



Evaluation of the usability of the faculty performance assessment questionnaire using the system usability scale (SUS) method

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Abstract

The digital transformation of lecturer performance evaluation systems in higher education has improved efficiency in data collection and reporting; however, system effectiveness depends significantly on its usability. A system that is difficult to use may reduce student participation and compromise the quality of evaluation data. This study aims to evaluate the usability level of an online lecturer performance assessment questionnaire system using the System Usability Scale (SUS). The research employed a descriptive quantitative approach involving 30 active students as respondents who had completed the online questionnaire. Data were collected using a 10-item SUS instrument with a five-point Likert scale and analyzed according to standard SUS scoring procedures, followed by descriptive interpretation and validity testing using Pearson correlation. The results showed that the average SUS score was 49.75, which falls into the "Poor" category, indicating that the system's usability level has not yet reached an acceptable standard. Although the system is generally accessible and relatively easy to learn, several aspects—particularly navigation clarity, interface consistency, and user feedback mechanisms—require improvement. The validity test confirmed that all questionnaire items were statistically valid. These findings imply that systematic redesign and iterative usability evaluation are necessary to enhance user experience, increase student participation, and strengthen the effectiveness of lecturer performance evaluation as part of sustainable academic quality assurance in higher education institutions.

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1. Introduction

Quality assurance in higher education is a fundamental element in ensuring that the educational process meets national and international academic standards. In the Indonesian context, internal and external quality assurance systems are an integral part of the governance of higher education institutions that are oriented towards continuous quality improvement. Faculty performance evaluation is one of the strategic instruments in this framework, as faculty members play a direct role

in teaching, research, and community service. Systematic measurement of faculty performance enables institutions to make data-driven improvements, identify professional development needs, and formulate more targeted academic policies. One commonly used approach in faculty performance evaluation is an assessment questionnaire filled out by students at the end of the semester. Students are considered key stakeholders in the learning process, so their perceptions are important indicators in assessing teaching quality. The results of these questionnaires are often used as a basis for decision-making, such as contract extensions, functional promotions, and faculty training planning. This student-based evaluation practice is also in line with the principle of quality assurance, which emphasizes the involvement of education service users in the quality evaluation process (Harvey & Green, 1993; Biggs & Tang, 2011). Thus, the lecturer performance evaluation system is not only administrative in nature but also a strategic part of building a sustainable academic quality culture.

The development of information technology has encouraged the transformation of the lecturer performance evaluation system from a conventional paper-based method to an online-based system. This digitization provides various advantages, including faster questionnaire distribution, real-time data collection, and a more efficient and accurate processing and reporting process. The online system also allows integration with existing academic information systems, facilitating centralized data management. In addition, the use of web-based platforms or mobile applications provides flexible access for students anytime and anywhere, which ultimately has the potential to increase respondent participation rates. However, digital transformation does not automatically guarantee the successful implementation of the system. Factors such as ease of use, clarity of navigation, system stability, and access speed are important determinants in determining student participation rates. Research in the field of information systems shows that perceptions of ease of use and perceived usefulness have a significant effect on user acceptance of technology (Davis, 1989). Therefore, the development of online questionnaire systems must consider both technical aspects and user experience aspects so that the system truly supports the objectives of academic quality assurance in an optimal manner.

In the context of human-computer interaction, the concept of usability is a key factor in assessing the quality of an information system. The International Organization for Standardization (ISO) through ISO 9241-11 defines usability as the degree of effectiveness, efficiency, and satisfaction of users in achieving specific goals in a specific context of use (ISO, 2018). This definition emphasizes that a system must not only function technically, but also be easy to understand, easy to use, and provide a satisfying experience for users. In the context of a lecturer performance evaluation questionnaire system, the aspect of usability is crucial because the main users are students with diverse backgrounds and levels of digital literacy. A system that is slow, confusing, or unresponsive can reduce students' motivation to fill out the questionnaire seriously or even reduce the overall participation rate. As a result, the evaluation data obtained becomes less representative and has the potential to affect the validity of academic decision-making. Therefore, usability evaluation is not merely a supplement but an important part of ensuring that the online questionnaire system is truly effective as a quality assurance instrument. A systematic and measurable evaluation approach is needed to identify system weaknesses and formulate evidence-based recommendations for improvement.

One of the most widely used methods for measuring usability is the System Usability Scale (SUS) developed by John Brooke in 1986. The SUS consists of ten statements with a five-point Likert scale that produces a composite score between 0 and 100, which can then be interpreted into usability level categories. The advantages of SUS lie in its simplicity, ease of administration, and reliability and validity that have been tested in various system contexts, including software, web applications, and hardware-based systems (Brooke, 1996; Bangor, Kortum, & Miller, 2008). In higher education, SUS has been used to evaluate academic information systems, e-learning platforms, and campus administration applications, with results showing that this method is capable of providing a clear quantitative picture of user perceptions of the system (Sauro & Lewis, 2016). Based on this background, this study aims to assess the usability of the lecturer performance assessment questionnaire system using the SUS method, analyze the level of user acceptance, and formulate improvement recommendations based on empirical findings. The results of this study are expected to provide practical contributions to higher

education administrators in improving the quality of the lecturer evaluation system, while also enriching academic studies in the field of educational information system evaluation.

2. Research Methodolgy

2.1 Research Stages

The research stages were designed to provide a clear picture of the flow of usability evaluation in the lecturer performance assessment questionnaire using the System Usability Scale (SUS) instrument. This study used a descriptive quantitative approach that focused on measuring the level of system usability based on users' perceptions and experiences in using the questionnaire.

Systematically, the research process begins with problem identification, literature review, research method design, and population and sample determination. The next stage includes the preparation of research instruments and testing scenarios, data collection through the distribution of SUS questionnaires, followed by data processing and analysis. The final stage is drawing conclusions and compiling recommendations for improvement. The entire series of research procedures is presented in the form of a flowchart as a representation of the research workflow in the figure below.

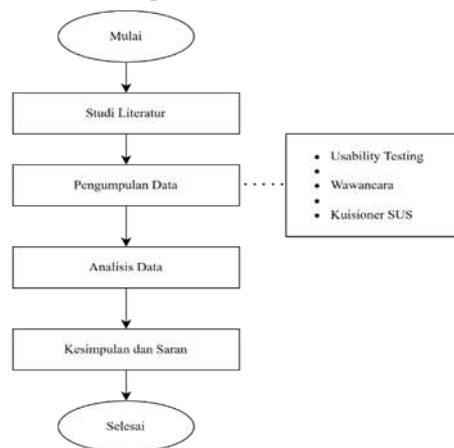


Figure 1. Research Stages

a. Literature study

The researchers reviewed previous theories and studies related to usability, lecturer performance assessment questionnaires, and the System Usability Scale (SUS) assessment instrument. This literature study forms the basis for the preparation of instruments, determination of variables, and data management methods applied in this research.

b. Data collection

The data collection process involved 30 students as research respondents. The questionnaire was distributed online via Google Form, so that respondents could fill in the statements more easily and flexibly according to their available time. The use of Google Forms also facilitated the process of summarizing the answers, as all data entered was automatically documented and organized in a format that was ready for further processing and analysis.

c. Data analysis

The collected data was first checked to ensure the completeness and suitability of the respondents' answers, then processed based on the calculation procedure of the System Usability Scale (SUS) method. At this stage, the SUS score of each respondent is calculated, followed by determining the overall average score to determine the usability level category of the system. The results of these calculations are then analyzed descriptively to provide an overview of the system's usability level and to identify aspects that still need improvement in order to enhance the quality of the lecturer performance assessment questionnaire.

d. Conclusion

Based on the results of the analysis using the System Usability Scale (SUS) method, it can be concluded that the usability level of the lecturer performance assessment questionnaire is still relatively low and does not provide an optimal user experience for students. Although the system can be used to carry out the assessment process, the aspects of ease, comfort, and efficiency in filling out the questionnaire still do not fully meet user expectations. These findings indicate the need for improvements in the clarity of instructions, consistency of the interface display, ease of navigation, and system response to errors, so that the results of this study can be used as a basis for system development and refinement and re-evaluation to ensure improved quality and user satisfaction.

2.2 System Usability Scale (SUS) Method

This section describes the problem-solving method used in the study, namely measuring the level of usability using the System Usability Scale (SUS), along with the stages of its application. The System Usability Scale (SUS) is a questionnaire-based usability measurement method consisting of 10 statements with a Likert scale of 1–5, ranging from “very poor” to “very good.” This method is widely used because it is simple, quick, and capable of producing a quantitative score of a system's usability from the user's perspective.

2.3 Research Subjects

The research respondents were active students at AMIK Medicom who had filled out an online lecturer performance assessment questionnaire during the current semester. There were 30 student respondents.

Table 1. System Usability Scale Testing Instrument

Indicator	Statement Type
SUS ₁	I find this lecturer assessment survey system easy to use.
SUS ₂	I find this system too complicated to use.
SUS ₃	I find this system easy to learn.
SUS ₄	I need technical assistance to be able to use this system.
SUS ₅	The features in this survey system are well integrated.
SUS ₆	I feel there are inconsistencies in this system.
SUS ₇	I feel that most students can use this system quickly.
SUS ₈	This system feels confusing when used.
SUS ₉	I feel confident when using this survey system.
SUS ₁₀	I need to learn a lot before I can use this system properly.

These ten statements will be answered by respondents, namely students of the 2024 class, using a Likert scale with answer options ranging from strongly disagree (value 1) to strongly agree (value 5), which will later be converted into numbers from 1 to 5. This procedure is an important part of collecting quantitative data, which will then be managed using data calculation rules in the SUS method.

2.3 Research Instrument

The instrument used is the System Usability Scale (SUS) questionnaire, which consists of 10 statements with a Likert scale of 1–5: 1 = Very Poor, 2 = Poor, 3 = Neutral, 4 = Good, 5 = Very Good

2.4 Calculating the SUS Score

After the questionnaire containing ten assessment statements was distributed directly to all 2024 students and each selected student had filled in their answers using a Likert scale from 1 to 5 for all statements, the next step was to process the data. In the process of calculating the SUS score, there are several important provisions that need to be considered, namely:

Odd-numbered statements, namely SUS₀₁, SUS₀₃, SUS₀₅, SUS₀₇, and SUS₀₉, are included in the positive statement category. Therefore, the Likert score given by each respondent for these statements is calculated by subtracting one point from the score. Conversely, even-numbered statements (SUS₀₂, SUS₀₄, SUS₀₆, SUS₀₈, and SUS₁₀) are included in the negative statement group. The calculation for

these statements is different from odd-numbered statements, namely by subtracting 5 from the score given by the respondent (values between 1 and 5).

After the values of the ten statements were calculated, all scores were then added up to obtain the total score for each respondent. This total value was then multiplied by a factor of 2.5 to obtain the final usability score for the lecturer performance assessment questionnaire. Finally, to obtain the mean SUS score, the total score of all respondents was divided by the number of respondents who completed the questionnaire.

The formula for calculating the SUS score for each respondent can be written as follows:

$$\begin{aligned} \text{Skor SUS} = & ((\text{SUSo}_1 - 1) + (5 - \text{SUSo}_2) + (\text{SUSo}_3 - 1) + (5 - \text{SUSo}_4) + (\text{SUSo}_5 \\ & - 1) + (5 - \text{SUSo}_6) + (\text{SUSo}_7 - 1) + (5 - \text{SUSo}_8) + (\text{SUSo}_9 - 1) \\ & + (5 - \text{SUS}_{10})) \times 2,5 \end{aligned} \quad (1)$$

Where:

SUS score is the score obtained by each respondent from the 10 statements on the SUS questionnaire.

SUSo₁–SUS₁₀ are the respondents' answers to each statement, measured on a Likert scale of 1 to 5.

To calculate the average SUS score of all respondents, the following formula is used:

$$\bar{s} = \frac{\sum s}{n} \quad (2)$$

Where:

$\bar{s}$ is the average SUS score

$\sum s$ is the total number of SUS scores from all respondents

n is the number of respondents who completed the questionnaire.

2.5 Data Analysis Techniques

The final score ranges from 0 to 100. The interpretation of the score refers to the following categories:

80: Excellent, 68–80: Good, 51–67: Marginal, < 51: Poor

3. Results and Discussion

3.1 System Usability Scale Test Results

At this stage, calculations were performed using the SUS method. The data listed in Table 2 comes from the results of questionnaires collected from 30 student respondents, where each respondent filled out ten statements on the SUS questionnaire using a Likert scale of 1 to 5. The table shows the distribution of respondents' answers for each statement, which was used as the basis for analyzing the level of user satisfaction with the lecturer performance assessment questionnaire.

Table 2. Questionnaire Answer Scores

Res	SUS ₁	SUS ₂	SUS ₃	SUS ₄	SUS ₅	SUS ₆	SUS ₇	SUS ₈	SUS ₉	SUS ₁₀
RES ₁	3	3	4	4	3	2	3	4	3	5
RES ₂	4	4	3	3	4	3	4	3	4	4
RES ₃	2	2	5	5	2	4	2	5	2	3
RES ₄	5	5	2	2	5	5	5	2	5	2
RES ₅	1	1	1	1	1	1	1	1	1	1
RES ₆	4	4	3	3	4	2	4	3	4	5
RES ₇	3	3	4	4	3	3	3	4	3	3
RES ₈	2	2	5	5	2	4	2	5	2	2
RES ₉	5	5	2	2	5	5	5	2	5	5
RES ₁₀	1	1	1	1	1	1	1	1	1	1
RES ₁₁	4	4	3	3	4	2	4	3	4	4
RES ₁₂	3	3	4	4	3	3	3	4	3	3
RES ₁₃	2	2	5	5	2	4	2	5	2	2

RES14	5	5	2	2	5	5	5	2	5	5
RES15	1	1	1	1	1	1	1	1	1	1
RES16	4	4	3	3	4	2	4	3	4	4
RES17	3	3	4	4	3	3	3	4	3	3
RES18	2	2	5	5	2	4	2	5	2	2
RES19	5	5	2	2	5	5	5	2	5	5
RES20	1	1	1	1	1	1	1	1	1	1
RES21	4	4	3	3	4	2	4	3	4	4
RES22	3	3	4	4	3	3	3	4	3	3
RES23	2	2	5	5	2	4	2	5	2	2
RES24	5	5	2	2	4	5	5	2	5	5
RES25	1	1	2	1	1	1	1	1	1	1
RES26	4	4	3	3	4	2	4	3	4	4
RES27	3	3	4	4	3	3	3	4	3	3
RES28	2	2	5	5	2	4	2	5	2	2
RES29	5	5	2	2	3	5	5	2	3	5
RES30	1	1	1	1	2	1	1	1	2	1

Based on the data in Table 2, the respondents' answers were then processed using the System Usability Scale (SUS) method with the formula described earlier. Each Likert score was converted into a SUS score, added up to obtain an individual score, and then converted to a scale of 0–100 to obtain the final usability score for each respondent. This score was used to describe the level of ease, efficiency, and satisfaction of the lecturer performance assessment questionnaire users.

Table 3. SUS Method Calculation Scores

RES	SUS ₁	SUS ₂	SUS ₃	SUS ₄	SUS ₅	SUS ₆	SUS ₇	SUS ₈	SUS ₉	SUS ₁₀	Skor SUS
RES1	3	3	4	4	3	2	3	4	3	5	35
RES2	4	4	3	3	4	3	4	3	4	4	65
RES3	2	2	5	5	2	4	2	5	2	3	50
RES4	5	5	2	2	5	5	5	2	5	2	55
RES5	1	1	1	1	1	1	1	1	1	1	47,5
RES6	4	4	3	3	4	2	4	3	4	5	37,5
RES7	3	3	4	4	3	3	3	4	3	3	57,5
RES8	2	2	5	5	2	4	2	5	2	2	50
RES9	5	5	2	2	5	5	5	2	5	5	57,5
RES10	1	1	1	1	1	1	1	1	1	1	47,5
RES11	4	4	3	3	4	2	4	3	4	4	37,5
RES12	3	3	4	4	3	3	3	4	3	3	57,5
RES13	2	2	5	5	2	4	2	5	2	2	50
RES14	5	5	2	2	5	5	5	2	5	5	57,5
RES15	1	1	1	1	1	1	1	1	1	1	47,5
RES16	4	4	3	3	4	2	4	3	4	4	37,5
RES17	3	3	4	4	3	3	3	4	3	3	57,5
RES18	2	2	5	5	2	4	2	5	2	2	50
RES19	5	5	2	2	5	5	5	2	5	5	57,5
RES20	1	1	1	1	1	1	1	1	1	1	47,5
RES21	4	4	3	3	4	2	4	3	4	4	37,5
RES22	3	3	4	4	3	3	3	4	3	3	55
RES23	2	2	5	5	2	4	2	5	2	2	52,5
RES24	5	5	2	2	4	5	5	2	5	5	57,5
RES25	1	1	2	1	1	1	1	1	1	1	47,5
RES26	4	4	3	3	4	2	4	3	4	4	37,5
RES27	3	3	4	4	3	3	3	4	3	3	47,5
RES28	2	2	5	5	2	4	2	5	2	2	55
RES29	5	5	2	2	3	5	5	2	3	5	50
RES30	1	1	1	1	2	1	1	1	2	1	50
Jumlah											1492,5
Skor Rata SUS											49,75

3.2 Validity Test

A validity test refers to a statistical analysis procedure applied to analyze the extent to which a questionnaire measurement instrument truly measures the desired variable so that it can be declared valid or invalid. Validity measures the extent to which an instrument is in line with the research objectives and whether the measurement results can be relied upon to describe the actual characteristics of the measured variable. Validity testing is conducted when using the SUS method to determine how closely the SUS score is related to external indicators or variables that are considered to indicate the level of system usability. To test the validity of this study, the Pearson technique was used with a 2-tails type and a significance level of 0.05.

Because the Rcount value exceeded the Rtable value, the analysis results showed that all items were in the valid category. Table 4 shows the results of the SUS questionnaire validity test in the lecturer performance assessment questionnaire.

Table 4. Validity Test Results			
Statement	R.Count	R.Table	Result
SUS ₁	0,86909	0,3610	Valid
SUS ₂	0,86909		
SUS ₃	0,45199		
SUS ₄	0,48438		
SUS ₅	0,84638		
SUS ₆	0,75785		
SUS ₇	0,86909		
SUS ₈	0,48438		
SUS ₉	0,84598		
SUS ₁₀	0,83035		

3.3 Analysis of Results

The results show that most respondents stated that the system was easy to learn and did not require technical assistance in filling out the questionnaire. The interface was considered simple and responsive when accessed via a computer or mobile phone. However, some respondents said that navigation between pages needed to be simplified and the confirmation screen after filling out the questionnaire needed to be made clearer. This shows that although the system is acceptable, improvements in interaction design and clarity of information are still needed. These findings are in line with the principle of usability, which emphasizes the effectiveness and satisfaction of users in completing their tasks optimally.

4. Conclusion

This study aimed to evaluate the usability level of the online lecturer performance assessment questionnaire system using the System Usability Scale (SUS). Based on the calculation results obtained from 30 student respondents, the average SUS score was 49.75, which falls into the “Poor” category (score < 51). This finding indicates that, although the system can technically function and be used to complete the lecturer evaluation process, its overall usability level has not yet met acceptable standards. In particular, aspects related to efficiency, clarity of navigation, interface consistency, and overall user comfort require significant improvement to enhance the user experience. The validity test results using the Pearson correlation technique demonstrated that all ten SUS items were statistically valid, indicating that the instrument reliably measured the usability construct in the context of this study. Therefore, the findings can be considered methodologically sound and reflective of actual user perceptions. Despite several positive perceptions—such as the system being relatively easy to learn and accessible via multiple devices—the relatively low overall SUS score suggests that usability weaknesses may negatively affect student engagement and the quality of evaluation data collected. A usability level categorized as “Poor” implies potential risks, including reduced response accuracy, lower motivation in completing the questionnaire, and suboptimal participation rates. From a practical perspective, these

findings highlight the urgent need for systematic system refinement. Improvements should focus on enhancing interface design consistency, simplifying navigation structures, clarifying instructions and confirmation messages, and optimizing system responsiveness. Conducting iterative usability testing after system redesign is strongly recommended to ensure measurable improvement in user satisfaction and task efficiency. In conclusion, this research confirms that usability evaluation using SUS provides valuable quantitative insight into the effectiveness of academic information systems. The study contributes to the field of educational information system evaluation by providing empirical evidence that usability plays a crucial role in ensuring the effectiveness of lecturer performance assessment systems. Strengthening usability is essential not only for improving user experience but also for supporting sustainable academic quality assurance practices in higher education institutions.

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