveness and a positive work climate [7] . Teachers can adjust learning methods to suit student needs to optimize training, workshops, monitoring and ensure appropriate infrastructure. This approach can improve teachers' pedagogical competence and the quality of learning in accordance with the objectives of the Merdeka curriculum [8] .

Teachers can access MMP using a belajar.id account and there are several modules that must be completed to understand the Merdeka curriculum. At the end of the module, teachers are asked to upload real actions to social media to get feedback and get a certificate [9] . On the MMP there are also inspiration and understanding references related to student assessment, teaching tools, proof of work, independent training, inspirational videos, and communities. Existing learning community activities are not active in managing and implementing learning that improves teacher competence and impacts student learning outcomes [10] . In its application, this platform also still has problems for teachers, such as the ability of teachers to operate and utilize technology that needs to be improved in

the teaching and learning process, which results in less effective utilization, because the success of a system is influenced by the ability of its users [11] . In the application of MMP, there is a misalignment between the benefits obtained by teachers and their ability to apply the platform [12] . The problems that arise require an evaluation of the success of MMP.

To evaluate the success of the system can use the HOT-Fit model. The HOT-Fit model is a combined model of information success by DeLone and McLean with the IT Organization Fit model which is able to explain the evaluation comprehensively to overcome existing limitations or constraints [13] . The HOT-Fit model evaluates the factors of the Human, Organization, Technology Fit components used in seeing the evaluation of system success [14] . These components are analysed for their effect on net benefits, where the variables of organizational environment and organizational structure do not exist in other models [15] . The use of the Hot-Fit Model to evaluate the performance of the Human Resources Information System (HRIS) obtained the results that the factors of information quality, user satisfaction, organizational structure, organizational environment, and net benefits [16] . The results of applying the HOT-Fit model to the student information system showed that system quality and information quality affect system usage, service quality affects user satisfaction, and organizational structure and organizational environment have an influence on benefits (net benefits) [17] . Factors that have a strong influence on the success of a system include System Use (SU), User Satisfaction (US), Environment (LO), Structure (STR), and Service Quality (SEQ) [18] . The HOT-Fit method was also conducted to assess success with the results of all variables influential and interconnected [19][20] . In addition to being interconnected and supporting the three elements equally affect the implementation of the current system [21] .

DeLone and McLean model is also suitable for *e-learning* success evaluation analysis because this model is simple, complete, and valid [22] . The variables in the DeLone and McLean model used to assess the success of the learning system with 6 variables, namely, system quality, information, service, use, user satisfaction, and net benefits or impact using the IS Success Model [23][24] . System Quality and Service Quality affect the system use variable, where the system can be relied upon to achieve student goals and technical staff provide support to train students in the application of the system in order to increase the use of the SIS system [25] . Information, System, and Service Quality affect user satisfaction, where the quality of information is clear, updated, and interesting. The features or functions offered are high quality, and adequate technical support is important in implementing e-learning for students to increase

their usage satisfaction [26] . In evaluating success in learning activities using e-learning, the net benefit factor is influenced by system use and user satisfaction [27] .

The success of the system is also supported by ICT infrastructure, ICT infrastructure in the world of education integrated with cloud computing is a paradigm that provides transformative and significant impact on the effectiveness and efficiency of the academic process [28] . With a strategic and fulfilled ICT infrastructure, it will support an increase in system usage and have an impact on improving performance [29][30] . In universities with technical support for ICT infrastructure including connection and ease of access can provide efficiency and satisfaction to users [31][32][33] . In the application of the use of LMS with the satisfaction of educators and ICT infrastructure as a moderator can increase the productivity and satisfaction of educators to be able to utilize the learning platform [34].

The success or failure of a new information system depends largely on the corporate culture. Culture shapes the interaction between employees and data, thus influencing how the system is used [35] . Organizational culture encourages human resources to achieve the goals, vision and mission of the organization and creates a competitive environment in the organization that will affect the implementation of e-learning [36] . Training and learning becomes an important part to measure the success of the system, because it can improve user skills that will affect user satisfaction with the system [37] . A study states that the success of students in the world of education is strongly influenced by the competence of teachers who can be improved through training activities and will have a positive effect on the quality of education [38] . The effectiveness of the application of accounting information systems is influenced by the competence of human resources, where the better the competence of existing human resources, the effectiveness of the application of AIS will also increase significantly [39] .

This study focuses on exploring the aspects that contribute to the success of the Merdeka Mengajar Platform system by adopting the extended HOT-Fit model on the technology component with the ICT Infrastructure variable, the extension of the human component with the personal competence variable, and the extension of the organizational component with the organizational culture and training & learning variables.

2. METHOD

This research was conducted in several stages Figure 1., starting with data collection through interviews, observations, literature studies, and questionnaires. From the results of data collection,

the problems experienced by users of the Merdeka Mengajar Platform were obtained. The population used in this study is SMK teachers in Purbalingga Regency. Furthermore, sampling was carried out using random sampling technique. This study adopts the HOT-FIT model to determine system user satisfaction by expanding the human, organization and technology components.
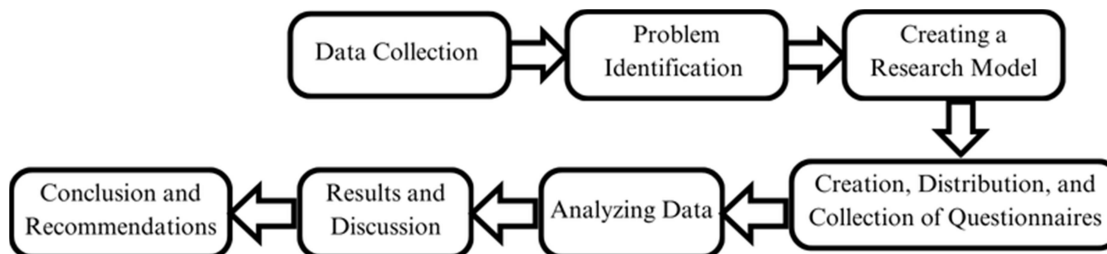

Figure 1. Research Stages

Table 1. Characteristics Responden

Characteristics	Frequency	Percent
Gender		
Male	202	61,6
Female	126	38,4
Age		
Under 25 years old	7	2,1
26 - 30 years	21	6,3
31 - 35 years old	66	20
36 - 40 years	41	12,6
40 - 45 years	45	13,7
41 - 45 years	27	8,4
46 - 50 years	52	15,8
Above 50 years old	69	21,1
Last Education		
Bachelor	316	96,3
Postgraduate	12	3,7

Sampling was conducted from October to November 2024. The data obtained as a sample was 328 respondents, who had answered 42 questions on a questionnaire with a measurement scale using a Likert scale of 1-5, the characteristics of the respondents are in Table 1. The data obtained from the questionnaire was analyzed using Smart PLS 3 with outer model testing including validity and reliability tests. While in the inner model the coefficient of determination test and goodness of fit test are carried out, then the bootstrapping test is carried out to test the hypothesis.

The research concept is in Figure 2. by adopting from the Hot Fit model framework based on research [40] which is modified by expanding on the technology component with the ICT Infrastructure variable, refers to research conducted by [41]. ICT infrastructure consisting of hardware, software, and networks has an important role that can influence people to use technology, users will find it easier when using the system so that it can increase user satisfaction [41][42][43]. Expansion on the Human component with the Personal Competence variable, refers to research conducted by [11]. The ability of users to operate information systems affects the success of system implementation, so there is a positive relationship between a person's ability to system performance, the higher the ability makes the use of the system more optimal and provides benefits [11][44][45]. Expansion on the organizational component with Organizational Culture variables refers to research conducted by [46] and Training & Learning variables refers to research conducted by [47], reject measure of information system success is not only seen from reducing costs, time, and information resources, but organizational cultural factors that support the integration of information technology also affect the success of information system implementation [46] [47] . Training and learning can increase the ability and knowledge of users so that they can utilize information systems optimally, training and learning also affect the effectiveness of

the use of information systems which will affect the performance of system users [48][49].
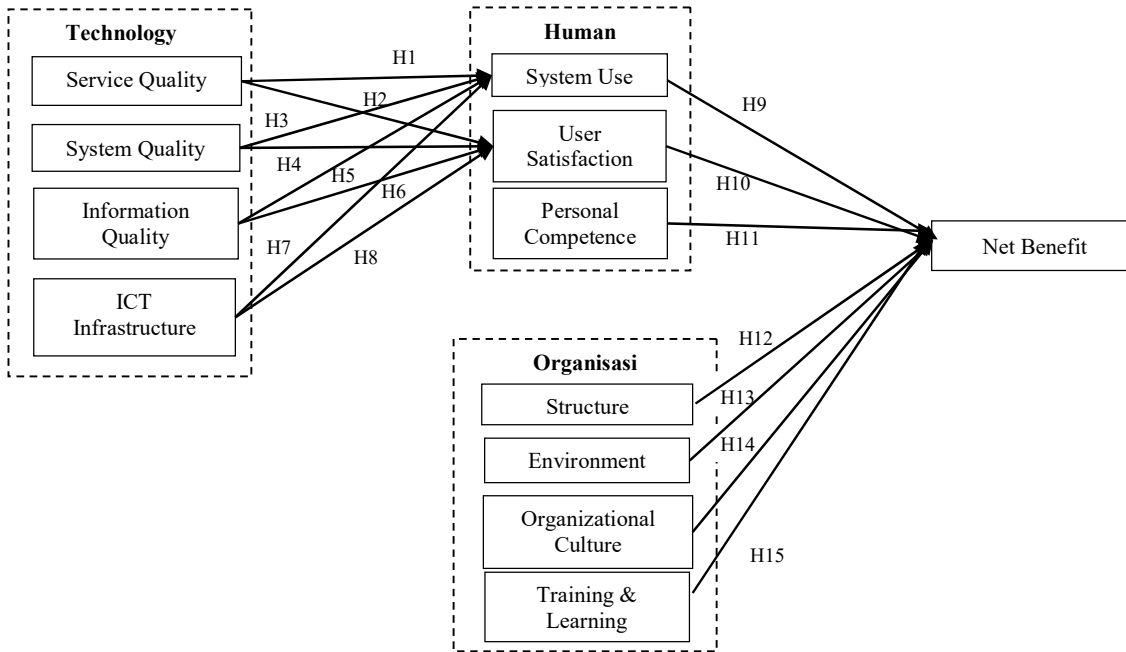

Figure 2. Framework Model Research

3.   RESULT

3.1. Evaluation of the Measurement Model

Measurement evaluation or outer model is a measurement of the relationship between indicators and latent variables which can be done by validity test and reliability test.[50]

3.1.1. Validity Test

Validity test is a test used to show the extent to which the instrument used is able to measure what should be measured. The AVE value is used in convergent validity to determine the validity value of a construct, which can be said to be valid if it has an AVE value of more than 0.5 [51] . Fornell larcker criterion is used in discriminant validity which is done by comparing the AVE root of each construct to the correlation between other constructs in the research hypothesis model [52].

Table 2. Convergent Validity Test (AVE)

	Average Variance Extracted (AVE)
Environment	0.680
ICT Infrastructure	0.693
Information Quality	0.583
Net Benefit	0.587
Organizational Culture	0.672
Personal Competence	0.774
Service Quality	0.519
Structure	0.646
System Quality	0.587
System Use	0.583
Training & Learning	0.624
User Satisfaction	0.566

Table 2. shows that all constructs have an AVE value of more than 0.5, which means that all constructs are valid.

Table 3. Discriminant Validity Test (Fornell Larcker Criterion)

	EM	ICTI	IQ	NB	OC	PC	SRQ	ST	SYQ	SU	TL	US
EM	0.825											
ICTI	0.424	0.833										
IQ	0.503	0.546	0.764									
NB	0.504	0.735	0.631	0.766								
OC	0.611	0.556	0.458	0.659	0.819							
PC	0.502	0.463	0.572	0.538	0.470	0.880						
SRQ	0.523	0.384	0.462	0.495	0.498	0.464	0.721					
ST	0.642	0.666	0.588	0.725	0.721	0.540	0.553	0.804				
SYQ	0.534	0.446	0.641	0.521	0.473	0.521	0.442	0.532	0.766			
SU	0.548	0.673	0.729	0.737	0.563	0.563	0.507	0.662	0.580	0.763		
TL	0.498	0.710	0.464	0.702	0.612	0.394	0.386	0.697	0.402	0.687	0.790	
US	0.584	0.619	0.657	0.680	0.641	0.556	0.531	0.729	0.565	0.669	0.551	0.752

Table 3. shows that the Fornell-Larcker criterion value for each construct is greater than the correlation value between one construct and another, so the validity of disparity is declared good.

3.1.2. Reliability Test

Reliability test is a measure that shows the level of trust or consistency of a measuring instrument in providing reliable results. Reliability is determined by the value of composite reliability and Cronbach's alpha. Construct alpha < 0.20: very low reliability, 0.20 < alpha < 0.40: low reliability, 0.40 < alpha < 0.70: medium reliability, 0.70 < alpha < 0.90: high reliability, 0.90 < alpha < 1.00: very high reliability [53] . A construct is consistent if it has a composite reliability higher than 0.7 [52].

Table 4. Reliability Test (Composite Reliability Dan Cronbach's Alpha)

	Cronbach's Alpha	Composite Reliability
Environment	0.766	0.864
ICT Infrastructure	0.780	0.872
Information Quality	0.753	0.846
Net Benefit	0.764	0.850
Organizational Culture	0.754	0.860
Personal Competence	0.713	0.872
Service Quality	0.636	0.734
Structure	0.815	0.879
System Quality	0.652	0.810
System Use	0.760	0.848
Training & Learning	0.601	0.768
User Satisfaction	0.738	0.837

Table 4. shows that all constructs produce a composite reliability value of more than 0.7. Service quality, system quality, and training & learning to use have Cronbach's alpha values of less than 0.7. Although a Cronbach's alpha value of 0.6 is still acceptable [50] . Therefore, consistency in the construction of latent variables has been met.

3.2. Structural Model Evaluation

The measurement of the relationship between exogenous constructs and endogenous constructs being evaluated is called the inner model [51] . In this study, the evaluation of the inner model includes R square and goodness of fit. The R square value is used to assess the extent to which the independent variables affect variation in the dependent variable. The R square value is 0.67 strong, 0.33 moderate, and 0.19 weak [54] . The accuracy of a model is evaluated using the goodness of fit test by observing the normed fit index (NFI), which has a range of values between 0 and 1 [50].

Table 5. R Square

	R Square	Information
Net Benefit	0.695	Kuat
System Use	0.663	Moderat
User Satisfaction	0.581	Moderat

Table 5. shows that the r square for net benefits used is 0.695. This means that the effect of system use, user satisfaction, personal competence, structure, environment, organizational culture, and training & learning is 69.5% and the rest is influenced by other variables. R square for system use is 0.663. This means that service quality, system quality, information quality, and ICT infrastructure are 66.3% and the rest is influenced by other factors. R square for user satisfaction is 0.581. This means

that service quality, system quality, information quality, and ICT infrastructure are 58.1% and the rest is influenced by other factors.

Table 6. Goodness Of Fit

	Saturated Model
SRMR	0.096
D_ULS	7.181
D_G	1.827
Chi-Square	3.379.621
NFI	0.586

Table 6. shows that the proposed research model has good accuracy if its NFI value is close to 1. The NFI score is 0.586. This means that the proposed model has an accuracy of 58.6%.

3.3. Hypothesis Tests

Hypothesis test is used to determine the existence of a significant relationship or difference between certain variables that can be tested using the bootstrapping method. The results of the hypothesis test are in Table 7., if the T statistical value is greater than 1.96 and the P value is smaller than 0.05, the hypothesis can be said to be accepted [50].

Table 7. Result Of Hypthesis Testing

	Original Sample (O)	T Statistics	P Values	Decision
Service Quality -> System Use	0.138	3.308	0.001	Accepted
Service Quality -> User Satisfaction	0.211	4.339	0.000	Accepted
System Quality -> System Use	0.101	2.339	0.020	Accepted
System Quality -> User Satisfaction	0.141	2.445	0.015	Accepted
Information Quality -> System Use	0.409	7.040	0.000	Accepted
Information Quality -> User Satisfaction	0.300	5.220	0.000	Accepted
ICT Infrastructure -> System Use	0.352	6.482	0.000	Accepted
ICT Infrastructure -> User Satisfaction	0.312	5.121	0.000	Accepted
System Use -> Net Benefit	0.288	3.215	0.001	Accepted
User Satisfaction -> Net Benefit	0.143	2.079	0.038	Accepted
Personal Competence -> Net Benefit	0.090	2.001	0.046	Accepted
Structure -> Net Benefit	0.177	2.686	0.007	Accepted
Environment -> Net Benefit	0.106	2.498	0.013	Accepted
Organizational Culture -> Net Benefit	0.168	3.055	0.002	Accepted
Training & Learning -> Net Benefit	0.217	3.641	0.000	Accepted

3.3.1. Service Quality

Good service quality can encourage optimal system use and increase user satisfaction, so service quality affects system use and user satisfaction. The ability of service quality to meet user needs, which reflects the close relationship between technological aspects and human satisfaction [55][56][57] .

H1: service quality has a positive impact on system use

H2: service quality has a positive impact on user satisfaction

Based on hypothesis testing using bootsrapping testing in Table 7. the value of service quality on system use obtained a statistical t value of 3.308> 1.96 and a p value of 0.001 <0.05 with an original sample value of 0.138, meaning that H1 is accepted so that it is concluded that service quality has a positive impact on system use. The value of testing the service quality hypothesis on user satisfaction obtained a statistical t value of 4.339> 1.96 and a p value of 0.000 <0.05 with an original sample value of 0.211 means that H2 is accepted so that it is concluded that service quality has a positive impact on user satisfaction. When service quality matches expectations, teachers will feel encouraged to use the platform consistently as users. Problems such as a lack of service personalization can make it difficult for some teachers to maximize their use of the system. This causes them to be less satisfied.

3.3.2. System Quality

Systems that are easy to use and maintain tend to increase user satisfaction which includes software, data, and information processes [58] . System quality can influence user satisfaction, as evidenced through linear regression tests. The independent teaching platform is designed with high system quality, offers an intuitive and responsive interface, ensures ease of use that encourages user engagement, and increases user satisfaction through accessibility and optimal performance [57].

H3: system quality has a positive impact on system use

H4: system quality has a positive impact on user satisfaction

The value of hypothesis test 3 in Table 7., namely system quality on system use, obtained a statistical t value of 2.339> 1.96, and a p value of 0.020 <0.05 with an original sample value of 0.101, meaning that H3 is accepted so that it is concluded that system quality has a positive impact on system use. The value of testing hypothesis 4, namely system quality on user satisfaction, obtained a statistical t value of 2.445> 1.96 and a p value of 0.015 <0.05 with an original sample value of 0.141, meaning that H4 is accepted, so it is concluded that service quality has a positive impact on user satisfaction. Merdeka Mengajar platform has good quality, making teachers more likely to actively use it and support

learning activities. This quality also has a direct impact on teacher satisfaction because they feel the technology helps more efficiently. Conversely, if the quality of the system does not meet expectations, the intensity of use of the platform will decrease and the sense of trust in the platform will decrease.

3.3.3. Information Quality

The high quality of information on the merdeka mengajar platform, such as accurate, relevant, and comprehensively presented data, directly contributes to increased system usage and user satisfaction, as users can easily access and utilize information to effectively meet their needs [57].

H5: information quality has a positive impact on system use

H6: information quality has a positive impact on user satisfaction

The value of testing hypothesis 5 in Table 7., namely information quality on system use, obtained a statistical t value of 7.040> 1.96 and a p value of 0.000 <0.05 with an original sample value of 0.409, meaning that H5 is accepted so that it is concluded that information quality has a positive impact on system use. The value of testing hypothesis 6, namely information quality on user satisfaction, obtained a statistical t value of 5.220> 1.96 and a p value of 0.000 <0.05 with an original sample value of 0.300, meaning that H6 is accepted, so it is concluded that information quality has a positive impact on user satisfaction. Teachers use the platform more often if the existing information addresses their needs, such as Merdeka Curriculum-based lesson plans. Conversely, low information quality, such as irrelevant or difficult-to-access materials, may demotivate teachers from utilizing the platform and reduce their satisfaction with the system.

3.3.4. ICT Infrastructure

The adequate ICT Infrastructure in our institution supports the ease of use of the system and increases user satisfaction, thus ensuring the implementation of the independent teaching platform is effective and has a positive impact on improving teacher competence [57].

H7: ICT infrastructure has a positive impact on system use

H8: ICT infrastructure has a positive impact on user satisfaction

The value of hypothesis test 7 in Table 7., namely ICT infrastructure on system use, obtained a statistical t value of 6.482> 1.96 and a p value of 0.000 <0.05 with an original sample value of 0.352, meaning that H7 is accepted so it is concluded that ICT infrastructure has a positive impact on system use. The value of testing hypothesis 8, namely ICT infrastructure on user satisfaction, obtained a statistical t value of 5.121> 1.96 and a p value of 0.000 <0.05 with an original sample value of 0.312, meaning that H8 is accepted so it is concluded that

ICT infrastructure has a positive impact on user satisfaction. A good ICT infrastructure not only enables teachers to use the platform more effectively, but also improves their perception of the benefits offered by the technology. When the infrastructure is supportive, teachers feel that the platform is a tool that helps them, not an additional burden. Without adequate infrastructure, teachers often find it difficult to access platform features consistently, leading to dissatisfaction.

3.3.5. System Use

The use of e-learning systems affects the net benefits obtained, for example lecturers at uin suska riau felt that e-learning facilitates the teaching and learning process in lectures, especially in delivering material and giving assignments to students [59]. The use of ihcis at tirtorahyu can result in direct benefits, such as reduced error rates and increased work efficiency [60]. Research shows that the use of the system has an impact on net benefits.

H9: system use has a positive impact on net benefits

The value of testing hypothesis 9 in Table 7., namely system use on net benefits, obtained a statistical t value of 3.215> 1.96 and a p value of 0.001 <0.05 with an original sample value of 0.288, meaning that H9 is accepted so that it is concluded that system use has a positive impact on net benefits. Consistent use of Merdeka Mengajar Platform, there will be benefits felt by teachers as a supporter of the learning process increases. Teachers feel more productive and effective when using this platform to design lesson plans, find materials references, or collaborate with colleagues. The platform helps teachers reduce the amount of time they spend accessing relevant educational resources. The perceived benefits depend largely on how intensively and efficiently teachers use the available features. Teachers rarely use the platform because it depends on the magnitude of the perceived benefits.

3.3.6. User Satisfaction

Users are satisfied with the benefits provided by satusehat so that it can be said that net benefits are significantly positively influenced by user satisfaction [14] . User satisfaction plays an important role in improving managerial decision making. The quality of information provided by the AIS supports reliable and accurate decision making, reinforcing the notion that the AIS department successfully meets the needs of its users [52] . The features in the e-learning application are quite complete and in accordance with the needs of users, especially lecturers at uin suska riau which can show that user satisfaction affects net benefits [59].

H10: user satisfaction has a positive impact on net benefits

The value of hypothesis test 10 in Table 7., namely user satisfaction on net benefits, obtained a statistical t value of 2.079> 1.96 and a p value of

0.0038 <0.05 with an original sample value of 0.143, meaning that H10 is accepted so that it is concluded that user satisfaction has a positive impact on net benefits. Teachers who are satisfied with their experience using the platform, such as ease of access, relevance of information, and stability of the system, are more likely to appreciate the benefits of technology towards work efficiency and improved learning quality. Ultimately, teachers who are satisfied with their experience using the platform tend to utilize it more, resulting in tangible benefits such as better time management, enrichment of teaching materials, and increased student engagement.

3.3.7. Personal Competence

The Personal ability relates to the ability possessed by users of accounting information systems, so that the higher a person's personal ability, the higher the effectiveness of existing accounting information systems. Therefore, to reduce the occurrence of errors in processing a number of transactions, each employee is expected to master the use of a based system so that the resulting financial reports can be timely and useful [61].

H11: personal competence has a positive impact on net benefits

The value of testing hypothesis 11 in Table 7., namely personal competence on net benefits, obtained a statistical t value of 2.001> 1.96 and a p value of 0.046 <0.05 with an original sample value of 0.090, meaning that H11 is accepted, so it is concluded that personal competence has a positive impact on net benefits. Teachers' personal abilities, such as technological skills, understanding of features, and pedagogical skills, greatly influence the benefits gained from using Merdeka Mengajar Platform. High personal abilities tend to be more confident in using various platform features to support learning, such as searching for relevant teaching materials, and creating lesson plans. As a result, they can save time, increase productivity, and provide a more meaningful learning experience for students. In contrast, teachers who have limited skills may face difficulties to use the platform properly, which may reduce the benefits gained.

3.3.8. Structure

Organizations can support system implementation and make decisions so that technology will provide net benefits indirectly [58]. Organizational structure affects the net benefits of the ASN Candidate Selection System (SSCASN), so system implementation must be done carefully to increase net benefits. Good organizational management can support the ease of utilizing the satusehat application optimally, which means that net benefits are significantly positively influenced by organizational structure [14].

H12: structure has a positive impact on net benefits

The value of hypothesis test 12 in Table 7., namely structure on net benefits, obtained a statistical t value of 2.686> 1.96 and a p value of 0.007 <0.05 with an original sample value of 0.177, meaning that H12 is accepted, so it is concluded that structure has a positive impact on net benefits. To determine the net benefits that teachers feel from the Merdeka Mengajar platform, organizational structure and institutional support are very important. Clear structures, such as policies that support technology integration and good coordination systems, encourage teachers to use the platform better. When institutions provide easily accessible technical support and organized guidance, educators are more motivated to learn platform features and apply them in their learning. Thus, benefits such as increased work efficiency, better learning quality, and student satisfaction can be achieved. Conversely, unsupportive structures, such as lack of instructions or inconsistent policies, can reduce the perceived benefits of the platform.

3.3.9. Environment

Budget allocation and coordination between work units are important organizational support for the successful implementation of the siak so that the organizational environment has a significant influence on net benefits [62].

H13: environment has a positive impact on net benefits

The value of testing hypothesis 13 in Table 7., namely the environment on net benefits, obtained a statistical t value of 2.498> 1.96 and a p value of 0.013 <0.05 with an original sample value of 0.106, meaning that H13 is accepted, so it is concluded that the environment has a positive impact on net benefits. Teachers get the best benefits from Merdeka Mengajar platform if they have a supportive work environment, such as access to technological devices, stable internet connection, and social support from peers or school principals. As a result, they can experience improved learning efficiency and quality. On the other hand, an unsupportive environment may hinder the utilization of the platform and reduce the perceived benefits.

3.3.10. Organizational Culture

Organizational habits that are formed can increase the frequency of e-learning use, which ultimately results in more effective work and quality information that can be accounted for. A good organizational culture has a positive impact on the success of e-learning implementation [59].

H14: organizational culture has a positive impact on net benefits

The value of hypothesis test 14 in Table 7., namely organizational culture on net benefits, obtained a statistical t value of 3.055> 1.96 and a p value of 0.002 <0.05 with an original sample value of 0.168,

meaning that H14 is accepted, so it is concluded that organizational culture has a positive impact on net benefits. If the organizational culture does not support innovation and cooperation, teachers will be more motivated to use Merdeka Mengajar platform, which will increase their work efficiency and improve learning quality. Conversely, if the organizational culture does not support technology adoption, teacher motivation may decrease and the benefits gained from the platform may decrease.

3.3.11. Training & Learning

Advances in information and communication technology, as well as developments in the field of education, computer training systems will become a major cornerstone in supporting education and methodology. Learning a foreign language using a smartphone is an accessible and attractive way for students to develop foreign language skills and abilities, which is becoming widespread in modern teaching methods.[63]

H15: training & learning has a positive impact on net benefits

The value of testing hypothesis 15 in Table 7., namely training & learning on net benefits, obtained a statistical t value of 3.641> 1.96 and a p value of 0.000 <0.05 with an original sample value of 0.217, meaning that H15 is accepted, so it is concluded that training & learning has a positive impact on net benefits. The effective training and opportunities to learn how to better use Merdeka Mengajar platform help teachers maximize the benefits of technology. Teachers who receive proper training tend to feel more confident and efficient in their use of the platform, which in turn leads to improved learning quality and time management.

4. DISCUSSIONS

The results of research on service quality are supported by research [17][55][56] which states that service quality has a positive effect on system use and user satisfaction. In this study, the Merdeka Mengajar Platform provides information about the available features that can be viewed by the public, but not everyone can access them because this system is specifically used for teachers. Good service quality is reflected through responsiveness in handling user needs, when users encounter problems, they can be resolved with the services provided by provision of clear and easy-to-understand guidelines, and ensuring strong data privacy protection. Users of the Merdeka Mengajar Platform Teachers tend to use the system more frequently when they feel well-served and gain experiences that enhance their competencies and support their needs. Research on system quality is accepted in accordance with research conducted previously [17][25][57] . The research revealed that system quality has a positive influence on system use and user satisfaction. In this study, when teachers accessed the Platform Merdeka Mengajar,

they did not encounter any difficulties because the system is already user-friendly, having an optimal response time, easy to access, and comfortable to use, so teachers often use it. In addition, the quality of the Merdeka Mengajar platform system can enhance user satisfaction because the system is able to meet their needs effectively, creating a positive experience. The information quality variable is accepted in accordance with the findings of [17][26][57]. The research revealed that information quality has a positive impact on system use and user satisfaction. In this study, the Platform Merdeka Mengajar has provided accurate information, relevant to user needs, complete in presenting the necessary data, and clearly conveyed will increase users' positive perceptions of the system. This encourages them to use the system more often and feel satisfied. Thus, information quality is a key factor in ensuring the successful implementation of information technology systems. The ICT infrastructure variable is supported based on research [31][32][33][57] . Stating that ICT infrastructure has a positive effect on system use and user satisfaction. The availability of good ICT infrastructure such as the availability of computers, the internet, and other supporting devices, provides easy access and smoothness in system use. In addition, the alignment between information technology and the need to increase user competence creates an environment that supports the success of the system, so that users feel satisfied. Thus, adequate ICT infrastructure is an important element in evaluating the success of system implementation. The constraints on the technology component experienced by teachers include difficulty accessing the internet or devices that are not compatible to access the platform. Problems on the applications that are less responsive if there are problems, to difficulties in finding materials that suit learning needs.

Research on system use is supported based on the findings of [18][59][60] . The research states that system use has a positive influence on net benefits. Users of the Platform Merdeka Mengajar intensive use of the system helps get the job done more efficiently, improves performance, and provides tangible benefits, such as time savings and increased productivity. The results on user satisfaction are accepted according to research conducted by [14][52][59] . The study states that user satisfaction has a positive influence on net benefits. User satisfaction with the system, including the accuracy, relevance, and effectiveness of the information provided can increase the benefits of the system by supporting the success of organizational tasks and activities. The results of the analysis on personal competence are supported by research [38][39][61] . Users of the Platform Merdeka Mengajar that personal competence has a positive influence on net benefits. Users who have high competence abilities

are better able to utilize the system optimally, resulting in better performance and tangible benefits, such as competence development and work efficiency. The human component is also closely related to technology adoption, because not all teachers have adequate digital literacy, such as age or experience in using technology. Teachers feel insecure about using the system due to lack of time to learn the system, resulting in suboptimal use and difficulties in integrating it into learning materials.

The findings on structure are accepted according to research [17][18] . The research states that structure has a positive influence on net benefits. The use of the Platform Merdeka Mengajar, which receives support from the organizational structure, such as management direction and appropriate facilities can maximize Platform Merdeka Mengajar, thereby providing benefits in the form of increased competence and achievement of organizational goals. Research on the environment is supported according to research [15][16][62] . The research states that the environment has a positive influence on net benefits. A supportive environment such as the provision of facilities, training, and support across work units, creates optimal conditions for utilizing the system, which has an impact on increasing efficiency and productivity. The results of research on organizational culture are accepted according to research [36][59] . Stating that organizational culture has a positive influence on net benefits. An organizational culture that supports collaboration and freedom in using the system encourages users to be more confident and productive, so that the benefits of the system are felt in real terms. Research on training & learning supports research conducted by [38][63] . The research states that training & learning has a positive influence on net benefits. Relevant training and learning improves users' skills, enabling them to utilize the system effectively, which leads to improved performance and efficiency in completing tasks. In the organizational component, the training activities that have been provided are still not relevant to their needs. The existing organizational

culture is less supportive of technology adoption, if teachers have a work structure that prioritizes administrative burdens, they also feel lacking in the utilization of the platform. Facilities provided by the school such as Wi-Fi access are also one of the problems in implementing technology in education.

5. CONCLUSION

The research was conducted to create a conceptual model of information system success that adopts the Hot Fit model with an expansion of the technology component by adding the ICT Infrastructure variable, an expansion of the human component with the personal competence variable, an expansion of the organizational component with the organizational culture variable, and training & learning to measure the success of the implementation of the Merdeka Mengajar platform. The research was analyzed using inner model and outer model testing. From the results of the inner model test, an accuracy value of 58.6% was obtained, which illustrates the extent to which the quality of the proposed model aligns with the obtained data. Based on the model created in this study, system use, user satisfaction, personal competence, structure, environment, organizational culture, and training & learning have a positive impact on net benefit. Service quality, system quality, information quality, and ICT infrastructure positively influence system use and user satisfaction. This study is limited by the sample size, which consists of only 328 vocational school teacher respondents in Purbalingga district. Future research has the opportunity to conduct research by taking samples of teachers from primary, secondary and tertiary level schools with a larger number of respondents covering the territory of Indonesia. Another limitation lies in the aspects that affect the success of information systems, so for future research, research aspects can be expanded to include policy maker support variables, user motivation variables, and user acceptance variables.

REFERENCES

[1] W. Sutarsih and T. Haryati, "Peran Digitalisasi Sekolah Terhadap Mutu Pendidikan," *Learn. J. Inov. Penelit. Pendidik. dan Pembelajaran*, vol. 4, no. 2, pp. 288–295, 2024, doi: https://doi.org/10.51878/learning.v4i2.2810.

[2] W. Lius Zen and Z. Trinova, "Development of E-Management for LMS Application Based Education," *J. Tek. Inform.*, vol. 3, no. 1, pp. 69–74, 2022, doi: https://doi.org/10.20884/1.jutif.2022.3.1.133 .

[3] M. Cholilah, A. G. P. Tatuwo, K. Komariah, S. P. Rosdiana, and A. N. Fatirul, "Metode Penelitian Pengembangan Bidang Pembelajaran (Edisi Khusus Mahasiswa Pendidikan dan Pendidik)," *Sanskara Pendidik. dan Pengajaran*, vol. 01, no. 02, pp. 56–66, 2023, doi: 10.58812/spp.v1.i02.

[4] M. A. W. Wardana, D. P. Indra, and C. Ulya, "Analisis Penggunaan Aplikasi Merdeka Belajar Oleh Guru Bahasa Indonesia Di SMP Surakarta Sebagai Akselerasi Implementasi Kurikulum Merdeka," *J. Pendidik. Bhs. dan Sastra Indones.*, vol. 13, no. 3, pp. 209–220, 2023, doi: https://doi.org/10.23887/jpbsi.v13i3.69150.

[5] R. D. Kurniawan, R. P. Avrianto, R. E. Indrajit, and E. Dazki, "Selection the Best Quiz Applications As Learning Performance Evaluation Media Using the Analytical Hierarchical Process Method," *J. Tek. Inform.*, vol. 3, no. 5, pp. 1389–1396, 2022, doi: https://doi.org/10.20884/1.jutif.2022.3.5.326.

[6] S. H. H. Ilyas, S. H. Mansyur, and H. Harlinda, "Analysis of Learning Web Application Testing With Weighting Product and Ordered Weighting Averaging on Group Decision Maker," *J. Tek. Inform.*, vol. 3, no. 6, pp. 1513–1522, 2022, doi: https://doi.org/10.20884/1.jutif.2022.3.6.333.

[7] K. P. Sari, S. Sariman, and M. Mujahidin, "Analisis Pemanfaatan Platform Merdeka Mengajar Untuk Peningkatan Kompetensi Guru Di Sekolah Menengah Atas Al Muhammad Cepu," *J. Pendidik. Al Fattah*, vol. 3, no. 3, pp. 69–78, 2023, doi: https://doi.org/10.1989/dtfq7097.

[8] N. Banna, R. Dewi, and D. Gasong, "Optimalisasi Pemanfaatan Platform Merdeka Mengajar dalam Pengembangan Proses Belajar Mengajar Bahasa Indonesia: Studi Kasus SD Negeri 11 Nanggala," *Indones. Res. J. Educ.*, vol. 4, no. 3, pp. 895–900, 2024, doi: https://doi.org/10.31004/irje.v4i3.912.

[9] S. E. Dewi, A. Santoso, and R. S. I. Dewi, "Analisis Penggunaan Platform Merdeka Mengajar Pendukung Optimalisasi Merdeka Belajar Jenjang Sekolah Dasar," *Al-Madrasah J. Pendidik. Madrasah Ibtidaiyah*, vol. 8, no. 1, p. 350, 2024, doi: 10.35931/am.v8i1.3096.

[10] M. F. Rafli, F. Sidiq, R. Aprilia, J. Juliati, and A. K. Kenedi, "Pendampingan Optimalisasi Komunitas Belajar di SD Negeri Kabu di Platform Merdeka Mengajar (PMM)," *J. Hum. Educ.*, vol. 4, no. 5, pp. 870–877, 2024, doi: https://doi.org/10.31004/jh.v4i5.1634.

[11] L. Senduk, H. Karamoy, and L. Kalangi, "Pengaruh Kemampuan Personal, Kecanggihan Teknologi Informasi, Dan Dukungan Manajemen Terhadap Kinerja Sistem Informasi Akuntansi (Studi Empiris Pada Perusahaan BUMN Bidang Jasa Konstruksi di Kota Manado)," *J. Ris. Akunt. dan Audit. "GOODWILL,"* vol. 12, no. 2, pp. 194–206, 2021, doi: https://doi.org/10.35800/jjs.v12i2.36356.

[12] A. D. Putra, "Penerimaan Platform Merdeka Mengajar Oleh Guru Di Kota Surabaya," *J. Penelit. Kebijak. Pendidik.*, vol. 16, no. 2, pp. 109–122, 2023, doi: https://doi.org/10.24832/jpkp.v16i2.772.

[13] L. Fransiskus Erwinto Pati, S. Siswati, D. Sonia, and N. A. Rumana, "Evaluasi Implementasi Aplikasi Zi.Care dalam Pelaksanaan Rekam Medis Elektronik di Rumah Sakit Islam Jakarta Sukapura," *J. Ilm. JKA (Jurnal Kesehat. Aeromedika)*, vol. 10, no. 2, pp. 1–7, 2024, doi: https://doi.org/10.58550/jka.v10i2.286.

[14] D. Lusiana and A. Nilogiri, "Model Hot Fit (Human , Organization , Technology Fit) Untuk Evaluasi Penerapan Aplikasi SATUSEHAT," *JSAI J. Sci. Appl. Informatics*, vol. 06, no. 03, pp. 321–332, 2023, doi: 10.36085.

[15] K. S. Kodoati and K. D. Hartomo, "Evaluasi Keberhasilan F-Learn Menggunakan Human Organization Technology (HOT) Fit Model pada Universitas Kristen Satya Wacana," *JATISI (Jurnal Tek. Inform. dan Sist. Informasi)*, vol. 9, no. 3, pp. 2096–2111, 2022, doi: 10.35957/jatisi.v9i3.2201.

[16] B. Pertiwi and E. Yulianingsih, "Penerapan Model HOT Fit pada Evaluasi Kinerja Human Resources Information System (HRIS) di KPKNL Palembang," *J. Pengemb. Sist. Inf. dan Inform.*, vol. 1, no. 2, pp. 119–127, 2021, doi: https://doi.org/10.47747/jpsii.v1i2.171.

[17] Z. R. A. Duhe, M. R. Katili, N. Pakaya, R. Yusuf, and A. Zakaria, "Evaluasi Sistem Informasi Kemahasiswaan Terpadu Menggunakan Model HOT-Fit," *Jambura J. Informatics*, vol. 4, no. 2, pp. 70–81, 2022, doi: 10.37905/jji.v4i2.14664.

[18] N. K. P. Gumay, R. Gernowo, and O. D. Nurhayati, "Analisis Pengaruh Model HOT-Fit Terhadap Pemanfaatan Sistem Informasi Kinerja Anggaran," *J. Teknol. Inf. dan Ilmu Komput.*, vol. 7, no. 4, pp. 823–832, 2020, doi: 10.25126/jtiik.2020743410.

[19] W. Sari, M. H. Koniyo, and S. Olii, "Evaluasi Penerapan Sistem Informasi E-PPGBM Menggunakan Metode HOT FIT Model," *Diffus. J. Syst. Inf. Technol.*, vol. 3, no. 2, pp. 132–140, 2023, doi: https://doi.org/10.37031/diffusion.v3i2.20084.

[20] D. Lusiana and A. Nilogiri, "Model HOT-Fit Pada Analisa Faktor-Faktor Penggunaan E-Commerce Berbasis Android," *Informatics J.*, vol. 8, no. 1, pp. 44–50, 2023, doi: https://doi.org/10.19184/isj.v8i1.35096.

[21] B. Sugiyarto, O. M. Matandung, S. Silvia, V. Darurahmi, and M. Veranita, "Evaluasi Sistem Informasi Manajemen Rumah Sakit (Simrs) Metode Hot-Fit: Literature Review," *J. Soc. Econ. Res.*, vol. 6, no. 1, pp. 896–906, 2024, doi: https://doi.org/10.54783/jser.v6i1.395.

[22]　S. D. Purnamasari, F. Panjaitan, and T. Noviana, "Optimalisasi Penggunaan Media E-Learning pada Universitas XYZ menggunakan Model DeLone dan McLean," *J. Comput. Inf. Syst. Ampera*, vol. 3, no. 3, pp. 141–155, 2022, doi: 10.51519/journalcisa.v3i3.196.

[23]　D. Saputra, A. Surniandari, and J. Sidauruk, "Implementation of DeLone and McLean Models To Measure The Success of Online-Based Tutoring System," *Bull. Comput. Sci. Electr. Eng.*, vol. 4, no. 1, pp. 8–23, 2023, doi: 10.25008/bcsee.v4i1.1180.

[24]　A. Yudiawan, S. Rokhmah, T. Umkabu, F. Safitri, and Arifin, "Factors Affecting the Success of E-Learning-Based Training using Learning Management System Platforms: Adaptations of Updated DeLone and McLean Models," *J. Educ. e-Learning Res.*, vol. 9, no. 3, pp. 192–198, 2022, doi: 10.20448/jeelr.v9i3.4186.

[25]　M. Mkinga and H. Mandari, "Evaluating Students Information System Success Using DeLone and McLean's Model: Student's Perspective," *J. Int. Technol. Inf. Manag.*, vol. 29, no. 2, pp. 24–42, 2020, doi: 10.58729/1941-6679.1447.

[26]　A. M. Sayaf, "Adoption of E-learning systems: An integration of ISSM and constructivism theories in higher education," *Heliyon*, vol. 9, no. 2, p. e13014, 2023, doi: 10.1016/j.heliyon.2023.e13014.

[27]　W. Cidral, M. Aparicio, and T. Oliveira, "Students' long-term orientation role in e-learning success: A Brazilian study," *Heliyon*, vol. 6, no. 12, pp. 1–12, 2020, doi: 10.1016/j.heliyon.2020.e05735.

[28]　U. Ibrahim, "The Role of Cloud Computing in Transforming ICT Infrastructure in Educational Institutions," *Int. J. Appl. Sci. Res.*, vol. 2, no. 2, pp. 213–226, 2024, doi: 10.59890/ijasr.v2i2.1333.

[29]　S. S. A. Bin-Obaidellah, N. F. Mokhtar, N. A. Awi, and S. Mokhlis, "The Effect of ICT Infrastructure on Business Performance of Micro and Small Enterprises in Yemen: The Moderating Effect of Social Media Marketing," *Int. J. Procure. Manag.*, vol. 18, no. 1, pp. 44–67, 2023, doi: 10.1504/ijpm.2022.10047245.

[30]　H. K. Eliwa, M. B. Jelodar, and M. Poshdar, "Information and Communication Technology (ICT) Utilization and Infrastructure Alignment in Construction Organizations," *Buildings*, vol. 12, no. 281, pp. 1–19, 2022, doi: 10.3390/buildings12030281.

[31]　U. Habiba and S. M. Z. Ahmed, "ICT Infrastructure and Access to Online Services: Determining the Factors Affecting Faculty Satisfaction with University-Subscribed Resources," *Int. Inf. Libr. Rev.*, vol. 53, no. 2, pp. 112–130, 2020, doi: 10.1080/10572317.2020.1794204.

[32]　A. M. Idkhan and M. M. Idris, "The Impact of User Satisfaction in the Use of E-Learning Systems in Higher Education: A CB-SEM Approach," *Int. J. Environ. Eng. Educ.*, vol. 5, no. 3, pp. 100–110, 2023, doi: 10.55151/ijeedu.v5i3.91.

[33]　H. Almaghrabi, B. Soh, and A. Li, "Using ML to Predict User Satisfaction with ICT Technology for Educational Institution Administration," *Inf.*, vol. 15, no. 218, pp. 1–23, 2024, doi: 10.3390/info15040218.

[34]　S. Rokhimah and A. Sirait, "Educator Satisfaction Using LMS with ICT Infrastructure as a Mediation Variable," *RSF Conf. Ser. Business, Manag. Soc. Sci.*, vol. 1, no. 3, pp. 81–87, 2021, doi: 10.31098/bmss.v1i3.291.

[35]　M. Tamimi, B. E. Soetjipto, S. Sopiah, and D. T. Kurniawan, "Budaya Organisasi dan Kinerja Karyawan:: A Systematic Literature Review," *Husnayain Bus. Rev.*, vol. 2, no. 2, pp. 11–21, 2022, doi: 10.54099/hbr.v2i2.100.

[36]　N. Khasanah, M. E. Perseveranda, J. S. Adrianus, P. Tule, and G. Djuang, "Pengaruh Budaya Organisasi , Dukungan Manajemen dan Kesiapan Pengajar terhadap Penerapan E-Learning pada Badan Pengembangan Sumber Daya Manusia Daerah Provinsi Nusa Tenggara Timur dengan Self Efficacy sebagai Variabel Mediasi," *J. Ilmu Manaj. Terap.*, vol. 4, no. 2, pp. 279–293, 2022, doi: https://doi.org/10.31933/jimt.v4i2.

[37]　C. J. Costa, M. Aparicio, and J. Raposo, "Determinants of The Management Learning Performance in ERP Context," *Heliyon*, vol. 6, no. 4, p. e03689, 2020, doi: 10.1016/j.heliyon.2020.e03689.

[38]　C. Anam, R. Winarko, and W. Budiarto, "Pengaruh Kompetensi Dan Pelatihan Terhadap Kinerja Guru Pada Madrasah Aliyah Negeri (MAN) Sampang Dengan Disiplin Kerja Sebagai Variabel Intervening," *J. Manag. Creat. Bus.*, vol. 1, no. 4, pp. 119–139, 2023, [Online]. Available: https://doi.org/10.30640/jmcbus.v1i4.1399

[39] N. F. Fatimah, "THE EFFECT OF UTILIZATION OF INFORMATION TECHNOLOGY AND," *JASa (Jurnal Akuntansi, Audit dan Sist. Inf. Akuntansi)*, vol. 6, no. 1, pp. 109–121, 2022, doi: 10.36555/ jasa.v6i1.1849.

[40] T. Tawar, A. F. Santoso, and Y. S. Salma, "Model HOT FIT dalam Manajemen Sistem Informasi," *Bincang Sains dan Teknol.*, vol. 1, no. 02, pp. 76–82, 2022, doi: 10.56741/bst.v1i02.144.

[41] H. Jo and Y. Bang, "Understanding continuance intention of enterprise resource planning (ERP): TOE, TAM, and IS success model," *Heliyon*, vol. 9, no. 10, 2023, doi: https://doi.org/10.1016/j.heliyon.2023.e2101 9.

[42] S. Sharma and J. R. Saini, "On the role of teachers' acceptance, continuance intention and self-efficacy in the use of digital technologies in teaching practices," *J. Furth. High. Educ.*, vol. 46, no. 6, pp. 721--736, 2022, doi: https://doi.org/10.1080/0309877X.2021.199 8395.

[43] M. A. Almaiah *et al.*, "Determinants Influencing the Continuous Intention to Use Digital Technologies in Higher Education," *J. Electron.*, vol. 11, no. 18, pp. 1–17, 2022, doi: 10.3390/electronics11182827.

[44] A. D. Rachma, S. W. W. Astuti, and F. A. Amalia, "Kinerja Individu Kemampuan Teknik Personal Dan Kinerja Karyawan: Efektivitas Sistem Informasi Akuntansi Sebagai Variabel Intervening," *Ultim. J. Ilmu Akunt.*, vol. 14, no. 1, pp. 195–217, 2022, doi: 10.31937/akuntansi.v14i1.2640.

[45] N. Nurhayati, "Kinerja Sistem Informasi Akuntansi yang dipengaruhi oleh Kemampuan Teknik Personal, Kecanggihan Teknologi Informasi dan Kepuasan Pengguna," *Ekon. Keuangan, Investasi dan Syariah*, vol. 3, no. 4, pp. 903–910, 2022, doi: 10.47065/ekuitas.v3i4.1561.

[46] N. K. S. Yamawati and I. G. A. R. P. Dewi, "Pengaruh Efektivitas Sistem Informasi Akuntansi Pada Kinerja Karyawan Bank Perkreditan Rakyat (BPR) Di Kabupaten Gianyar Dengan Budaya Organisasi Dan Motivasi Kerja Sebagai Pemoderasi," *J. Satyagraha*, vol. 04, no. 02, pp. 62–72, 2021.

[47] P. Maelani, D. M. Lestari, and M. I. Taufik, "Pengaruh Budaya Organisasi, Komitmen Organisasi, Dan Kualitas Informasi Terhadap Kualitas Sistem Informasi Akuntansi Manajemen (Studi Kasus pada Kantor Badan Pengelolaan Keuangan dan Aset Daerah Kabupaten Serang)," *Acc. J. Akuntansi, Keuang. Dan Perbank.*, vol. 8, no. 2, pp. 1502–1511, 2021, doi: 10.32722/acc.v8i2.4402.

[48] K. D. Indrayani, "Pengaruh Dukungan Manajemen Puncak, Kemampuan Teknik Personal, Program Pendidikan Dan Pelatihan Terhadap Kinerja Sistem Informasi Akuntansi," *Hita Akunt. dan Keuang.*, vol. 3, no. 4, pp. 131–140, 2022, doi: 10.32795/hak.v3i4.3450.

[49] M. S. Farokh and M. Setyorini, "Pengaruh Keterlibatan Pengguna, Program Pendidikan dan Pelatihan, Dukungan Manajemen Puncak terhadap Kinerja Sistem Informasi Akuntansi pada Dinas Perpustakaan dan Kearsipan Kabupaten Pasuruan," *J. Econ. Bus.*, vol. 1, no. 2, pp. 46–57, 2020.

[50] R. Waluyo, T. Hariguna, and A. P. Wicaksono, "Analysis of Factor in User Intention to Use the Covid-19 Tracking Application," *JUITA J. Inform.*, vol. 10, no. 2, p. 251, 2022, doi: 10.30595/juita.v10i2.14360.

[51] Y. Yuhana, D. Setiawan, and P. E. P. Utomo, "Analisis Sistem E-Dimas Universitas Jambi dengan Pendekatan HOT-FIT Model," *J. Sist. Inf. Bisnis*, vol. 14, no. 1, pp. 1–11, 2024, doi: 10.21456/vol14iss1pp77-87.

[52] A. Lutfi, M. Al-Okaily, A. Alsyouf, and M. Alrawad, "Evaluating the D&M IS Success Model in the Context of Accounting Information System and Sustainable Decision Making," *Sustain.*, vol. 14, no. 13, pp. 1–17, 2022, doi: 10.3390/su14138120.

[53] M. Erfan, M. A. Maulyda, V. R. Hidayati, F. P. Astria, and T. Ratu, "Analisis Kualitas Soal Kemampuan Membedakan Rangkaian Seri Dan Paralel Melalui Teori Tes Klasik Dan Model Rasch," *Indones. J. Educ. Res. Rev.*, vol. 3, no. 1, pp. 11–19, 2020, doi: http://dx.doi.org/10.23887/ijerr.v3i1.24080.

[54] Muhammad Rizal Fahlefi, "Pengaruh Budaya Organisasi Dan Lingkungan Kerja Terhadap Komitmen Organisasi Melalui Kepuasan Kerja Di PT Solusindo Kreasi Jayatech," *J. Ris. Manaj.*, vol. 1, no. 1, pp. 127–138, 2023, doi: 10.54066/jurma.v1i1.111.

[55] H. Jo and D. H. Park, "Mechanisms for successful management of enterprise resource planning from user information processing and system quality perspective," *Sci. Rep.*, vol. 13, no. 1, pp. 1–16, 2023, doi: 10.1038/s41598-023-39787-y.

[56] W. Rahayu, Sudarno, and D. Komardi, "Measuring User Satisfaction And Net Benefit of Sakti System : Lessons From Stakeholders of Regional Treasury Office In Riau Province," *J. Apl. Manaj.*, vol. 21, no. 1, pp. 242–260, 2023, doi:

https://dx.doi.org/10.21776/ub.jam.2023.021.1.18.

[57] H. Susilowati, "Use E-learning systems: System Quality, Information Quality and Service Quality on User Satisfaction," *J. Bus. Manag. Rev.*, vol. 1, no. 3, pp. 208–222, 2020, doi: 10.47153/jbmr13.352020.

[58] A. Widyasari, U. Gunadarma, J. Margonda, R. No, and J. Barat, "Implementasi Metode HOT FIT Terhadap Evaluasi Tingkat Kesuksesan Sistem Seleksi Calon ASN," *J. Ilm. Komputasi*, vol. 22, no. 3, pp. 399–408, 2023, doi: 10.32409/jikstik.22.3.3387.

[59] S. Syaifullah, S. Aulia, and T. K. Ahsyar, "Pengaruh Budaya Organisasi terhadap Efektivitas Manajemen Gereja," *JUITAK J. Ilm. Teol. dan Pendidik. Kristen*, vol. 1, no. 4, pp. 54–68, 2023, doi: 10.61404/juitak.v1i4.191.

[60] C. Hardiyanti, S. Kusumadewi, and R. Kurniawan, "Evaluation of Success and Failure Factors for Maternal and Child Health in Integrated Healthcare Center Information Systems (IHCIS) Using the HOT-Fit Method," *J. Inf. Syst. Eng. Bus. Intell.*, vol. 10, no. 1, pp. 152–166, 2024, doi: 10.20473/jisebi.10.1.152-166.

[61] S. M. Zahara, C. Kuntadi, and R. Pramukty, "Pengaruh Kecanggihan Teknologi Informasi, Partisipasi Manajemen dan Kompetensi Sumber Daya Manusia Terhadap Efektivitas Sistem Informasi Akuntansi," *J. Manaj. Dan Bisnis Ekon.*, vol. 1, no. 3, pp. 87–98, 2023, doi: https://doi.org/10.54066/jmbe-itb.v1i1.303.

[62] L. Hadjaratie, N. Toolingo, and A. Dwinanto, "Evaluation of the successful implementation of the SIAK using the HOT-Fit model," vol. 6, no. 1, pp. 52–63, 2024, doi: 10.37905/jji.v6i1.24687.

[63] T. O. Shokirovch, "Improving Students Self-Studying Skills In Content-Based Education Using Mobile Educational Apps," vol. 3, no. 7, pp. 462–468, 2022, doi: https://doi.org/10.17605/OSF.IO/G7R8P.