

<https://research.adra.ac.id/index.php/jete/>  
P - ISSN: 3025-0668  
E - ISSN: 3025-0676



## Effectiveness Of An Ojs-Based Semester Lesson Plan Validation System: A User Experience Review

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### ABSTRACT

**Background.** Quality assurance in higher education instructional planning is often hindered by inefficient validation processes for Semester Learning Plans (RPS). Digital innovations inspired by academic workflow systems offer potential solutions for improving efficiency and reliability in these processes.

**Purpose.** This study aimed to evaluate the effectiveness and user experience of the RPS Validation and Evaluation System (SVer), a digital platform modeled after the workflow of the Open Journal System (OJS). Specifically, it investigated whether SVer could enhance the validation process and be positively received by lecturers.

**Method.** Using an explanatory sequential mixed methods design, 17 lecturers from the PGMI Program at UIN Mahmud Yunus Batusangkar participated. The quantitative phase measured inter-rater reliability using Cohen's Kappa ( $\kappa$ ) statistics and assessed user perceptions through a rating questionnaire. The qualitative phase analyzed user feedback via thematic analysis.

**Results.** Quantitative findings indicated a very high level of effectiveness, with an average Kappa coefficient of  $\kappa = 0.939$ , alongside a highly positive user acceptance, reflected in an average rating of 8.88 out of 10. Thematic analysis revealed three major advantages of SVer: simplification of workflow, increased efficiency, and a positive impact on quality assurance.

**Conclusion.** The study concludes that SVer is both objectively effective and well-received by users, suggesting its potential as a model for digitalizing academic quality assurance processes in higher education.

### KEYWORDS

Cohen's Kappa, Mixed Methods, Semester Learning Plan (RPS), System Effectiveness, User Experience, Validation System

**Citation:** Safrizal, S., Desri, J., & Syamsul, B. (2026). Effectiveness Of An Ojs-Based Semester Lesson Plan Validation System: A User Experience Review (Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia). *Journal Emerging Technologies in Education*, 4(2), 109–117.

<https://doi.org/10.70177/jete.v1i3.3899>

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**Received:** October 12, 2025

**Accepted:** December 15, 2025

**Published:** April 24, 2026

### INTRODUCTION

Teacher Education Institutions (Lembaga Pendidikan Tenaga Kependidikan—LPTK) hold a strategic role as the primary vanguard in ensuring teacher quality, which is the cornerstone of enhancing national education standards. The quality of the educational process within LPTKs, particularly in the Madrasah Ibtidaiyah Teacher Education (PGMI) study program, directly determines the



Susilawati et al., 2022). Consequently, internal quality assurance has become an imperative for study programs to ensure that all academic processes align with established standards and produce professional graduates (Agissa et al., 2025; Karmila et al., 2025; Layyinah et al., 2016; Ragil et al., 2025). One of the primary pillars of quality assurance in higher education is instructional planning, which is documented in the Semester Learning Plan (Rencana Pembelajaran Semester—RPS).

The RPS serves as a blueprint that guides all instructional activities, ensuring the achievement of the Intended Learning Outcomes (Capaian Pembelajaran Lulusan—CPL) assigned to each course (Bano et al., 2019; Houdyshell & Ziegler, 2021; Merrill, 2002; Papanthymou & Darra, 2022). This document is not merely an administrative formality; rather, it constitutes an academic contract that transparently outlines the objectives, materials, methods, and evaluation systems to the students (Eberly et al., 2001; Garavalia et al., 1999; Rumore, 2016; Slattery & Carlson, 2014; Thompson, 2007). The development of a high-quality RPS is highly crucial, as it serves as the foundation for faculty members to conduct instructional activities that are goal-oriented, measurable, and accountable (Duval, 2004; Maraza-quispe & Alejandro-oviedo, 2019; Rusmiati et al., 2023; Tan et al., 2024). Namun, In practice, however, developing an ideal RPS presents a significant challenge for faculty members, particularly in ensuring alignment between learning outcomes, instructional strategies, and relevant assessments (Biggs, 2014; Lestari & Yusuf, 2025; Rouffet et al., 2023).

To bridge the gap between the ideal RPS and the reality in the field, the internal validation process serves as a critical mechanism. Validation is a quality assurance process that ensures each RPS has met the standards for content validity, construction, and curriculum alignment before implementation. Traditionally, this process has been conducted manually—such as through coordination meetings, the submission of hard-copy documents, or via email—which is often inefficient, time-consuming, and difficult to track (Arya et al., 2024; Awashreh et al., 2025; Malik et al., 2019; Nahar, 2016; Putra & Ramli, 2025; Ramatni et al., 2025; Rizman et al., 2024). These limitations hinder the effectiveness of the quality assurance cycle and complicate record management for audit or accreditation purposes.

Recognizing these constraints, technology-based innovation emerges as a promising solution. Within the academic sphere, the manuscript management workflow on the Open Journal System (OJS) platform has proven highly effective in systematically managing and documenting the processes of submission, review, revision, and approval (Altman et al., 2015; Ridwan et al., 2019; Riyanto et al., 2017; Rohman et al., 2024). Drawing inspiration from the structured OJS workflow, this study innovates by developing a digital RPS Validation system. The system adopts the logic of OJS—encompassing self-uploading by faculty members, validator assignment, feedback provision, revision history tracking, and final approval—while being specifically customized for the context of RPS validation rather than journal articles ('Azah et al., 2025; Aripadono et al., 2024; Asyibli et al., 2025; Husein et al., 2025; Rafa et al., 2022).

Although this OJS-inspired system has been implemented to facilitate the quality assurance process, its success cannot be merely assumed; a gap often emerges between the designed functionality and the actual user experience. The effectiveness of a system is ultimately determined by the users' perception and satisfaction during its utilization (Bano et al., 2019; Basyah et al., 2025; Henim & Sari, 2020; Rosli et al., 2022). While numerous studies have evaluated the effectiveness of OJS for journal management (Aini et al., 2020; Maulida et al., 2024; Murdiani & Umar, 2020; Siagian et al., 2025; Sofia & Musrini, 2021; Willinsky, 2005), there remains a research gap specifically examining the effectiveness of adapting the OJS workflow for instructional design validation from the perspective of faculty user experience. Consequently, this study offers novelty by analyzing the effectiveness of an RPS validation system that adopts the logic or operational

mechanisms of OJS. This research aims to review and evaluate the effectiveness of the system's implementation, focusing on user experience to identify benefits and challenges, as well as to provide recommendations for future development.

## RESEARCH METHODOLOGY

This study employs a mixed-methods approach with an explanatory sequential design. This design integrates quantitative and qualitative analyses in a phased manner to achieve a holistic understanding of the system's effectiveness and user experience. The research was conducted at the PGMI Department, Universitas Islam Negeri (UIN) Mahmud Yunus Batusangkar. Data collection and system testing were carried out during the odd semester of the 2024/2025 academic year.

The population of this study comprises all faculty members teaching in the PGMI Department at UIN Mahmud Yunus Batusangkar. The research involved 17 faculty members selected through a total sampling technique, all of whom have utilized the developed validation system (SVeR).

The research was conducted in two sequential phases. In the first phase, a quantitative assessment was performed to test the system's reliability through an inter-rater agreement trial. Faculty members were tasked with evaluating the same RPS sample using the rubric integrated into the OJS-based system. In the second phase, a survey was administered to gauge user perception, followed by the collection of qualitative feedback to explain the quantitative results.

Data were collected using two primary instruments integrated within the research process. The first instrument is a structured assessment rubric embedded in the SVeR system, designed to capture validation scores and evaluate the system's effectiveness in standardizing assessments. The second instrument is an online questionnaire distributed via Google Forms, which consists of two sections: closed-ended items utilizing a Likert scale to measure ease of use, time efficiency, and general user satisfaction, and open-ended essay questions designed to elicit detailed qualitative feedback regarding the user experience. These instruments allow for a comprehensive collection of both objective performance data and subjective user perceptions.

The data analysis process was conducted through both quantitative and qualitative approaches to provide a holistic conclusion. Quantitative data from the assessment rubric were analyzed using Cohen's Kappa ( $\kappa$ ) statistics to determine the level of inter-rater agreement, serving as an objective indicator of the system's consistency and reliability. Additionally, data from the Likert-scale questionnaires were processed using descriptive statistics to present the frequency and percentage of user perceptions. For the qualitative component, responses from the open-ended questions were examined using thematic analysis to identify recurring patterns and primary themes, thereby deepening the explanation of the findings and providing context to the quantitative results.

## RESULT AND DISCUSSION

This section presents the research findings, which are divided into two primary components: (1) an analysis of the system's effectiveness and user perception of the assessment, and (2) a thematic analysis derived from user feedback.

### Effectiveness and User Perception of the Assessment System

The effectiveness of the Open Journal System-based RPS validation system was evaluated based on four criteria: process effectiveness, content, outcomes, and feedback. The analysis was conducted by calculating the Kappa coefficient to measure the level of agreement facilitated by the system. The results indicate that the designed validation system demonstrates a very high level of effectiveness, as summarized in Table 1.

**Table 1.** Analysis Results of SVer Product Effectiveness Testing

No	Indicator	$\rho-\rho_e$	$1-\rho_e$	$(\rho-\rho_e)/1-\rho_e$	Ket
1	Process effectiveness	0.882	0.941	0.938	Very High
2	Content Effectiveness	0.906	0.953	0.951	Very High
3	Results Effectiveness	0.843	0.922	0.915	Very High
4	Feedback Effectiveness	0.898	0.949	0.946	Very High
Average		0.884	0.942	0.939	Very High

Based on Table 1, it is evident that SVer demonstrates a very high level of effectiveness overall, with an average Kappa coefficient of 0.939. High values across all four indicators, particularly in content effectiveness ( $k = 0.951$ ), indicate that the system is highly effective in establishing consistency and standardization within the RPS validation process. To measure user acceptance (faculty members), an assessment questionnaire using a scale of 1-10 was administered. Out of 17 respondents, 16 (94%) provided scores ranging from 8 to 10. The average score was 8.88 out of 10, indicating highly positive user acceptance and satisfaction with the developed RPS validation system. These findings corroborate the Kappa analysis results, suggesting that the system is not only objectively effective but also well-received by its users.

**Qualitative Analysis of User Feedback and Experience**

To understand the reasons behind the high levels of effectiveness and acceptance, a thematic analysis was conducted on the qualitative feedback provided by the users (faculty members). From this analysis, three primary themes emerged that explain the system's advantages from the user perspective, as summarized in Figure 1.

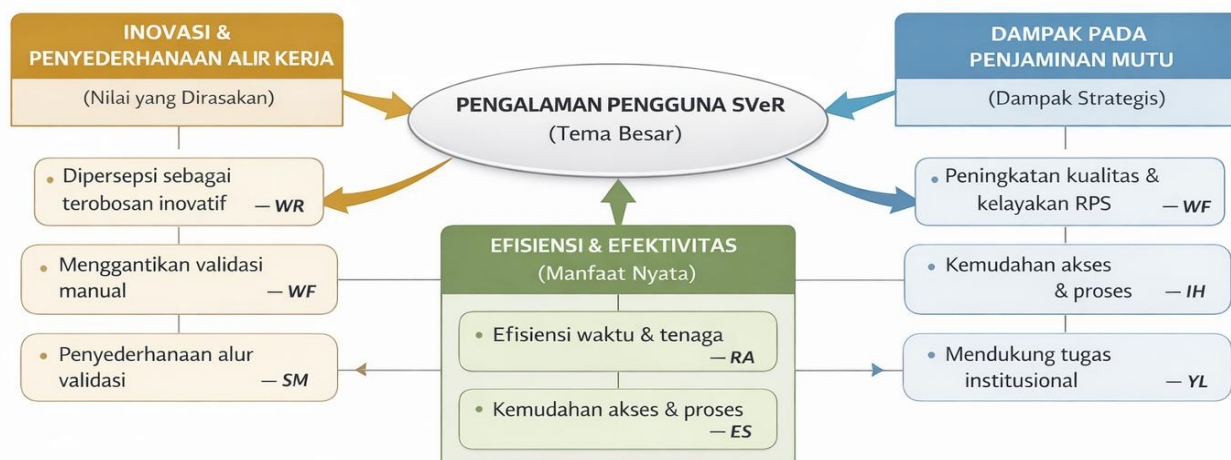


Figure 1. A Conceptual Model of User Experience for SVer

The affinity diagram in Figure 1 illustrates the categorization of user experiences with the RPS Validation system (SVer) into three primary themes. The first theme is innovation and workflow simplification, reflecting user perceptions that the system represents a breakthrough by replacing manual processes with a more modern and practical approach. The second theme is the enhancement of efficiency and effectiveness, highlighting direct benefits such as time and effort savings, as well as improved accessibility in the instructional design validation process. The third theme is the impact on quality assurance, asserting that the system not only streamlines administrative procedures but also contributes to the quality and viability of the RPS while supporting institutional mandates for academic quality assurance.

The results of the study indicate that the RPS Validation System (SVer) is not only objectively effective in standardizing the validation process but is also exceptionally well-received by its users. A key finding of this research is the very high level of system effectiveness, as

evidenced by an average Kappa coefficient of 0.939. This high value indicates a substantial level of agreement among faculty members when utilizing SVeR (Landis & Koch, 2013). This finding is highly significant, as it demonstrates that the system has successfully served as an instrument to standardize the interpretation and assessment of RPS quality, as evidenced by the results reported by Delatorre-diaz et al. (2025) in curriculum standardization evaluations, which emphasize the importance of uniform instruments for optimal academic outcomes. The high level of agreement, particularly in content effectiveness ( $k = 0.951$ ), implies that the rubrics and workflows provided by the system are capable of guiding faculty members to assess essential RPS components with a uniform perception. This is consistent with previous research by Husein et al. (2025) and Rafa et al. (2022) which states that structured academic document management information systems can drastically reduce ambiguity and enhance accuracy within administrative processes.

Beyond its objective effectiveness, SVeR is also exceptionally well-received by its users, as reflected by an average assessment score of 8.88 out of 10. This finding can be interpreted through the lens of the Technology Acceptance Model (TAM) proposed Davis (1989), which posits that the intention to use technology is determined by perceived usefulness and perceived ease of use. The qualitative analysis in this study explicitly validates both constructs through the themes of 'enhancement of efficiency and effectiveness' and 'innovation and workflow simplification.' These results reinforce the findings of Koteczki (2025), Gupta et al. (2026), Bagozzi (2007), and Khechine et al. (2020) suggesting that the perceived usefulness in enhancing professional performance is the strongest predictor for faculty members in adopting new technologies in higher education. Consistent with Normelindasari & Solichin (2020), Prasetya et al. (2025), and Nirwanto (2019), the high quality of the SVeR system directly contributes to user satisfaction and perceived utility. Faculty members perceive the system as beneficial because it significantly saves time and effort—factors that are crucial to the successful implementation of Academic Information Systems. Although other studies, such as Basyah et al. (2025) and Slamet & Akil (2025) emphasize the role of technical challenges, this research demonstrates that when ease of access is achieved—as expressed by respondent RA—barriers to adoption can be significantly minimized.

The primary novelty of this research is the empirical evidence that a workflow inspired by the Open Journal System (OJS) can be effectively adapted for non-journal academic business processes. This study demonstrates that the OJS logic—encompassing self-submission, reviewer assignment, documented review processes, and revision tracking—is highly relevant for enhancing the quality of instructional materials. This finding contributes to the expansion of OJS functionality, which was previously perceived solely as journal management software (Riyanto et al., 2017). As reported by Tabatadze (2026), the flexibility of the OJS workflow allows for its utilization as a platform for learning and academic proposal development. By adopting this logic, SVeR transforms into a conceptual framework for quality assurance involving the “submission-review-revision-approval” cycle. This Aligns with Al Madani (2025) discussion on the Open Journal Theme website regarding the potential of OJS in managing conferences and other academic documents.

Theoretically, this research strengthens the Technology Acceptance Model (TAM) within the specific context of faculty members and proposes a functional expansion of the PJS ecosystem. From a practical standpoint, SVeR serves as a strategic blueprint for higher education institutions in digitalizing quality assurance processes. This aligns with the findings of Jovanovic & Dimitrijevic (2023) who emphasize that Curriculum Management Systems (CMS) constitute the backbone of institutional success in the digital era. The effectiveness of SVeR demonstrates that a user-centric system grounded in established workflows yields measurable, sustainable impacts on academic quality.

## CONCLUSION

This study successfully addresses the challenges of inefficiency in instructional design quality assurance through the implementation of the RPS Validation System (SVeR). As conceptualized in the introduction, the existence of a structured digital system is not merely a transition from offline to online administrative processes, but rather a business process re-engineering capable of ensuring objective quality standardization. The exceptionally high effectiveness scores confirm that SVeR serves as an instrument that mitigates validator subjectivity and establishes assessment consistency at the department level. This indicates a strong compatibility between institutional needs and academic accountability with the proposed technological solutions. Future research is suggested to evaluate the long-term impact of this system on direct student learning outcomes, thereby completing the quality assurance cycle from the planning stage to educational results, as mandated by higher education process standards.

## DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this work, the author(s) used Google Gemini to assist in language refinement, grammar correction, paraphrasing, and improving the clarity of academic writing. After using this tool, the author(s) carefully reviewed, verified, and edited all generated content to ensure its accuracy, originality, and compliance with scholarly standards. The author(s) take full responsibility for the content of this publication.

## AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

## DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests, personal relationships, institutional affiliations, or other conflicts of interest that could have appeared to influence the work reported in this paper.

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