Equivalent: Jurnal Ilmiah Sosial Teknik
Volume 8, Issue 5, 2176-2195
e_ISSN: 2775-0833
https://jurnalequivalent.id/index.php/jequi/index
DOI: doi.org/10.59261/jequi. V8i5.455

Explaining the Continued Use of IPB Mobile for Student: Extending UTAUT with Trust and Perceived Service Quality

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Article Info:

Article history:
Received: September 04, 2026
Revised: October 05, 2026
Accepted: October 13, 2026
Available Online: November 04, 2026

Keywords:
UTAUT;
Trust;
Perceived Service Quality;
Behavioral Intention;
Use Behavior;
PLS-SEM

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Abstract

Background: The development of digital transformation in higher education has encouraged the use of mobile-based academic information systems as the primary means of academic services. In the context of continued use (post-adoption), continued use may depend on trust and the quality of users' service experiences as well as functionality and ease of use.
Objective: This study aims to analyze the factors influencing the continued use of the IPB Mobile for Student application using an extended Unified Theory of Acceptance and Use of Technology (UTAUT) model that incorporates trust and perceived service quality (PSQ).
Methods: This study used a quantitative approach with questionnaire responses from 382 active IPB University students who regularly use the IPB Mobile for Student application. Data analysis was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM).
Results: Perceived service quality was associated with behavioral intention ($\beta = 0.349$, $p < 0.001$), as were trust ($\beta = 0.178$, $p < 0.001$) and performance expectancy ($\beta = 0.157$, $p < 0.001$). Trust was associated with perceived service quality ($\beta = 0.451$, $p < 0.001$). Behavioral intention ($\beta = 0.587$) and facilitating conditions ($\beta = 0.183$) were associated with self-reported use behavior (both $p < 0.001$). Effort expectancy and social influence were not statistically significant predictors of intention.
Conclusion: The findings extend the application of UTAUT to an academic-service post-adoption setting by estimating relationships involving trust and perceived service quality. Furthermore, this research offers practical implications for higher education institutions in improving the quality of mobile-based digital academic services with attention to stability, responsiveness, and user experience.

To cite this article: Purnawarman, D., & Fajar, A. N. (2026). Explaining the continued use of IPB Mobile for Student: Extending UTAUT with trust and perceived service quality. *Equivalent: Jurnal Ilmiah Sosial Teknik*, 8(4), 2176–2195. https://doi.org/10.59261/jequi.v8i4.455

INTRODUCTION

Digital transformation in the higher education sector is growing rapidly and has driven significant changes in the delivery of academic services (Kayanja et al., 2025; Mabotha & Ngcamu, 2025; Mohamed Hashim et al., 2022). Universities no longer rely solely on information systems as administrative tools, but have transformed into an integrated digital ecosystem that is service-oriented. In this context, mobile-based academic information systems are an important channel for delivering academic services that are fast, flexible, and accessible in real-time by students (Ifenthaler et al., 2021).

This development is in line with the concept Digital Servitization, where information systems are no longer seen as mere technology, but rather as service platforms that create value through continuous interaction between users and systems (Rodriguez et al., 2026). In addition,

the integration of academic information systems increases students' reliance on timely, reliable, and connected services (Beverungen et al., 2019; Hua, 2022).

In such an increasingly complex system environment, user perception is not only determined by functionality aspects, but also by perceived service quality and trust in the system. Users tend to evaluate systems based on service consistency, responsiveness, and system reliability in supporting their academic activities.

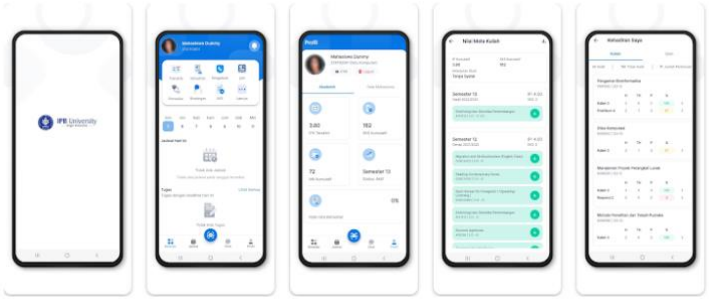


Figure 1. IPB Mobile for Student
(Source: google play store)

Prior evaluation of IPB Mobile has identified service-quality challenges, such as system instability, inconsistent performance, and service interruptions. These problems not only have an impact on the technical aspect, but also affect user evaluations of the quality of service and the reliability of the system. This shows that the success of the system is no longer adequately explained by ease of use (Usability), but relies heavily on the system's ability to build a positive service experience and maintain user trust on an ongoing basis (Apriana Ramadhan et al., 2022).

According to the authors' app-store observations made in June 2025, the IPB Mobile for Student application received a rating of 4.7 with more than 100,000 downloads. However, there are still various negative reviews related to the quality of application services. Such as login failures, system instability during attendance, delays in synchronizing lecture schedules, and inconsistent application performance during peak hours. These conditions show that the success of digital academic services is not only determined by the availability of features, but also by the quality of the service experience that users feel on an ongoing basis.

In the local context, mobile-based academic information system applications such as IPB Mobile for Student have been widely used to support students' academic activities. However, the cited IPB Mobile studies chiefly examine information-service effectiveness and attendance functionality; the joint relationships among trust, perceived service quality, and continued-use intentions remain less directly examined. In fact, in the context of long-term use, experience-based factors such as service quality and trust are suspected to have a more dominant role than traditional cognitive factors. So that complaints such as problematic networks, login failures, accuracy and inappropriate schedules are still often reported by users even though there have been improvements in terms of IPB Mobile for Students itself (Putri et al., 2023; Rachmawati et al., 2022).

In regular academic use, service disruptions can affect the user experience. Although IPB Mobile for Student has been the main medium of digital academic services for students since its launch in 2018 and began to be optimized for its development after the pandemic to meet the needs of distance learning, various user complaints are still found in daily use. Some of the problems that are often reported include login failures, delays in synchronization of lecture schedules, errors during attendance, inconsistent notifications, and decreased application performance when accessed simultaneously in certain academic periods such as filling out KRS, lecture attendance, and announcement of study results.

In the context of digital academic services, system disruptions are not only seen as technical problems, but also affect the user experience, the perception of service quality, and the level of trust of students in the institution's academic system. When digital academic services do not run stably and consistently, users tend to form negative evaluations of the quality of services provided, even though the system functionally provides complete features.

This phenomenon shows that the success of a mobile-based academic information system is no longer only determined by aspects of system functionality or ease of use alone, but also by the system's ability to provide a stable, responsive, and reliable digital service experience on a sustainable basis. In the context of long-term use, students not only evaluate whether the system is easy to use, but also assess whether the system is able to support their academic activities consistently without disrupting the daily academic process.

This condition is important because IPB Mobile for Student has become part of the digital academic ecosystem that is used regularly and repeatedly in various academic activities of students. Because the student portal and other institutional digital services form an interconnected service environment, the quality of the service experience and the level of user trust in the system are increasingly relevant factors in explaining the behavior of the continuous use of mobile-based academic applications.

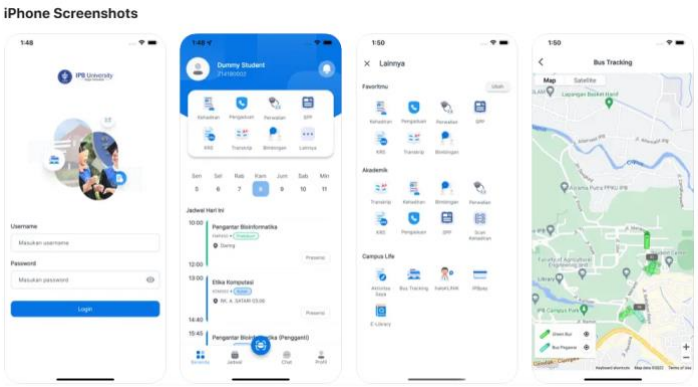


Figure 2. IPB Mobile for Student
(Source: App Store)

This condition indicates an important research gap, namely limited evidence on how trust and perceived service quality operate alongside UTAUT predictors among established users of campus mobile services, especially in the post-adoption context (Post-adoption). This is becoming increasingly relevant in a digital academic ecosystem-based environment, where system performance relies heavily on the integration of various technology components and real-time interaction. Specifically, the proposed model tests trust as an antecedent of perceived service quality, examines both constructs in relation to behavioral intention and facilitating conditions, and links intention and facilitating conditions to use behavior.

The Unified Theory of Acceptance and Use of Technology (UTAUT) model is one of the most widely used models to explain technology adoption behavior (Venkatesh et al., 2003). However, the core UTAUT framework was initially formulated to explain technology acceptance and use, and its relationships warrant further examination in post-adoption academic services. In the context of post-adoption, the relative associations of effort expectancy, social influence, trust, and perceived service quality with continued-use intention are empirical questions rather than assumptions.

Most technology adoption research is still oriented towards the initial adoption stage, which is when users first accept and try to use a technology system. At this stage, usage decisions are generally influenced by the user's initial perception of the system's benefits, ease of use, social influence, and support of technological facilities. Therefore, models such as the Technology Acceptance Model (TAM) and the Unified Theory of Acceptance and Use of Technology (UTAUT) are widely used to explain the early acceptance behavior of technology (Alhadid et al., 2022; Antoniadis et al., 2022; Rahman et al., 2022).

However, technology usage behavior at the continuance usage or post-adoption stage has different characteristics than the initial adoption stage. Once the user has direct experience of using the system and using the system regularly, the evaluation process is no longer based only on initial expectations, but is more influenced by the actual experience during using the system. In these conditions, experience-based factors such as service quality, system stability, performance consistency, service security, and trust in the system become more dominant than

traditional cognitive factors.

Several studies have shown that variables such as effort expectancy and social influence tend to have a decreased influence in the context of continuous use, because users are used to using the system and are no longer too influenced by the perception of convenience or social pressure. Instead, users begin to evaluate the system based on the quality of the service experience they feel during daily use (Sultana et al., 2023).

Thus, there is a conceptual gap between research that focuses on early adoption of technology and research that explains sustainable use behavior. This condition demonstrates the need for an approach that not only looks at technology acceptance factors, but also considers experience-based factors and service evaluation in explaining the sustainability of the use of mobile-based academic information systems.

In addition, recent research shows that Trust and perceived service quality is an important factor in shaping the behavior of using digital systems. However, much of the cited technology-acceptance literature examines trust as a predictor of behavioral intention, leaving scope to test its association with perceived service quality in academic mobile-service use. This shows that there are conceptual limitations in understanding the role of Trust in more depth in the digital service environment (Kuen et al., 2023; Müller et al., 2024).

Trust was chosen because the use of academic applications is carried out regularly and involves information of an important nature, such as academic data, lecture schedules, attendance, grades, student administration, online exams and the e-money feature for tuition fee payments. Under these conditions, users not only evaluate the benefits of technology, but also assess whether the system can be trusted to provide accurate, secure, and consistent services. Therefore, trust is seen as a relevant factor in explaining the behavior of the continuous use of mobile-based academic applications.

Furthermore, the relationship between trust and perceived service quality in the UTAUT framework has not been widely explored, especially in the context of the digital academic ecosystem. In fact, in a complex and interconnected system, user trust in the system plays a major role in shaping their evaluation of the quality of services received.

This study specifies trust as an antecedent of perceived service quality and estimates their simultaneous associations with intention and facilitating conditions within the extended UTAUT model. Thus, this study not only expands the UTAUT model, but also repositions the role of trust and service quality in explaining the behavior of technology use in higher education environments.

Digital academic services have become embedded in students' routine academic activities. IPB Mobile for Student is used by students to access lecture information, schedules, attendance, grades, and academic administration. However, in its use, obstacles are still found such as slow systems, service instability, and inconsistent user experiences, which have the potential to affect the comfort, trust, and sustainability of application use. Previous research using the Unified Theory of Acceptance and Use of Technology (UTAUT) generally focused on the early stages of technology adoption and has not fully explained the behavior of continuous use. Therefore, this study analyzes the influence of performance expectancy, effort expectancy, social influence, facilitating conditions, behavioral intention, trust, and perceived service quality on the sustainable use of IPB Mobile for Student, as well as developing the UTAUT model by including trust and perceived service quality in the context of mobile-based digital academic services.

This study aims to analyze the factors in the UTAUT model that affect students' intentions and behaviors in using IPB Mobile for Student in a sustainable manner. In addition, this study estimate the associations of trust with perceived service quality and facilitating conditions, and those of perceived service quality with behavioral intention and facilitating conditions. Overall, this study aims to develop the UTAUT model through the integration of trust variables and perceived service quality in order to explain the behavior of the continuous use of mobile-based academic applications more comprehensively.

Theoretically, this research is expected to expand the development of the UTAUT model in the context of the continuous use or post-adoption of mobile-based academic information systems, especially through the integration of trust variables and perceived service quality. This research also provides a perspective on the role of trust as an antecedent of perceived service

quality in the digital academic ecosystem. Practically, the results of the research are expected to be evaluation material for IPB University in improving the reliability of the system, service quality, and user experience of IPB Mobile for Student. The research findings can also be a reference for higher education institutions in developing digital academic services that are more effective, stable, and oriented to user needs.

This study focuses on the use of IPB Mobile for Student by active IPB University students who have used the application regularly and are in the stage of continuous use. The study focuses on factors that affect continuance usage, including performance expectancy, effort expectancy, social influence, facilitating conditions, trust, perceived service quality, behavioral intention, and use behavior. The research uses a quantitative approach through a questionnaire survey and is analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). The analysis is conducted based on user perception in the context of digital academic services and does not include technical aspects of application development, server and network performance, in-depth system security, financial analysis, and other external factors outside the research model.

METHOD

This study used a quantitative approach with an explanatory design to estimate hypothesized associations among variables in the Unified Theory of Acceptance and Use of Technology (UTAUT) model which is expanded with the variables Trust (TR) and Perceived Service Quality (PSQ). The research is focused on the continuance usage/post-adoption behavior of the IPB Mobile for Student application. The constructs analyzed include Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI), Facilitating Conditions (FC), Trust (TR), Perceived Service Quality (PSQ), Behavioral Intention (BI), and Use Behavior (UB). The model examines how technology-related perceptions, trust, service quality, and intention are associated with reported continued use of the mobile academic application.

The research population is active students of IPB University Dramaga Campus who use IPB Mobile for Student as a digital academic service. Sampling was carried out using stratified random sampling by considering student representation from various faculties and levels of education. Respondents were students who had used the application regularly so that they had sufficient experience to evaluate service quality, trust in the system, and sustainability of application use. Questionnaire responses from 382 students were included in the PLS-SEM analysis.

The data used are primary data collected through the distribution of online questionnaires. The research instrument was developed by adapting indicators that have been used and validated in previous research, then adjusted to the context of using IPB Mobile for Student. All indicators were measured using a five-point Likert scale, ranging from 1 = strongly disagree to 5 = strongly agree. Construct measurements include the perception of benefits and ease of use, social influences, conditions of supporting facilities, trust in the system, perceived service quality, intention of continuous use, and self-reported use behavior. Contextual statements attributed to ICT staff and students are used as descriptive illustrations only and were not included in the quantitative model.

Data analysis was carried out using Partial Least Squares Structural Equation Modeling (PLS-SEM) because the research model involves several latent constructs and structural relationships and is oriented towards model development and prediction. The analysis was carried out in two stages, namely the evaluation of the measurement model (outer model) and the structural model (inner model). The evaluation of the outer model was carried out to test the validity and reliability of the construct through the value of outer loading (>0.70), Average Variance Extracted (AVE >0.50), discriminant validity using Fornell–Larcker criteria and cross-loading, and Composite Reliability (CR >0.70). Furthermore, the internal evaluation of the model was carried out using the value of the determination coefficient (R^2), path coefficient, and bootstrapping procedure. The reported bootstrap p-values were evaluated at the 0.05 significance level. Their correspondence with the listed t statistics is consistent with one-tailed testing for the non-significant paths; the original output does not state the test-tail setting explicitly. Because use behavior was measured by questionnaire, it represents self-reported use rather than independently recorded system logs.

RESULTS AND DISCUSSION

Results

Evaluation of Measurement Models (Outer Model)

The evaluation of the measurement model is carried out to ensure that the indicators used in this study are valid and reliable in measuring the constructs being studied. This evaluation includes convergent validity, discriminant validity, and construct reliability tests.

Based on the results of the outer loading analysis at the initial stage, there are several indicators with values below the minimum required limit, so the elimination process is carried out. After the elimination of indicators that do not meet the criteria, all retained indicators have outer loadings of at least 0.705 (Table 1), so that the model is declared to meet the convergent validity criteria.

Table 1.
Outer Loading Final

	BI	EE	FC	PE	PSQ	SI	TR	UB
BI2	0,739							
BI3	0,875							
BI4	0,889							
EE2		0,800						
EE3		0,828						
EE4		0,806						
FC2			0,814					
FC3			0,763					
FC4			0,782					
PE1				0,836				
PE2				0,850				
PE3				0,907				
PE4				0,705				
PSQ1					0,729			
PSQ2					0,846			
PSQ3					0,793			
PSQ4					0,742			
SI1						0,780		
SI3						0,910		
TR1							0,794	
TR2							0,886	
TR3							0,804	
UB2								0,733
UB3								0,838
UB4								0,881

Convergent Validity

Convergent validity is evaluated based on the value of outer loading and Average Variance Extracted (AVE). An indicator is declared valid if it has an outer loading value above 0.70, while a construct is declared to meet convergent validity if it has an AVE value above 0.50.

Based on the results of the analysis, most of the indicators have an outer loading value above 0.70, which indicates that they are able to reflect the measured construct well. The AVE value for each construct is also above the required minimum limit, so it can be concluded that the model has met the convergent validity criteria.

Table 2
AVE and Composite Reliability Table

Variable	AVE	CR	Remarks
BI	0,701	0,875	Valid & Reliable

Variable	AVE	CR	Remarks
EE	0,659	0,853	Valid & Reliable
FC	0,619	0,830	Valid & Reliable
PE	0,685	0,896	Valid & Reliable
PSQ	0,606	0,860	Valid & Reliable
SI	0,718	0,835	Valid & Reliable
TR	0,687	0,868	Valid & Reliable
UB	0,672	0,859	Valid & Reliable

The evaluation of convergent validity was also carried out by looking at the Average Variance Extracted (AVE) value. Based on the results of the analysis, all constructs had an AVE value above 0.50, so it can be concluded that the model has met the convergent validity criteria.

In addition, the reliability of the constructs was measured using Composite Reliability (CR). The results showed that the entire construct had a CR value above 0.70, which indicates that the research instrument had good internal consistency and reliability.

Discriminant Validity

Discriminant validity aims to ensure that each construct in the model has a clear difference from each other. The test is performed using the Fornell-Larcker criteria and cross-loading values.

The results of the analysis showed that the displayed construct pairs met the reported Fornell–Larcker criterion. Although there were some values that were close to the minimum limit, the overall constructs were still well distinguishable from each other. Thus, the measurement model was considered feasible for use at the later stage of analysis.

Table 3
Fornell-Larcker Criterion

	BI	EE	FC	PE	PSQ	SI	TR	UB
BI	0.837							
EE	0.306	0.812						
FC	0.407	0.269	0.787					
OR	0.414	0.359	0.346	0.828				
PSQ	0.551	0.321	0.374	0.349	0.779			
IF	0.357	0.347	0.436	0.425	0.262	0.847		
TR	0.470	0.315	0.461	0.325	0.451	0.388	0.829	
UB	0.661	0.310	0.421	0.514	0.370	0.339	0.444	0.820

Table 4
Cross Loading

	BI	EE	FC	PE	PSQ	SI	TR	UB
BI2	0.739	0.233	0.259	0.242	0.437	0.189	0.330	0.375
BI3	0.875	0.247	0.415	0.392	0.481	0.324	0.433	0.640
BI4	0.889	0.288	0.329	0.382	0.469	0.359	0.409	0.604
EE2	0.255	0.800	0.235	0.285	0.243	0.211	0.271	0.332
EE3	0.217	0.828	0.198	0.372	0.272	0.214	0.243	0.266
EE4	0.266	0.806	0.217	0.230	0.268	0.403	0.249	0.162
FC2	0.353	0.191	0.814	0.340	0.288	0.408	0.379	0.373
FC3	0.358	0.232	0.763	0.252	0.284	0.342	0.282	0.342
FC4	0.244	0.215	0.782	0.218	0.314	0.270	0.427	0.274
PE1	0.423	0.325	0.289	0.836	0.334	0.326	0.339	0.537
PE2	0.306	0.269	0.271	0.850	0.295	0.294	0.219	0.347
PE3	0.365	0.330	0.285	0.907	0.277	0.439	0.279	0.433
PE4	0.228	0.250	0.323	0.705	0.234	0.358	0.207	0.337
PSQ1	0.398	0.179	0.177	0.320	0.729	0.156	0.426	0.294
PSQ2	0.470	0.278	0.294	0.331	0.846	0.244	0.309	0.280
PSQ3	0.370	0.207	0.306	0.184	0.793	0.163	0.341	0.239

	BI	EE	FC	PE	PSQ	SI	TR	UB
PSQ4	0.464	0.322	0.374	0.249	0.742	0.245	0.331	0.330
SI1	0.234	0.310	0.353	0.351	0.218	0.780	0.274	0.180
SI3	0.354	0.290	0.388	0.373	0.230	0.910	0.372	0.364
TR1	0.358	0.302	0.484	0.204	0.320	0.311	0.794	0.302
TR2	0.433	0.251	0.384	0.274	0.382	0.338	0.886	0.398
TR3	0.377	0.228	0.270	0.335	0.424	0.315	0.804	0.407
UB2	0.516	0.178	0.251	0.361	0.240	0.163	0.308	0.733
UB3	0.526	0.271	0.402	0.414	0.312	0.318	0.347	0.838
UB4	0.583	0.305	0.375	0.482	0.350	0.339	0.429	0.881

In addition to using the Fornell-Larcker Criterion and Cross Loading, this study also uses the Heterotrait-Monotrait Ratio (HTMT) to test discriminant validity between constructs. According to Hair et al. (2022), HTMT values below 0.90 indicate that each construct has good discriminant validity. The highest displayed HTMT value was 0.839 (behavioral intention versus use behavior), below the prespecified 0.90 criterion but close to the more conservative 0.85 cutoff.

Table 5
HTMT (Heterotrait-Monotrait Ratio)

	BI	EE	FC	PE	PSQ	SI	TR	UB
BI								
EE	0,397							
FC	0,538	0,374						
OR	0,477	0,454	0,456					
PSQ	0,699	0,416	0,504	0,422				
IF	0,481	0,509	0,659	0,592	0,373			
TR	0,599	0,414	0,627	0,392	0,586	0,549		
UB	0,839	0,414	0,577	0,624	0,477	0,461	0,582	

Discriminant validity was assessed using the Fornell–Larcker criterion, indicator cross-loadings, and HTMT. Based on the results of Fornell-Larcker's analysis, the square root value of AVE in each construct was greater than the correlation between other constructs, thus showing that each construct had good discriminant validity.

In addition, the results of cross loading showed that each indicator had the highest loading value on the measured construct compared to the other constructs. Thus, it can be concluded that the model has met the discriminant validity criteria.

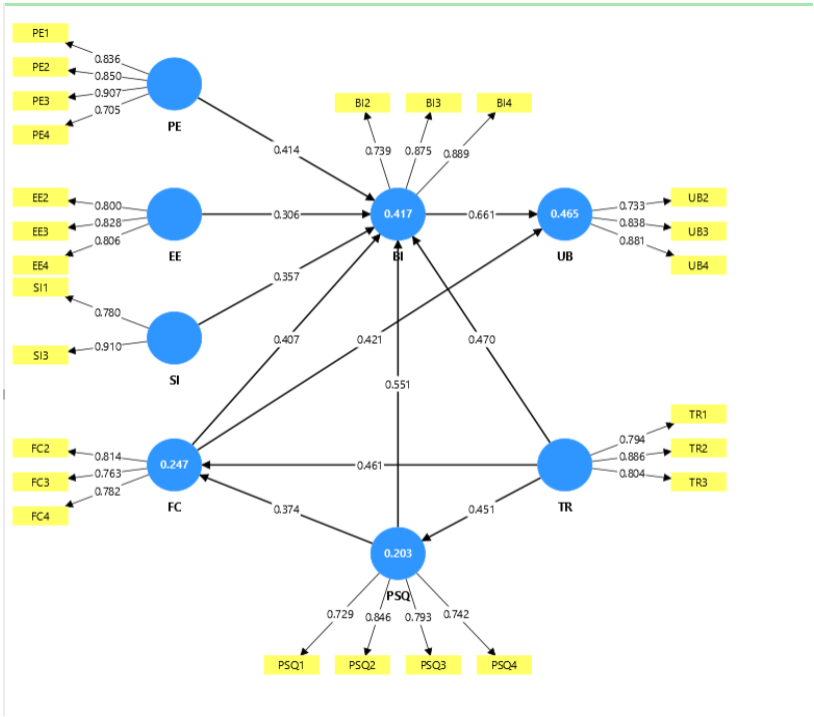


Figure 3. Graph Model

Construct Reliability

The reliability of a construct is measured using the Composite Reliability (CR) value. A construct is declared reliable if it has a CR value above 0.70.

Based on the results of the analysis, all constructs in this study have a Composite Reliability value above 0.70, which shows that the research instrument has a good level of internal consistency and is reliable in measuring research variables.

Evaluation of Structural Models (Inner Model)

Internal model evaluation is carried out to measure the model's ability to explain the relationship between latent constructs and test the research hypothesis.

Coefficient of Determination (R^2)

The test results showed that the R^2 value for Behavioral Intention was 0.417. This means that 41.7% of the variance of Behavioral Intention is accounted for in-sample by the modeled predictors: Performance Expectancy, Effort Expectancy, Social Influence, Facilitating Conditions, Trust, and Perceived Service Quality.

Table 6

R- Square

	R-square	R-square adjusted
BI	0,417	0,408
FC	0,247	0,243
PSQ	0,203	0,201
UB	0,465	0,462

Meanwhile, the R^2 value for Use Behavior of 0.465 indicates that the model is able to explain 46.5% of the variance in self-reported use behavior.

These in-sample R^2 values describe explained variance; they do not establish out-of-sample predictive performance or identify all determinants of use.

However, there are still unexplained variance beyond the model that have not been explained. This indicates that the behavior of continuous use of academic information systems can also be influenced by other factors such as habits, user satisfaction, system quality, and emotional

attachment to the IPB Mobile for Students application.

Effect Size (f^2)

Effect size (f^2) testing was carried out to determine the magnitude of the influence of each exogenous construct on the endogenous construct in the research model. According to Hair et al. (2022), an f^2 value of 0.02 indicates a small influence, 0.15 a moderate influence, and 0.35 indicates a large influence.

Table 7
Effect Size (f^2)

	BI	EE	FC	PE	PSQ	SI	TR	UB
BI								0,538
EE	0,001							
FC	0,011							0,052
OR	0,031							
PSQ	0,150		0,046					
IF	0,007							
TR	0,036		0,142		0,255			
UB								

Hypothesis Testing

Hypothesis testing was carried out using the bootstrapping method to obtain t-statistical and p-value. Paths were interpreted as statistically supported at the reported $p < 0.05$ threshold.

Table 8
Path Coefficient Bootstrapping Significance Test Results

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
BI -> UB	0.587	0.590	0.043	13.619	0.000
EE -> BI	0.028	0.031	0.047	0.593	0.277
FC -> BI	0.099	0.097	0.063	1.583	0.057
FC -> UB	0.183	0.182	0.046	4.000	0.000
PE -> BI	0.157	0.158	0.046	3.384	0.000
PSQ -> BI	0.349	0.349	0.049	7.117	0.000
PSQ -> FC	0.208	0.209	0.056	3.718	0.000
SI -> BI	0.076	0.077	0.049	1.574	0.058
TR -> BI	0.178	0.178	0.047	3.767	0.000
TR -> FC	0.367	0.368	0.050	7.380	0.000
TR -> PSQ	0.451	0.452	0.049	9.214	0.000

Influence on Behavioral Intention

Variables that have been proven to have a significant effect on BI are:
PSQ → BI ($\beta = 0.349$; $p < 0.001$)
TR → BI ($\beta = 0.178$; $p < 0.001$)
PE → BI ($\beta = 0.157$; $p < 0.001$)

The results of the study show that the quality of digital services felt by users is an important factor in maintaining the sustainability of the use of a system in the IPB Mobile for Student application. Users not only consider the function of the application, but also evaluate how

the system in it provides a service experience during use in daily academic activities.

Students tend to maintain the use of applications if the system is able to provide stable, responsive, and consistent services when used in important academic activities such as attendance, schedule access, and academic administration services. In these conditions, the quality of the service experience becomes more decisive than just the existence of application features.

These findings suggest that at the post-adoption stage, the success of academic information systems is no longer only determined by the technology's ability to provide specific functions, but also by the system's ability to sustainably maintain the quality of users' digital service experience.

While TR had a significant effect on BI ($\beta = 0.178$; $p < 0.001$), it had a smaller effect than PSQ. These findings suggest that while trust is important. The fitted model is consistent with separate direct and indirect pathways; mediation, however, was not formally reported. In other words, users not only trust the system, but they need tangible evidence in the form of a consistent service experience.

The test results also showed that PE had a positive and significant effect on BI on the use of IPB Mobile for Students ($\beta = 0.157$; $p < 0.001$). The results showed that the perception of the benefits of using the application is an important factor in maintaining the sustainability of the use of IPB Mobile for Students. In the context of daily academic use, students use the application not only as an additional medium, but as a center for digital academic activities that are integrated with various lecture needs.

Students use the application to access lecture schedules, make attendance, obtain academic information, and monitor campus administrative activities in real-time. Therefore, users will tend to maintain the use of the application if the system really helps their academic activities practically and efficiently.

Interestingly, at the stage of continuous use, the perception of benefits is no longer just related to increased productivity, but more related to the user's dependence on the system in routine academic activities. In this condition, applications have become part of students' digital habits so that the existence of the system is considered to have a high utility value in supporting daily academic activities.

These findings suggest that in the context of post-adoption behavior, users no longer evaluate the technology based on novelty or initial interest in the system, but on the extent to which the system is able to maintain actual benefits in long-term use.

In contrast, the following variables had no significant effect on BI:

EE → BI ($\beta = 0.028$; $p = 0.277$)
SI → BI ($\beta = 0.076$; $p = 0.058$)
FC → BI ($\beta = 0.099$; $p = 0.057$)

The results of the study show that effort expectancy was not statistically associated with intention in this sample in determining the sustainability of the use of the IPB Mobile for Student application. This condition shows a change in user evaluation patterns after they get used to using the system regularly in their daily academic activities.

In the early stages of using technology, ease of use is generally an important consideration because users are still in the process of adapting to the system. However, in the context of continuous use, students have understood the flow of using applications and are used to interacting with the available features. As a result, users no longer worry too much about whether the application is easy to use or not.

Instead, user attention began to shift to the quality of the service experience provided by the system, such as application stability, speed of access, consistency of presence services, and minimal interruption when used in important academic activities. Thus, the actual user experience began to replace the perception of convenience as the basis for user evaluation of the system.

This phenomenon shows that in the digital academic ecosystem, the estimated association of perceived service quality with intention was larger than the corresponding estimated associations of effort expectancy and social influence in this sample.

The results of the study show that the influence of the social environment tends to

decrease in the context of the continuous use of mobile-based academic applications. Students no longer use applications because of social encouragement from the surrounding environment, but because applications have become operational needs in daily academic activities.

In long-term use, decisions to use the system become more personal and based on individual experience. Users form their own evaluation of the system based on the quality of service they perceive directly, not on recommendations or influences from others.

In addition, the use of academic applications is mandatory and routine so that students tend to use applications because of academic needs inherent in the system, not because of social pressure. This condition causes social influences to become less dominant than the factors of service experience and the actual benefits of using the system.

Meanwhile, FC was not significant to BI, but close to the threshold ($p \approx 0.05$). This shows that facilities play a role as a factor supporting actual behavior rather than forming intentions.

Influence on Use Behavior

The results show that:

BI → UB significant ($\beta = 0.587$; $p < 0.001$)

FC → UB significant ($\beta = 0.183$; $p < 0.001$)

The BI–UB path had the largest standardized estimate among the modeled direct predictors of use behavior ($\beta = 0.587$); this is consistent with the role of intention in UTAUT. This is in line with the basic theory of UTAUT.

The results showed that FC had a significant effect on UB ($\beta = 0.183$; $p < 0.001$). These findings confirm that the presence of infrastructure and technical support remains an important factor in the actual use of the system.

This is consistent with the background issues that highlight the importance of system stability and service availability. Although experience factors are dominant, actual use still requires adequate technical support.

Relationships Between Additional Constructs

The results also show a significant relationship between external variables:

TR → PSQ ($\beta = 0.451$; $p < 0.001$)

TR → FC ($\beta = 0.367$; $p < 0.001$)

PSQ → FC ($\beta = 0.208$; $p < 0.001$)

The results of the study show that trust has an influence on perceived service quality in the use of the IPB Mobile for Student application. These findings show that the level of user trust in the system plays an important role in shaping how users evaluate the quality of digital services they receive.

In the context of mobile-based digital services, users' evaluations of service quality are not entirely objective. Users tend to interpret the service experience based on their initial belief in the capabilities of the system and the service provider's institutions. When users have a high level of trust in the system, they tend to be more tolerant of small-scale service disruptions and still view the service positively. Conversely, low levels of trust can cause users to give negative evaluations even though the system disruption that occurs is relatively minor.

This condition shows that trust may shape perceived service quality, although the cross-sectional design cannot establish the psychological process or temporal order. Trust not only affects the intention of use directly, but also becomes the psychological basis that shapes users' interpretation of the service experience they feel while using the system.

In the context of IPB Mobile for Student, students who believe that the academic system is able to support academic activities consistently will tend to assess the quality of application services more positively, including in terms of service stability, access reliability, and system responsiveness. Thus, trust not only plays a role as a relational factor, but also as an evaluative foundation in shaping the perception of the quality of academic digital services.

These findings support considering service-experience constructs alongside technology-acceptance constructs in this academic application setting.

Meanwhile, PSQ had a significant effect on FC ($\beta = 0.208$; $p < 0.001$). These findings show that a positive service experience increases user perception of system readiness and

infrastructure support.

In the context of problems in the background related to infrastructure limitations and service disruptions, these results indicate that the perception of facilitation conditions depends not only on technical availability, but also on the quality of experience felt by users.

This means that when the system is considered responsive and reliable, users are likely to judge that technical support and infrastructure are also adequate, although objectively they may not undergo significant changes.

Table 9
Hypothesis Test Results

H	Relationships	β	T-Stat	P-Value	Verdict	Interpretation
H1	PE → BI	0.157	3.384	0.000	Accepted	The benefits of technology are influential, but not the main determinant of intent
H2	EE → BI	0.028	0.593	0.277	Rejected	The EE–BI path was not significant in this sample.
H3	SI → BI	0.076	1.574	0.058	Rejected	The SI–BI path was not significant after accounting for the other predictors.
H4	FC → UB	0.183	4.000	0.000	Accepted	Infrastructure plays a direct role in driving the use of
H5	TR → BI	0.178	3.767	0.000	Accepted	Trust increases intention, but is not a dominant factor
H6	PSQ → FC	0.208	3.718	0.000	Accepted	Quality of service reinforces the perception of facility support
H7	TR → PSQ	0.451	9.214	0.000	Accepted	Trust is the main foundation in shaping the perception of quality
H8	PSQ → BI	0.349	7.117	0.000	Accepted	Quality of service is the strongest determinant of usage intent
H9	FC → BI	0.099	1.583	0.057	Rejected	The FC–BI path was not significant; FC was associated with use behavior.
H10	TR → FC	0.367	7.380	0.000	Accepted	Trust reinforces perceptions of system support
H11	BI → UB	0.587	13.619	0.000	Accepted	Intent is a major predictor of usage behavior

The results of hypothesis testing in this study show that the factors in the UTAUT model combined with the variables Trust and PSQ have a different influence on the Behavioral Intention of using IPB Mobile for Student. These findings show that the behavior of using digital academic systems is not only influenced by technological aspects, but also influenced by service experience and the level of user trust in the system used.

The Effect of Effort Expectancy on Behavioral Intention is Insignificant

The results of the study showed that Effort Expectancy did not have a significant effect on the Behavioral Intention of using IPB Mobile for Student. These findings indicate that ease of use is no longer the main factor that determines students' intentions in using digital academic applications.

A possible explanation is that respondents were already regular users of the application, reducing the variation in perceived effort relevant to continued-use intention. In this context, among these established users, ease of use may be a baseline expectation rather than a major source of variation in continued-use intention. Thus, even though the system is easy to use, it does not necessarily increase the intention of use if the quality of the service provided has not met the expectations of users.

In addition, the use of IPB Mobile for Student is also semi-mandatory because it is directly

related to academic activities such as attendance, lecture schedules, score information, academic administration, and other campus services. This situation causes students to continue to use the application even though the level of ease of use is not the main consideration.

These findings show a shift in user behavior at the post-adoption stage of the system, where users who already have experience with the system tend to pay more attention to service quality, application stability, and real benefits than the aspect of ease of use. Accordingly, this sample provides no statistically significant evidence of an EE–BI association after accounting for the other model predictors.

Weakening of Social Influence on Behavioral Intention

The results of the study show that Social Influence has a relatively weak influence on the Behavioral Intention of using IPB Mobile for Student. The estimated SI–BI association was not statistically significant after accounting for other predictors; students' routine academic needs may provide relevant context.

In contrast to social media applications or entertainment platforms that are heavily influenced by social recommendations and trends, the use of academic applications tends to be individual and mandatory because they are directly related to learning activities and academic administration. Students use applications not because of peer encouragement, but because of the need to access academic services available in the system.

In addition, the regular-use sampling frame may reduce the explanatory role of initial social encouragement, although digital literacy itself was not measured. Students tend to evaluate applications based on direct use experience rather than opinions of the social environment. This interpretation is consistent with the nonsignificant SI–BI estimate but does not establish its mechanism.

These findings show that the successful implementation of digital academic systems in universities is not enough to rely solely on social promotion or environmental influences, but rather requires a real improvement in the quality of services and user experience.

The Influence of Trust on Strong Perceived Service Quality

The results of the study show that Trust has a strong influence on Perceived Service Quality. These findings indicate that the level of user trust is the main foundation in shaping the perception of service quality on IPB Mobile for Student.

Students tend to assess the quality of service based on the level of security of academic data, accuracy of information, system consistency, and the ability of the application to provide academic services in a stable and reliable manner. When users have a high level of trust in the system, the perception of service quality will also increase significantly.

In the context of mobile-based digital academic services, trust is not only related to technological security aspects, but also related to trust in institutions in managing academic digital services. Users will feel that services have good quality if the system is able to maintain data integrity, minimize errors, and provide consistent access to services.

These results show that Trust plays a cognitive anchor role in shaping users' perception of the quality of digital services. Thus, improving service quality does not only depend on the development of technological features, but also requires increasing user trust in system reliability and institutional credibility.

The Dominance of the Influence of Perceived Service Quality on Behavioral Intention

The results of the study show that Perceived Service Quality had the largest estimated standardized path coefficient among the modeled predictors of Behavioral Intention of using IPB Mobile for Student. These findings show that the sustainability of the use of digital academic applications is greatly influenced by the service experience that is directly felt by users.

Students are more concerned about the quality of real services such as the speed of application access, system stability, accuracy of academic information, ease of obtaining services, and consistency of application performance compared to social factors and ease of use. The better the quality of service felt by users, the higher the student's intention to continue using the application.

The dominance of the influence of Perceived Service Quality shows that the success of mobile campus implementation is not only determined by the existence of technology, but also by the system's ability to provide an efficient, responsive, and reliable service experience. In a digital academic environment, users tend to maintain the use of applications if the system is able to support academic activities quickly, stably, and with minimal disruption.

These findings also show that service quality is the main factor in building continuance intention in the use of digital academic systems. Therefore, the development of IPB Mobile for Student needs to be more focused on continuously improving service quality, such as optimizing application performance, increasing system stability, integrating academic services, and increasing responsiveness to user needs.

Changes in User Behavior in the Post-Adoption Stage

The results of the study show that Regular users of IPB Mobile for Student place weight on service experience in their reported intentions; the cross-sectional data cannot establish a change over time. In the early stages of using technology, users tend to evaluate the system based on ease of use, expected benefits, and the influence of the social environment. However, after regular and repeated use, the user evaluation process begins to shift towards the actual experience of using digital services.

In the context of post-adoption behavior, users no longer focus on the process of adapting to technology, but begin to evaluate the quality of digital interactions they experience while using the system. Students become more sensitive to service stability, consistency of application performance, system response speed, and the ability of applications to support academic activities in real-time.

These changes indicate a process of routinization behavior, which is a condition when the use of technology has become part of the user's habits and routine activities. At this stage, users no longer question how to use the application, but rather consider whether the system is able to provide a stable and reliable service experience in the long term.

In addition, the results of the study also show that perceived service quality had a larger modeled association with intention than the individual effort expectancy and social influence paths; performance expectancy and trust also remained statistically significant. This shows that the sustainability of the use of mobile-based academic systems is more influenced by the experience of digital services than the initial perception of technology.

The findings show that the behavior of using mobile-based academic information systems has shifted from technology-oriented behavior to experience-oriented behavior. Thus, the success of the system is no longer only determined by the ability of technology to provide certain features, but also by the system's ability to maintain a positive digital service experience in a sustainable manner.

Discussion

This research was conducted to answer the main problems that arise in the use of IPB Mobile for Student, especially related to the sustainability of the use of mobile-based academic applications after users have direct user experience. The problems raised in this study include system instability, inconsistent quality of digital services, access disruptions in certain academic periods, and the emergence of user complaints about the application user experience. These conditions motivate evaluating continued-use intention and reported use, rather than relying on initial adoption alone.

The results of the study show that Performance Expectancy has a significant effect on Behavioral Intention. These findings show that students still consider the main benefits of applications in supporting daily academic activities, such as access to lecture schedules, attendance, filling out KRS, academic information, and campus administration services. The results of student interviews also strengthen these findings. Most students stated that applications are very helpful for daily academic activities, especially for attendance features and lecture schedules.

However, the results of the study show that Effort Expectancy does not have a significant effect on Behavioral Intention. This finding indicates that ease of use is no longer the main factor

in the context of continuous use. Most students are used to using mobile applications in daily activities so that the use of academic applications is considered a routine activity. This can also be seen from the intensity of application use carried out almost every day by all student informants. Thus, the problem of using IPB Mobile for Student no longer lies in the aspect of ease of use, but rather in the quality of the service experience provided by the system during regular use.

In addition, the Social Influence variable also did not show a significant influence on Behavioral Intention. This shows that students' decisions to continue using the application are no longer influenced by social impulses or recommendations of the surrounding environment. The use of academic applications has become a mandatory operational necessity in daily academic activities. Therefore, the user's actual experience of system performance has become more dominant than social influence.

This study found that Trust has a significant influence on Behavioral Intention and Perceived Service Quality (PSQ). This finding is one of the important results in the study because it shows that user trust in the system has a central role in the continuous use of digital academic applications. In the context of IPB Mobile for Student, trust may reflect perceptions of data security, service reliability, application stability, and accurate academic information; the model does not establish the origins of trust. This condition shows that when students have confidence that application managers are able to maintain service stability and fix disruptions consistently, they will still give a positive assessment of service quality even if there is an occasional system disruption.

The results of interviews with IPB's ICT service staff provided contextual observations consistent with the survey associations, but were not analyzed as a systematic qualitative dataset. The resource person stated that customer service seeks to increase user trust through "full assistance until problems are resolved" and provide technical guidance to students. In addition, relatively fast service response is also an important factor in maintaining user trust in the academic digital system.

This study also found that various technical problems are still a real problem in the use of IPB Mobile for Student. Contextual statements attributed to ICT staff described a decrease in performance when there was a high access load, especially when charging the KRS. The source said that the main cause of system instability was "too high server load." In addition, the most frequently reported forms of service interruption by users included no notifications, chat errors, and system delays.

The manuscript also reports informal statements from students who have experienced login bugs and have to log in repeatedly. Other students also stated that application access is often slow, especially when using campus hotspots. In addition, some students complained that the KRS feature is difficult to access when charging time is running and the bus tracking feature becomes less accurate.

These results show that the quality of digital services is a very decisive factor in the context of post-adoption behavior. Students no longer only judge applications based on the existence of features, but rather on the consistency of the user experience felt during daily use. When applications experience errors, slow access, or unstable during important academic periods, users' perception of service quality can decline and affect the sustainability of application use.

Furthermore, the results of the study show that Perceived Service Quality has a significant influence on Behavioral Intention. These findings show that the quality of service experience is the dominant factor in the continuous use of mobile academic applications. Contextual student statements additionally suggest that some students still assess that supporting facilities such as campus WiFi networks are not even and have not fully supported the optimal use of applications. Students also provided suggestions related to fixing application bugs, improving the quality of campus networks, and improving the accuracy of digital service features.

These findings show a shift in user behavior from technology-centered adoption to service-centered adoption. In the context of long-term use, students focus more on the perceived quality of service rather than just the available technology features. This shows that an increase in the number of application features will not automatically increase sustainable use if the quality of digital services is still considered less than optimal by users.

This study also found that Behavioral Intention has a significant effect on Use Behavior.

These findings show that use intention remains the main factor that drives the actual use of the IPB Mobile for Student application. However, in the context of this study, the intention to use is more influenced by the actual service experience than the initial expectations of technology. In other words, students will continue to use the application if they feel that the system really helps academic activities consistently and reliably in daily use.

Overall, the results of this study show that the main problem in the use of mobile-based academic applications in the post-adoption context no longer lies in the initial acceptance of technology, but in the quality of the digital service experience that users feel during long-term use. The findings of the interviews show that obstacles such as login bugs, slow access, inaccurate features, and the quality of the campus network are still real user experiences in using applications. Therefore, the success of digital transformation in the higher education environment needs to be directed not only at the development of technology, but also at improving the quality of digital services, system stability, data security, and the overall user experience in the digital academic ecosystem.

Discussion and Comparison with Previous Research

The results of this study show that not all major constructs in the UTAUT model have the same influence in the context of the continuous use (post-adoption behavior) of mobile-based academic applications. This contrast is consistent with the possibility that post-adoption evaluation differs from initial acceptance; the present cross-sectional study does not directly compare adoption stages.

In the foundational UTAUT study, Venkatesh et al. (2003) reported that performance expectancy, effort expectancy, and social influence were associated with behavioral intention in the original technology-acceptance context. In the present sample, only performance expectancy was statistically significant among these three core intention predictors. This result suggests that perceived utility remains relevant to established users alongside trust and perceived service quality.

These findings are in line with the expectation–confirmation model of information-systems continuance Bhattacherjee (2001), which states that in the context of continuous use, users value the actual experience of using the system more than the initial expectations of the technology. In this study, students continued to use the application because the system was considered to help with academic activities such as attendance, lecture schedules, and daily academic administration services.

On the other hand, the Effort Expectancy variable in this study did not have a significant effect on Behavioral Intention. These results are different from many UTAUT studies at the initial adoption stage which placed ease of use as the dominant factor in technology acceptance. One possible reason is that this sample comprised established users who had already adapted to routine mobile academic services. Thus, ease of use is no longer the main consideration.

These findings are compatible with the role of habit in continuance outlined by Limayem et al. (2007), which explains that in the Continuation of use, technology usage behavior is more influenced by experience and usage habits (Habit) compared to the initial perception of the ease of the system. In the context of IPB Mobile for Student, the use of the app has become part of the student's academic routine so that the user's focus shifts from "easy to use" to "reliable when needed".

The results of this study also show that Social Influence does not have a significant effect on Behavioral Intention. These findings are different from UTAUT's initial research which shows that social influence has an important role in technology use decisions. In the context of this study, the use of academic applications is mandatory and integrated with students' main academic activities. In this sample, the SI–BI path was not statistically significant, whereas the PSQ–BI path remained significant; social influence should not be assumed to be absent in other contexts.

One of the main contributions of this research lies in the role of Trust. Previous research generally places Trust as a direct determinant of Behavioral Intention. For example, various studies in the context of e-commerce, mobile banking, and e-government show that the higher the level of user trust, the higher the intention to use digital systems.

However, this study provides a different perspective by placing Trust as an antecedent to

Perceived Service Quality (PSQ). The results of the study show that Trust has a significant effect on PSQ and Behavioral Intention. These findings show that user trust in the system not only shapes the intention of use, but also shapes how users evaluate the quality of digital services they feel.

Reported ICT-staff statements provide contextual, non-SEM evidence consistent with this interpretation. IPB ICT staff stated that when there is a system disruption, the service team seeks to maintain user trust through technical assistance, quick service response, and information delivery through the campus's official media. This shows that trust in the context of the digital academic system is not only related to technological security, but also to the quality of service support provided by the institution.

In addition, this study found that Perceived Service Quality has a significant influence on Behavioral Intention. This finding is different from most traditional UTAUT research that focuses more on technology aspects than service quality. In this study, students evaluated applications based on actual service experiences such as system stability, access speed, performance consistency, and feature reliability. Illustrative student comments reported in the manuscript concerned:

1) Recurring login bugs,
2) slow access when campus hotspots are used,
3) error when filling out the KRS,
4) as well as inaccuracies in the bus tracking feature.

Within the specified model, perceived service quality showed the larger standardized relationship with behavioral intention than effort expectancy and social influence. These findings also show a paradigm shift from technology-centered adoption to service-centered adoption.

This research also strengthens the concept Post-adoption behavior discussed by Jasperson et al. (2005), that usage behavior after adoption is not only related to the decision to continue using the system, but also includes the evaluation of service quality, feature exploration, user experience, and the formation of the user's digital routine.

In the context of IPB Mobile for Student, students no longer just assess whether the application is easy to use, but whether the application is able to provide stable, fast, and consistent academic services when used in daily academic activities. Therefore, this study shows that the success of the digital academic system in the era of the digital academic ecosystem is greatly influenced by the quality of the service experience that users feel in a sustainable manner.

Overall, the results of the study show that the continuous use of the IPB Mobile for Student application is no longer solely influenced by the acceptance factor of traditional technology, but is increasingly influenced by the quality of the digital service experience that users feel during regular use of the system.

The findings indicate that service-experience perceptions deserve consideration alongside technology-acceptance perceptions in explaining this sample's reported intention and use. In this context, trust acts as a psychological foundation that shapes how users interpret the service quality of the system, while perceived service quality is a representation of the actual service experience felt by users in daily academic activities.

CONCLUSION

This study shows that the sustainable use of IPB Mobile for Student is not only influenced by the main construct of UTAUT, but also by the user experience factor. Performance expectancy was positively associated with behavioral intention, whereas effort expectancy and social influence did not show statistically significant associations in the fitted model. Within this sample, the estimated PE–BI path exceeded the non-significant EE–BI and SI–BI estimates. Trust and perceived service quality were positively associated with behavioral intention, and trust was also associated with perceived service quality and facilitating conditions. These findings support examining trust and perceived service quality together; specific effects of data security and system stability were not estimated separately. Behavioral intention and facilitating conditions were positively associated with self-reported use behavior, with behavioral intention showing the larger standardized direct estimate. Overall, the integration of Trust and Perceived Service Quality expands the UTAUT model in explaining continuance usage in the context of mobile-based

academic systems. Therefore, improving service quality, system stability, data security, and user trust needs to be a priority in the development of sustainable digital academic services. The cross-sectional, single-university, self-report design does not establish causal or temporal relationships and may limit generalizability. The sampling allocation, interview recruitment procedures, and bootstrap test-tail setting were not fully documented, limiting reproducibility of these elements.

ACKNOWLEDGEMENT

The authors would like to express their sincere gratitude to Universitas Bina Nusantara for providing academic support and research facilities throughout this study. The authors also extend their appreciation to all students of IPB University who participated as respondents and provided valuable data for this research. Special thanks are given to all individuals who contributed directly or indirectly to the completion of this study.

AUTHOR CONTRIBUTION STATEMENT

Dimas Purnawarman contributed to the conceptualization of the research, development of the research methodology, data analysis, interpretation of results, and preparation of the initial manuscript draft. Ahmad Nurul Fajar contributed to the validation of the research framework, critical review, refinement of the manuscript, and supervision of the overall research process. Both authors have read and approved the final version of the manuscript and agree to be accountable for all aspects of the work.

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