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The Effect of PDDIKTI System Acceptance, Social Influence and Technology on Performance Expectations at Jember State Polytechnic Through Educational Background as an Intervening Variable

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ABSTRACT: This study aims to analyze the influence of PDDIKTI system acceptance, social influence, and technology quality on the performance expectations of academic operators at the Jember State Polytechnic. This research is a type of comparative causal research. The data used in this study are primary data. The population in this study is the operator of the Jember State Polytechnic PDDikti management of 100. The sample was determined to be 100 respondents. The analysis model used in this study is Structural Equation Modeling (SEM) analysis with the help of WarpPLS software. The results of the study show that the acceptance of the PDDikti system, social influence, and technology have a positive and significant effect on the performance expectations of academic operators. The study offers practical value for higher education institutions looking to improve system performance expectations through training and social support. However, a clearer articulation of how these recommendations translate into measurable policies would increase social relevance.

Keywords: Performance Expectations, Social Influence, Technology, Higher Education System, Education Level.

INTRODUCTION

Technological developments play an important role in supporting the achievement of these performance expectations, because technology enables automation, increased access to information, and increased efficiency and accuracy in the implementation of tasks. With the right technology support, individuals and organizations can more easily meet expected performance standards, while also overcoming the various technical and non-technical barriers that may arise in the work process. In various organizational and work contexts, achieving optimal work results is one of the main goals that must be realized. To achieve this, individuals and organizations set standards or expectations known as performance expectations. These expectations act as a guideline in directing efforts and resources so that the work process can run effectively and efficiently. According to (Simanjuntak, 2023) Performance expectations are individual expectations or perceptions regarding the level of achievement of desired work results in carrying out their

duties and responsibilities. These expectations reflect the standards set by both individuals and organizations to achieve effectiveness and efficiency in various work processes. Factors that affect performance expectations include an individual's ability to manage and utilize resources, including available technology and information systems (Wardani & Masdiantini, 2022).

The level of performance expectations is greatly influenced by the extent to which individuals feel capable and supported to perform their duties optimally. Technical and non-technical obstacles faced can reduce motivation and confidence, thus negatively impacting the achievement of expected work results. Therefore, an understanding of factors such as adaptability, social support, and technological readiness is essential to improve productivity and work quality (Nurul Akmal, 2022a).

The acceptance of the PDDIKTI system is very important because this system is the main tool in managing academic data that supports the work process in the higher education environment. When individuals, especially operators and academic staff, accept and are able to use the PDDIKTI system well, this will increase their confidence and motivation in carrying out their duties, so that performance expectations can increase. According to (Musthafa & Rahmad, 2021) The PDDIKTI (Higher Education Database) system is an application designed to facilitate the management of higher education data in an integrated manner. As a system that provides convenience in the processing of academic, administrative, and reporting data, PDDIKTI provides real benefits in the form of acceleration, accuracy, and convenience in completing various tasks related to education data management (Ady Bakri et al., 2023). Thus, the success of the implementation of the PDDIKTI System is highly dependent on the extent to which the system is able to provide convenience and added value in the work process of its users.

In addition to the system factor, *Social Influence* also plays an important role in shaping performance expectations. According to (S. Putri et al., 2025) *Social Influence* is one of the important factors that affect individual attitudes and behaviors in accepting and using a new technology or system. In general, social influence can be defined as pressure or encouragement that comes from the social environment, such as co-workers, superiors, peers, family, or the professional community, that influences a person's decision to adopt or reject an innovation. In the context of technology, social influence includes how the perceptions and attitudes of people around influence an individual's belief in the benefits and usefulness of the technology. Social influences have a very significant role in shaping performance expectations (*Performance expectancy*), which is an individual's belief that the use of technology will improve their performance in carrying out their duties (Setiawan et al., 2021).

Technology factors or enabling conditions play a significant role in shaping user performance expectations for a system or application. Technology is one of the key elements in the process of adopting and utilizing systems or applications in various fields, including education, business, and government (Fricticarani et al., 2023). In general, technology can be defined as a collection of tools, methods, and processes used to solve problems or make it easier to carry out tasks (Romi Mesra, 2023). The reliability of the system, ease of access, and responsiveness of technical assistance services increase the convenience and smoothness of technology operation, so that user

performance expectations of the system become more positive. Research shows that if users feel that the system is easily accessible, supported by adequate infrastructure, and responsive technical assistance is available, they are more confident that the use of the technology will improve their performance in carrying out administrative and operational tasks (Syafitri et al., 2022).

In addition, an individual's educational background acts as an intervening variable that mediates the relationship between systems, social influences, technology, and performance expectations. Individuals with higher or relevant educational backgrounds tend to have better abilities and understanding of adopting technology and responding positively to social influences (Junita, 2022). This strengthens their performance expectations of technology. Individuals with higher or relevant educational backgrounds typically have better cognitive and technical abilities in understanding as well as adopting new technologies (Deswanti et al., 2023). Conversely, a less supportive educational background can lower the level of understanding and trust in the benefits of technology, resulting in lower performance expectations (Yasa & Mayasari, 2022).

There is a research gap related to the influence of the PDDIKTI system on performance expectations. Several previous studies have acknowledged that the PDDIKTI system plays an important role in increasing user performance expectations. However, other studies show that the PDDIKTI system does not have a significant effect on performance expectations, the research was conducted by (V. S. Putri & Mahadian, 2021) Saying that *Social Influence* plays an important role in shaping performance expectations, but there is also research that says that *Social Influence* does not have a significant influence on performance expectations (Fadhillah et al., 2021). Many previous studies have found that technology has a positive and significant influence on user performance expectations. For example, some studies show that an individual's belief that the use of technology will help improve efficiency, effectiveness, and work outcomes directly drives higher performance expectations (Yanna Sri, 2024), (Anjani et al., 2021) and (Natsir Kelana, 2022). This research emphasizes that ease of use, accessibility, and technology supporting features can increase users' confidence in utilizing technology to achieve better performance (Suswati et al., 2021).

The digitalization of higher education in Indonesia is growing rapidly with the presence of the PDDikti (Higher Education Database) system which functions as an integrated and centralized academic data management center. This system is expected to be able to improve reporting efficiency and data accuracy in all universities, including at the Jember State Polytechnic. However, in practice, the acceptance and use of the PDDikti system by academic operators in charge of data input still face various significant obstacles.

Table 1. Initial Data Related to the Problem of Using the PDDikti System at State Polytechnics in 2024

Aspects	Percentage	Basic Assessment Numbers
Data Input Error Rate	23%	23
Operators Complain of Data Inconsistencies	68%	68

Aspects	Percentage	Basic Assessment Numbers
System Incompatibility with Procedures	41%	41

Source: Results of the Jember State Polytechnic Internal Survey or Evaluation in 2024

Data early in 2024 shows that the data *input error rate* reached 23%, which is an indication of problems in the operation of the system. This problem is thought to be related to the variation in competencies and educational backgrounds of academic operators, which affects their ability to understand and manage systems effectively. In addition, the preliminary study revealed that 68% of operators complained about inconsistencies in data synchronization between modules in the PDDikti system, while 41% highlighted incompatibility with the local administrative procedures applicable at the Jember State Polytechnic.

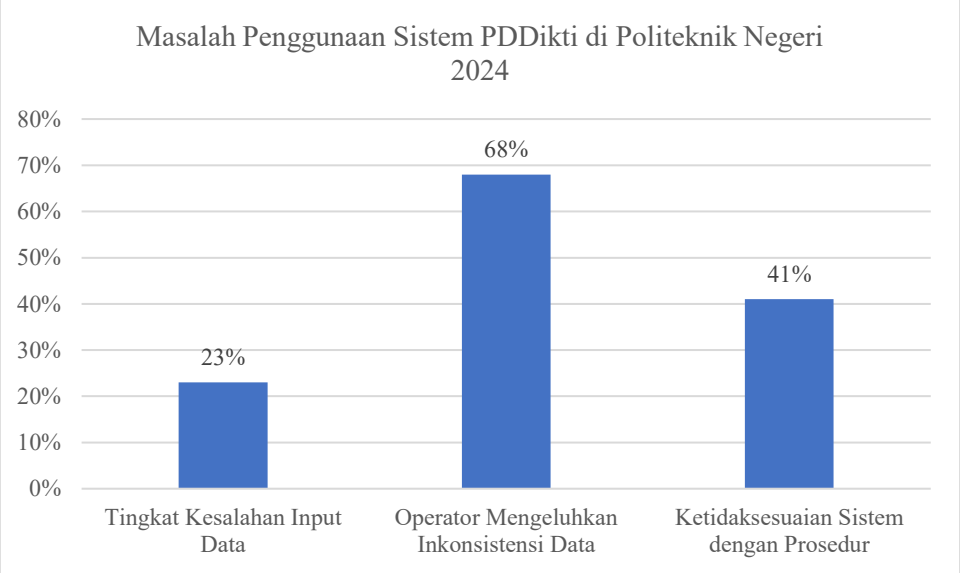

Figure 1. PDDikti Assessment Chart at State Polytechnics 2024

Source: Results of the Jember State Polytechnic Internal Survey or Evaluation in 2024

This phenomenon shows that although technology and information systems have been widely implemented, factors such as performance expectations i.e. individual perceptions of the benefits of using technology in improving the performance of social pressure from the work environment (social influence), as well as technical quality and system support (technological factors) greatly influence the level of acceptance and use of technology by users. According to (Nurul Akmal, 2022b), performance expectations become one of the main keys that determine the extent to which users feel confident that technology can help them complete tasks more effectively and efficiently.

Furthermore, the level of user education is thought to be an important variable that moderates the relationship between performance expectations, social influence, and technology factors with technology acceptance. Higher formal education is believed to improve adaptability, technical understanding, and mastery of the technology used. This is in line with the findings (Ninditama & Porwani, 2023a) which emphasizes that the success of digital transformation is highly dependent

on the acceptance and competence of users in making optimal use of technology. Therefore, this study will examine in depth the influence of the PDDikti system, social influences, and technological factors on performance expectations at the Jember State Polytechnic, taking into account educational background as an intervening variable. The results of the research are expected to provide strategic recommendations to increase the effectiveness of the use of technology and support sustainable digital transformation in the vocational higher education environment.

METHOD

This study uses a quantitative method with a descriptive approach to analyze the influence of performance expectations, social influences, and technology on the acceptance of the PDDIKTI system at the Jember State Polytechnic, with an educational background as an intervening variable. Data were collected through observation, questionnaires, and literature studies. The research population is all PDDIKTI management operators at the Jember State Polytechnic as many as 100 people, who are the research sample using probability sampling techniques with the saturated sampling method. To test the hypothesis, this study uses Structural Equation Modeling (SEM) analysis with the help of WarpPLS software. SEM is an integrative approach that combines factor analysis, structural modeling, and pathway analysis to test the relationships between variables simultaneously.

RESULT AND DISCUSSION

Test Outer Model

Validity Test

Table 2. Combined loadings and cross-loadings

	X1	X2	X3	Z	Y	Type(As Defined)	ONE	*P value*
X1.1	**(0.762)**	0.163	0.076	0.158	0.525	Reflective	0.081	<0.001
X1.2	**(0.896)**	0.388	0.166	0.018	0.109	Reflective	0.078	<0.001
X1.3	**(0.892)**	0.144	0.084	0.039	0.096	Reflective	0.078	<0.001
X1.4	**(0.831)**	0.385	0.209	0.077	0.126	Reflective	0.080	<0.001
X1.5	**(0.885)**	0.026	0.048	0.043	0.348	Reflective	0.079	<0.001
X2.1	0.211	**(0.887)**	0.301	0.079	0.023	Reflective	0.079	<0.001
X2.2	0.097	**(0.903)**	0.176	0.020	0.096	Reflective	0.078	<0.001
X2.3	0.146	**(0.892)**	0.280	0.017	0.004	Reflective	0.078	<0.001
X2.4	0.216	**(0.892)**	0.082	0.036	0.088	Reflective	0.078	<0.001
X2.5	0.233	**(0.883)**	0.114	0.040	0.010	Reflective	0.079	<0.001
X2.6	0.020	**(0.865)**	0.212	0.088	0.221	Reflective	0.079	<0.001
X3.1	0.161	0.079	**(0.862)**	0.110	0.211	Reflective	0.079	<0.001

	X1	X2	X3	Z	Y	Type(As Defined)	ONE	*P value*
X3.2	0.130	0.108	**(0.888)**	0.012	0.050	Reflective	0.079	<0.001
X3.3	0.416	0.373	**(0.832)**	0.043	0.054	Reflective	0.080	<0.001
X3.4	0.110	0.126	**(0.917)**	0.007	0.007	Reflective	0.078	<0.001
X3.5	0.159	0.110	**(0.893)**	0.086	0.356	Reflective	0.078	<0.001
X3.6	0.161	0.435	**(0.827)**	0.026	0.064	Reflective	0.080	<0.001
Z.1	0.447	0.128	0.661	**(0.742)**	0.312	Reflective	0.082	<0.001
Z.2	0.594	0.566	0.055	**(0.836)**	0.005	Reflective	0.089	<0.001
Z.3	0.197	0.087	0.031	**(0.804)**	0.098	Reflective	0.080	<0.001
Z.4	0.112	0.289	0.636	**(0.769)**	0.406	Reflective	0.081	<0.001
Y.1	0.187	0.195	0.042	0.032	**(0.907)**	Reflective	0.078	<0.001
Y.2	0.066	0.027	0.140	0.053	**(0.878)**	Reflective	0.079	<0.001
Y.3	0.059	0.046	0.254	0.031	**(0.911)**	Reflective	0.078	<0.001
Y.4	0.135	0.053	0.135	0.075	**(0.879)**	Reflective	0.079	<0.001
Y.5	0.351	0.234	0.612	0.067	**(0.835)**	Reflective	0.080	<0.001

Source: Data processed research (2025)

The criterion of *the factor of cross-loadings* with a value of more than 0.70 is said to be high, while a value of 0.50 – 0.60 can be considered sufficient. In the results of the WarpPLS 8.0 calculation in table 2. above indicates that the value *of cross-loadings* above 0.70 is considered high and 0.50–0.60 is sufficient. The results of WarpPLS 8.0 show all *cross-loadings* values above 0.50 with a p< significance of 0.001, indicating that these factors significantly affect the related variables and meet the convergent validity criteria well.

Reliability Test

Table 3. Reliability Test

Composite reliability coefficients				
X1	X2	X3	Z	Y
0.931	0.957	0.949	0.789	0.946
Cronbach's alpha coefficients				
X1	X2	X3	Z	Y
0.907	0.946	0.936	0.743	0.929

Source : Data processed research (2025)

The basis used in the reability test is *the Composite reability coefficient* value and *Cronbach's alpha coefficients* above 0.7. Results in table 3. shows that the questionnaire instrument in this study has met the requirements of the reliability test.

Direct Influence Path Coefficient Calculation

Table 4. Direct Influence Path Coefficient Value

Hypothesis	*Path coefficients*	*P values*	Information
X1 Z	0.487	0.038	Positive and Significant
X2 Z	0.318	<0.001	Positive and Significant
X3 Z	0.306	0.017	Positive and Significant
X1 Y	0.270	0.002	Positive and Significant
X2 Y	0.421	<0.001	Positive and Significant
X3 Y	0.277	0.002	Positive and Significant
Z Y	0.445	0.025	Positive and Significant

Source: Data processed research (2025)

The results in Table 4. are the results of PLS analysis which will then be interpreted to answer the hypothesis proposed. The explanation of the results of the hypothesis test can be stated as follows:

The analysis results show that the acceptance of the PDDikti system, social influence, and technology each have a positive and significant effect on the education level of academic operators at the Jember State Polytechnic, with path coefficients of 0.487, 0.318, and 0.306 respectively. These three factors also positively and significantly influence performance expectations, with respective path coefficients of 0.270, 0.421, and 0.277. Furthermore, the education level itself has a positive and significant effect on performance expectations, with a path coefficient of 0.445 and a P-value of 0.025. These findings indicate that the higher the acceptance of the PDDikti system, the stronger the social and technological support, and the higher the education level, the greater the performance expectations of academic operators.

Indirect Influence Path Calculation

Table 5. Value of the Indirect Influence Path Coefficient

Hypothesis	*Indirect and total effects*	*P values for sums of indirect effects*	Information
X1→Y→ Z	0.404	0.018	Positive and Significant
X2→Y→ Z	0.314	0.020	Positive and Significant
X3→ Y→ Z	0.424	0.039	Positive and Significant

Source: Data processed research (2025)

The results given in table 5. above show the indirect influence of variables X1 (PDDikti system acceptance), X2 (*social influence*), X3 (technology) on variables Y (performance expectations) through Z (education level) as follows:

a. The indirect effect of the acceptance of the PDDikti system (X1) on performance expectations (Y) through the level of education (Z) was significant with a path coefficient of 0.404 and a P-value of 0.018 (< 0.05), showing a significant positive influence.

b. The indirect influence of social influence (X2) on performance expectations (Y) through education level (Z) was significant with a path coefficient of 0.314 and a P-value of 0.020 (< 0.05), showing a significant positive influence.
c. The indirect influence of technology (X3) on performance expectations (Y) through education level (Z) was significant with a path coefficient of 0.424 and a P-value of 0.039 (< 0.05), showing a significant positive influence.

Determination Efficiency Test

Table 6. Test Research Model

			Adjusted R-squared coefficients	
X1	X2	X3	Z	Y
			0.764	0.867

Source: Data processed research (2025)

The above determination coefficients are presented in the form of *Adjusted R-squared coefficients* in the table. Based on the *r-square value* in table 6. it shows that the acceptance of the PDDikti system, *social influence* and technology is able to explain the variables of the level of education of 76.4% or categorized as a good correlation, and the remaining 23.6% is explained by other constraints outside those studied in this study. Meanwhile, the acceptance of the PDDikti system, *social influence* and technology was able to explain the performance expectation variable of 86.7% or categorized as a good correlation, and the remaining 13.3% was explained by other constructors outside of those studied in this study.

The Acceptance of the PDDikti System has a positive and significant effect on the performance expectations of academic operators at the Jember State Polytechnic

Acceptance of information systems is one of the key factors that affect the effectiveness of the use of technology in improving user performance, especially in the academic environment. At the Jember State Polytechnic, the acceptance of the PDDikti system by academic operators such as lecturers, academic staff, and administration is very important to support the smooth management of academic data and educational administration. This study explores how various indicators of system acceptance, namely *performance expectancy*, *effort expectancy*, *social influence*, and *facilitating conditions*, contribute to the performance expectations of academic operators in using PDDikti. The results of this study show that the acceptance of the PDDikti system has a positive and significant effect on the performance expectations of academic operators at the Jember State Polytechnic.

The use of the PDDikti system at the Jember State Polytechnic shows that lecturers, academic staff, and administrative personnel have high performance expectations, as the system effectively supports academic data management, reporting, and educational administration. Ease of use is a key factor in increasing user acceptance since the system features a simple interface and workflow that encourage comfort and consistent usage. Social support also plays a crucial role, as

encouragement from leaders, colleagues, and institutional policies motivates users to adopt the system. Success in implementing PDDikti also relies on adequate facilities such as computer and internet access, user training, and responsive technical support. Overall, all acceptance indicators of the PDDikti system contribute to enhancing the performance expectations of academic operators. Belief in the system's usefulness, ease of use, social support, and proper facilitation has a positive and significant effect on improving their performance.

The results of this study are in line with the findings presented by (Venkatesh et al 2003) in the *Unified* Theory *of Acceptance and Use of Technology* (UTAUT), which explains that *Performance expectancy*, *Effort expectancy*, *Social Influence*and *facilitating conditions* Together affect the intention and expectations of user performance towards the information technology system. In addition, research conducted by (Musthafa & Rahmad, 2021), (Modjo, 2024) and (Ichsandrya & Suryani, 2021) It also emphasized that ease of use and social environment support are decisive factors in increasing system acceptance in higher education institutions.

Social Influence Has a Positive and Significant Effect on the Performance Expectations of Academic Operators at the Jember State Polytechnic

Social influence is one of the important factors that affect the acceptance and use of information systems in the organizational environment, including in higher education institutions. At the Jember State Polytechnic, social influence plays a role in shaping the attitude and behavior of academic operators towards the PDDIKTI system. Various social aspects such as rules or habits, reference groups, work culture, the influence of friends and the environment, roles and statuses, and information from *social influencers* are the main drivers in increasing the performance expectations of these operators through the adaptation and optimal use of the PDDIKTI system.

At the Jember State Polytechnic, workplace norms and organizational culture strongly encourage the use of the PDDikti system as the standard for managing academic data. These behavioral patterns and reference groups such as supervisors, colleagues, and the operator community sharply influence individual attitudes and drive conformity to institutional expectations. The culture of professionalism and emphasis on technological innovation foster internal motivation and openness to adopting PDDikti. Peer influence, including the examples set by senior operators or section heads, further accelerates adoption, while accurate information from leaders and experienced users strengthens understanding and trust. Altogether, these social, cultural, and informational factors create a supportive environment that enhances the consistent use of PDDikti and positively impacts operators' performance expectations.

These findings are in line with previous studies that have confirmed the importance of Social Influence in increasing the adoption of technology. (Venkatesh et al. 2003) in Unified Theory of Acceptance and Use of Technology (UTAUT) stated that social influence significantly affects users' intentions and expectations in using new technologies. In addition, a study by (Icek Ajzen, 1942) about Theory of Planned Behavior It also emphasizes the role of social norms and reference groups in shaping individual attitudes and behaviors towards technology. In the context of higher

education, research by (Fauziah & Ashfiasari, 2021), (Modjo, 2024) and (Muhlisin et al., 2022) reinforcing that social support from superiors, colleagues, and the professional community is an important factor that accelerates the acceptance of academic information systems.

Technology has a positive and significant effect on the performance expectations of academic operators at the Jember State Polytechnic

Information technology plays a very important role in supporting the effectiveness and efficiency of academic operator performance in higher education institutions. At the Jember State Polytechnic, the PDDIKTI system is one of the main tools used in managing academic data and education administration. Various aspects of technology such as ease of access and use, system reliability, data integration, process speed, technical support and training, and data security contribute to the increased performance expectations of academic operators.

The ease of access and use of the PDDikti system is a major factor influencing the performance expectations of academic operators at the Jember State Polytechnic. Users need a flexible and user-friendly system to efficiently manage grade input, lecture scheduling, and reporting without technical obstacles. The system's reliability—being stable and consistently available—ensures smooth, accurate, and timely academic data management, which is crucial for maintaining service quality and institutional accreditation. Real-time data integration and fast processing further enhance administrative efficiency, enabling operators to manage comprehensive student data and complete tasks on time. Adequate technical support and regular training also play essential roles in helping operators understand and use the system optimally, improving both competence and readiness to adapt to technological updates. Altogether, these factors strengthen confidence in the PDDikti system and positively influence the performance expectations of academic operators.

The results of this study are in line with the findings presented by (DeLone & McLean, 2003) in the information system success model which emphasizes the importance of system quality, information quality, and service support in determining the success of system use and its impact on user performance. In addition, research by (Santoso et al., 2024) and (Selvi et al., 2023) emphasized that the ease of access and reliability of the system positively affects the acceptance of technology and work performance in educational organizations.

The acceptance of the PDDikti system has a positive and significant effect on the level of education of academic operators at the Jember State Polytechnic

Acceptance of information systems not only contributes to improved performance, but can also affect the development of human resources through increased levels of education. At the Jember State Polytechnic, the acceptance of the PDDikti system by academic operators reflects how technology can motivate individuals to improve competence and knowledge through formal education and further training. Factors such as belief in the benefits of the system, ease of use, social support, and facilitation conditions are important drivers in influencing operators' decisions to develop their educational capacity to support the optimization of system utilization.

At the Jember State Polytechnic, users' belief that the PDDikti system enhances their performance in managing academic data, reporting, and educational administration contributes significantly to the educational development of academic operators. The system's ease of use, supported by a user-friendly interface and simple processes, increases users' confidence and comfort in operating it. Social influence also plays a crucial role, as encouragement from leaders, colleagues, and institutional policies motivates operators to pursue further education and training to strengthen their professional capacity. In addition, facilitation conditions—such as adequate technological infrastructure, structured training programs, and responsive technical support—support continuous learning and skill improvement. These supportive resources make it easier for operators to access training related to PDDikti, thereby motivating them to enhance their educational level and meet the demands of increasingly complex academic information systems.

These findings are in line with the results of previous research that confirmed the positive relationship between technology acceptance and the development of education or professional competence. Study by (Venkatesh et al. 2003) in Unified *Theory of Acceptance and Use of Technology* (UTAUT) shows that system acceptance factors such as *Performance expectancy* and *Social Influence* significantly affect users' motivation to learn and improve abilities through formal and informal channels. In addition, research by (Selvi et al., 2023) and (Muhlisin et al., 2022) It also stated the importance of facilitation and ease of use in supporting the improvement of knowledge and skills of technology users.

Social Influence Has a Positive and Significant Effect on the Education Level of Academic Operators at the Jember State Polytechnic

Social influence is an important factor that influences individual behavior and decisions in the organizational environment, including in the context of improving education. At the Jember State Polytechnic, social influence plays a significant role in shaping the motivation and decision of academic operators to develop their educational capacity. Norms, work habits, reference groups, culture, social environment, social roles and statuses, and information from *social influencers* collectively create a social environment that encourages an increase in education. These social dimensions interact with each other and reinforce the drive to adapt to the increasingly high demands of technology and professionalism in educational institutions.

The research findings indicate that workplace norms, institutional culture, and social influence at the Jember State Polytechnic play a crucial role in encouraging academic operators to enhance their educational level. The established norms and expectations surrounding the use of the PDDikti system motivate operators—especially newcomers—to continuously learn and develop competence. Support from superiors, colleagues, and the operator community creates positive social pressure that drives further education and training. A culture emphasizing professionalism and technological innovation also fosters awareness of the importance of education for self-development and service quality improvement. In addition, the influence of peers and guidance from senior operators strengthen motivation to learn, while effective communication about the

benefits and procedures of the PDDikti system further encourages operators to pursue education as part of their professional growth.

These findings are in line with various previous studies that affirm the influence of social influence on improving competence and education. (Venkatesh et al. 2003) in the Unified Theory of Acceptance and Use of Technology (UTAUT) model states that social influence significantly drives individual intentions and behaviors in adopting technology and developing relevant abilities. In addition, research by (Ajzen, 1991) with the Theory of Planned Behavior underlines the importance of social norms and group pressure in shaping learning attitudes and behaviors. Other studies by (Selvi et al., 2023), (Deswanti et al., 2023) and (Agusriadi, 2023) It also found that social support from superiors and co-workers increased employee motivation to pursue further training and education.

Technology has a positive and significant effect on the level of education of academic operators at the Jember State Polytechnic

The rapid development of information technology has a significant impact on the world of education, especially in improving the quality of human resources through education and training. At the Jember State Polytechnic, PDDIKTI system technology plays a role as one of the important means that facilitates academic operators in carrying out administrative tasks effectively and efficiently. Technology aspects such as ease of access and use, system reliability, data integration, process speed, technical support and training, and data security not only affect performance, but also motivate operators to increase their educational capacity.

The study concludes that the ease of access, reliability, integration, speed, technical support, and data security of the PDDikti system collectively play a crucial role in enhancing the educational development and competence of academic operators at the Jember State Polytechnic. A user-friendly and reliable system motivates operators to improve their skills and knowledge in academic data management, while real-time data integration and efficient processing encourage deeper understanding of technology. Adequate training and strong data security also foster user confidence and continuous learning, ultimately supporting higher educational attainment and professionalism among academic operators.

These findings are consistent with previous studies linking the quality of technology to improved user competence and education. The information systems success model developed by (DeLone & McLean, 2003) confirms the important role of the quality of systems and support services in determining the success of technology use as well as its impact on user performance and learning. Research by (Subandowo, 2022) and (Muhlisin et al., 2022) It also shows that the ease of use and reliability of the system positively influences the acceptance of technology and the improvement of user skills in educational institutions.

The level of education has a positive and significant effect on the performance expectations of academic operators at the Jember State Polytechnic

The last level of formal education is one of the key factors that has a significant impact on the performance expectations of academic operators, especially in the operation of the PDDIKTI system in the higher education environment. Higher formal education not only provides a strong foundation of technological and administrative knowledge, but also improves adaptability and problem-solving in the use of information technology. With the increasingly complex demands of academic administration and the use of information system technology such as PDDIKTI, operators with higher education have a better readiness to carry out their duties efficiently and accurately.

At the Jember State Polytechnic, the formal education level of academic operators—from Diploma I to postgraduate—significantly influences their performance expectations in using the PDDikti system. Operators with higher education levels generally possess a stronger knowledge base and better understanding of technological concepts, making them more confident and prepared to perform information system–based administrative tasks. Their educational background also enhances their ability to grasp system operations and technological processes, although many operators supplement this understanding through self-learning and peer assistance. Adaptability to new technologies such as PDDikti is closely linked to education level. Those with higher educational attainment tend to adapt more quickly due to stronger analytical and learning skills, while operators with lower education levels often require longer adaptation periods and more intensive support. Consequently, the need for continuous training and competency development is greater among lower-educated operators. The limited availability of formal technical training, especially in areas like Database Management Systems (DBMS), remains a major institutional challenge that must be addressed. In addition, independent learning plays a vital role in competency enhancement. Many operators improve their ability to operate PDDikti through personal initiative and self-directed learning beyond formal education. This finding highlights the importance of intrinsic motivation and a supportive work environment as key factors driving the successful use of the PDDikti system.

These findings are in line with the results of the study revealed by (Venkatesh et al. 2003) in the *Unified Theory of Acceptance* and *Use of Technology* (UTAUT), which states that the level of education and technological knowledge significantly affects users' performance expectations and acceptance of information systems. In addition, a study from (Selvi et al., 2023) emphasizing that the level of formal education is positively related to the ability to adapt to new technologies and the effectiveness of using the system in the context of education. Other research by (Yerisva et al., 2024) and (Yerisva et al., 2024) It also found that operators with higher education tend to master technology faster and improve their work performance.

The acceptance of the PDDikti system has a positive and significant effect on the performance expectations of academic operators at the Jember State Polytechnic through the level of education

The acceptance of the PDDikti system at the Jember State Polytechnic is an important factor that affects the performance expectations of academic operators with the role of mediating at the education level. Academic operators who accept and feel confident in the benefits of the PDDikti system tend to be encouraged to improve their level of education in order to understand and operate the system optimally. A higher level of education at the same time improves technological understanding, adaptability, and competence in carrying out information system-based administrative tasks. This strengthens their performance expectations in carrying out academic data management and education administration. The results of this study show that the acceptance of the PDDikti system has a positive and significant effect on the performance expectations of academic operators at the Jember State Polytechnic through the education level.

System acceptance indicators such as performance expectancy (belief that the PDDikti system will improve performance), effort expectancy (ease of use of the system), social influence (social environment support), and facilitating conditions (availability of supporting facilities) contribute to encouraging academic operators to take steps to develop themselves through formal education and further training. With the increase in education levels, operators have better capacity in mastering technology and information management integrated in PDDikti, so that expectations for their performance become higher and more realistic.

The role of the education level as a mediator shows that the acceptance of the system not only has a direct impact on performance but also expands that impact through increasing educational capacity. Operators who are increasingly educated are faster to adapt to technological innovations, able to overcome system complexity, and motivated to continue learning to optimize the functions of PDDikti. These findings are consistent with the results of research by (Venkatesh et al. 2003) in *Unified Theory of Acceptance and Use of Technology* (UTAUT), which states that the factor of technology acceptance affects learning motivation and improving user competence. In addition, a study by (Hasanah et al., 2023), (Albab et al., 2023) and (Selvi et al., 2023) emphasized that ease of use and social support have a significant effect on the development of education and professional competence.

Social Influence has a positive and significant effect on the performance expectations of academic operators at the Jember State Polytechnic through the level of education

Social acceptance (*social influence*) in the work environment of academic operators at the Jember State Polytechnic is an important factor that not only directly encourages performance expectations, but also indirectly through an increase in the level of operator education. Social influences consisting of norms, habits, reference groups, work culture, peer support, social roles or status, and the delivery of relevant information shape the motivation and awareness of operators to develop their competencies, especially through improving the level of formal education and

further training. This increase in education in turn strengthens the capabilities and readiness of operators in operating the PDDIKTI system optimally, thereby increasing their performance expectations. The results of the study show that *social influence* has a positive and significant effect on the performance expectations of academic operators at the Jember State Polytechnic through the level of education.

Social *influence* indicators such as rules/habits that build PDDIKTI's management culture, pressure and support from reference groups, professional and innovative culture that encourages learning, and the influence of the role and status of senior figures in institutions provide strong encouragement for operators to adjust and improve their educational capacity. Motivation to learn further is an adaptive way of responding to the demands of technology-based work. The role of education level as a mediator shows that *social influence* influences performance expectations not only directly, but also through improved education that improves the ability to master technology and the professionalism of academic operators. With a better level of education, academic operators are able to adapt faster, manage the system more effectively, and maintain the expected quality of academic administration at the Jember State Polytechnic.

These findings are in line with previous theories and research that suggest that *Social Influence* play a significant role in motivating individuals to improve their competence and education, which ultimately impacts performance. (Venkatesh et al. 2003) in *Unified Theory of Acceptance and Use of Technology* (UTAUT) states that *Social Influence* affect the intention and behavior of users in adopting technology and developing related skills. In addition, (Ajzen, 1991) emphasizes the importance of social norms and reference groups in shaping learning behavior and technological adaptation. Empirical studies have shown that social support such as encouragement from superiors, peers, and the professional community increases educational motivation and performance (Natsir Kelana, 2022) (V. S. Putri & Mahadian, 2021), (Selvi et al., 2023) and (Fitri, 2023).

Technology has a positive and significant effect on the performance expectations of academic operators at the Jember State Polytechnic through the level of education

The application of information technology, especially the PDDIKTI system at the Jember State Polytechnic, is a crucial factor that affects the performance expectations of academic operators. However, the influence of technology is not only direct, but also through an increase in the level of education of operators who are important mediators in this relationship. Academic operators who are able to access, understand, and utilize PDDIKTI's technology optimally tend to be encouraged to improve their education level, so that they have better technical competence and knowledge. This increase in education level then contributes to their readiness and ability to carry out technology-based administrative tasks more efficiently and accurately, which ultimately strengthens their performance expectations.

Technology indicators—such as system accessibility and usability, reliability, real-time data integration, processing speed, technical support and training, and data security—provide a strong foundation for academic operators to enhance their educational and professional capacity.

Adequate technological support encourages operators to pursue formal education and additional training to strengthen their skills in managing increasingly complex systems. This continuous learning process enhances both intellectual and technical competence, leading to higher performance expectations in academic administration at the Jember State Polytechnic. The mediating role of education level underscores that knowledge and skills gained through education and training are vital for maximizing technological benefits. Operators with higher education levels adapt more quickly to the PDDikti system, manage complex tasks more effectively, and demonstrate greater confidence in using technology to support their performance.

These findings are consistent with previous research that shows that the quality of technology and the level of education of users have a significant influence on the performance of educational organizations. (DeLone & McLean, 2003) explained that system quality and service support are the main factors for the success of information systems that have an impact on user performance. Furthermore, (Venkatesh et al. 2003) in *Unified Theory of Acceptance and Use of Technology* (UTAUT) found that high acceptance of technology, reinforced by improved user competencies through education, increases performance expectations. Research by (Ninditama & Porwani, 2023b), (Putra et al., 2021), (Yanna Sri, 2024) and (Ramadhan & Muhyadi, 2021)

CONCLUSION

Based on the results of the analysis, several conclusions can be drawn as follows, The acceptance of the PDDIKTI system, social influence, and technology quality positively and significantly increase the performance expectations of academic operators at the Jember State Polytechnic. In addition, these three factors also encourage an increase in the level of operator education through social support, technical training, and system acceptance. The level of education acts as a mediator that strengthens the relationship between system acceptance, social influence, technology, and performance expectations, because higher education increases adaptability, technological mastery, and readiness to carry out information system-based administrative tasks. Although the role of educational mediation has been empirically proven, the theoretical implications for expanding or modifying the UTAUT framework have not been elaborated in depth; A stronger theoretical framing will enhance the academic contribution of this research.

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