

Implementation of SOSIOCARE as a Website-Based Student Administrative Service System to Support Digital Academic Service Transformation

Moh. Pebrianto ^{1*}, Seli Septiana Pratiwi ², Sepvyolla Putri Agustin ³, Zulfa Meutia Putri ⁴,
Annisa Nur Cahyaningrum ⁵

^{1*,2,3,4,5} Department of Sociology, Faculty of Social Sciences, Universitas Negeri Malang, Malang City, East Java Province, Indonesia.

**Corresponding author:* moh.pebrianto@um.ac.id.

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Abstract: Administrative service management in higher education institutions increasingly requires digital transformation to meet students' needs for accessible, transparent, and efficient services. This study aims to describe the implementation of SOSIOCARE as a website-based student administrative service system at the Department of Sociology, Faculty of Social Sciences, Universitas Negeri Malang, and to examine its role in supporting digital academic service transformation. A qualitative descriptive approach was employed, with data collected through in-depth interviews with five informants consisting of three students, one administrative staff member, and one department head. Data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña, which includes data reduction, data display, and conclusion drawing and verification. The findings indicate four main outcomes. First, SOSIOCARE provides easier access to administrative services, with the three student informants reporting a transition from manual to system-based document status tracking during the initial period of implementation. Second, the service monitoring feature provides clearer status information through six stages of service tracking, allowing students to monitor their requests without repeatedly contacting administrative staff. Third, the system reduces repetitive inquiries regarding service status and helps administrative staff manage service data in a more organized manner. Fourth, the department head views SOSIOCARE as a positive step toward digital transformation of academic services and emphasizes institutional commitment as important for its continued development. Overall, the findings indicate that SOSIOCARE functions not only as a platform for submitting administrative requests but also as an integrated system for monitoring and managing student administrative services at the departmental level.

Keywords: SOSIOCARE; Website-Based Information System; Student Administrative Services; Digital Transformation; Academic Service Quality.

1. Introduction

The development of information technology has brought significant changes to various aspects of life, including the management of administrative services in higher education. Students no longer rely solely on services accessible through physical visits to administrative offices; they also expect services that can be accessed through digital devices regardless of time and location. This demand encourages higher education institutions to transform administrative service practices that have traditionally relied on manual procedures and face-to-face interactions. The digitalization of public services has also changed the way institutions deliver services by incorporating information technology into administrative processes (Antika *et al.*, 2025).

Academic administrative services are an important component of higher education management because they support the smooth implementation of academic activities. The quality of administrative services is related to student satisfaction and the overall academic service experience, yet administrative services in higher education institutions continue to face several challenges, including limited service hours, ineffective communication, and limited transparency regarding the progress of ongoing requests. These conditions may create uncertainty for students because they cannot easily determine the status of their requests. Previous research has examined the relationship between academic service quality, institutional image, and student satisfaction, indicating that the quality of administrative services is an important aspect of the student experience (Susetyo *et al.*, 2022).

One approach to addressing these challenges is the development of website-based information systems, which allow users to access services online without being fully dependent on service hours or physical locations. Such systems can support the management of service requests, data administration, and information regarding the progress of submitted requests within a single platform, providing student administrative services with a structured mechanism for submitting requests and managing administrative data. Research on web-based information systems has shown their application in supporting administrative management and service processes (Rahman *et al.*, 2022), and their development requires an appropriate system development approach so that the resulting system can meet user and organizational needs (Rahmi *et al.*, 2023). Digitalization has, more broadly, become part of efforts to improve the quality of public services through the use of information technology (Ashari & Sallu, 2023).

At the Department of Sociology, Faculty of Social Sciences, Universitas Negeri Malang, the need for more efficient and transparent administrative services led to the development of SOSIOCARE (Sistem Pelayanan Administrasi Mahasiswa). Before its implementation, students who required administrative services, such as research letters or other academic documents, had to contact the administrator directly through private messages or visit the administrative office. This procedure could create uncertainty, as students had limited access to information about the progress of their requests, and it often required administrators to respond repeatedly to questions concerning the status of ongoing requests. The use of online administrative services has become one approach to changing the delivery of academic administration and providing students with more accessible service channels (Asmaya, 2024).

These conditions indicate a gap between students' need for transparent and responsive administrative services and the limitations of the previous manual service mechanism, providing a basis for the development and implementation of SOSIOCARE as a technology-based administrative service system. Previous studies have examined the use of website-based systems for administrative services, including online letter services (Afandi *et al.*, 2022), web- and Android-based student administrative services (Alfianti & Rismayana, 2020), and web-based academic administrative letter submission systems in higher education (Rahayu *et al.*, 2023). Other studies have examined student satisfaction with academic information systems (Kinanti *et al.*, 2021) and the relationship between academic service quality and student satisfaction (Susetyo *et al.*, 2022). However, further examination is needed regarding the experiences of students as service users, administrators as service managers, and department leaders as decision makers in the implementation of administrative service systems at the department level, particularly concerning the monitoring of service progress as part of administrative transparency. This study therefore focuses on the implementation of SOSIOCARE and examines its role in supporting accessibility, transparency, and administrative service effectiveness at the Department of Sociology, Universitas Negeri Malang.

This study aims to describe the implementation of SOSIOCARE as a website-based student administrative service system and examine its role in supporting the digital transformation of academic services at the Department of Sociology, Universitas Negeri Malang. Specifically, this study aims to: (a) describe how SOSIOCARE supports students' access to administrative services; (b) examine how the service monitoring feature contributes to information transparency; (c) analyze the contribution of the system to administrative work effectiveness; and (d) examine the department leadership's perspective on the implementation of SOSIOCARE in the context of digital transformation of academic services.

2. Related Work

2.1 Website-Based Information Systems in Administrative Services

A website-based information system is a system that uses internet technology to enable users to access, manage, and exchange information online without being restricted by time or geographical location (Rahmi *et al.*, 2023). Compared with manual procedures, such systems can provide a more accessible mechanism for managing administrative services. Different service processes can be organized within a single platform, allowing users and administrators to access relevant information through a more structured and coordinated process. Alfianti and Rismayana (2020) developed a web- and Android-based student letter administration service system. The study demonstrates the application of information technology to student administrative services and provides a basis for considering digital platforms as an alternative to procedures that depend on direct interaction. Similarly, Afandi *et al.* (2022) developed a website-based information system for online letter services in Desa Ciangsana. The system was designed to support the online submission of administrative requests, reducing the need for users to visit the service office directly. A centralized information system can also support administrative document management. Rahman *et al.* (2022) examined a web-based records management information system for administrative services. The study is relevant to SOSIOCARE because structured digital data management can support the organization and retrieval of administrative information. These findings provide a general basis for the use of a centralized website-based system in SOSIOCARE, particularly for managing service requests and related administrative information.

2.2 Ensemble Learning in Cybersecurity

The quality of academic administrative services is an important factor in the student experience. Susetyo *et al.* (2022) examined academic service quality and institutional image as determinants of student satisfaction. The study is relevant to the present research because service quality provides an important perspective for evaluating how students perceive administrative services. Student perceptions of administrative service quality can be related to response speed, information availability, ease of access, and the clarity of service procedures. These aspects are relevant to SOSIOCARE because the system includes features intended to provide information about service status, administrator notes, and the submission process. However, the extent to which these features affect student satisfaction should be examined based on the empirical findings of the present study rather than assumed from the existence of the features alone. Saputri and Mulyani (2022) examined the impact of academic information systems on student satisfaction in higher education. The study is relevant to the present research because it connects the use of academic information systems with students' experiences in accessing institutional services. This perspective supports the consideration of user experience when evaluating SOSIOCARE. However, specific claims regarding the statistical significance or magnitude of the effect should be confirmed against the original article.

2.3 Digital Transformation of Academic Services in Higher Education

Digital transformation in higher education involves changes in the way institutions organize and deliver services through the use of information technology. Pratama and Firdaus (2024) discuss the implementation of educational management information systems in relation to efforts to improve educational quality. This indicates that information systems are not limited to technological functions but can also be associated with institutional management and service processes. Ashari and Sallu (2023) discuss the digitalization of public service quality and demonstrate the relevance of information technology to service delivery. Digital systems can provide institutions with mechanisms for organizing service processes and making service information more accessible. In higher education, such systems can therefore support changes in administrative procedures and communication between service providers and users. Antika *et al.* (2025) discuss the digitalization of public services in the context of the Industrial Revolution 4.0. Their work provides a broader basis for understanding digitalization as part of changes in public service delivery. In relation to SOSIOCARE, this perspective can be used to examine how the adoption of a website-based system changes the administrative service process at the department level. However, the specific indicators of *support*, *capacity*, and *value* attributed to the previous version of the manuscript should be verified against the original source before being used as an analytical framework. User-oriented evaluation is also important when assessing the implementation of information systems. Kinanti *et al.* (2021), for example, examined student satisfaction with the use of an integrated academic information system. This supports the relevance of considering user experience when evaluating information systems in higher education. In the present study, the perspectives of students, administrators, and department leadership are considered to provide a broader description of SOSIOCARE implementation.

2.4 Relevant Previous Studies

Table 1. Comparison of Previous Studies on Website-Based Information Systems and Administrative Services

No.	Authors	Method/Approach	Context/Location	Main Findings	Relevance to SOSIOCARE
1	Afandi <i>et al.</i> (2022)	System development	Website-based online letter service in Desa Ciangsana	Developed a website-based system to support online administrative letter services.	Provides a relevant comparison for the use of a website to support administrative requests without requiring users to visit the service office directly.
2	Alfianti & Rismayana (2020)	System development	Web- and Android-based student letter administration	Developed a system for student letter administration using web and Android platforms.	Supports the use of digital systems to facilitate student administrative services.
3	Rahman <i>et al.</i> (2022)	System development	Web-based records management and administrative services	Developed a web-based records management information system to support administrative management.	Provides a basis for examining centralized digital management of administrative information.
4	Rahayu <i>et al.</i> (2023)	System development	Web-based academic administrative letter submission	Developed a web-based system for submitting academic administrative letters.	Closely related to SOSIOCARE because both address the digitalization of academic administrative requests.
5	Kinanti <i>et al.</i> (2021)	User evaluation	Integrated academic information system at Universitas Negeri Surabaya	Evaluated student satisfaction with the use of an integrated academic information system.	Supports the inclusion of student experience and satisfaction when evaluating an academic information system.
6	Susetyo <i>et al.</i> (2022)	Quantitative study	Academic services in higher education	Examined academic service quality and institutional image in relation to student satisfaction.	Provides a basis for considering service quality and student perceptions in evaluating administrative services.
7	Asmaya (2024)	User satisfaction study	Online academic administrative services	Examined student satisfaction with online academic administrative services.	Relevant to the accessibility and user experience dimensions of SOSIOCARE.
8	Yudistira & Trimurni (2024)	Implementation study	Integrated administrative services (PATEN) at the subdistrict level	Examined the implementation of integrated administrative services.	Provides a broader comparison for the implementation of integrated administrative services through a centralized service mechanism.

Based on the reviewed studies, several patterns can be identified. First, previous research has examined the development and implementation of information systems for administrative services, including online letter services, student administrative services, records management, and academic administrative systems (Afandi *et al.*, 2022; Alfianti & Rismayana, 2020; Rahman *et al.*, 2022; Rahayu *et al.*, 2023). Second, some studies have focused on users' perceptions and satisfaction with academic information systems and services (Asmaya, 2024; Kinanti *et al.*, 2021; Saputri & Mulyani, 2022; Susetyo *et al.*, 2022). These studies indicate that both the technical implementation of information systems and users' experiences are relevant to the evaluation of digital administrative services. However, based on the studies reviewed in this manuscript, there is still room to examine the implementation of a student administrative service system from the perspectives of multiple stakeholders at the department level. In particular, the experiences of students as service users, administrators as service managers, and department leaders as decision makers can provide different perspectives on the implementation of the same system. The monitoring of service progress is also relevant because it concerns students' access to information about their administrative requests.

The present study addresses this gap by examining the implementation of SOSIOCARE through a qualitative descriptive approach. The study involves three groups of informants: students, administrators, and department leadership. This approach allows the implementation of SOSIOCARE to be examined from the perspectives of both service users and service providers. The study focuses specifically on the use of a website-based administrative service system at the department level, including the monitoring feature used to provide information about service progress. The contribution of this study therefore lies in its focus on the implementation of a website-based student administrative service system at the department level and its examination of the experiences of three stakeholder groups. Rather than evaluating the system only through technical performance or student satisfaction, the study considers how SOSIOCARE is experienced and used by students, administrators, and department leadership in the process of digitalizing academic administrative services.

3. Methodology

3.1 Research Approach and Design

This study employed a qualitative approach with a descriptive research design. A qualitative approach was selected because the study aimed to understand the implementation of SOSIOCARE based on the experiences and perspectives of its users rather than merely measuring variables statistically (Lalang *et al.*, 2022). Qualitative descriptive research seeks to describe a phenomenon systematically, factually, and accurately based on data obtained from the field (Lalang *et al.*, 2022). This approach was selected because the implementation of an information system such as SOSIOCARE cannot be examined solely from a technical perspective. It also requires an understanding of users' experiences, interactions between users and the system, and stakeholders' perceptions of the system's benefits and implications for day-to-day academic administrative services.

3.2 Research Location and Period

The study was conducted at the Department of Sociology, Faculty of Social Sciences, Universitas Negeri Malang, where SOSIOCARE was developed and implemented. The research location was selected purposively because the Department of Sociology had implemented SOSIOCARE as a website-based platform for student administrative services. Data collection was conducted from January to March 2025 and included interviews with all selected informants and documentation of the SOSIOCARE system.

3.3 Data Sources and Research Informants

The data consisted of primary and secondary data. Primary data were obtained through in-depth interviews with informants selected purposively based on their direct involvement with SOSIOCARE. The informants consisted of five participants: three active student users of the system (M1, M2, and M3), one system administrator, and one department leader. The inclusion of participants from these three groups was intended to provide perspectives from different stakeholders involved in the implementation and use of SOSIOCARE. Secondary data were obtained from SOSIOCARE documentation, including screenshots of the system interface, service workflows, and available system features. The documentation process involved several stages. First, screenshots were collected for each administrative service available through the system. Second, the service workflow was documented in the form of a flowchart showing the process from the submission of a request by a student to its completion by the administrator. Third, the documented system features were examined descriptively to complement the information obtained from the interviews. The secondary data were used to support and complement the primary data obtained from the informants.

3.4 Data Collection Technique

Data were collected through semi-structured interviews. This technique was selected because it allows researchers to prepare a set of main questions while maintaining flexibility to ask follow-up questions based on participants' responses (Lalang *et al.*, 2022). The interview guide was developed around four main areas: ease of access to administrative services, information transparency through the monitoring feature, administrative work effectiveness, and the department leader's perspective on the implementation of the system.

Table 2. Interview Guide for Each Informant Group

Informant Group	Focus of Questions	Example Questions
Students (M1, M2, M3)	Ease of service access	"How was your experience accessing administrative services through SOSIOCARE compared with the previous system?"
	Information transparency	"How does the service status monitoring feature help you determine the progress of your request?"
	Satisfaction with the system	"What is the most significant benefit you have experienced after using SOSIOCARE?"
Administrator	Work effectiveness	"How does SOSIOCARE affect your workload in managing administrative services?"
	Changes in communication patterns	"Have there been any changes in your communication with students since SOSIOCARE was implemented?"
	Data management	"How does the system help you manage and retrieve student request data?"
Department Leader	Digital transformation	"What is your view of SOSIOCARE's role in the digital transformation of academic services in this department?"
	Future development	"What are your expectations for the future development of SOSIOCARE?"
	Institutional support	"How does the institution support the sustainability of this system?"

The interviews were conducted face-to-face with each informant. All interview sessions were recorded with the participants' consent and subsequently transcribed for analysis. The identities of the informants were kept confidential by using participant codes: M1, M2, and M3 for students, and Administrator and Department Leader for the system administrator and department leader, respectively.

3.5 Data Analysis Technique

Data analysis followed the interactive analysis model developed by Miles *et al.* (2013), which consists of three main stages.

- 1) Data reduction was conducted by selecting, summarizing, and focusing on relevant information from the interview transcripts. At this stage, information that was not related to the research focus was set aside, while relevant data concerning the informants' experiences with SOSIOCARE were retained.
- 2) Data display was conducted by organizing the reduced data into descriptive narratives based on themes emerging from the interviews. The themes were identified through coding and grouping data according to similarities in meaning and recurring patterns.
- 3) Conclusion drawing and verification involved developing conclusions from the organized data and verifying them against the original interview data. This process was intended to ensure that the conclusions remained consistent with the information provided by the informants.

3.6 Data Trustworthiness

The credibility of the data was strengthened through source triangulation by comparing information obtained from the three groups of informants: students, the administrator, and the department leader. The comparison was used to identify similarities and differences among the perspectives of the participants and to strengthen the interpretation of the research findings. This approach is consistent with the use of source comparison in qualitative research (Lalang *et al.*, 2022). In addition, member checking was conducted to ensure that the researcher's interpretation of the interview data was consistent with the meaning intended by the informants. The member-checking procedure should be described more specifically in the final manuscript, including whether participants reviewed interview transcripts, summaries, or the researcher's interpretations.

4. Result and Discussion

4.1 Results

SOSIOCARE is a website-based student administrative service information system developed to support administrative services at the Department of Sociology, Faculty of Social Sciences, Universitas Negeri Malang. The system was designed to integrate three main components within a single platform: service submission by students, service management and verification by administrators, and service status monitoring by students. SOSIOCARE serves three groups of users with different access rights according to their respective roles. Students can access the dashboard to submit administrative requests, upload required documents, view their submission history, monitor service status, read administrator notes when document revisions are required, and download completed documents. Administrators can manage incoming requests, verify documents, provide revision notes, update service status, and monitor the overall administrative process. Department leaders can access the system to monitor the implementation of administrative services. The service process begins when students log in and select the type of service they require. They then complete the submission form and upload the required documents. The administrator reviews the submission and updates the service status according to the progress of the process. The available service statuses include *Menunggu Verifikasi* (Waiting for Verification), *Pending*, *Diproses* (In Process), *Pengajuan Tanda Tangan* (Signature Submission), *Selesai* (Completed), and *Ditolak* (Rejected). Students can monitor changes in their service status through their respective dashboards.

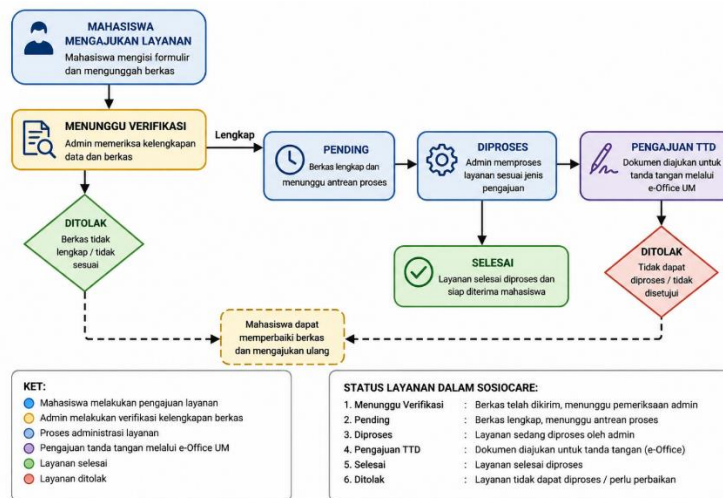


Figure 1. SOSIOCARE Service Workflow

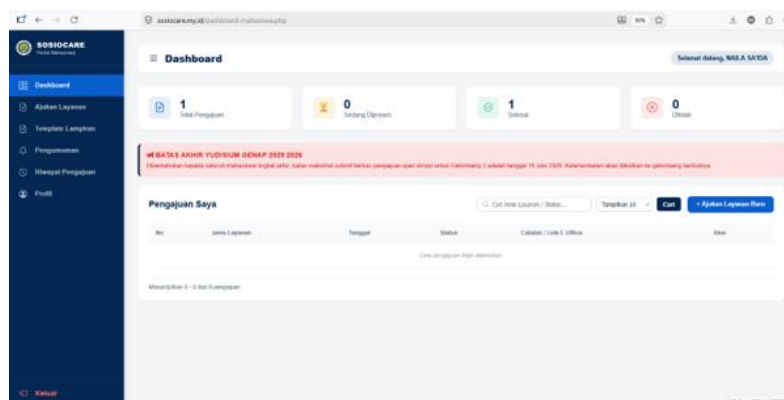


Figure 2. Student Dashboard Screenshot

A consistent finding across the interviews was that SOSIOCARE was perceived by students as making administrative services easier to access. Before the system was implemented, students generally had to communicate directly with administrators or visit the administrative office when submitting requests or asking about their service status. This process was constrained by office hours and the need for direct communication. M1, a final-year student, described the change as follows:

"In the past, after submitting my documents, I usually had to ask the administrator again whether they had been received. Now it is easier because after submitting a request, I can directly see its status in the system."

This statement indicates a change in the interaction pattern between students and administrators. Instead of relying primarily on direct communication to obtain information about a submission, students can independently check the status through SOSIOCARE. M2 emphasized the centralization of information within a single platform:

"What helps the most is that all services are available in one place. So, I do not need to look for information from different sources because everything is already available in the system."

The centralization of information reduces the need for students to use different communication channels to obtain service requirements or information about their requests. M3 also described the flexibility provided by web-based access:

"Because it can be accessed from my phone, I do not have to come to campus just to ask about the progress of a service. This is quite helpful, especially when I am outside the city or conducting research."

These findings are consistent with Asmaya (2024), who examined student satisfaction with online academic administrative services. The findings of the present study suggest that accessibility is an important aspect of students' experiences with administrative services. In SOSIOCARE, accessibility is supported by the availability of services and status information through a website-based platform. One of the prominent findings of the study was the role of the service monitoring feature in providing students with information about the progress of their administrative requests. Before SOSIOCARE was implemented, students had to contact administrators directly to obtain information about their requests and often had to wait for a response. M1 described this experience:

"What often caused confusion was not actually the process of submitting the letter, but waiting to find out whether the letter had been completed."

This statement indicates that uncertainty could arise after a request had been submitted, particularly when students did not have direct access to information about its progress. M2 expressed a similar concern:

"Sometimes students only want to know where their letter is in the process. If it is not finished, that is fine. What matters is knowing whether it is being processed or still waiting for a signature."

The statement suggests that students' needs were not limited to faster service. They also needed clear information about the current position of their requests. SOSIOCARE addresses this need by providing several service statuses, including *Menunggu Verifikasi*, *Pending*, *Diproses*, *Pengajuan Tanda Tangan*, *Selesai*, and *Ditolak*. Through these status indicators, students can check the progress of their requests without having to contact the administrator for every update. This finding is consistent with Kinanti *et al.* (2021), whose study examined the use of the Integrated Academic Information System at Universitas Negeri Surabaya from the perspective of student satisfaction. In the present study, the monitoring feature provides a means for students to obtain service information independently. However, the contribution of this feature to student satisfaction should be interpreted based on the interview findings rather than assumed solely from the existence of the monitoring feature. The interview with the department leader provided a broader perspective on the position of SOSIOCARE within the digital transformation of academic services. The department leader viewed SOSIOCARE as a response to changes in students' expectations regarding access to information:

"Students today are accustomed to receiving information quickly. Therefore, administrative services also need to adapt to technological developments."

This statement indicates institutional awareness of the need to adapt administrative services to changing patterns of information access. The department leader also recognized the role of SOSIOCARE in reducing students' dependence on direct communication with administrators:

"This system helps students obtain the information they need without having to depend on direct communication with the administrator."

The department leader further viewed SOSIOCARE as a system that could be developed in the future:

"In the future, a system like this can be developed to cover more services so that more student administrative needs can be handled digitally."

This perspective is consistent with Pratama and Firdaus (2024), who discussed the implementation of education management information systems in relation to educational quality. It also relates to Antika *et al.* (2025), who examined the digitalization of public services in the context of the Industrial Revolution 4.0. In the present study, institutional support and the intention to continue developing SOSIOCARE appear to be important considerations for the sustainability of the system. However, the extent to which institutional support will affect long-term sustainability requires further observation.

4.2 Discussion

The findings indicate that accessibility is an important aspect of students' experiences with SOSIOCARE. Students reported that they could submit requests, obtain service information, and monitor the progress of administrative services through a single website-based platform. This differs from the previous manual process, which required students to communicate directly with administrators or visit the administrative office. This finding is consistent with Asmaya (2024), who examined student satisfaction with online academic administrative services. The present study adds a qualitative perspective by examining how students experienced access to administrative services after SOSIOCARE was implemented. The interview findings indicate that students valued the ability to access service information without having to rely on repeated direct communication with administrators. The centralization of service information also distinguishes SOSIOCARE from the previous manual service process. Rather than using different communication channels to submit requests and obtain information, students can access several stages of the service process through one platform. This finding supports the broader argument that website-based administrative systems can provide more accessible service processes than procedures that depend primarily on direct interaction. Rahayu *et al.* (2023) provide a relevant comparison because their study examined a website-based system for submitting academic administrative letters at a higher education institution. While Rahayu *et al.* (2023) focused on a higher-level institutional context, SOSIOCARE is implemented at the department level. This difference in organizational scale is important because the present system was developed to address administrative needs within a specific department.

The findings also show that service monitoring was an important feature in changing students' access to information. Before SOSIOCARE was implemented, students depended on administrators to obtain information about the progress of their requests. After implementation, students could check the status of their requests through the system. The monitoring feature therefore changed the communication pattern between students and administrators. Instead of repeatedly asking about the progress of a request, students could independently check the available status information. This finding is relevant to Asmaya (2024), which examined online academic administrative services and student satisfaction. However, the present study does not provide quantitative evidence that the monitoring feature directly increased student satisfaction. Its contribution should therefore be interpreted as an aspect of students' reported experience rather than as a statistically demonstrated effect. The finding also relates to Ashari and Sallu (2023), who discussed the digitalization of public service quality. In the present study, digitalization was not limited to replacing face-to-face communication with an online platform. The system also changed how information about service progress was accessed by students. The results further indicate that the usefulness of a digital administrative system depends on whether its features respond to actual user needs. This is consistent with Kinanti *et al.* (2021), whose study examined user satisfaction with an integrated academic information system. In SOSIOCARE, the ability to monitor service status represents one response to students' need for accessible information.

Before SOSIOCARE was implemented, the administrator reported spending considerable time responding to repeated questions concerning service status. After implementation, students were able to check their service status independently. This change was perceived by the administrator as reducing repetitive communication and allowing greater attention to administrative processing. The system also centralized service data, making submitted requests easier to monitor and retrieve. These findings are relevant to Rahman *et al.* (2022), who examined a web-based archival management information system for supporting administrative services. Although the context differs from SOSIOCARE, both studies indicate the importance of structured digital information management in administrative processes. The findings are also relevant to Yudistira and Trimurni (2024), whose study examined integrated administrative services at the subdistrict level. The organizational contexts are different, but both studies indicate that service integration can support the management of administrative processes.

However, the present study does not provide quantitative measurements of administrator productivity, processing time, or workload. Therefore, the finding should be interpreted as a reported perception of

improved work effectiveness rather than as a measured increase in productivity. Further quantitative measurement would be needed to determine the extent to which SOSIOCARE actually changes administrator workload or processing efficiency.

The department leader viewed SOSIOCARE positively as part of the department's adaptation to changing patterns of information access. The leader emphasized that students increasingly expect administrative information to be available quickly and that administrative services need to respond to these expectations. This finding is relevant to Antika *et al.* (2025), which discusses digitalization in public services and the role of institutional support in digital service implementation. In the present study, leadership support is reflected in the recognition of SOSIOCARE as a system that can be developed further to cover additional administrative services.

The finding is also related to Pratama and Firdaus (2024), which discusses the implementation of education management information systems. However, the present study focuses specifically on administrative services at the department level. Therefore, the leadership perspective should be understood within the organizational context of the Department of Sociology rather than generalized to higher education institutions as a whole. The sustainability of SOSIOCARE may depend on leadership support, resource availability, system maintenance, and continued adaptation to user needs. However, these factors were not examined directly through independent measurements in the present study and therefore should be treated as considerations for future development rather than established outcomes of SOSIOCARE.

The findings from students, the administrator, and the department leader indicate that accessibility, transparency, and administrative effectiveness are interconnected rather than separate aspects of SOSIOCARE. The system brings these three aspects together through a single platform for submitting requests, managing administrative processes, and monitoring service status. From the users' perspective, the web-based system provides easier access to service information and reduces the need for repeated direct communication. From the administrator's perspective, centralized requests and service information make administrative data easier to monitor and retrieve. From the leadership perspective, SOSIOCARE represents an opportunity to expand the range of administrative services provided digitally.

Nevertheless, the transition from manual to web-based services may involve several considerations. Administrators need sufficient technical capacity to maintain the system, while students need to adapt to the digital service process. The sustainability of the system may also require institutional support and regular maintenance. These aspects were not examined in detail in the present study and therefore should not be treated as established outcomes of SOSIOCARE. They are better positioned as considerations for future evaluation. Ashari and Sallu (2023) emphasize that digitalization affects the quality and organization of public services rather than simply changing the medium through which services are delivered. In this study, SOSIOCARE similarly represents a change in the way administrative services are accessed, monitored, and managed at the department level.

This study has several limitations that should be considered when interpreting the findings. First, the number of informants was limited to five participants because the research was conducted within a single department. The findings therefore reflect the experiences and perspectives of the selected participants and cannot be generalized directly to other departments or higher education institutions with different organizational characteristics and administrative procedures. Second, the study focused on the perceptions and experiences of the informants through a qualitative approach. The effectiveness of SOSIOCARE was not measured using quantitative indicators such as processing time, number of administrative inquiries, user satisfaction scores, or changes in workload. The findings therefore describe perceived changes rather than statistically measured effects. Third, the study examined SOSIOCARE at an early stage of implementation. Long-term changes in administrative services, student satisfaction, and administrator work patterns could not yet be assessed. A longitudinal study could be conducted in the future to examine whether the reported benefits are sustained over a longer period. Fourth, access to technical development data was limited. Consequently, the analysis focused primarily on user experiences and perceptions rather than technical performance indicators. Future research could include technical aspects such as system performance, response time, usability testing, security, and system reliability to provide a broader evaluation of SOSIOCARE.

5. Conclusion and Recommendations

This study concludes that the implementation of SOSIOCARE as a website-based student administrative service system in the Department of Sociology, Faculty of Social Sciences, Universitas Negeri Malang, has contributed to the improvement of academic administrative services. SOSIOCARE provides students with easier access to administrative services through a website-based platform that allows them to submit requests and obtain service information without depending entirely on direct communication with administrators or physical visits to the administrative office. The service monitoring feature also provides clearer information about the

progress of administrative requests. The six service statuses available in the system—*Waiting for Verification*, *Pending*, *In Process*, *Signature Request*, *Completed*, and *Rejected*—allow students to independently check the current status of their requests. Based on the interview findings, this feature reduces uncertainty regarding service progress and decreases the need for students to repeatedly contact administrators. However, because this study did not quantitatively measure the effect of the monitoring feature on student satisfaction, its contribution should be understood primarily from the reported experiences of the informants.

SOSIOCARE also supports administrators in managing administrative requests and service information in a more structured and centralized manner. The administrator reported that students could independently monitor their service status, thereby reducing repetitive communication concerning the progress of administrative requests. Nevertheless, this study did not quantitatively measure changes in administrator productivity, workload, or processing time. Therefore, the finding reflects the administrator's reported perception of improved work effectiveness rather than a statistically measured increase in productivity. The department leader also viewed SOSIOCARE positively as part of the department's adaptation to digital administrative services. The system has potential for further development, particularly through the expansion of the types of administrative services that can be processed digitally. This perspective indicates institutional support for the continued development of SOSIOCARE, although the long-term sustainability of the system was not directly evaluated in this study.

SOSIOCARE can be understood as an integrated administrative service system rather than merely a platform for submitting requests. It combines service submission, administrative management, document processing, and service-status monitoring within a single website-based platform. The findings indicate that these functions support easier access to information, greater transparency of service progress, and more structured administrative management at the department level. The contribution of this study lies in its examination of a website-based student administrative service system with a service-monitoring feature at the department level using a qualitative approach involving three groups of informants: students, administrators, and department leadership. The study provides a contextual description of how the system is experienced by different users and how the system changes the process of accessing and managing administrative services, thereby complementing previous studies that have examined website-based administrative systems, academic information systems, and student satisfaction from quantitative perspectives.

This study has several limitations. It was conducted in only one department and involved five informants, consisting of three students, one administrator, and one department leader. Therefore, the findings represent the experiences and perspectives of the selected informants and cannot be directly generalized to other departments or higher education institutions. In addition, the study did not include quantitative measurements of student satisfaction, administrator productivity, processing time, or technical system performance. Future research involving a broader research setting and a mixed-methods approach could provide stronger empirical evidence regarding the effects of systems similar to SOSIOCARE. From the users' perspective, the service-monitoring feature also indicates a reduction in information uncertainty because students can access service-status information independently rather than relying entirely on direct communication with administrators.

Based on the findings of this study, the range of services available through SOSIOCARE should be gradually expanded so that more types of student administrative needs can be processed digitally. Such development should consider the actual needs of students as well as the administrative capacity of the department. Expanding the range of services would allow SOSIOCARE to provide broader support for student administrative activities while maintaining alignment with the operational needs of the department. Institutional support for system maintenance, feature updates, data management, and user assistance should also be maintained. Regular maintenance and periodic evaluation are necessary to ensure that the system continues to function according to the needs of students and administrators. Training or user guidance may also be provided whenever new features or service procedures are introduced to support effective system use.

Future research could employ a mixed-methods approach to complement the qualitative findings of this study with quantitative measurements. Variables such as student satisfaction, service processing time, frequency of status-related inquiries, administrator workload, and system usability could be measured to provide more objective evidence regarding the effects of SOSIOCARE. Research involving more departments or higher education institutions could also provide broader comparative evidence regarding the implementation of similar administrative service systems. An automatic notification feature, such as email or *push notifications*, could also be considered for future development. Such a feature could notify students when there is a change in their service status or when administrators provide additional information or request document revisions. The development of this feature should be evaluated based on user needs and the technical capacity of the system.

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