



STUDENT SATISFACTION EVALUATION REPORT ON LMS/E-LEARNING

AY 2024/2025

Freedom of Learning Information System

Merdeka Campus is the best way to study. Gain freedom to shape your future that aligns with your career aspirations.

Access all systems at Universitas PGRI Semarang through SSO-UPGRIS, which is already integrated with SIA, SPADA, SIP, SIKAP, SI-KEMAS, and OC.



**QUALITY ASSURANCE INSTITUTION
UNIVERSITAS PGRI SEMARANG**

Melajar dengan Mata



REPORT AUTHOR

1. Chair of the Quality Assurance Agency : Dr Ary Susatyo Nugroho, M.Si.
2. Secretary of the Quality Assurance Agency : Dr Lilik Ariyanto, M.Pd.
3. Head of the Centre for Educational Quality Assurance : Fajar Cahyadi, S.Pd., M.Pd.
4. Head of the Centre for Quality Assurance in Research & Community Service : Setiyawan, S.Pd., M.Or.

TABLE OF CONTENTS

	Page
FRONT COVER	1
TABLE OF CONTENTS.....	2
FOREWORD	3
A. BACKGROUND	4
B. QUALITY STANDARDS FOR EVALUATING STUDENT SATISFACTION OF LMS/E-LEARNING	5
C. IMPLEMENTATION OF THE STUDENT SATISFACTION EVALUATION Towards LMS/E-Learning.....	5
D. STUDENT SATISFACTION EVALUATION INSTRUMENT Towards LMS/E-Learning.....	6
E. PARKING SERVICE SCORING METHOD	7
F. EVALUATION RESULTS	8
G. EVALUATION AND FOLLOW-UP	9
H. CONCLUSION.....	11
I. RECOMMENDATIONS.....	12
J. CONCLUSION	13
K. REFERENCES	15

FOREWORD

Praise and thanks be to Allah SWT, the One and Only God, for all His blessings and guidance, so that this Report on Student Satisfaction with the Use of the Learning Management System (LMS)/E-Learning at the Universitas Persatuan Guru Republik Indonesia, Semarang (UPGRIS) for the 2024/2025 Academic Year could be successfully completed.

This report has been compiled as a form of accountability, transparency, and commitment to the university's internal quality assurance in monitoring the effectiveness of digital-based learning implementation. The evaluation results contained in this report are derived from objective questionnaire data completed by students from various study programmes within UPGRIS during the current academic year.

The entire drafting team would like to express their deepest gratitude to:

1. The Rector of PGRI University of Semarang, along with the Vice-Rectors, for their constant support of digitalisation and the enhancement of academic quality on campus.
2. The Deans, Heads of Study Programmes, and Lecturers at UPGRIS who have optimally integrated the LMS into the teaching process.
3. All UPGRIS students who have actively participated in providing objective feedback for the advancement of the institution.

We are aware that this report is far from perfect. Therefore, we greatly welcome constructive criticism, suggestions, and input to improve the quality assurance system and the performance of learning technology at UPGRIS in the future.

May this evaluation report provide tangible benefits and serve as a strategic reference for policy-makers in their efforts to realise UPGRIS as The University of Excellence.



Chair of the UPGRIS Quality Assurance
Board

Dr. Ary Susatyo Nugroho, M.Si.

A. BACKGROUND

The development of information and communication technology in today's transformative era has disrupted various sectors of life, and the higher education sector is no exception. Universitas Persatuan Guru Republik Indonesia, Semarang (UPGRIS), as a progressive educational institution, is fully committed to integrating digital technology into its learning system. This step is no longer merely a response to past emergencies, but a planned strategy to realise a *smart* campus that is relevant to the dynamics of the Fourth Industrial Revolution and Society 5.0.

In supporting this vision, the implementation of *the Learning Management System* (LMS) or UPGRIS *E-Learning* plays a vital role. This platform serves as the primary digital hub bridging academic interactions between lecturers and students outside the physical classroom. Through the *blended learning* model, which is being implemented on a large scale in the 2024/2025 academic year, the UPGRIS LMS is required to facilitate a range of crucial activities, from the distribution of lecture materials, the submission of assignments, the conduct of interactive quizzes, discussion forums, to the administration of examinations (mid-term and final exams).

However, during the 2024/2025 academic year, this large-scale technological integration faced complex challenges as the volume of users and the variety of teaching methods increased. Some of the issues that came to the fore include:

1. *Infrastructure Capacity and Reliability*: spikes in access *traffic* during critical hours, such as assignment submission deadlines or the simultaneous conduct of online exams, which have the potential to reduce server response performance.
2. *Digital Pedagogical Readiness*: a gap in the utilisation of advanced features within the LMS between different study programmes, where the effectiveness of e-learning is highly dependent on the creativity of the lecturers.
3. *User Experience*: the dynamic preferences of students who desire high accessibility, speed, and user-friendliness across various devices, including mobile devices.

As part of the internal quality assurance cycle—PPEPP (Establishment, Implementation, Evaluation, Control, and Improvement)—UPGRIS is obliged to conduct regular evaluations. Students, as *end-users* of the platform and key

stakeholders, possess the most objective, first-hand perspective to assess the quality of these digital services.

Therefore, this evaluation of student satisfaction with the use of the UPGRIS LMS/E-Learning for the 2024/2025 academic year is absolutely essential. The results of this evaluation will not only serve as a performance report for the information system but also provide a scientific basis and strategic recommendations for the Information Technology Unit and university leadership to implement *continuous quality improvement*, thereby ensuring the quality of UPGRIS's academic services in the future.

B. QUALITY STANDARDS FOR THE EVALUATION OF STUDENT SATISFACTION WITH THE UPGRIS LMS/E-LEARNING

The Quality Standards for the Evaluation of Student Satisfaction with the LMS/E-Learning at UPGRIS refer to several Internal Quality Regulations, namely:

1. Standards for Campus Support Facilities and Infrastructure

Mandating that all public facilities within the UPGRIS environment must meet the requirements of safety, orderliness, and user comfort.

2. Internal Quality User Satisfaction Criteria (LPM)

Stipulate that the satisfaction index regarding the performance of non-academic support service units must achieve at least the "Good/Satisfied" category.

C. IMPLEMENTATION OF THE STUDENT SATISFACTION EVALUATION OF UPGRIS'S LMS/E-LEARNING

This parking service evaluation will be conducted periodically during the 2024/2025 Academic Year with the following operational details:

1. Preparation Stage (Pre-survey)

- a. Development of the questionnaire instrument based on the 4 Dimensions of Quality Standards that have been established.
- b. Testing the validity and reliability of the questionnaire instrument on a limited sample to ensure the questions are easy to understand.
- c. Integration of the digital questionnaire into UPGRIS's academic information system (Student Portal/SIMPEG).

2. Implementation Phase (Data Collection)

- a. The questionnaire was opened for completion simultaneously for 2 (two) weeks at the end of the Even Semester of the 2024/2025 Academic Year (prior to the Final Exam Quiet Week).
 - b. Information and encouragement to complete the questionnaire were disseminated via official announcements from faculties and study programmes, as well as through *pop-up notifications* when students accessed the LMS.
3. Data Processing & Reporting Phase (Post-Survey):
- a. Data *cleaning* to remove incomplete or invalid responses.
 - b. Quantitative data analysis (descriptive statistics) and qualitative analysis of written feedback from students.
 - c. Preparation of an evaluation report as material for university leadership coordination meetings.

D. STUDENT SATISFACTION EVALUATION INSTRUMENT FOR THE UPGRIS LMS/E-LEARNING

The instrument used was developed directly by the Quality Assurance Agency (LPM) as part of UPGRIS's Internal Quality Control. The questionnaire consists of 11 main statements:

1. The UPGRIS LMS interface is clean, modern and attractive.
2. The navigation menus for lectures, assignments, and materials are easy to find.
3. The LMS can be accessed conveniently via mobile devices/smartphones.
4. The loading speed of the LMS web pages is reasonably fast.
5. The system rarely experiences login issues (failed logins).
6. The process of downloading materials and uploading assignments runs smoothly without any errors.
7. The course materials uploaded by lecturers are comprehensive and varied (PDFs, videos, etc.).
8. Instructions for assignments, quizzes, or exams on the LMS are clearly written.
9. Lecturers utilise LMS features (forums/grades) for interaction and feedback.
10. The LMS user guide is clearly available and easy to understand.
11. The helpdesk/complaints service team is responsive in assisting with technical issues.

E. SCORING METHOD FOR EVALUATING STUDENT SATISFACTION WITH THE LMS/E-LEARNING

Data was collected from respondents using an *online* questionnaire via the <https://form.upgris.ac.id/> application. The questionnaire results were subsequently processed using Microsoft Excel and scored on a scale of 1 to 4, with 1 representing 'poor', 2 'fair', 3 'good' and 4 'very good'.

$$N = \frac{((n1 \times 1) + (n2 \times 2) + (n3 \times 3) + (n4 \times 4))}{4}$$

N = Results

n1 = number of 'unsatisfied' scores

n3 = number of 'satisfied' scores

n2 = number of 'fairly satisfied' scores

n4 = number of 'very satisfied' scores

F. EVALUATION RESULTS

Based on the tabulation of questionnaire data collected by the Quality Assurance Agency (LPM) from 3,650 student respondents, the results of the evaluation of student satisfaction with the LMS/E-Learning are as follows:

Table 1. Results of the Student Satisfaction Evaluation of the UPGRIS LMS/E-Learning for the 2024/2025 Academic Year

No	Statement Item	Not Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Average Score	Category
1	The UPGRIS LMS interface is clean, modern and attractive.	2	11	55%	32%	3.17	Satisfied
2	The navigation menu for lectures, assignments and materials is easy to find.	1	10%	52%	37%	3.25	Satisfied
3	The LMS can be conveniently accessed via mobile devices/smartphones.	2	8	48	42%	3.30	Very satisfied
4	<i>The loading</i> speed of the LMS web pages is quite fast.	3	15	55%	27%	3.06	Satisfied
5	The system rarely experiences login issues (<i>login failures</i>).	4%	16%	53%	27%	3.03	Satisfied
6	The process of downloading materials and uploading assignments runs smoothly without <i>errors</i> .	2	11	51%	36%	3.21	Satisfied
7	The course materials uploaded by the lecturer are comprehensive and varied (PDF, video, etc.).	1	8%	45%	46%	3.36	Very satisfied
8	Task instructions, quizzes or exams on the LMS are clearly written.	1	6	49	44%	3.36	Very satisfied

No	Statement Item	Not Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Average Score	Category
9	Lecturers utilise LMS features (forums/grades) for interaction and feedback.	3	11	46	40%	3.23	Satisfied
10	The LMS user guide is clear and easy to understand.	2	12%	53%	33%	3.17	Satisfied
11	The helpdesk/complaints service team is responsive in assisting with technical issues.	4	15%	55%	26%	3.01	Satisfied

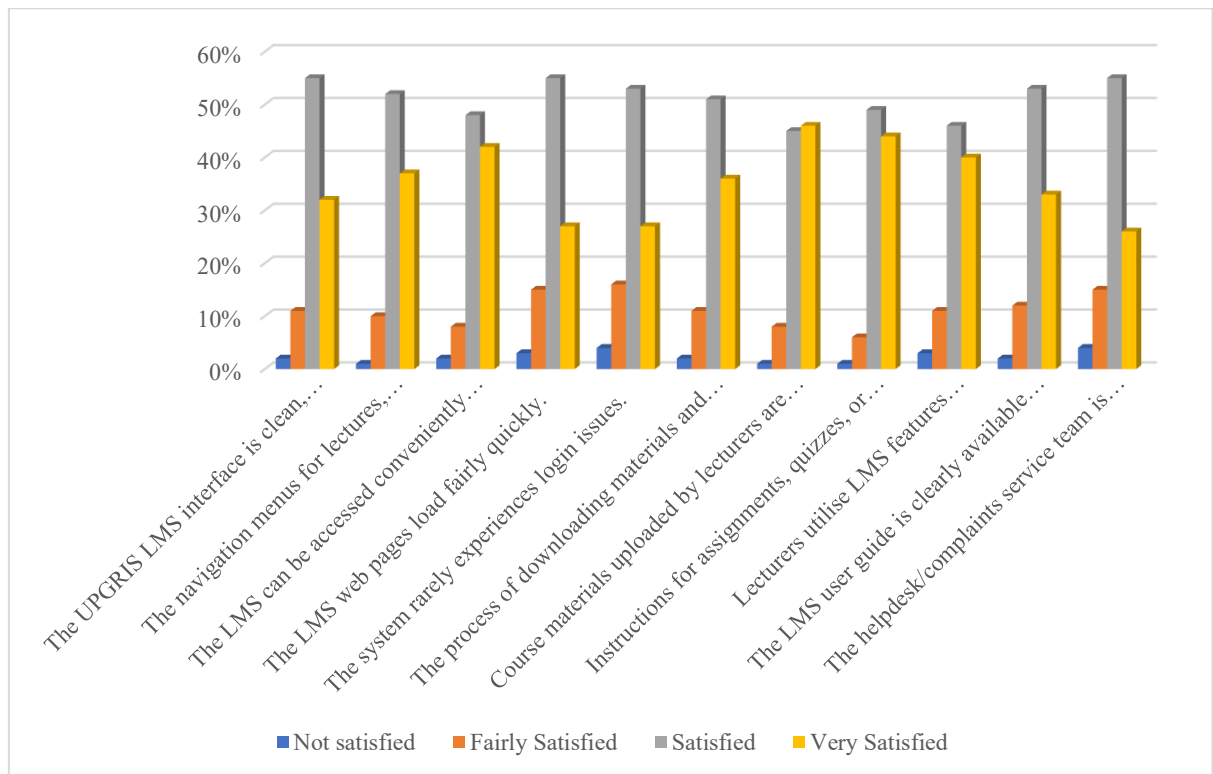


Figure 1. Student Satisfaction Evaluation of the LMS/E-Learning (UPGRIS) Academic Year 2024/2025

G. EVALUATION AND FOLLOW-UP

Based on the results of quantitative and qualitative data analysis obtained from 3,650 student respondents in the 2024/2025 Academic Year, the Quality Assurance Agency

(LPM) together with the UPGRIS Information Technology Unit formulated an evaluation sheet and a follow-up plan (RTL). This step was taken as part of a commitment to *continuous quality improvement*.

1. Quality Achievement Evaluation

In general, the university’s quality target, which sets a minimum satisfaction standard in the “Satisfied” category, has been ACHIEVED with an aggregate score of 3.18 out of 4.00.

However, when analysed by dimension, there are several crucial points that require special attention:

- a. Strengths (Success Points): the *Content & Interaction* dimension achieved the highest score (3.32 – Very Satisfied). This demonstrates the maturity and readiness of UPGRIS lecturers in designing digital course structures.
- b. Areas for Improvement: *the System & Accessibility* (3.08) and *Technical Support* (3.09) dimensions scored the lowest, although they still fall within the Satisfied category. These two areas are the top priorities for intervention in the next academic year.

2. Action Plan Matrix (RTL)

To address student feedback in a concrete manner, the following is the intervention matrix to be implemented from the Odd Semester of the 2025/2026 academic year:

No	Dimension / Aspect of Findings	Action Plan (Concrete Action)	Target Date	Responsible Party	Status / Success Indicators
1	System & Accessibility	• Carry out server migration/capacity upgrade (upgrade RAM and cloud server CPU cores).	Before the 2025/2026 Odd-Semester Mid-Term Exams	UPT Information Technology, UPGRIS	Page loading speed remains at 3 seconds during peak hours.
	(Potential server response delays during peak hours/exam weeks)	• Implement a <i>load balancing</i> system to distribute traffic load during mid-term and final exams.			
2	Technical Support	• Integrating the LMS complaint system with <i>the WhatsApp Business Bot</i> for automated responses (<i>auto-replies</i>) to login	Odd Semester 2025/2026 (Start of Semester)	Information and Communication Technology Unit	Locked accounts are resolved within < 24 hours.

No	Dimension / Aspect of Findings	Action Plan (Concrete Action)	Target Date	Responsible Party	Status / Success Indicators
		issues and password resets.			
	(Helpdesk response times need to be optimised)	• Organise a 24-hour on-call rota for technicians during exam week.			
3	Content & Interaction	• Organise a <i>refresher</i> workshop for lecturers on the use of interactive features (such as <i>H5P</i> and <i>Peer-Assessment</i>).	Semester Break (Before the First Lecture)	Faculty LPM & UPMF	100% of courses have standardised digital content in accordance with the RPS.
	(Optimisation of content standardisation)	• Conducting an audit of LMS files at the Faculty Quality Assurance level every mid-semester.			
4	Usability & Design	• Develop a feature to synchronise the LMS academic calendar with students' Google <i>email accounts</i> and set up automatic periodic notifications one day before assignment deadlines.	Mid-term of the Odd Semester 2025/2026	UPT TIK Application Development Team	A 15% reduction in the rate of late assignment submissions by students.
	(Reminder notification feature)				

3. Control and Monitoring Mechanisms

To ensure the above follow-up plan is implemented consistently, monitoring mechanisms will be carried out through the following channels:

1. Management Review Meetings (MRM); the results of this evaluation will be presented at university-level MRMs chaired directly by the Vice-Chancellor to

- ensure policy and budgetary support (particularly for IT server infrastructure expenditure).
2. Periodic monitoring: The LPM will conduct mid-semester *monitoring* and evaluation (*Check*) to assess whether the technical interventions implemented by the IT Unit have had a positive impact on students' learning experience.
 3. Next cycle survey: This four-option instrument will be retained in the end-of-year survey for the 2025/2026 academic year to examine a comparative graph (*benchmarking*) to see whether the scores for the *System* and *Support* dimensions have successfully risen.

H. CONCLUSION

Based on the entire data collection process, the tabulation of the 4-point scale instrument, and the qualitative analysis of 3,650 active student respondents, the conclusions of the Student Satisfaction Evaluation Report on the LMS/E-Learning at the Universitas Persatuan Guru Republik Indonesia, Semarang (UPGRIS) for the 2024/2025 Academic Year are as follows:

1. Achievement of Macro Quality Targets

Cumulatively, the level of student satisfaction with the performance and utilisation of the UPGRIS LMS in the 2024/2025 academic year successfully achieved the quality targets set by the university, namely falling into the "Satisfied" category with a final score of 3.18 out of a maximum scale of 4.00.

2. Performance by Evaluation Dimension

Highest Dimension (*Content & Interaction* – Score 3.32): Falls within the “Very Satisfied” category. Students assessed that UPGRIS lecturers demonstrated a very high level of discipline and creativity in designing assignment instructions, quizzes, and uploading a variety of structured digital lecture materials.

Usability & Design Dimension (Score 3.22): Falls into the Satisfied category. The new LMS interface design was assessed as dynamic, aesthetically pleasing, and highly user-friendly when accessed via mobile devices (*mobile-friendly*).

Technical Support Dimension (Score 3.09) and *System & Accessibility* Dimension (Score 3.08): Both fall into the ‘Satisfactory’ category. Although they meet the minimum quality standards, these two technical aspects received the lowest scores due to minor complaints regarding page loading speeds during peak assignment submission times and the response time for account-related issues.

3. Strategic Areas for Improvement

Although the evaluation results indicate that the UPGRIS LMS has successfully transformed into a reliable pillar of digital learning for students, continued investment in strengthening server infrastructure (such as increasing cloud capacity and *load balancing*) and the integration of automated support systems (*WhatsApp Bot*) remains key to maintaining and improving this satisfaction index in the coming academic year.

I. RECOMMENDATIONS

Following the results of the 2024/2025 academic year student satisfaction evaluation, which identified the technical dimension (*system* and *support*) as an area requiring greater attention, the following strategic recommendations have been formulated for UPGRIS decision-makers:

1. IT Infrastructure Budget Allocation: providing policy support and a dedicated budget allocation for the renewal and expansion of the *cloud server* capacity at to anticipate the ever-increasing volume of e-learning users.
2. Academic Rewards, recognising lecturers' dedication by presenting awards (*Best E-Learning Course Award*) to lecturers or study programmes with the best LMS content management, to foster a positive competitive environment.
3. Implementation of *Auto-Scaling* Architecture, configuring the LMS server to enable automatic capacity scaling (*auto-scaling*) and *load balancing*, particularly during critical weeks such as mid-term exams, final exams, and in the run-up to the closing of grade submissions.
4. Modernisation of the *Helpdesk* System: Immediately implement the integration of complaint channels with *the WhatsApp Business API/Bot*. This automated ticketing system is essential so that students experiencing *login* failures or locked accounts can receive instant solutions without having to queue manually.
5. Optimisation of Notification Features: Develop a *Push Notification* module integrated with students' Google Calendars or messaging apps, so that task deadline reminders can be received in *real-time*.

J. CONCLUSION

This Report on Student Satisfaction with the Use of the Learning Management System (LMS)/E-Learning at the Universitas Persatuan Guru Republik Indonesia, Semarang (UPGRIS) for the 2024/2025 Academic Year represents the institution's

commitment to maintaining and enhancing the quality of digital-based academic services. Through quantitative and qualitative data collected from 3,650 respondents, this report provides an objective picture of the strengths and areas that still require improvement within our e-learning system.

The final score of 3.18, classified as “Satisfactory” on a 4-point scale, demonstrates that the foundation of learning digitalisation at UPGRIS is on the right track. The strong synergy between lecturers’ discipline in managing academic content and students’ ease of accessing the system serves as a valuable asset for the university’s progress.

However, satisfaction at the “Satisfactory” level must not lead to complacency across the board. The technical and managerial recommendations outlined in this report, particularly regarding the strengthening of server infrastructure by the UPT TIK and quality standardisation by the LPM, are expected to be implemented in practice during the next academic year. Continuous quality improvement must be maintained to provide an excellent, stable, and inclusive digital learning experience.

In closing, the drafting team would like to express their highest appreciation to all parties who have contributed to the data collection and the completion of this report. It is hoped that this evaluation document may serve as a useful strategic reference for policy-makers in their joint efforts to make the Universitas Persatuan Guru Republik Indonesia, Semarang an excellent, adaptive, and globally competitive institution (*The University of Excellence*).

K. REFERENCES

- YPLP PT PGRI Semarang. 2020. *Strategic Plan 2024–2029*. YPLP PT PGRI Semarang.
- Universitas PGRI Semarang. 2020. *Operational Plan 2024–2029*. UPGRIS.
- _____. 2023. *Internal Quality Assurance System of the Universitas PGRI Semarang*. UPGRIS
- _____. 2023. *Universitas PGRI Semarang Education Guidelines*. Universitas PGRI Semarang.