

User Experience Analysis of The Information System MBKM FKIP Muhammadiyah University Kendari

Yasset Rillan^{1*}, Zila Razilu², Hendra Nelva Saputra³

^{1,2,3}Universitas Muhammadiyah Kendari, Indonesia

e-mail: *yassetrilan68179@gmail.com., zila.razilu@umkendari.ac.id, hendra.saputra@umkendari.ac.id

*Corresponding Author.

Abstract: This study aims to analyze the user experience of Merdeka Belajar Kampus Merdeka (MBKM) information system at the Faculty of Teacher Training and Education (FKIP), Universitas Muhammadiyah Kendari. A survey was conducted with 40 students participating in the MBKM program to evaluate ease of use, system stability, information completeness, and overall satisfaction with the system. The results showed that most users were satisfied with the system. Users rated aspects such as feature completeness, ease of navigation, and speed in uploading and downloading documents positively. Nevertheless, some areas require improvement, especially regarding user independence in completing tasks and the clarity of the interface to facilitate understanding. Overall, this study concludes that the MBKM system at FKIP Universitas Muhammadiyah Kendari has successfully met users' needs in supporting academic activities. However, improvements in several aspects are expected to improve the quality of user experience.

Keywords: curriculum; information system; MBKM; user experience

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Introduction

The Merdeka Belajar Kampus Merdeka (MBKM) program introduced by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia is one of the strategic steps to improve the quality of higher education and the relevance of graduates to industry needs (Manullang, 2023). Through this program, students can gain more flexible learning experiences through internships, student exchanges, village projects, research, and entrepreneurial activities. The MBKM program is expected to hone students' practical skills, soft skills, and adaptation to the increasingly dynamic world of work (Riyadi et al., 2022; Wijayanto & Wulandari, 2023). To support these goals, Universitas Muhammadiyah Kendari (UMK) has taken concrete steps by utilizing technology to implement the MBKM program.

As a strategic step, UMK implemented a technology-based information system to manage and support MBKM activities, from the registration process to monitoring student activities. The system is designed to enable students to easily access information related to MBKM and track their progress in the program (Hidayat & Sabarudin, 2022). It is expected that, with the support of a technology-based system, students can obtain the necessary information and access academic data related to MBKM efficiently (Kemedikbud, 2021; Yusni & Ariyani, 2023).

However, despite its aim to facilitate access to information, the MBKM system at UMK faces various challenges. Some students report difficulties in understanding system features, locating the information they need, and encountering technical problems, such as complicated navigation and system glitches. These problems can impact the system's effectiveness and hinder student participation in MBKM (Bhakti et al., 2022; Saraswati & Wideasavetri, 2019). These challenges highlight the importance of evaluating the user experience of this system and identifying the obstacles it faces.

Related research shows that the implementation of MBKM has a positive impact on student skills. This program is based on the principle of experiential learning, where students can learn through direct practice in the field (Morris, 2020). Other studies also mention that MBKM can improve students' employability skills in terms of communication, teamwork, and decision-making (Puspitorini et al., 2022; Rifa'i et al., 2021; Supriyanto et al., 2023). Recent research indicates that the MBKM program has a positive impact on enhancing students' employability skills, particularly in terms of communication, teamwork, and decision-making (Arsyad & Widuhung, 2022; Salniwati et al., 2022; Setiana et al., 2022).

Previous research has also highlighted the importance of effective information systems in supporting MBKM implementation. Kholik et al. (2022) found that the perceptions of lecturers and students towards the implementation of MBKM tend to be positive, mainly if supported by adequate guidance and systems. Meisarah et al. (2023) also suggested that lecturer guidance and university support are crucial for the success of MBKM. In addition, Hidayat and Sabarudin(2022) stated that in the era of the Industrial Revolution 4.0, universities need to prepare students through MBKM programs supported by reliable information technology. Furthermore, according to Sintiawati et al. (2022), the academic community has a clear understanding of the MBKM policy, and the study program has compiled a curriculum that includes courses related to MBKM.

To gain a deeper understanding of the effectiveness of the MBKM information system at UMK, this study aims to evaluate the user experience of this system, encompassing aspects such as ease of navigation, stability, completeness of information, and overall user satisfaction. Given the crucial role of technology in supporting the learning and administrative processes, this study aims to identify factors that can enhance or impede user satisfaction. Thus, the university can make relevant system improvements to enhance the quality of the user experience.

By integrating the Usability Testing Questionnaire, this research is expected to provide more specific guidance for system developers in improving the design and features of the MBKM system. The results of this usability testing will help the university ensure that the system meets the needs and expectations of users and supports the implementation of the MBKM program more effectively at FKIP UMK.

Method

The research method in this study encompasses the research design, location, participants, data collection instruments, and the stages of analysis.

Research Design

This research employs a quantitative descriptive approach, utilising a survey method to cover key aspects of user experience (Arjanto et al., 2022; Fitri et al., 2022). Questionnaires will be used to collect data from FKIP UMK students regarding their experience in using the MBKM system. This research is expected to provide insights for UMK to improve and optimise the technology-based MBKM system, thereby supporting the achievement of MBKM goals and enhancing student skills.

In addition, this research is complemented by the Usability Testing Questionnaire method (Kasih & Delianti, 2020; Kushendriawan et al., 2021; Sukarsa et al., 2022) which measures the effectiveness and efficiency of the MBKM system. Usability testing is an evaluation method that assesses the user's experience in interacting with the system, as well as identifying design issues that can hinder its efficiency and effectiveness. In the Usability Testing Questionnaire, aspects such as ease of navigation, process efficiency, system reliability, user satisfaction, and suitability of features to needs will be measured using a Likert scale.

Location and Research Participants

This research was conducted at the Faculty of Teacher Training and Education (FKIP) of Universitas Muhammadiyah Kendari (UMK) in Southeast Sulawesi. FKIP UMK was chosen because it is a faculty that is actively implementing the Merdeka Belajar Kampus Merdeka (MBKM) Program, which provides students with various activity options, such as internships, teaching assistance, independent studies, and student activist programs. For the sampling process, a simple random sampling technique was employed. Using the Slovin formula (Marlius & Mutiara, 2022), the required sample size for a population with a margin of error of 5% was calculated as follows:

$$n = \frac{N}{1 + e^2} \tag{1}$$

Where: n = sample size, N = population size of FKIP UMK students enrolled in the MBKM program and e = margin of error (0.05).

The total number of students participating in the MBKM program was 45. After applying the Slovin formula, the required sample size was determined to be 40 students.

Instrument and Data Collection

The Instrument for this research is a questionnaire designed based on the Usability Testing Questionnaire to measure user experience in using the MBKM system, focusing on ease of use, system stability, information completeness, and student satisfaction with the system. The list of questions is presented in Table 1.

Table 1. List of Questions

No	Question
Q1	I find it easy to understand how the system works.
Q2	The system has straightforward navigation and is easy to use.
Q3	I can complete MBKM tasks in this system without help from others.
Q4	The process of uploading and downloading documents in the system runs quickly and without problems.
Q5	The features provided in the system make it easier for me to manage my academic activities.
Q6	All the information I need about the MBKM program is available on the system.
Q7	The MBKM system of FETT Muhammadiyah Kendari University makes it easy for me to access academic data and activity requirements.
Q8	The system operates smoothly and stably, with minimal technical glitches.
Q9	I rarely experience technical problems (such as errors or crashes) when using the system.
Q10	I feel satisfied with the experience of using the MBKM system of FETT Muhammadiyah Kendari University.
Q11	The system provides all the functions and capabilities that I need.
Q12	Overall, I am satisfied with my experience using the MBKM system at FETT Muhammadiyah University of Kendari.

The questions in the questionnaire are divided into several categories, namely:

1. Ease of Navigation: Measuring the ease with which students understand and use the features available in the MBKM system.
2. System Stability: Assessing students' experience related to the technical stability of the system, such as the frequency of errors or crashes.
3. Information Completeness: Measures the adequacy of information available in the system, including access to academic data and MBKM program requirements.
4. User Satisfaction: Measures the level of student satisfaction with the MBKM system as a whole.

5. Technical Issues and Additional Features: Identifying problems experienced by students and suggestions for improvements or additional features.

A five-point Likert scale was used in this questionnaire to measure respondent's levels of agreement with the presented statements (Mumu et al., 2022; Rachmawati et al., 2023; Sinaga et al., 2022). The likert scale can be seen in Table 2. Open-ended questions were also included to gather more detailed feedback regarding technical difficulties and suggestions for improving features in the MBKM system.

Table 2. Likert Scale Description

Likert Scale Description	Scale
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

Stages and Analysis

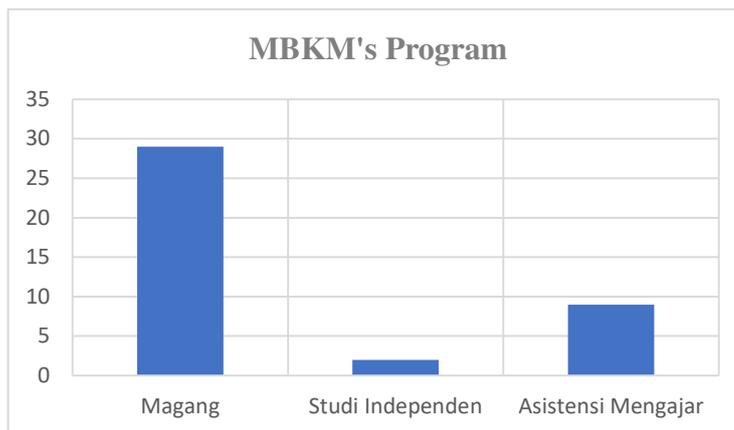
Data collected through questionnaires were analyzed using quantitative descriptive methods. Quantitative descriptive analysis is used to describe the characteristics of the data by calculating the average value and the frequency distribution of respondents' responses (Siregar, 2021; Syahroni, 2023). With this approach, the analysis results will provide an overview of students' perceptions of the MBKM system, including ease of use, stability, completeness of information, and level of satisfaction. The analysis process begins with collecting data from the questionnaire results, followed by a data grouping stage that categorizes the data according to predetermined categories. The data is then analyzed to obtain a percentage value and average for each statement, allowing for an understanding of the tendency of user attitudes and experiences with the MBKM system. To ensure the validity of the data, a validity test was conducted using the Pearson correlation coefficient. The validity test results indicate that each questionnaire item has an R-Count value greater than the R-Table value (0.312), suggesting that all questionnaire items are valid and reliable for measuring student perceptions. Thus, the questionnaire items tested provided significant results, indicating a strong correlation with the constructs measured in this study.

Results and Discussion

Observation Results

This study aims to analyze the user experience of technology-based MBKM information systems at the Faculty of Teacher Training and Education (FKIP), Universitas Muhammadiyah Kendari. Based on data obtained from questionnaires distributed to 40 students, it is known that there are three main MBKM programs followed by students: Internship, Independent Study, and Teaching Assistance.

The analysis shows that the Internship program is the leading choice, with 29 students participating. This program is the most popular because it offers direct work experience in industries or institutions relevant to students' fields of study. Furthermore, Teaching Assistance in schools is the second choice, with nine students participating in this program. Teaching Assistance offers students the opportunity to develop their teaching skills and gain a deeper understanding of the educational environment. Meanwhile, Independent Study has the least number of participants, with only two students. This is likely due to the greater challenge of finding Independent Study projects that suit students' academic needs and interests. The distribution of MBKM programs is shown in Figure 1.



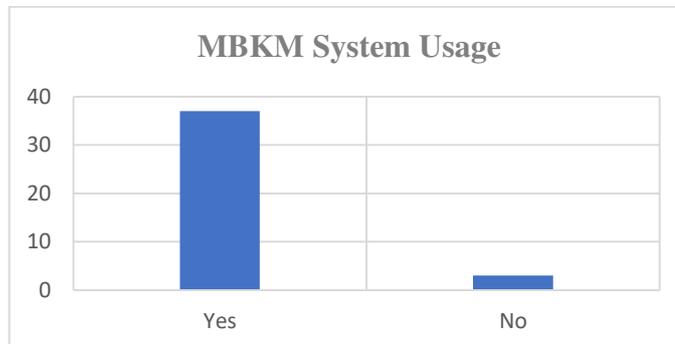
Source: Respondents' Answers

Figure 1. Students' Choice of MBKM Program

From the results of this observation, it can be concluded that the majority of students prefer programs that provide direct experience in the field, such as Internships and Teaching Assistance, compared to more independent project-based programs such as Independent Study.

MBKM System User Analysis

To understand the extent to which the MBKM system has been utilised, its distribution of use is analysed. The distribution of MBKM System usage at the Faculty of Teacher Training and Education, Universitas Muhammadiyah Kendari, is shown in Figure 2.



Source: Respondents' Answers

Figure 2. Distribution of MBKM System Usage

Figure 2 shows that most participants already have experience in using the MBKM system at the Faculty of Teacher Training and Education, Universitas Muhammadiyah Kendari. In contrast, only a small number of respondents answered No, which means that few respondents have never used this system. This indicates that the majority of users are familiar with the MBKM system, which may influence their assessment of aspects such as usage experience, stability, and overall satisfaction in this survey. Their familiarity with the system may also influence their perception of the system's ease of navigation and effectiveness.

Next, the validity test is conducted to determine whether the questionnaire possesses an adequate level of validity to measure the statements in the study accurately. Before using the instrument, it is essential to conduct a trial and analyze the results. In this study, the validity test used was Pearson correlation, which aims to measure the relationship between the score on each item and the total score of the respondents. An instrument or questionnaire is considered valid if the correlation

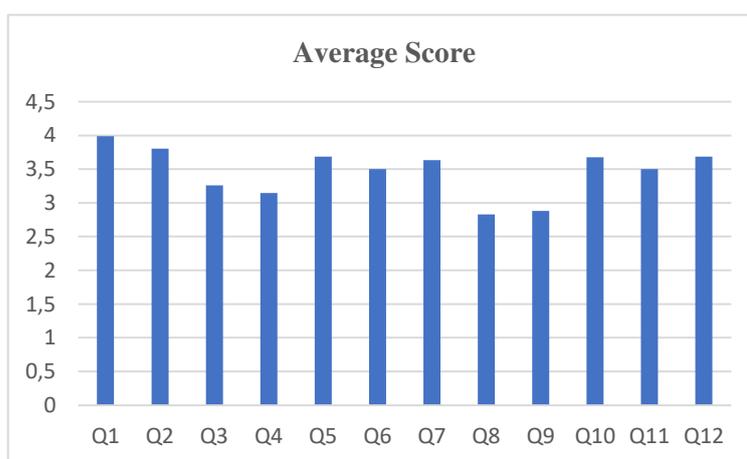
coefficient obtained is greater than the correlation coefficient value listed in the table. The validity test results are presented in Table 3.

Table 3. Validity Test Results

Item	R-Count	R-Table	Result
Q1	0,6807	0,312	Valid
Q2	0,7343	0,312	Valid
Q3	0,6426	0,312	Valid
Q4	0,7560	0,312	Valid
Q5	0,7805	0,312	Valid
Q6	0,8029	0,312	Valid
Q7	0,7793	0,312	Valid
Q8	0,7560	0,312	Valid
Q9	0,7264	0,312	Valid
Q10	0,7918	0,312	Valid
Q11	0,6965	0,312	Valid
Q12	0,7947	0,312	Valid

The validity test results shown in Table 3 indicate that all question items (Q1-Q12) have an R-Count value greater than the R-Table value (0.312), with a range of R-Count values between 0.6426 and 0.8029. Therefore, all items in this questionnaire are valid and reliable. This indicates that all questions are relevant and reliable to measure the user experience of the MBKM system at the Faculty of Teacher Training and Education, University of Muhammadiyah Kendari.

Furthermore, to delve deeper into the user experience of the MBKM system, the survey also included various aspects assessed by respondents, such as ease of use, stability, information completeness, and overall user satisfaction. Figure 2 presents the distribution of the average scores given by users to each aspect of the MBKM system usage experience, using a Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). This graph helps identify the extent to which users are satisfied or still need improvements to the system.



Source: Results of Analysis of Research Respondents

Figure 3. Average Score for Each Question

Figure 3 illustrates that the user experience of the MBKM System at FKIP Universitas Muhammadiyah Kendari is categorised into several main aspects, including ease of navigation,

system stability, information completeness, user satisfaction, technical problems and additional features.

1. **Ease of Navigation:** The ease of understanding how the system works scored 3.82 (Q1), indicating that the majority of students can understand the system relatively easily. However, the navigation aspect of the system scored 3.67 (Q2), indicating that some users still have difficulties in using the available features. The ability of students to complete MBKM tasks independently scored 3.42 (Q3), indicating that most students can operate the system independently, although there are still obstacles to its implementation.
2. **System Stability:** The system stability aspect scored 3.10 (Q8), which indicates that the system still experiences some technical glitches that reduce user convenience. In addition, the score of 3.02 (Q9) indicates that technical problems, such as errors or crashes, still occur frequently, so improvements are needed in this aspect to make the system more stable and operate more smoothly.
3. **Completeness of Information:** In terms of information completeness, the score of 3.55 (Q6) indicates that the availability of information about the MBKM program in the system still needs improvement. However, the ease of access to academic data and MBKM activity requirements received a score of 3.80 (Q7), which indicates that the system is sufficient to support student needs in the aspect of academic administration.
4. **User Satisfaction:** Overall, the level of user satisfaction with the MBKM system received a score of 3.52 (Q10). The completeness of features and system capabilities received a score of 3.55 (Q11), indicating that most user needs have been met, although there are still some features that can be optimised. Overall user satisfaction with the MBKM system at FETT Muhammadiyah Kendari University scored 3.70 (Q12), which indicates that the system has provided benefits to users in supporting their academic activities.
5. **Technical Issues and Additional Features:** The upload and download speeds of documents in the system scored 3.52 (Q4), indicating that the document management process in the system can still be improved to increase user efficiency. In addition, the features available in the MBKM system are considered quite helpful in managing academic activities, with a score of 3.70 (Q5). However, some users propose feature improvements to make the system more optimal in supporting students' academic needs.

The results of the analysis indicate that the MBKM System of FKIP Universitas Muhammadiyah Kendari has been beneficial for students in conducting their academic activities, particularly in accessing academic data and program requirements. However, there are still some technical obstacles that need to be addressed, particularly in terms of system stability, error and crash reduction, navigation improvement, and optimisation of features and information available within the system. Therefore, improvements in technical aspects and feature enhancements are expected to improve the user experience and effectiveness of using the MBKM system in the future.

Conclusion

Based on the results of analyzing user survey data on the Merdeka Belajar Kampus Merdeka (MBKM) information system at the Faculty of Teacher Training and Education, Muhammadiyah University of Kendari, it can be concluded that the MBKM Information System of FKIP Muhammadiyah University Kendari has been quite effective in supporting student academic activities. Users respond positively to the ease of use and completeness of information, although there are still technical obstacles that hinder their experience. The main challenges faced are the system's stability, which will experience frequent interruptions, and navigation that needs to be optimized for greater intuitiveness. Additionally, providing more comprehensive information can enhance the system's effectiveness in supporting the MBKM program. With improvements in stability, navigation, and

information comprehensiveness, the system is expected to be more efficient and user-friendly, thus further supporting the successful implementation of the MBKM program at FKIP Universitas Muhammadiyah Kendari.

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