Review of: "Adoption of Technology Acceptance and Interfaces for Academic Information System Applications"

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Potential competing interests: No potential competing interests to declare.

This study by Fachrudin Pakaja et al. investigates the adoption of Academic Information Systems (AIS) through the lens of the Technology Acceptance Model (TAM) and user interface design, focusing on students in health polytechnics. The research utilizes a quantitative approach to measure perceived usefulness (PU), perceived ease of use (PEoU), and the influence of user interface design on students' intentions to use AIS. The findings suggest that PU is the most significant predictor of technology adoption, followed by the user interface and PEoU. This conclusion underscores the critical role of perceived benefits in the adoption of educational technologies.

While the study provides valuable insights into factors influencing AIS adoption among health polytechnic students, several areas could be strengthened to enhance the robustness and applicability of the findings:

Sample Diversity and Size: The research focuses on health polytechnic students, which may limit the generalizability of the findings to other academic disciplines or levels of education. Expanding the sample to include students from various fields and educational institutions could provide a more comprehensive understanding of AIS adoption across different academic contexts.

Methodological Considerations: The study employs regression analysis to examine the relationships between TAM constructs and AIS adoption. Future research could benefit from incorporating qualitative methods, such as interviews or focus groups, to gain deeper insights into the subjective experiences and perceptions of users. This mixed-methods approach could enrich the quantitative findings and offer a more nuanced understanding of the factors influencing technology acceptance.

Technological Changes and Evolving User Expectations: The rapid pace of technological advancement and changing user expectations can significantly impact the relevance of AIS features and interface designs. It would be beneficial for future studies to consider these dynamics and explore how evolving technologies and user needs influence the acceptance and effectiveness of AIS applications.

User Interface Design Specifics: While the study highlights the importance of user interface design in technology adoption, it could further detail the specific interface elements (e.g., usability, aesthetics, accessibility) that most significantly impact user acceptance. Investigating how different aspects of interface design contribute to the overall user experience could provide actionable insights for developers and educators aiming to enhance the effectiveness of AIS applications.

Longitudinal Perspective: The study presents a snapshot of AIS adoption at a specific point in time. Adopting a longitudinal approach to examine how students' perceptions and technology acceptance evolve over time, particularly as they become more familiar with the AIS, could offer valuable insights into the sustainability of technology adoption in educational settings.

In conclusion, while Fachrudin Pakaja et al.'s study contributes important findings to the understanding of technology acceptance in education, addressing these areas in future research could provide a more comprehensive and dynamic view of the factors influencing the successful adoption and use of academic information systems.