

ABSTRACT

The massive transformation in global education methods is pushing universities in Indonesia to adopt robust learning management systems. This study aims to analyze the factors that drive satisfaction among users of Learning Management Systems (LMS), particularly among the academic community in higher education institutions. This research uses a quantitative, survey-based method. A satisfaction questionnaire survey was distributed to 132 students and 83 lecturers at universities that use LMS. The impact of six constructs on satisfaction—Cognitive Presence, Computer Self-Efficacy, Expectation of Quality, Feature Interactivity, Time Management, and Software Adequacy—was examined using the Structural Equation Modeling–Partial Least Squares (SEM–PLS) technique. The results show that, apart from Computer Self-Efficacy which has a negative relationship, five out of the six variables significantly affect user satisfaction. Based on qualitative data from lecturers and students, functional and non-functional requirements were explored and mapped using the MoSCoW prioritization method. From this approach, key features were identified, such as push notifications, integrated assignment evaluation, and automated attendance. Based on user data and experience, this study developed a system requirements map. The research produces a system needs map based on user data and experience, and outlines an implementation plan in the form of a roadmap and use case diagram. The results are expected to serve as a technical and strategic reference in developing LMS that are responsive to user needs and compliant with quality standards for educational software systems.

Keywords: *user satisfaction, Learning Management System, SEM-PLS, MoSCoW, requirements mapping.*