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The Contribution of SIAKAD to Academic Information Transparency for IAIN Ternate Students

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ABSTRACT

Transparency of academic information is an important indicator of good university governance. The utilization of the Academic Information System (SIAKAD) is expected to support academic information openness for students effectively and sustainably. This study aims to analyze SIAKAD's contribution to the transparency of academic information for students at IAIN Ternate. This study used a quantitative approach with a correlational descriptive design. Data were collected through closed questionnaires using a Likert scale for active SIAKAD users and then analyzed using descriptive statistics and simple regression analysis. The results of the study show that the utilization of SIAKAD falls into the good category, with online KRS entry, grade access, and class schedule information being the most frequently used services. The regression analysis results indicate that SIAKAD has a positive and significant effect on transparency in academic information. This finding suggests that the more optimally SIAKAD is utilized, the higher the level of academic information transparency that students perceive. However, delays in data updates and inconsistencies in information input remain issues that require attention. This study recommends improving the quality of SIAKAD management and strengthening the commitment of all academic components to achieve optimal academic information transparency.

Keywords: Academic Information System, Academic Information Transparency, Students.

I. Introduction

Digital transformation in higher education has become essential necessity in efforts to improve the quality of academic governance. Universities must manage academic information quickly, accurately, and transparently to support the learning process, administrative services, and data-based decision-making (Ferdino et al., 2025). Transparency of academic information is an important indicator of the principles of good university governance, as it is directly related to students' rights to obtain clear, open, and accountable information (Rahman & Prabowo, 2025). In this context, the utilization of information technology-based academic information systems is a strategic instrument that plays a major role in ensuring open access to academic information. (Lestari et al., 2025) One form of implementing this technology is the Academic

Information System (SIKAD), which is designed to integrate various academic services such as course registration, grade access, class schedules, attendance data, and graduation information online. The existence of SIKAD is expected to reduce manual bureaucratic practices that can lead to inefficiency, delayed information, and unequal access for students. Therefore, a study on the contribution of SIKAD to academic information transparency is relevant and important, especially in public religious universities that are adapting to the demands of digitalizing educational services (Siregar & Situmeang, 2022).

IAIN Ternate, a state Islamic higher education institution in Eastern Indonesia, has also implemented SIKAD as the main medium for managing student academic information. The implementation of SIKAD at IAIN Ternate aims to enhance the effectiveness of academic services while expanding access to information for the entire academic community. Through SIKAD, students are expected to obtain academic information independently without relying entirely on face-to-face services at the academic administration office. (Hikmawati & Julianto, 2023) However, the presence of a digital system does not automatically guarantee the optimal realization of information transparency. Transparency is not only related to the availability of information but also includes ease of access, clarity of presentation, timeliness, and accuracy of the data presented in the system. In practice, a potential gap remains between the ideal goals of implementing SIKAD and the real experiences of students as the primary users of the system. Therefore, it is important to examine the extent to which SIKAD contributes to the transparency of academic information at IAIN Ternate, not only from the technical side of the system but also from the perspective of students as service recipients. (Anwar, 2016)

Based on the results of the initial observations conducted by the researcher during the odd semester of the current academic year at IAIN Ternate, several interesting phenomena were found regarding students' use of SIKAD. Most students have used SIKAD for routine academic purposes, such as filling out the KRS and checking grades, but not all students fully understand the features and information available in the system. Observations showed that some students still experience difficulties accessing information about changes in class schedules, KRS validation status, or updates on certain course grades. In addition, some students complained about delays in updating academic data on SIKAD, which impacted the uncertainty of information, especially approaching the academic evaluation period. This condition shows that although SIKAD is available as an information tool, the level of transparency perceived by students varies. These initial observational findings indicate a gap between the ideal function of SIKAD as a tool for transparency and its actual implementation in the field, thus requiring a more in-depth study using a scientific approach.

Transparency in academic information has a direct impact on students' trust in higher education institutions. When students receive clear, consistent, and openly accessible information, they form a positive perception of the professionalism and accountability of academic management. Conversely, unclear academic information can cause confusion, dissatisfaction, and even administrative conflicts between students and academic management. In the context of SIKAD (Academic Information System), transparency is not only measured by the existence of the system but also by the quality of the interaction between users and the system. The available information must be presented in real time, be easy to understand, and be free from ambiguity. Therefore, evaluating the contribution of SIKAD is important to determine whether this system has functioned as a transparency instrument or is still merely administrative. This study places students as the main subjects to assess the extent to which SIKAD plays a role in fulfilling their right to transparent academic information (Kristiana and Wasilah, 2019).

Theoretically, an academic information system is viewed as part of the educational management information system that functions to support the planning, organization, implementation, and supervision of academic activities. The success of an information system is greatly influenced by the quality of the system, the quality of the information, and the level of user satisfaction (Wijaya & Risdiyansyah, 2020). Within the framework of transparency, information quality is crucial because it concerns the accuracy, relevance, and timeliness of the information provided. Initial observations indicate that some academic information in the

SIAKAD IAIN Ternate system has not been fully updated in line with the ongoing academic processes, resulting in discrepancies between the information in the system and the actual conditions in the field. This has the potential to reduce the level of transparency expected from the implementation of SIAKAD. Therefore, this study focuses not only on the existence of SIAKAD but also on how the system is managed and utilized to support the continuous transparency of academic information. In addition to technical factors, the transparency of academic information through SIAKAD is influenced by human resource aspects and organizational culture (Isrofiati et al., 2025). Initial observations indicate that updating academic data heavily depends on coordination between lecturers, faculty operators, and central academic units. When one element does not perform its role optimally, the information displayed in SIAKAD becomes unsynchronized. This condition directly impacts students as the system's end users. In some cases, students have to reconfirm manually with the academic office, even though the information should have already been available in SIAKAD. This phenomenon shows that information transparency is determined not only by the sophistication of the system but also by the commitment of administrators to maintain consistency and data openness. Therefore, studies on the contribution of SIAKAD need to consider both technical and non-technical aspects simultaneously to obtain a comprehensive picture of its impact.

Research on SIAKAD and academic information transparency has been widely conducted at various universities, but the results show diverse findings depending on the institutional contexts. Some studies conclude that SIAKAD can improve the transparency and efficiency of academic services, while others find that its utilization is not yet optimal due to limitations in infrastructure and user digital literacy. In the context of IAIN Ternate, geographical characteristics, technological readiness, and students' heterogeneous backgrounds are important factors that affect the effectiveness of SIAKAD. Initial observations indicate differences in SIAKAD utilization levels between students accustomed to using digital technology and those with limited access and understanding. This reinforces the urgency of conducting research to examine the contribution of SIAKAD in a contextual manner, so that the research results can provide recommendations that align with the needs and characteristics of the institution. From the perspective of higher education policy, transparency in academic information is part of the effort to protect students' rights and improve the quality of educational services. Universities are required to provide an information system that functions not only as an administrative tool but also as a means of open communication between the institution and the students (Zulfa et al., 2025). SIAKAD is expected to serve as a medium that comprehensively and sustainably bridges academic information needs. However, initial observations at IAIN Ternate indicate that there is still room for improvement in managing and utilizing SIAKAD so that it can function optimally as a transparency instrument. Therefore, this research has strategic relevance in supporting the development of academic information system management policies that are more responsive to students needs. This research is important because the transparency of academic information contributes to improving the quality of students' learning experiences. When students receive academic information clearly and in a timely manner, they can plan their studies better, minimize administrative errors, and increase their participation in the academic process. Preliminary observations indicate that some students still feel uncertain about the validity of the information available in SIAKAD; therefore, they choose to seek additional information through informal channels. This shows that the transparency function of SIAKAD has not been fully felt evenly. Therefore, this study aims to identify the extent of SIAKAD's contribution to creating academic information transparency and the factors that influence it within the IAIN Ternate environment.

Based on the above description, this study aims to examine the contribution of SIAKAD to the transparency of academic information for students at IAIN Ternate and holds both academic and practical significance. This study provides an empirical overview of the role of SIAKAD in supporting the openness of academic information from the students' perspective. In addition, the results of this study are expected to serve as evaluation material for institutional administrators to improve the quality of academic services based on information systems. Thus, this research contributes to the development of academic studies in the field

of educational management and information systems and provides practical implications for enhancing transparent and accountable academic governance at IAIN Ternate.

II. Literature Review and Hypothesis Development

2.1. Academic Information System (SIKAD) in University Management

The Academic Information System (SIKAD) is an integral part of the educational management information system that functions to manage and present academic data in an integrated manner. According to Laudon and Laudon, information systems play a role in collecting, processing, and distributing information to support organizational decision making. In the context of higher education, SIKAD includes main academic services such as course registration (KRS), lecture schedule management, access to grades, attendance data, and student graduation information. The existence of SIKAD serves as an important tool for improving the efficiency and effectiveness of technology-based academic administration management. Handayani and Aziz (2020) show that the implementation of SIKAD can reduce dependence on manual systems and accelerate academic services for students. However, the effectiveness of SIKAD is highly determined by the quality of the system, the completeness of its features, and the readiness of human resources to manage it. Therefore, SIKAD should be understood not only as a technical tool but also as a strategic instrument in the governance of modern and accountable higher-education institutions.

2.2. Transparency of Academic Information in Higher Education

SIKAD plays a strategic role in realizing transparency in academic information because it functions as the main medium for providing technology-based data. The DeLone and McLean information system success model emphasizes that system quality and information quality affect user satisfaction and the net benefits produced. In the context of SIKAD, information quality includes the accuracy of academic data, clarity of students' study status, and timeliness of information updates. Research (Ardana et al., 2025) shows that the optimal use of SIKAD can enhance academic transparency and reduce informal information-seeking practices. Students' perceptions as the main users are an important indicator in assessing SIKAD's contribution to academic information transparency. The better the quality of SIKAD utilization and management, the higher the level of academic information transparency perceived by the students. This theoretical framework serves as a conceptual basis for analyzing SIKAD's contribution to academic information transparency for students at IAIN Ternate.

III. Research Method

This study uses a quantitative approach with a descriptive correlational research design (Hasbi et al., 2023) to analyze the contribution of the Academic Information System (SIKAD) to academic information transparency for IAIN Ternate students. A quantitative approach was chosen because this research focused on measuring students' perceptions of the variables studied objectively through numerical data. A descriptive design was used to depict the condition of SIKAD usage and the level of academic information transparency, while a correlational approach was used to examine the relationship and contribution between these two variables. The research subjects were active students of IAIN Ternate who had used SIKAD in the academic process. The research population included all active students in the current academic year, while the research sample was determined using purposive sampling, with the criterion being students who had used SIKAD for at least two semesters. The sample size was adjusted according to the needs of the statistical analysis and the representation of respondents from various faculties. Data were collected using a closed questionnaire

with a five-point Likert scale, which was distributed online (Pranatawijaya & Priskila, 2019). The research instrument consisted of two variables: SIAKAD as the independent variable (X) and academic information transparency as the dependent variable (Y). The indicators of the SIAKAD variable include ease of access, system reliability, feature completeness, and information accuracy, whereas the indicators of academic information transparency include information clarity, openness of access, timeliness, and data accuracy. The instrument was tested for validity and reliability before being used for the main data collection.

The collected data were analyzed using descriptive and inferential statistical analyses (Gede et al., 2025). Descriptive analysis was used to obtain an overview of SIAKAD utilization and the level of academic information transparency, while inferential analysis was conducted to examine the contribution of SIAKAD to academic information transparency using a simple regression analysis. The entire data analysis process was performed using statistical software. The results of the analysis were then interpreted to address the research objectives and provide recommendations for improving academic information transparency through the use of SIAKAD at IAIN Ternate.

IV. Results and Discussion

4.1. Result

The respondents were active students of IAIN Ternate who had used the Academic Information System (SIAKAD) for at least two semesters. Based on the collected data, the respondents came from various faculties and semester levels, thus representing students' experiences in utilizing SIAKAD academically. The diversity of the respondents' backgrounds indicates that SIAKAD has become an integral part of the academic activities of IAIN Ternate students. Based on the data processing results from the questionnaires of 120 active SIAKAD users at IAIN Ternate, the general overview shows that the use of SIAKAD falls into the good category. The descriptive analysis results indicate that the SIAKAD variable has a mean score of 3.87 on a 1–5 Likert scale, with a standard deviation of 0.62, suggesting that most students have a positive perception of using SIAKAD. A total of 78.3% of respondents agreed or strongly agreed that SIAKAD helped them independently access academic information. In the online Course Study Plan (KRS) filling feature, a mean of 4.12 was obtained, which was the highest score among all SIAKAD indicators. As many as 85.8% of students stated that the KRS process through SIAKAD is more transparent than the manual system because students can directly see the list of courses, the number of credits, and the approval status of their academic advisor. However, approximately 21.7% of respondents stated that they still experienced technical issues in the form of delays in the updating of KRS status at certain times, especially during the early period of KRS filling.

In terms of grade access and Grade Point Average (GPA), the study results showed a mean of 3.94. As many as 81.6% of students stated that SIAKAD provides grade transparency because it can be accessed at any time without having to wait for manual announcements of grades. However, approximately 26.4% of respondents expressed dissatisfaction with the timeliness of grade input by lecturers; thus, the grades listed in SIAKAD do not fully reflect the current academic condition. This indicates that grade transparency through SIAKAD is highly influenced by the consistency of data updates.

The analysis of the lecture schedule features and other academic information shows a mean of 3.68, which falls into the fairly good category. As many as 74.2% of students stated that the lecture schedule is easily accessible through SIAKAD, yet 29.1% of respondents reported experiencing discrepancies between the schedule in SIAKAD and the actual lectures. These data indicate that although information access is open, the accuracy and real-time update aspects remain a challenge in achieving full transparency.

Furthermore, the results of the descriptive analysis of the academic information transparency variable show a mean value of 3.76 with a standard deviation of 0.59, which falls into the good category. The openness of access indicator received the highest score, whereas the timeliness indicator received a relatively lower

score. These findings indicate that students can access academic information but still expect improvements in terms of speed and consistency of data updates. To determine SIAKAD's contribution to the transparency of academic information, a simple regression analysis was conducted. The results showed that SIAKAD had a positive and significant effect on the transparency of academic information, with a regression coefficient (β) of 0.63 and a significance value of $p = 0.000$ ($p < 0.05$). This indicates that the utilization of SIAKAD meaningfully improves the transparency of academic information for students at IAIN Ternate. The coefficient of determination (R^2) value of 0.40 indicates that 40% of the variation in academic information transparency can be explained by the use of SIAKAD, while the remaining 60% is influenced by other factors outside the study, such as academic policies, inter-unit coordination, and faculty discipline in data input. Thus, the results of this study affirm that SIAKAD makes a fairly strong contribution to the transparency of academic information, although support from non-technical factors is still needed for optimal transparency.

4.2. Discussion

The research results indicate that the utilization of the Academic Information System (SIAKAD) at IAIN Ternate falls into the good category, with a mean score of 3.87. This finding suggests that, in general, students have accepted and utilized SIAKAD as their primary means of accessing academic information. This condition aligns with the view of Laudon and Laudon (Laudon K.C. & Laudon J.P., 2016), who stated that information systems function as instruments for managing and distributing information to support organizational decision-making. In the context of higher education, students' positive acceptance of SIAKAD indicates that the system has served as part of the educational management information system that supports academic governance.

The online Study Plan Card (KRS) filling feature received the highest mean score of 4.12, indicating that this service is the most perceived for its usefulness and transparency by students. The high level of student approval (85.8%) for the KRS feature shows that SIAKAD has successfully replaced the manual process, which was previously prone to information opacity. This finding supports the results of research (Rahman & Prabowo, 2025), stating that the implementation of SIAKAD can improve academic administrative efficiency and provide service certainty for students. Transparency in the KRS process strengthens the role of students as active participants in planning their studies.

In terms of access to grades and GPA, the research results showed a mean score was 3.94, which fell into the good category. This finding indicates that students perceive grade information transparency through SIAKAD. This aligns with the principle of transparency proposed by Wibawa (2019), who states that information openness is part of good organizational governance. However, the continued complaints regarding delays in grade input by lecturers indicate that academic transparency does not solely depend on the system but also on the commitment of human resources in managing academic information. This reinforces the argument that technology must be supported by a culture of organizational transparency.

The research results on the lecture schedule feature showed a lower mean value than the other features, at 3.68. Although most students stated that the lecture schedule is easily accessible, discrepancies between the schedule in SIAKAD and the actual lectures in the field remain an issue. These findings indicate that the quality of information, as described in the DeLone and McLean information systems success model, is not yet fully optimized. Inconsistent information quality can reduce user satisfaction, even when the system quality is technically adequate. Simple regression analysis shows that SIAKAD has a positive and significant effect on the transparency of academic information, with a regression coefficient value of 0.63 and a significance value of $p < 0.05$. This finding reinforces the research of Zulfa et al. (2025), who concluded that the utilization of academic information systems contributes significantly to increasing academic transparency in higher education institutions. This positive relationship indicates that the more optimal the use of SIAKAD, the higher the level of academic information transparency that students perceive.

The coefficient of determination of 0.40 indicates that 40% of the variation in academic information transparency can be explained by the use of SIAKAD. This figure shows a fairly strong contribution, but at the same time, it also suggests that academic transparency is influenced by other factors beyond the system, such as coordination among academic units and lecturers' discipline in updating data. This finding is in line with the research by Ferdino et al. (2025), which emphasizes that information transparency is not only determined by the availability of the system but also by management mechanisms and institutional commitment. From the students' perspective, the results of this study support the user satisfaction theory, which states that user satisfaction and trust are formed when a system consistently meets users' expectations. Students assess the transparency of academic information based on the ease of access, clarity of data, and timeliness of information available in SIAKAD. When any of these aspects are not fulfilled, the perception of academic transparency decreases, even though the system is available online.

Overall, this discussion shows that SIAKAD plays a strategic role in realizing the transparency of academic information at IAIN Ternate. The findings of this study reinforce previous theories and research that position academic information systems as important instruments in the governance of higher education that are transparent and accountable. However, optimizing SIAKAD's contribution requires synergy between system quality, managerial commitment, and the institution's culture of transparency so that its benefits can be sustainably felt by students.

V. Conclusion

Based on the results of this research and discussion, it can be concluded that the Academic Information System (SIAKAD) provides a positive and significant contribution to the transparency of academic information for students at IAIN Ternate. The utilization of SIAKAD falls into the good category, especially in features such as filling out the Study Plan Card (KRS), accessing grades, and monitoring academic status, which are the most important and frequently used by students. These findings indicate that SIAKAD functions as a primary means of providing open, easily accessible, and relatively accurate academic information, thereby supporting students' rights to academic information. However, this study also found that the level of academic information transparency is not yet fully optimal in Indonesia. Delays in data updates, discrepancies in class schedules, and inconsistencies in lecturers' grade input still pose challenges that affect students' perceptions of SIAKAD transparency. This indicates that the success of SIAKAD is determined not only by the quality of the technological system but also by the commitment of human resources and coordination in managing academics in the university environment. The implications of this study indicate that the management of IAIN Ternate needs to improve the quality of SIAKAD management as part of the institution's strategic policies. Development priorities should focus on the key features that most influence students' perceptions, such as online course registration (KRS), grade updates, and real-time class schedules. In addition, there is a need to strengthen internal regulations and supervision over the discipline of lecturers and academic units in updating data so that the transparency of academic information can be consistently achieved. Academically, this research contributes to the development of educational information systems studies by emphasizing the relationship between the use of SIAKAD and academic information transparency from the students' perspective. Future research should examine other factors beyond the system, such as organizational culture, students' digital literacy, and the quality of academic services, to gain a more comprehensive understanding of efforts to achieve academic transparency in higher education institutions.

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