The User Acceptance Analysis of Information Systems at University's Research Department Using Technology Acceptance Model (TAM)

Adika Sri Widagdo[1,*], *Fachruddin Edi Nugroho* Saputro[2], *Sri* Widodo[3], *Ardiansyah* Ardiansyah[4], *Krisna Nuresa* Qodri[5], *Nisrina Akbar Rizky* Putri[6]

[1,2,4,5,6]Department of Information Technology Universitas Muhhammadiyah Klaten, Klaten, Central Java, Indonesia
[3]Malaysia Institute of Information Universiti Kuala Lumpur, Kuala Lumpur, Malaysia

Abstract. The transition from a conventional system to an information system-based one entails a greater investment of time from users to adapt. However, this process ultimately results in a better understanding and acceptance of information technology. In this study, the aim is to evaluate the degree of acceptance of information systems within the Department of Research and Community Service at XYZ University. The research utilizes two variables within the TAM framework: PU and PEU. The analysis revealed a significant correlation (Sig. 2-tailed) worth 0.000 < 0.05 between PU (X1) and PEU (X2). This finding indicates a strong correlation between the PU variable (X1) and the acceptance variable. Furthermore, the calculated rvalue for the relationship between PU (X1) and acceptance (Y) is 0.989, which exceeds the value in the rtable 0.254. Therefore, It can be inferred that a correlation exists between the PU variable (X1) also acceptance variable. Similarly, the calculated rvalue for PEU (X2) & Y : 0.991, It also exceeds the rtable value : 0.254, suggesting a correlation PEU variable (X2) and the acceptance variable (Y). It should be noted that the positive calculated r or Pearson correlations indicate a positive correlation between the variables. Therefore, it can be inferred that higher ease of use leads to greater acceptance. Keywords— TAM, Technology Acceptance Model

1 Introduction

The implementation of Good University Governance is a strategic step [1] and foundation for improving good governance in higher education. It contains aspects that include superior academic quality, policy, and administration including the application of good governance principles [2]. To achieve this, concrete steps are needed in the form of curriculum development that is in line with the needs of industry [3] and society, infrastructure improvements, facilities, and the quality improvement of teaching and research. Moreover, from the perspective of higher education providers, it is important to

* Corresponding author: adikasw@gmail.com

ensure transparency and accountability [4] in making every decision. In terms of supporting higher education management in achieving Good University Governance, good digitalization implementation support is needed. Thus, it can support more appropriate decision-making [5].

The application of digitalization in higher education has changed the way to learn, teach, and manage educational institutions [6]. Moreover, digitization also allows educational institutions to manage data efficiently and improve administrative services [7]. The efforts to improve digital-based administration services [8] have become a priority for many higher education institutions which aim for efficiency and provide a better experience [9] within the university and university units. One of the units that requires digitalization is the Lembaga Penelitian & Pengabdian (LPPM). The LPPM information system helps the digitally integrated research and community service submissions from administrative to management process become more efficient and transparent. Lecturers can access the platform to submit proposals, manage research and community service projects, and track progress and budgets in real-time. Internal user acceptance level of the LPPM information technology/system is a crucial factor in determining the success of the platform's implementation. Feedback from users serves as an indicator of whether the platform is able to effectively meet their needs or not [10]. Therefore, user response is a significant gauge of the successful integration of technology in LPPM.[11]

An information system that is received and gets a good response from users will contribute positively to meeting needs and increasing the value of services provided by LPPM [11]. Good performance of the information system will provide user satisfaction [12], besides, users tend to be more productive and efficient in running it. This not only improves the quality of individual work but also strengthens service excellence [13]. By having an information system that is effective and easy to use, the unit can provide services that are faster, more responsive, and produce accurate information regarding user needs [14], it also provides added value and user satisfaction. It is important to understand how users interact with the platform. Therefore, an analysis of user behavior towards the Information System of the Research and Community Service Department is needed. By understanding user behavior, LPPM can identify needs, challenges, improvement, and improvement strategies that can increase acceptance and effectiveness of use of the platform.

Numerous frameworks exist for evaluating the extent of acceptance also utilization of a system or technology. One such framework is the TAM, TAM framework utilized to assess the acceptance of information system or technology [15]. TAM primarily focuses on two variables: PU and PEU [16]. PEU refers to a user's subjective experience when using a technology [17], while PU is associated with the assessment of the utility derived from it [18].

LPPM is currently transitioning from a manual management system to an information-based system. As part of this transition, an analysis will be conducted to assess of user acceptance with the object new LPPM information system.

The acceptance of the LPPM information system will be analyzed using the TAM framework, which will consider two variables PU with PEU. This analysis aims to ensure that the information system is effective and well-received by users. TAM helps to determine if the system meets user needs and assess the factors influencing its adoption and use. This approach will enable LPPM to identify areas for improvement and ensure that the information system fully supports its objectives.

2 Literature Review

Information research from Rauf et al [19], the aim was to assess the acceptance of hybrid applications at PT. JNE Indonesia's Penajam Paser Utara branch. The study included 25 active employees and used the TAM framework to determine the factors influencing user actions when using hybrid applications. The factors analyzed included PU, PEU, Attitude Toward Using, also Behavioral Intention from hybrid applications. The research employed a multiple linear regression analysis with SPSS application. The findings of the research revealed a significant impact of the independent variable (X) regarding the variable (Y). The study involved conducting validity, reliability, and normality tests to determine the significance of the data. The research focused on the PT. JNE Indonesia Penajam Paser Utara branch and included 25 active employees who used hybrid applications as participants. The findings revealed a simultaneous impact of the independent variable (X) on the dependent variable (Y), with a calculated F value 126.958 (exceeds the critical fvalue of 2.90) and a statistically significant value of 0.000 (smaller than 0.05). The upcoming research will involve a similar user analysis of existing information systems, with a distinction being that it will only consider two variables: PU and PEU within the TAM framework.

Fecira et al's research [20] examines the acceptance of e-learning using the TAM. The study analyzes the correlation from PEOU, PU, ATU, and PE in relation to the ITU e-learning. Using sample of 101 respondents, the data was analyzed using Structural Equation Modeling (SEM). The results of indicate that PEOU positively influences PU, PU and ATU positively impact ITU, and PU positively influences ATU. However, PEOU does not appear to have a direct positive effect on ATU, and PE does not seem to directly influence ITU. Additionally, the research to be conducted shares similarities with the discussed study, focusing on information systems within educational institutions and utilizing the TAM framework.

Research conducted by Christian [21] regarding student acceptance of user experiance of information technology in the learning process using TAM. This research analyzes the level of organizational and individual acceptance of student acceptance information technology. The results showed that acceptance of information technology was influenced by several factors. In the research that will be carried out, there are similarities regarding the level of acceptance of information technology, where analysis will be carried out from the user's side to improve it in the future.

In research by Kusumah et al [22] which aims to find out how users perceive the usefulness also ease of SPSS. The number of data samples used was 100 students. In this study, the results of user perceptions regarding the benefits of the SPSS were obtained with an overall mean score : 4.08 and for ease of use of the SPSS, it received a score of 4.10. This leads to the conclusion that students obtain significant advantages from using the SPSS application. The research that will be conducted uses the same variables but the number of respondents is different.

TAM method in Opoku research [23] on the topic of the relevance of TAM in information management which focuses on reviewing empirical evidence regarding TAM uncertainty as a theoretical model. This research suggests that TAM is still recognized as an appropriate model for quantitative-based research. This study and several other researchers also concluded that TAM is relevant from determining also assessing user behavior related to technology use over time. Based on a review of several sources related to the use of TAM in evaluating information systems, the research that will be carried out decides to use TAM as a framework to assess of acceptance LPPM Information System.

3 Methodology

The research stages that will be carried out include observation, selecting variables to be used, formulating a questionnaire, data collection, testing, and finally presenting the results. Flowchart research flow.

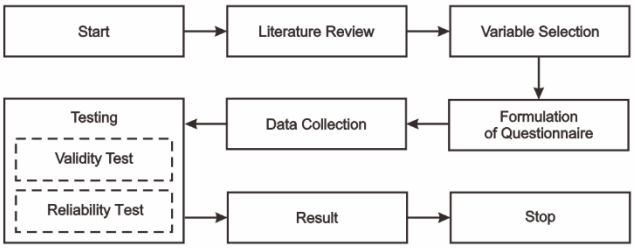

Figure 1. Research Flow

The literature review stage is included in the observation stage. At this stage, researchers collect, evaluate, and synthesize literature relevant to the research topic to be conducted. This process involves searching for reliable sources Understand thoroughly of the issue being researched. By analyzing multiple perspectives and previous findings, a literature review helps to identify knowledge gaps, formulate relevant research questions, and develop a solid theoretical foundation for further research.

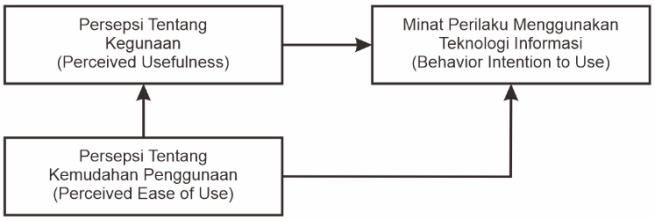

Figure 2. Technology Acceptance Model [15]

3.1 Variable Selection

We will use the TAM framework in our research. This will involve evaluating the level of acceptance of the LPPM information system by examining the PU also PEU variables.

3.2 Formulation of Questionnaire

There are 120 LPPM information system users, a sample of 60 users were randomly selected as respondents for further analysis. The use of questionnaires as a data collection instrument was chosen to obtain in-depth insight into user perceptions, attitudes and experiences towards the information system used in the time period between 25 March 2024 to 05 April 2024. The survey employs 5-point of Likert scale for assessing the Perceived Usefulness (X1) and PEU (X2) of the LPPM information system. The corresponding ratings are available in Table 1.

Table 1. Likert Scale Score

Term	Nilai
Strongly Agree (SA)	5
Agree (A)	4
Sufficient (S)	3
Disagree (D)	2
Strongly Disagree (SD)	1

3.3 Data Collection

The population in this study were 120 active lecturers with permanent lecturer status at XYZ University. Based on the population size, the sample size is 50% x 120 = 60 people. The Conclusion of the survey employs are as in Table 2 also Table 3.

Table 2. Data from distributing questionnaires variable X1

Question										
Respondent	1	2	3	4	5	6	7	8	9	10
1	4	5	4	5	5	5	4	5	4	5
2	4	4	4	5	5	4	4	5	4	5
3	5	4	4	5	4	4	4	5	5	4
4	4	5	5	4	4	5	5	4	4	4
…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…
57	4	5	4	3	3	5	4	3	4	3
58	5	4	5	4	5	4	5	4	5	5
59	4	5	4	4	4	5	4	4	4	4
60	4	5	5	3	3	5	5	3	4	3

Table 3. Data from the distribution of questionnaires for variable X2

Question										
Respondent	1	2	3	4	5	6	7	8	9	10
1	4	5	4	5	5	4	5	4	5	4
2	4	4	4	5	5	4	5	4	5	4
3	5	4	4	5	4	4	5	5	4	5
4	4	5	5	4	4	5	4	4	4	4
…	…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…	…
57	4	5	4	3	3	4	3	4	3	4
58	5	4	5	4	5	5	4	5	5	5
59	4	5	4	4	4	4	4	4	4	4
60	4	5	5	3	3	5	3	4	3	4

3.4 Testing

3.4.1 Validity Test

Validity testing is an indicator that confirms that the variables being measured correspond to the variables that the researcher wants to investigate [24]. This stage is used to ensure that the Research tools that are utilized for gauging the degree of acceptance of LPPM actually measure relevant and significant factors associated with the utilization of the system, such as usability, reliability, ease of use, and user satisfaction. Through the validity

testing process, researchers can ensure that the research results accurately reflect the reality of the experiences of LPPM information system users, thus providing a meaningful contribution to the development and improvement of the system.

Validity testing was carried out on the PU (X1) and PEU (X2) variables. Steps to carry out a validity test:

a. The number of validity tests corresponds to the number of questions in a questionnaire. Or the number of validity tests corresponds to the number of variables used.
b. Calculate the correlation value for each question item/variable

$$r_{xy} = \frac{n\sum XY - \sum x \sum y}{\sqrt{(n\sum x^2 - (\sum x)^2)(n\sum y^2 - (\sum y)^2}} \quad (1)$$

Detail:

x : points for each question
y : total question points for each respondent
n : number of respondents

c. Calculate the normal distribution value of the sample (t).

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \quad (2)$$

d. Draw conclusions by comparing the calculated t value with the standard t value.

In this study, the validity test was conducted using SPSS Statistics 23. The outcome of the validity test are displayed in Figure 3 also Figure 4.

Correlations

		PEU1	PEU2	PEU3	PEU4	PEU5	PEU6	PEU7	PEU8	PEU9	PEU10	SKOR_PEU
PEU1	Pearson Correlation	1	-.206	.201	.160	.179	.201	.160	1.000**	.179	1.000**	.675**
	Sig. (2-tailed)		.114	.124	.222	.172	.124	.222	.000	.172	.000	.000
	N	60	60	60	60	60	60	60	60	60	60	60
PEU2	Pearson Correlation	-.206	1	-.228	.000	-.085	-.228	.000	-.206	-.085	-.206	-.024
	Sig. (2-tailed)	.114		.079	1.000	.516	.079	1.000	.114	.516	.114	.856
	N	60	60	60	60	60	60	60	60	60	60	60
PEU3	Pearson Correlation	.201	-.228	1	.101	.083	1.000**	.101	.201	.083	.201	.445**
	Sig. (2-tailed)	.124	.079		.442	.527	.000	.442	.124	.527	.124	.000
	N	60	60	60	60	60	60	60	60	60	60	60
PEU4	Pearson Correlation	.160	.000	.101	1	.469**	.101	1.000**	.160	.469**	.160	.657**
	Sig. (2-tailed)	.222	1.000	.442		.000	.442	.000	.222	.000	.222	.000
	N	60	60	60	60	60	60	60	60	60	60	60
PEU5	Pearson Correlation	.179	-.085	.083	.469**	1	.083	.469**	.179	1.000**	.179	.684**
	Sig. (2-tailed)	.172	.516	.527	.000		.527	.000	.172	.000	.172	.000
	N	60	60	60	60	60	60	60	60	60	60	60
PEU6	Pearson Correlation	.201	-.228	1.000**	.101	.083	1	.101	.201	.083	.201	.445**
	Sig. (2-tailed)	.124	.079	.000	.442	.527		.442	.124	.527	.124	.000
	N	60	60	60	60	60	60	60	60	60	60	60
PEU7	Pearson Correlation	.160	.000	.101	1.000**	.469**	.101	1	.160	.469**	.160	.657**
	Sig. (2-tailed)	.222	1.000	.442	.000	.000	.442		.222	.000	.222	.000
	N	60	60	60	60	60	60	60	60	60	60	60
PEU8	Pearson Correlation	1.000**	-.206	.201	.160	.179	.201	.160	1	.179	1.000**	.675**
	Sig. (2-tailed)	.000	.114	.124	.222	.172	.124	.222		.172	.000	.000
	N	60	60	60	60	60	60	60	60	60	60	60
PEU9	Pearson Correlation	.179	-.085	.083	.469**	1.000**	.083	.469**	.179	1	.179	.684**
	Sig. (2-tailed)	.172	.516	.527	.000	.000	.527	.000	.172		.172	.000
	N	60	60	60	60	60	60	60	60	60	60	60
PEU10	Pearson Correlation	1.000**	-.206	.201	.160	.179	.201	.160	1.000**	.179	1	.675**
	Sig. (2-tailed)	.000	.114	.124	.222	.172	.124	.222	.000	.172		.000
	N	60	60	60	60	60	60	60	60	60	60	60
SKOR_PEU	Pearson Correlation	.675**	-.024	.445**	.657**	.684**	.445**	.657**	.675**	.684**	.675**	1
	Sig. (2-tailed)	.000	.856	.000	.000	.000	.000	.000	.000	.000	.000	
	N	60	60	60	60	60	60	60	60	60	60	60

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

Figure 3. Validity test on the PU or variable of Perceived Usefulness

Correlations

		PEU1	PEU2	PEU3	PEU4	PEU5	PEU6	PEU7	PEU8	PEU9	PEU10	SKOR_PEU
PEU1	Pearson Correlation	1	-.206	.201	.160	.179	.201	.160	1.000**	.179	1.000**	.675**
	Sig. (2-tailed)		.114	.124	.222	.172	.124	.222	.000	.172	.000	.000
	N	60	60	60	60	60	60	60	60	60	60	60
PEU2	Pearson Correlation	-.206	1	-.228	.000	-.085	-.228	.000	-.206	-.085	-.206	-.024
	Sig. (2-tailed)	.114		.079	1.000	.516	.079	1.000	.114	.516	.114	.856
	N	60	60	60	60	60	60	60	60	60	60	60
PEU3	Pearson Correlation	.201	-.228	1	.101	.083	1.000**	.101	.201	.083	.201	.445**
	Sig. (2-tailed)	.124	.079		.442	.527	.000	.442	.124	.527	.124	.000
	N	60	60	60	60	60	60	60	60	60	60	60
PEU4	Pearson Correlation	.160	.000	.101	1	.469**	.101	1.000**	.160	.469**	.160	.657**
	Sig. (2-tailed)	.222	1.000	.442		.000	.442	.000	.222	.000	.222	.000
	N	60	60	60	60	60	60	60	60	60	60	60
PEU5	Pearson Correlation	.179	-.085	.083	.469**	1	.083	.469**	.179	1.000**	.179	.684**
	Sig. (2-tailed)	.172	.516	.527	.000		.527	.000	.172	.000	.172	.000
	N	60	60	60	60	60	60	60	60	60	60	60
PEU6	Pearson Correlation	.201	-.228	1.000**	.101	.083	1	.101	.201	.083	.201	.445**
	Sig. (2-tailed)	.124	.079	.000	.442	.527		.442	.124	.527	.124	.000
	N	60	60	60	60	60	60	60	60	60	60	60
PEU7	Pearson Correlation	.160	.000	.101	1.000**	.469**	.101	1	.160	.469**	.160	.657**
	Sig. (2-tailed)	.222	1.000	.442	.000	.000	.442		.222	.000	.222	.000
	N	60	60	60	60	60	60	60	60	60	60	60
PEU8	Pearson Correlation	1.000**	-.206	.201	.160	.179	.201	.160	1	.179	1.000**	.675**
	Sig. (2-tailed)	.000	.114	.124	.222	.172	.124	.222		.172	.000	.000
	N	60	60	60	60	60	60	60	60	60	60	60
PEU9	Pearson Correlation	.179	-.085	.083	.469**	1.000**	.083	.469**	.179	1	.179	.684**
	Sig. (2-tailed)	.172	.516	.527	.000	.000	.527	.000	.172		.172	.000
	N	60	60	60	60	60	60	60	60	60	60	60
PEU10	Pearson Correlation	1.000**	-.206	.201	.160	.179	.201	.160	1.000**	.179	1	.675**
	Sig. (2-tailed)	.000	.114	.124	.222	.172	.124	.222	.000	.172		.000
	N	60	60	60	60	60	60	60	60	60	60	60
SKOR_PEU	Pearson Correlation	.675**	-.024	.445**	.657**	.684**	.445**	.657**	.675**	.684**	.675**	1
	Sig. (2-tailed)	.000	.856	.000	.000	.000	.000	.000	.000	.000	.000	
	N	60	60	60	60	60	60	60	60	60	60	60

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

Figure 4. Validity test on the PEU or Perceived Ease of Use

These are the result of validity test of the question for each variable (X1, X2) on Table 4.

Table 4. Validity test results

Variable	Question	r_{xy}	r_{table}	Information
Perceived Usefulness	1	0,599	0,254	Valid
	2	0,095	0,254	Invalid
	3	0,428	0,254	Valid
	4	0,678	0,254	Valid
	5	0,697	0,254	Valid
	6	0,095	0,254	Invalid
	7	0,428	0,254	Valid
	8	0,678	0,254	Valid
	9	0,599	0,254	Valid
	10	0,697	0,254	Valid
Perceived Ease of Use	1	0,599	0,254	Valid
	2	0,095	0,254	Invalid
	3	0,428	0,254	Valid
	4	0,678	0,254	Valid
	5	0,697	0,254	Valid
	6	0,428	0,254	Valid
	7	0,678	0,254	Valid
	8	0,599	0,254	Valid
	9	0,697	0,254	Valid
	10	0,599	0,254	Valid

The validity test results are declared valid if rcount > rtable. In table 4, the Perceived Usefulness variable has 2 invalid questions, namely questions 2 and 6, while in the PEU variable there is 1 question declared invalid.

3.4.2 Reliability Test

Testing reliability is a measure to demonstrate how much a survey can be deemed dependable or consistent [25]. By ensuring that the instruments used in this research have a high level of reliability, researchers can have confidence that the data obtained is consistent and reliable. This is important to ensure that research findings can be interpreted accurately and provide meaningful insights related to user experiences of LPPM information systems, as well as providing a strong basis for appropriate decision making and policy development. Reliability testing was carried out using the Cronbach's Alpha technique. A variable is considered reliable if the reliability coefficient value exceeds 0.60. Reliability test is calculated using a formula :

$$r_{xy} = \frac{n\sum XY - \sum x \sum y}{\sqrt{(n\sum x^2 - (\sum x)^2)(n\sum y^2 - (\sum y)^2}} \quad (3)$$

$$r_{gg} = \frac{2r}{(1+r)}$$

A question is said to be reliable if rgg > r α(n-2)

In this study, reliability testing was carried out using IBM SPSS Statistics 23. The output of the reliability testing PU in 5, 6, 7 table and PEU 8, 9, 10 table.

Case Processing Summary			
		N	%
Cases	Valid	60	100.0
	Excluded[a]	0	.0
	Total	60	100.0

Table 5 Case Processing Summary Perceived Usefulness Variable

Reliability Statistics	
Cronbach's Alpha	N of Items
.717	11

Table 6 Reliability Statistics Perceived Usefulness Variable

Item-Total Statistics				
	Scale Mean if Item Deleted	**Scale Variance if Item Deleted**	**Corrected Item-Total Correlation**	**Cronbach's Alpha if Item Deleted**
PU1	81.33	30.260	.429	.698
PU2	81.20	31.959	.120	.722
PU3	81.13	31.101	.325	.707
PU4	81.43	29.131	.633	.682
PU5	81.18	28.288	.629	.674
PU6	81.20	31.959	.120	.722
PU7	81.13	31.101	.325	.707
PU8	81.43	29.131	.633	.682
PU9	81.33	30.260	.429	.698
PU10	81.18	28.288	.629	.674
SKOR_PU	42.77	8.284	1.000	.673

Table 7. Reliability Test on Perceived Usefulness Variable

Case Processing Summary			
		N	%
Cases	Valid	60	100.0
	Excluded[a]	0	.0
	Total	60	100.0

Table 8 Case Processing Summary Perceived Ease of Use Variable

Reliability Statistics	
Cronbach's Alpha	N of Items
.736	11

Table 9 Reliability Statistics Perceived Ease of Use Variable

Item-Total Statistics				
	Scale Mean if Item Deleted	**Scale Variance if Item Deleted**	**Corrected Item-Total Correlation**	**Cronbach's Alpha if Item Deleted**
PU1	81.07	35.250	0.623	0.708
PU2	80.93	40.131	-0.119	0.758
PU3	80.87	37.067	0.379	0.726
PU4	81.17	35.395	0.603	0.709
PU5	80.92	34.349	0.622	0.701
PU6	80.87	37.067	0.379	0.726
PU7	81.17	35.395	0.603	0.709
PU8	81.07	35.250	0.623	0.708
PU9	80.92	34.349	0.622	0.701
PU10	81.07	35.250	0.623	0.708
SKOR_PU	42.63	9.897	1.000	0.751

Table 9. Reliability Test on Perceived Ease of Use Variable

Based on PU and PEU Validity test the results of the reliability test show that:

1. The variable Perceived Usefulness as (X1) has a reliability coefficient of 0.717, which means the reliability coefficient is > 0.60, so variable X1 is declared reliable.

2. The variable Perceived Ease of Use as (X2) has a reliability coefficient : 0.736, it means the reliability coefficient is > 0.60, so the variable X2 is declared reliable.

3.4.3 Correlation Test

Bivariate Pearson Correlation				
		X1	**X2**	**Y**
X1	Pearson Correlation	1	.960**	.989**
	Sig. (2-tailed)		.000	.000
	N	60	60	60
X2	Pearson Correlation	.960**	1	.991**
	Sig. (2-tailed)	.000		.000
	N	60	60	60
Y	Pearson Correlation	.989**	.991**	1
	Sig. (2-tailed)	.000	.000	
	N	60	60	60
**** Correlation is significant at the 0,01 level (2-tailed)**				

Table 10 Bivariate Pearson Correlation

The significance value Sig. (2-tailed) from correlation table indicates that there is a significant correlation between the PU (X1) and PEU (X2) variables as the Sig value (2-tailed) is 0.000 < 0.05 for both. This suggests a significant connection between the Perceived Usefulness variable (X1) and the acceptance variable. Additionally, the Sig value (2-tailed) for the correlation of PEU (X2) with acceptance (Y) is 0.000 < 0.05, indicating a significant correlation between the PEU (X2) variable and the acceptance variable.

The calculated rvalue (Pearson correlation) indicates a significant correlation between PU (X1) with acceptance (Y) with a value of 0.989, which is greater than the rtable value of 0.254. This leads to the conclusion that there is indeed a relationship between Perceived

Usefulness (X1) and the acceptance variable. Similarly, the calculated rvalue for the relationship between Perceived Ease of Use (X2) and acceptance (Y) is 0.991, also exceeding the r table value of 0.254, thereby establishing a correlation between Perceived Ease of Use (X2) and the acceptance variable (Y). Furthermore, the positive calculated r values suggest a positive relationship between the variables, indicating that as ease and use increase, the level of acceptance also increases.

3.5 f-test

The hypotheses contained in this research are:

Ho : The simultaneous influence of the Perceived Usefulness variable (X1) and the PEU (X2) on the acceptance of the LPPM system variable (Y) is not significant.

Ha : Simultaneously, the Perceived Usefulness (X1) variable and the PEU (X2) variable have a notable impact on the LPPM(Y) System Acceptance variable.

The f test was carried out using IBM SPSS Statistics 23, the results of the f test can be seen in table 11 below

ANOVA					
Model	**Sum Of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1. Regression	450.449	1	450.449	628.422	.000[b]
Residual	38.284	58	.660		
Total	488.733	59			
a. Dependent Variable : X1 b. Predictors : (Constant), X2					

Table 11. Test Results f

Based on Figure 8. f test, the calculated f value is 682.422 and the ftable value is 4.01, which means fcount > ftable with 682.422 > 4.01, Ho is being rejected, and Ha is being accepted, which indicates a significant relationship between the PU (X1) and Perceived Ease of Use (X2) variables on the LPPM system acceptance variable (Y) based on these findings.

4 RESULT

The analysis from this research revealed that both the PU variable (X1) and the Perceived Ease of Use variable (X2) had a significant impact. It can be inferred that there is a connection or association between the Perceived Ease of Use variable (X2) and the acceptance variable (Y) because the Pearson correlation coefficient is positive. This positive correlation indicates that an increase in the PEU leads to an increase in acceptance.

5 SUGGESTION

For further research on the topic of information system acceptance levels, it is hoped that more variables will be used to obtain more varied results.

ACKNOWLEDGMENT

Our profound appreciation goes to Universitas Muhammadiyah Klaten. and Universitas Muhammadiyah Yogyakarta for the support and facilities provided in this research. Their contributions have enabled us to conduct research well and successfully. Hopefully, this collaboration can continue for the scientific progress of both universities and the wider community

References

1. Abdul AJ. Penguatan tata kelola kelembagaan IAIN menuju IAIN Ambon bermutu melalui pelaksanaan Good University Governance. FIKRATUNA. 2017;8(2).
2. Wahyudin A, Nurkhin A, Kiswanto K. Hubungan good university governance terhadap kinerja manajemen keuangan perguruan tinggi. Jurnal Keuangan dan Perbankan. 2017;21(1):60–9.
3. Sabriadi HR, Wakia N. Problematika implementasi kurikulum merdeka belajar di perguruan tinggi. Adaara: Jurnal Manajemen Pendidikan Islam. 2021;11(2):175–84.
4. Abdul AJ. Penguatan tata kelola kelembagaan IAIN menuju IAIN Ambon bermutu melalui pelaksanaan Good University Governance. FIKRATUNA. 2017;8(2).
5. Pujihastuti A, Hastuti NM. Penerapan Sistem Informasi Manajemen Dalam Mendukung Pengambilan Keputusan Manajemen Rumah Sakit. Jurnal Manajemen Informasi Kesehatan Indonesia. 2021;9(2):200.
6. Putra OV, Afif A. DIGITALISASI CAPAIAN KINERJA UTAMA USULAN PENELITIAN DI UNIVERSITAS DARUSSALAM GONTOR MENGGUNAKAN FRAMEWORK YII2. Prosiding Penelitian Pendidikan dan Pengabdian 2021. 2021;1(1):1282–93.
7. M, Syahdi MZ, Didiharyono D. Tata Kelola Perguruan Tinggi dalam Era Teknologi Informasi dan Digitalisasi. JEMMA (Journal of Economic, Management and Accounting). 2020;3(2):203–14.
8. Afrina M, Ibrahim A. Rancang Bangun Electronic Costumer Relationship Management (E-CRM) Sebagai Sistem Informasi Dalam Peningkatan Layanan Perpustakaan Digital Fakultas Ilmu Komputer Unsri. JSI: Jurnal Sistem Informasi (E-Journal). 2013;5(2).
9. Wiranti NE, Frinaldi A. Meningkatkan Efisiensi Pelayanan Publik dengan Teknologi di Era Digital. JIM: Jurnal Ilmiah Mahasiswa Pendidikan Sejarah. 2023;8(2):748–54.
10. Aldila FT, Darmaji D, Kurniawan DA. Analisis Respon Pengguna terhadap Penerapan Web-based Assessment pada Penilaian Sikap Siswa terhadap Mata Pelajaran IPA dan Nilai-nilai Pendidikan Karakter. Edukatif: Jurnal Ilmu Pendidikan. 2022;4(1):1253–62.
11. Nst VFH. PENGARUH SISTEM INFORMASI MANAJEMEN DALAM MENINGKATKAN PELAYANAN TERHADAP TAMU HOTEL DI THE 7R RESTAURANT PADA ASEAN INTERNATIONAL HOTEL MEDAN. Jurnal Ilmiah METADATA. 2023;5(1):34–56.
12. Suaryana I, Damayanthi E, Merkusiwati L. Kualitas dan kepuasan pengguna terhadap sistem informasi akademik berbasis web. Jurnal Ilmiah Akuntansi dan Bisnis. 2016;11(2):84–90.
13. Agustian A, Nurapriani F. Analisis Sentimen, Text Mining Penerapan Analisis Sentimen Dan Naive Bayes Terhadap Opini Penggunaan Kendaraan Listrik Di Twitter. Jurnal TIKA. 2022;7(3):243–9.
14. Nur H. Penggunaan metode waterfall dalam rancang bangun sistem informasi penjualan. Generation Journal. 2019;3(1):1–10.

15. Stefany BA, Wibowo FM, Wiguna C. Analisis Kepuasan Pengguna Aplikasi Wisata Brebes Dengan Metode Technology Acceptance Model (TAM). Journal of Information Systems and Informatics. 2021;3(1):172–84.
16. Maita I, Majid S. Analisis Penerimaan terhadap Penggunaan E-Learning Menggunakan Metode Technology Acceptance Model (TAM). Jurnal Sistim Informasi dan Teknologi. 2022;30–5.
17. Abdullah F, Ward R, Ahmed E. Investigating the influence of the most commonly used external variables of TAM on students' Perceived Ease of Use (PEOU) and Perceived Usefulness (PU) of e-portfolios. Comput Human Behav. 2016;63:75–90.
18. Sinaga OS, Marpaung FK, Dewi RS, Sudirman A. Kontribusi perceived usefulness, perceived ease of use dan perceived security terhadap behavioral intention to use aplikasi JAKET. Insight Management Journal. 2021;1(3):86–94.
19. Rauf SA, Hadisaputra EL. Analisis Faktor yang mempengaruhi Penerimaan Penggunaan Aplikasi Hybrid dengan menggunakan Metode TAM di PT. JNE Indonesia. Jurnal Locus Penelitian dan Pengabdian. 2022;1(3):131–9.
20. FECIRA D, ABDULLAH TMK. Analisis Penerimaan E-Learning Menggunakan Technology Acceptance Model (Tam). Jurnal Ekonomi, Sosial & Humaniora. 2020;2(04):35–50.
21. Christian Y. Analisa Penerimaan Peserta Didik Terhadap Pemanfaatan Teknologi Informasi dalam Pembelajaran Menggunakan TAM. Jurnal Informasi dan Teknologi. 2023;92–101.
22. Kusumah EP. Technology acceptance model (TAM) of statistical package for the social sciences (SPSS) applications. 2017;
23. Opoku MO, Enu-Kwesi F. Relevance of the technology acceptance model (TAM) in information management research: A review of selected empirical evidence. Research journal of business and management. 2019;7(1):34–44.
24. Arsi A, Herianto H. Langkah-langkah Uji Validitas Dan Realibilitas Instrumen Dengan Menggunakan SPSS. 2021;
25. Amanda L, Yanuar F, Devianto D. Uji validitas dan reliabilitas tingkat partisipasi politik masyarakat kota Padang. Jurnal Matematika UNAND. 2019;8(1):179–88.