



JUPIIS: Jurnal Pendidikan Ilmu-ilmu Sosial

Available online <http://jurnal.unimed.ac.id/2012/index.php/jupiis>

IMPLEMENTATION OF INFORMATION AND COMMUNICATION TECHNOLOGY IN EFFORTS TO IMPROVE ACADEMIC ADMINISTRATIVE SERVICES IN STKIP ARRAHMANIYAH

Raden Ahmad Hilmi Khoiri¹, Endang Herawan², Nani Hartini³
Department of Administrational Education, Faculty of Educational Sciences,
Universitas Pendidikan Indonesia, Bandung, Indonesia¹²³

ahmadhilmi19@upi.edu¹, endang_herawan@upi.edu², nani_hartini@upi.edu³

Accepted: October, 18th 2023

Published: December, 12nd. 2023

Abstract

This study intend to determine the relation and efectivity between Information and Communication Technology Utilization and academic administration services. The method used in this research is correlation using a quantitative approach. The population in this research were 80 STKIP Arrahmaniyah students who felt and received academic administration services. Based on the results of the correlation analysis between the variables of the use of Information and Communication Technology with the variables of Academic Administration Services, obtained rcount value of 0.085. From the calculation results, it is obtained that the value of t count (7.5) \geq t tab (1.99), then H0 is rejected, H1 is accepted. It can be concluded that there is a relationship between the use of The Relationship Between Information and Communication Technology Utilization and Academic Administration Services. Through this research, the authors suggest that the staff of the Academic Administration STKIP Arrahmaniyah continue to improve their performance. Institutions must maintain other things that motivate the performance of BAK staff to continue to improve. BAK staff in carrying out their noble duties in the institution can be motivated. The findings of the study demonstrate that the use of ICT has improved STKIP Arrahmaniyah's academic administration services in terms of efficiency and effectiveness. It has been discovered that the usage of academic information systems, online portals, and electronic communications has aided in speeding up information accessibility, decreasing document processing times, and enhancing stakeholder contact. Therefore, this study offers empirical proof of the significance of integrating ICT into STKIP Arrahmaniyah's academic administration. Other educational institutions who want to use ICT to enhance their academic administration services should use these findings as a guide. Additionally, this study contributes to the body of knowledge on ICT use in academic administration and higher education.

Key words: *Information, communication technology, Service, Academic Administration*

How to Cite: Khoiri. R. A. H., Herawan. E., Hartini. E. (2023). Implementation of Information And Communication Technology in Efforts to Improve Academic Administrative Services in STKIP Arrahmaniyah. JUPIIS: Jurnal Pendidikan Ilmu-ilmu Sosial (206-215)

*Corresponding author:
ahmadhilmi19@upi.edu

ISSN 2085-482X (Print)
ISSN 2407-7429 (Online)

INTRODUCTION

Education, as one of the most crucial aspects in printing the next generation nation, is also falling short of expectations (Riski, 2019). All Indonesians should have the right to an education. The fundamental concept of education has a goal that is confirmed in Law Number 20 of 2003 concerning the National Education System "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state" (Jauhari, 2020). The national education system must be capable of ensuring that educational practices in Indonesia are well-managed technically (Inkiriwang, 2020).

In practice, good technical management necessitates efficacy and efficiency. This effectiveness and efficiency must be capable of responding to the problems of the world's rapid development while also having a positive and significant impact on social life in the social order of life. Higher education institutions in Indonesia are attempting to improve academic administration services for lecturers and students by utilizing digital Information and Communication Technology (ICT) in an effort to maximize the effective and efficient management of education delivery and respond to the challenges of the world's rapid development.

The importance of utilizing Information and Communication Technology (ICT) in the sector of higher education academic administration services should not be overlooked (Sibuea & Tampubolon, 2022), not simply as a matter of prestige or additional value for a modern higher education management. However, universities encountered numerous hurdles in incorporating ICT in the institutional administration process, including technological and non-technical elements (Nugroho & Purbokusumo, 2020). In order to increase higher education institution performance and product quality, governance, accountability, and public image must be strengthened (Abdul, 2017).

This policy will be meaningful if it is related to efforts to provide high-quality educational institution management services, teaching programs, education staff, and facilities. Information and Communication Technology (ICT) is a broad word that

encompasses any technical equipment used to process and transmit data (Adisel & Pranansa, 2020). ICT is divided into two categories: information technology and communication technology (Budiman, 2017). Information technology encompasses all aspects of the process, application as a tool, manipulation, and management of information. While communication technology encompasses all aspects of using tools to process and send data from one device to another. As a result, information technology and communication technology are inextricably linked ideas.

As a result, information and communication technology has a broad definition, which includes all activities connected to the processing, modification, management, and transport of information between media (Huda, 2020). In the mid-twentieth century, the term ICT arose from the merging of computer technology (including hardware and software) and communication technology. The integration of the two technologies is fast expanding beyond other domains of technology. ICT is still undergoing numerous modifications till the beginning of the twenty-first century, and the saturation point has not yet been reached. In the present setting, the use of ICT in the process of providing higher education academic administration services in terms of governance, accountability, and public image of higher education institutions is unquestionably suitable (Salehi & Largani, 2020). In fact, several institutions have deployed Management Information Systems (MIS) in various forms, ranging from very simple to extremely complicated.

"The effectiveness of ICT implementation in the management of tertiary institutions needs to receive more attention considering its quite central role in the process of making managerial decisions or other decisions," according to Etin Indrayani (Wijaya & Hidayat, 2022). To improve the effectiveness of this implementation, which will clearly affect the effectiveness of educational implementation carried out by institutions, the factors that influence the effectiveness of ICT implementation in institutional management, particularly in terms of academic administration, must be investigated further. This is meant to make the academic management process in tertiary institutions more effective and efficient in order to assist the institution's accomplishment of high performance." (Indrayani, 2011).

There are various factors that must be

considered in order to properly use ICT and academic administration services at tertiary institutions (Almaiah et al., 2020), including: 1. Every member of staff recognizes the importance of using services. 2. Employees understand the organization's operations, including human resources, technology, processes, and service quality. 3. Understand how the organization must be established and managed in order to achieve excellence or quality; 4. Carry out organizational functions in order to accomplish the value of service use or quality and the goals of people participating in the service.

The theoretical and practical implementation of a high-quality academic administration service system can be accomplished primarily by adopting the service system used in the business world (Kemenuh, 2020). Total quality service, electronic-based academic services, one-stop service, and quality work of life are all factors to consider in preserving the quality of academic administration services (Tajuddin et al., 2016). The above-mentioned deployment of information technology in tertiary institutions is a type of change in the process of academic administration services to students, with the goal of making the student registration process more effective and efficient.

STKIP Arrahmaniyah will change the academic administration system from a manual document management system to an e-administration-based student administration management system, namely information technology-based office document administration management via the internet network, in terms of the use of information technology for managing student academic administrative documents. An educational institution must continuously conduct institutional development in order to deliver excellent services; this step is necessary to improve services on a regular basis. An institution/institution need this coaching step because the level of satisfaction received by service consumers will, of course, vary in tandem with a high level of education.

The adoption of information technology by all members of the organization, including employees, is one indicator of the organization's effectiveness in establishing information systems (H. C. Rahayu, 2013). Information technology deployment is an assisting/encouraging tool for organizations in

accomplishing organizational goals (Lutfi, 2022). Information technology deployment may be carried out effectively if members of the organization understand how to use the technology. Effective technology implementation can boost performance. According to the description above, service quality is the perception of service users about the services given by a person. Customers who are pleased with the service will use it again and recommend it to others.

METHODOLOGY

This research was conducted at STKIP Arrahmaniyah Depok, which is located on Jl. Al-Ittihad Mosque No. 8-12, Bojong Pondok Terong, Kec. Cipayung, Depok City, West Java 16431. The researcher chose the STKIP Arrahmaniyah institution because, STKIP Arrahmaniyah is one of the higher education institutions that has been running for a long time and applies Information and Communication Technology in serving its academic administration.

The aim of this study is correlation with a quantitative technique to determine the link between two variables, based on the research objectives and the nature of the current problems. This method is used to describe or write about the extent of the association between the use of ICT (variable X) and academic administration services (variable Y). STKIP Arrahmaniyah Depok students were the study's target population. This study included 3,194 pupils in total. The sample was taken using a statistical random sample technique (random), which involved sorting the study programs and arranging them into multiple groups, which were then picked at random. From the results of the draw, the samples in this study were several students from 4 study programs totaling 80 students. This study employs instruments in the form of an online Likert-scale questionnaire that has been validated and evaluated for dependability (Riski, 2021).

Setting specific goals is the initial step in this investigation. The purpose of this study is to assess how information and communication technology (ICT) use has affected academic administrative services. Specific research questions that the researcher hopes to address through this study must be developed. The researcher must develop a hypothesis that can be tested in this research after defining the

research objectives. For instance, a hypothesis can mention how ICT use can increase the effectiveness and efficiency of academic administration services.

Gathering the information required to test the hypothesis is the next stage. This may entail conducting surveys or questionnaires with various parties involved in the academic administrative process, including lecturers, staff members, and students. The data gathered must be pertinent to the research's previously identified factors. Data collection methods are techniques or methods that can be carried out by observation, interviews, questionnaires, documentation and a combination of the four. The data obtained were tested for normality and reliability and then analyzed to obtain a complete conclusion.

Following data collection, the researcher will analyze the data using the proper statistical techniques. This can entail utilizing statistical programs like SPSS or Excel. Hypotheses are tested and correlations between preset variables are found through data analysis. The next stage is to analyze the data analysis findings and draw inferences from the research findings. Is the suggested theory true or false? What effect does the use of ICT have on the services provided for academic administration? The study's overall findings should be reflected in the conclusions, which should also discuss how this research may have consequences for the field of academic administration.

RESULT AND DISCUSSION

1. Utilization of Information and Communication Technology

Utilization of information technology was measured using a questionnaire distributed to 80 students from 3 study programs. The questionnaire that was filled in by the respondent was then given a score, processed and then analyzed. The highest total score was obtained by respondent no. 5 with a score of 96, while the lowest score was obtained by respondent no. 29 and 76 with a score of 71. The following table contains the results of research on descriptive statistical data on the use of information technology:

Table 1. Descriptive statistical data on the use of ICT

No	About	ICT	Service
1	N valid	80	80
2	N missing	0	0
3	Mean	84.4625	82.5375
4	Std. error of mean	1.05272	.99952
5	Median	87.0000	85.0000
6	Mode	75.00	85.00
7	Std. deviation	9.41577	8.93995
8	Variance	88.657	79.923
9	Skewness	-.135	-1.063
10	Std. error of skewness	.269	.269
11	Kurtosis	-1.607	.403
12	Std. error of kurtosis	.532	.532
13	Range	25.00	31.00
14	Minimum	71.00	63.00
15	Maximum	96.00	94.00
16	Sum	6757.00	6603.00

From the table above, it is known that the distribution of the answer scores spreads from the lowest (minimum) score of 71, which means that the score is the lowest in utilizing information technology for the purposes of academic administration services. And the highest score (maximum) is 96, which means that the highest value is used for information and communication technology purposes, and the sum (sum) of the score is 6757. Based on the distribution of these scores, the average (mean) is 84.46, the middle score (median) 87, data that often appears (mode) 75, and has a variance of 88.65, range 25.

(Mursid & Yulia, 2019) asserts that the usage of Information and Communication Technology (ICT) has had a revolutionary impact on the field of education. Technology advancements have made it easier and faster to have access to information and numerous learning materials. One of the primary advantages of ICT in education is its accessibility. Students and teachers may easily access study materials, references, and other learning resources from all around the world thanks to the internet. This means that education is not restricted by physical location, and kids in remote locations can also receive a high-quality education.

Aside from accessibility, ICT has altered the way teaching and learning are conducted. To make the management process more interesting and participatory, staff can use a number of educational tools and software. SIM, multimedia, and animation, for example, can be utilized to illustrate complicated topics, and online learning systems enable direct interaction between teachers and students. Furthermore, adaptive learning technology enables students to learn at their own pace by adjusting the level of difficulty based on individual talents.

ICT has also promoted more efficient collaboration and communication among students and professors, as well as among students themselves. Students can share insights, explore concepts, and collaborate on joint projects online by using discussion forums and collaborative platforms. This not only promotes student involvement, but also fosters communication and teamwork skills that are necessary in the workplace.

Furthermore, technological advancements such as virtual learning and augmented reality bring up new options in the realm of education for simulation and exploration. Students can gain practical experience without leaving the classroom, for example, by taking virtual tours of historical locations or doing scientific experiments in a safe and controlled environment.

However, the application of TIK in education raises the stakes and must be balanced. For example, it is critical to ensure that all employees have easy access to technology and to address digital security concerns. Aside from that, a teacher's job is not easy when it comes to motivating and developing students, so it is critical to include TIK into an effective learning strategy.

The way educational institutions run has changed significantly as a result of the use of information and communication technology (ICT), particularly in academic administration services. ICT enables educational institutions to improve administrative effectiveness in the first place. For instance, the process of admitting new students takes less time and money thanks to the online registration system. Electronic registration, form completion,

and tuition payment cut down on administrative red tape and wait times for students. Administrative workers can now concentrate on more strategic duties rather than menial administrative tasks thanks to this.

Second, ICT makes it easier to access more adaptable learning. Students now have access to a wide range of learning resources from anywhere, at any time, thanks to e-learning platforms and online courses. This promotes educational diversity and allows for distance learning. To promote student participation and knowledge, educational institutions can also offer a variety of cutting-edge teaching strategies like movies, simulations, and online discussion forums. Thirdly, ICT makes it possible for academic institutions to offer more attentive customer care. Students can ask inquiries, get assistance, or fix issues with academic administration through chat, email, or an online ticket system without having to go to school. This enhances the learning environment for students and speeds up meeting their requirements.

Fourth, ICT is involved in data analysis as well. Academic data can be gathered and analyzed by educational institutions to spot patterns, flaws, and chances for development. As a result, these institutions are able to develop methods that are more effective in raising the standard of all academic and administrative services. In terms of operational effectiveness, learning accessibility, student responsiveness, and data analytic skills, ICT use in academic administration services thus offers substantial advantages. This develops an educational environment that is more contemporary, effective, and service-oriented and satisfies the demands of students and other educational stakeholders.

Overall, the use of information and communication technology in education has resulted in significant changes, such as increased accessibility, more involvement, and richer learning experiences. Education may become more accessible, inventive, and relevant in training future generations to confront global concerns by appropriately leveraging this technology.

2. Academic administration services

Academic administrative services were measured using a questionnaire which was distributed to respondents as many as 80 students from 3 study programs. The questionnaire that was filled in by the respondent was then given a score, processed and then analyzed. The highest total score was obtained by respondent no. 35 and 75 with a score of 94, while the lowest score was obtained by respondent no. 29 and 69 with a score of 63. The following table contains the results of the research on descriptive statistical data on administration administration services:

Table 2. Statistical Data of Academic Administration Services

No	About	ICT	Service
1	N valid	80	80
2	N missing	0	0
3	Mean	84.4625	82.5375
4	Std. error of mean	1.05272	.99952
5	Median	87.0000	85.0000
6	Mode	75.00	85.00
7	Std. deviation	9.41577	8.93995
8	Variance	88.657	79.923
9	Skewness	-.135	-1.063
10	Std. error of skewness	.269	.269
11	Kurtosis	-1.607	.403
12	Std. error of kurtosis	.532	.532
13	Range	25.00	31.00
14	Minimum	71.00	63.00
15	Maximum	96.00	94.00
16	Sum	6757.00	6603.00

From the table above, it is known that the distribution of the answer scores spreads from the lowest score (minimum) 63, which means that the value is the lowest in making academic administration services effective by utilizing information and communication technology. And the highest score (maximum) is 94, which means that the value is used the highest for service purposes, and the sum (sum) of the score is 6603. Based on the distribution of these scores, an average (mean) is 82.53, a median score (median) is 85, data that frequently

appears (mode) is 85, and has a variance 79.92, range 31. From the calculation above, the measurement results obtained are 82.53%, so the degree of achievement of the STKIP Arrahmaniyah academic administration service variable in 2021 is in the good category.

Academic administration services are an essential component of the educational system, with the goal of organizing and facilitating various administrative processes related to the teaching and learning process in the educational setting (Mustari, 2022). The academic administration unit in educational institutions such as schools, colleges, or universities provides this service. Its primary duty is to maintain the smooth operation of academic operations and to give academic support to students, teachers, and education professionals.

3. The Relationship between the Utilization of ICT and Academic Services

Information technology is a helpful/encouraging tool for enterprises in accomplishing their objectives (Asdiany et al., 2022). Information technology may be used efficiently if individuals of the organization know how to use it. Performance can be improved by making effective use of technology. This conforms to the technology acceptance model (TAM). According to the TAM (Technology Acceptance Model), the usage of information technology can boost performance (F. S. Rahayu et al., 2017). The achievement of a set of tasks carried out by personnel within the business is referred to as performance. when a result, when individual performance improves, so will the efficacy, productivity, and quality of individual service.

Service quality is determined by the compatibility of service products with the needs of service users (Saputra, 2016). Service quality can be defined as service consumers' perceptions of the good and negative aspects of a service, as well as whether or not a service is accepted (Mokodompit & Luneto, 2019). According to the description above, service quality is the perception of service users about the services given by a person.

Based on the experts' explanations, the researchers concluded that the use of information and communication technology is an important aspect of providing academic

administration services at STKIP Arrahmaniyah, while there is still much that needs to be improved and reviewed in practice. Academic administration services will not be delivered if one of the service's supporting characteristics is not correctly implemented.

In this study, the researcher began by doing a linearity test on the research data. The linearity test in this study, according to Sugiyono and Susanto, tries to determine whether there is a linear relationship between the independent variable (X) and the dependent variable (Y) (Tamayanti et al., 2018). Furthermore, the purpose of this linearity test is to assess whether the data management model utilized corresponds to the research model. Linearity testing was performed in this study using the SPSS 23 program.

The significance determined from calculations using the SPSS 23 tool is 0.480. The significance of Alpha used is 0.05. According to Ibid (2012: 90), if the significance value is more than 0.05, H₀ is rejected (see formula on page 71). Thus, it can be argued that the distribution of data on variable information and communication technology consumption has a linear relationship or a linear line with academic administration services at STKIP Arrahmaniyah.

According to the results of Product Moment correlation calculations between the use of information and communication technology and academic administration services at STKIP Arrahmaniyah Depok, the proposed research hypothesis (H_a) is acceptable, with a value of 0.451. Because 0.085 is between 0.00 and 0.199, the value of 0.451 is therefore associated with the Product Moment correlation interpretation table, yielding very weak interpretation findings. If the findings of the product moment interpretation on a research data after the correlation test are between the numbers 0.00 - 0.199 in the interpretation table, it can be stated that the two variables X and Y are significantly associated. So it can be said that there is a significant relationship between the use of ICT and academic administration services at STKIP Arrahmaniyah Depok.

The results of the t test calculation are t count = 7.5 and the results of the degrees of freedom calculation are $80 - 2 = 78$ at a significant level of 5% of 1.99, hence t count 7.5 > t table 1.99. Conclusions concerning the correlation coefficient values of the two study

variables, whether the two variables have a relationship or not, will be derived by comparing t arithmetic and t ta. The following are the provisions for demonstrating the hypothesis. "If the correlation coefficient is significant (not equal to zero), t count > t table." This indicates that the independent variable (x) and the dependent variable (y) have a significant connection." So that it can be said that there is a relationship between the use of ICT and academic administration services at STKIP Arrahmaniyah Depok.

The use of Information and Communication Technology (ICT) in university academic administration services has a substantial impact on boosting efficiency, accuracy, and service quality (Hartanto et al., 2022). The use of ICT in numerous parts of academic administration enables institutions to carry out these operations in a more efficient and effective manner.

One of the most significant advantages of employing ICT is the ability to manage student and staffing data. The implementation of a centralized database system facilitates access to and processing of information required in academic administration, such as registration, class schedules, and value recapitulation (Sigalingging et al., 2023). Students and faculty can so swiftly get pertinent information without having to physically interact with it, saving time and resources.

Furthermore, ICT helps the announcement process as well as internal communication among students, teachers, and administrative staff (Matheos et al., 2018). Universities can offer real-time announcements, assignments, and other vital information via email, instant messaging software, and e-learning platforms. This improves academic community connectivity, strengthens contact between students and professors, and increases participation and involvement in the academic environment.

Furthermore, the usage of ICT aids in the process of assessing and monitoring academic performance (Prilianti, 2020). Universities can quickly track students' academic progress, provide feedback, and identify areas for growth with ICT-based assessment and learning management systems. This allows the university to make timely modifications to its curricula and teaching methods, improving the quality of education given.

However, the use of ICT presents several

obstacles. One of them is the requirement to protect personal data security and academic information confidentiality. Universities must prepare for the possibility of data leaks or cyberattacks that could jeopardize system integrity. As a result, it is critical to deploy proper security and data protection procedures.

The usage of information and communication technology (ICT) has a significant impact on how well universities provide academic services. ICT first and foremost enables institutions to improve academic administration efficiency. Universities are able to manage student information, schedules, and grades more effectively thanks to integrated information systems including student portals, learning management systems (LMS), and academic data management systems. Universities can offer students faster and better academic services if their administrative procedures are more effective.

ICT also enables universities to innovate the teaching and learning process. Students can access educational resources at any time and from any location thanks to e-learning platforms and online courses. This makes education more adaptable, allowing for the inclusion of students with part-time jobs or geographical restrictions. In addition, with digital learning tools such as videos, simulations and online discussion forums, universities can improve student learning experiences.

ICT additionally facilitates improved contact between colleges and students. Through the student portal or a mobile application, students can access academic data such as class schedules, grades, and transcripts. Additionally, support and responses to questions from students can be given more promptly and effectively through customer care via email or chat. As a result, more students will be satisfied, and the connection between students and the university will be strengthened.

Finally, institutions can better gather and analyze academic data thanks to the usage of ICT. This helps the university comprehend student demands and spot areas that want development. The construction of academic programs that are more successful and in accordance with emerging educational trends can also be done using data analysis.

Overall, the use of ICT in university academic administration services delivers major benefits in terms of boosting efficiency,

transparency, and service quality. However, administration and usage of this technology must be done properly and cautiously in order to maximize its benefits without jeopardizing data security and privacy. ICT can continue to be a vital instrument in aiding the development and enhancement of academic administration systems at universities if properly implemented.

CONCLUSION

The study "Implementation of Information and Communication Technology in Efforts to Improve Academic Administration Services" concluded that the use of Information and Communication Technology (ICT) can effectively improve academic administration services within the university setting. The use of ICT in administrative procedures has numerous advantages, including greater efficiency, accessibility, security, and service quality. The use of ICT has streamlined the registration process, student data management, and financial administrative processing, opened up options for quality education, and improved the learning experience for students and educators.

The findings of this study suggest that the use of ICT in academic administration services is an important aspect in increasing university performance and sustainability. The effective use of information and communication technology (ICT) can minimize staff workload, boost productivity, and optimize resource allocation. Universities should continue to invest in technology infrastructure, provide proper training for administrative and academic staff, and educate students and parents about the benefits of ICT in academic administration services. Universities can deliver more efficient and meaningful learning experiences, preserve competitiveness, and equip students to confront the challenges of a more connected and fast changing world in this way.

Several recommendations can be made based on the research findings to improve the use of ICT in academic administration services at universities. First, educational institutions must assess their existing technology infrastructure to ensure that the internet network and hardware are

enough to allow effective ICT deployment. Second, administrative and academic employees must get training and skill development in order to maximize the use of ICT in their daily work. Third, efforts must be made to raise student and parent understanding and participation in the use of ICT in academic administration services in order to reap the greatest benefits.

ACKNOWLEDGMENT

The researchers would like to thank all Educational Administration lectures at the Faculty of Sciences Education, the Universitas Pendidikan Indonesia.

REFERENCE LIST

- Abdul, A. J. (2017). Penguatan tata kelola kelembagaan IAIN menuju IAIN Ambon bermutu melalui pelaksanaan Good University Governance. *FIKRATUNA*, 8(2).
- Adisel, A., & Pranansa, A. G. (2020). Penggunaan Teknologi Informasi dan Komunikasi dalam Sistem Manajemen Pembelajaran pada Masa Pandemi Covid 19. *Journal Of Administration and Educational Management (ALIGNMENT)*, 3(1), 1-10.
- Almaiah, M. A., Al-Khasawneh, A., & Althunibat, A. (2020). Exploring the critical challenges and factors influencing the E-learning system usage during COVID-19 pandemic. *Education and Information Technologies*, 25, 5261-5280.
- Asdiany, D., Khaddafi, M., & Sapar, S. (2022). Pengaruh Budaya Organisasi, Kompetensi, Dan Motivasi Kerja Terhadap Kinerja Tenaga Pramubakti Dengan Menggunakan Teknologi Informasi Sebagai Variabel Intervening. *Kelola: Journal of Islamic Education Management*, 7(2), 179-192.
- Budiman, H. (2017). Peran teknologi informasi dan komunikasi dalam pendidikan. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 8(1), 31-43.
- Hartanto, C. F. B., Octavianus, S., & Paduppai, A. M. (2022). Kesiapan Sumber Daya Manusia Pendidikan dalam Difusi Inovasi Teknologi Informasi di Lembaga Pendidikan. *Prosiding Industrial Research Workshop and National Seminar*, 13(01), 1412-1418.
- Huda, M. (2020). Inovasi Manajemen Pelayanan Publik Melalui Government Resources Management System (GRMS) di Provinsi Jawa Tengah. *JPW (Jurnal Polit. Walisongo)*, 2(2), 67-82.
- Indrayani, E. (2011). Pengelolaan sistem informasi akademik perguruan tinggi berbasis Teknologi Informasi Dan Komunikasi (TIK). *Jurnal Penelitian Pendidikan*, 12(1), 51-67.
- Inkiriwang, R. R. (2020). Kewajiban negara dalam penyediaan fasilitas pendidikan kepada masyarakat menurut undang-undang nomor 20 tahun 2003 tentang sistem pendidikan nasional. *Lex Privatum*, 8(2).
- Jauhari, M. I. (2020). Konsep pendidikan Ibnu Khaldun dan relevansinya terhadap pendidikan di era modern. *Al-Manar: Jurnal Komunikasi Dan Pendidikan Islam*, 9(1), 187-210.
- Kemenuh, I. A. A. (2020). Peran Manajemen Layanan Akademik dalam Peningkatan Mutu Akademik Perguruan Tinggi. *PINTU: Jurnal Penjaminan Mutu*, 1(1).
- Lutfi, A. (2022). Factors influencing the continuance intention to use accounting information system in Jordanian SMEs from the perspectives of UTAUT: Top management support and self-efficacy as predictor factors. *Economies*, 10(4), 75.
- Matheos, M. J. G. M., Marentek, E., & Rembang, M. (2018). Peran Humas Dalam Pemenuhan Kebutuhan Informasi Portal Akademik Bagi Mahasiswa Universitas Sam Ratulangi. *ACTA DIURNA KOMUNIKASI*, 7(2).
- Mokodompit, F., & Luneto, B. (2019). Pengaruh Persepsi dan Kualitas Pelayanan Akademik terhadap Kepuasan Mahasiswa. *Al-Minhaj: Jurnal Pendidikan Islam*, 2(1), 93-110.
- Mursid, R., & Yulia, E. (2019). *Pengembangan pembelajaran dalam teknologi pendidikan di era ri 4.0*.
- Mustari, M. (2022). *Administrasi dan manajemen pendidikan sekolah*. Prodi S2 Studi Agama-Agama UIN Sunan Gunung Djati Bandung.
- Nugroho, R. A., & Purbokusumo, Y. (2020). E-Government Readiness: Penilaian Kesiapan Aktor Utama Penerapan E-Government di Indonesia (E-

- Government Readiness: Main Actor Readiness Assessment for E-Government Application in Indonesia). *JURNAL IPTEKKOM (Jurnal Ilmu Pengetahuan & Teknologi Informasi)*, 22(1), 1–17.
- Prilianti, R. (2020). Model Supervisi Akademik Berbantuan Elektronik bagi Pengawas Madrasah di Provinsi Jawa Tengah. *Prosiding Seminar Nasional Pascasarjana (PROSNAMPAS)*, 3(1), 671–682.
- Rahayu, F. S., Budiyanto, D., & Palyama, D. (2017). Analisis Penerimaan E-Learning Menggunakan Technology Acceptance Model (Tam)(Studi Kasus: Universitas Atma Jaya Yogyakarta). *Jurnal Terapan Teknologi Informasi*, 1(2), 87–98.
- Rahayu, H. C. (2013). Pelaksanaan Teknologi Informasi Pada Kualitas Layanan Administrasimahasiswa Di Kampus Universitas Pasir Pengaraian. *Cano Ekonomos*, 2(1), 72–82.
- Riski, A. (2019). *Pengelolaan Pembiayaan Pendidikan Di Indonesia*.
- Riski, A. (2021). Pengelolaan Program Unit Produksi pada Sekolah Menengah Kejuruan (SMK) Negeri 5 Kota Padang. *Jeal. Ppj. Unp. Ac. Id*, 2(1), 15–22.
- Salehi, S. J., & Largani, S. M. H. (2020). E-Learning challenges in Iran's higher education system and its implications in the realm of good governance. *Smart Cities and Regional Development (SCRD) Journal*, 4(1), 9–21.
- Saputra, E. N. (2016). Pengaruh Kualitas Teknologi Informasi dan Penerapan E-Filing terhadap Kualitas Pelayanan (Survei Pada Wajib Pajak Orang Pribadi Di PT. Kereta Api Indonesia (Persero)). *E-Jurnal Akuntansi*, 15(1), 349–377.
- Sibuea, N., & Tampubolon, M. (2022). Perkembangan Teknologi Informasi dan Komunikasi dalam Bidang Administrasi Pemerintahan di Kota Medan. *All Fields of Science Journal Liaison Academia and Society*, 2(2), 376–384.
- Sigalingging, S., Zhafira, T. A., Azmi, R., Amelia, D., & Nurbaiti, N. (2023). Penggunaan Sistem Basis Data Pada Portal Akademik Universitas Islam Negeri Sumatra Utara Medan. *Digital Bisnis: Jurnal Publikasi Ilmu Manajemen Dan E-Commerce*, 2(3), 183–190.
- Tajuddin, M., Nimran, U., & Astuti, E. S. (2016). *Kesuksesan Sistem Informasi Perguruan Tinggi dan Good University Governance: Sebuah Kajian Empiris Di perguruan Tinggi Swasta*. Universitas Brawijaya Press.
- Tamayanti, P. A., Sujana, I. W., & Wiarta, I. W. (2018). Kontribusi Sikap Disiplin Dan Motif Berkompetisi Terhadap Kompetensi Pengetahuan Ips Siswa Kelas Iv. *Media Komunikasi FPIPS*, 17(2), 89–99.
- Wijaya, C., & Hidayat, R. (2022). *Manajemen Kinerja: Pengelolaan, Pengukuran Dan Implementasi Di Lembaga Pendidikan*.