Impact of Process Redesign: A Case Study from Indonesian Higher Education Data Reporting

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Abstract

The Indonesian Ministry of Higher Education, Science, and Technology (Kemdikbudristek) mandates that all higher education institutions periodically report academic data to ensure quality assurance and support evidence-based policymaking. To facilitate this process, the government introduced NeoFeeder, a centralized data reporting system for submitting data to the national Higher Education Database (PDDIKTI). Reporting is conducted biannually and serves as a key requirement for institutional operational compliance. Despite its importance, many higher education institutions face significant challenges in fulfilling this obligation. Administrative staff are responsible for various tasks, including data collection, validation, and manual entry. These responsibilities often lead to excessive workloads, increased risk of human error, and compromised data integrity. Recognizing these challenges, SEVIMA, a Surabaya-based startup, developed GoFeeder and ProFeeder—applications designed to streamline the data reporting process by integrating academic information systems and automatic synchronization with NeoFeeder. This process redesign has proven to be highly beneficial for university administrators. This study employs a qualitative case study approach, utilizing semi-structured interviews and document analysis; including technical documentation and reporting performance data; to explore the implementation of the redesigned process and its outcomes. Based on the findings, three key impacts of the process redesign were identified: (1) improved data quality, reflected in more accurate and complete submissions to PDDIKTI; (2) cost efficiency, with operational savings of up to 52% calculated for participating institutions; and (3) a 97% reduction in carbon emissions, projected through modeling, aligning with national initiatives to adopt environmentally sustainable technologies.

Keywords

Data-hub, Green Energy, Higher Education, Process Redesign, Streamline Processing.

1. Introduction

Based on the Ministry of Higher Education, Science, and Technology (Kemdiktisaintek) database, in 2024 Indonesia will have 4,363 higher education institutions [1], this number is the second-largest number of universities globally after India. All these institutions are supervised by the Directorate General of Higher Education, Research, and Technology (Kemdiktisaintek) through biannual data reporting submitted via the Higher Education Database System (Pangkalan Data Pendidikan Tinggi, or PDDIKTI) [2]. This reporting process is critical because the monitored data is the basis for strategic decision-making by the ministry. In addition, the reported data is also used as the basis for the accreditation process by assessors. Because of the importance of this reporting process, PDDIKTI provides an application called NeoFeeder, which includes APIs designed to facilitate the automatic submission of institutional data to the PDDIKTI server. However, in practice, many universities, particularly small to medium-sized institutions, struggle to fully utilize these APIs. Limited IT infrastructure and a shortage of digital talent force most institutions to rely on manual data entry processes that are

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labor-intensive and error-prone. To address these challenges, SEVIMA, a local educational technology company, developed GoFeeder and ProFeeder, two solutions aimed at streamlining and automating the reporting process. These tools enable seamless interoperability between campus information systems and NeoFeeder, allowing institutions to manage their data reporting more efficiently. As of this writing, more than 1,200 institutions have adopted these solutions, reducing operational burdens significantly and improving the accuracy and timeliness of reporting.

From the perspective of Business Process Management (BPM) discipline, inefficiency in the manual reporting process carried out by university operators is something that can be improved through process redesign [3]. Interestingly, SEVIMA only thinks from a technological perspective to produce a streamlined reporting process solution to increase efficiency, without knowing that this is part of BPM concept. For that reason, it is interesting to present the innovation carried out by SEVIMA at this forum to gain additional insight and input from experts in the field of BPM. Against this background, this paper seeks to explore the end-to-end transformation of the data reporting process in Indonesian higher education, with particular attention to process challenges, technological design, and lessons learned from implementation across a large and diverse institutional landscape.

The remainder of this paper is organized as follows: Section 2 explores the key challenges faced by Indonesian higher education institutions to fulfill their reporting obligations; Section 3 discusses the redesign and digitization of the data reporting process through SEVIMA's solutions; Section 4 outlines lessons learned, followed by an analysis of their significance, relevance, and limitations; and Section 5 concludes with final reflections and future research directions.

2. Challenges in Indonesian Higher Education Data Reporting

Mandated by Regulation No. 61/2016 of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia, the use of NeoFeeder for institutional data reporting has become a nationwide requirement. Non-compliance may lead to administrative sanctions, including delays in accreditation or invalidation of diploma serial numbers. Various challenges encountered by higher education institutions in fulfilling this mandate are examined in the following subsections.

2.1. Limited IT Infrastructure

Many small universities still do not possess a dedicated academic information system. Their reporting process relies entirely on one or two staff members who manually enter data into NeoFeeder using basic computing equipment, typically laptops. These devices are prone to overheating, data loss, or inconsistent performance. Moreover, the limited number of operators and tools contributes to fatigue, increasing the likelihood of human error. Medium and large universities are somewhat more advanced, often having internal academic systems that allow them to extract and upload digital data. However, even with this advantage, operators must still convert and upload datasets in formats compatible with NeoFeeder, one by one. This process requires a high degree of precision and concentration. Errors in formatting or sequencing often result in failed uploads or incorrect reporting, further complicating compliance efforts. Connectivity issues further exacerbate these problems, particularly in remote or underserved regions of Indonesia. Institutions in such areas may face frequent interruptions or slow internet speeds, making it difficult to complete reporting tasks, especially during periods close to the official submission deadline, when server traffic surges. Several studies have identified these difficulties and proposed solutions, including those by [4], [5], and [6].

2.2. Shortage of Skilled Digital Talent

The implementation of NeoFeeder, a relatively new application launched in 2022, has presented significant challenges for many university operators. Most are still in the process of familiarizing themselves with the system through trial and error. Entering academic report data every semester remains one of the most demanding tasks, especially when followed by manual validation within the NeoFeeder

system. These operational burdens are further compounded by the limited digital skills among staff in many higher education institutions. This issue is particularly evident in institutions that lack sufficient competence in information technology. For example, some universities still rely on teaching and administrative staff whose abilities to develop and manage digital systems remain very limited [7]. In an era where digitalization is becoming a fundamental necessity, the lack of skilled digital talent poses a serious barrier to efficient data reporting and broader institutional transformation efforts.

2.3. Budget Constraints

The previous challenges might be more manageable if higher education institutions had sufficient financial resources. With adequate funding, universities could invest in robust academic information systems, develop or procure middleware to integrate these systems with NeoFeeder, and build capable IT teams to oversee digital reporting operations. Unfortunately, financial constraints remain a persistent barrier for many institutions across Indonesia. Out of approximately 4,363 higher education institutions in the country, only 128 (2.9%) are public universities that receive direct government support [1]. The remaining 97% are private institutions that must independently secure funding to sustain operations. These private universities are often required to be highly resourceful in managing limited budgets while still striving to deliver quality education. In such circumstances, investing in IT infrastructure and skilled digital talent becomes a considerable challenge. Many institutions are forced to prioritize operational and instructional costs over technological upgrades, which in turn hampers their ability to modernize reporting systems and meet regulatory compliance efficiently.

3. Redesigning Data Reporting Process

This section employs a qualitative case study approach, as outlined by Yin [8], to explore the impact of SEVIMA's redesigned reporting tools on data management practices in Indonesian higher education institutions. Data collection involved semi-structured interviews with developers and implementation teams at SEVIMA, conducted in May–June 2025, along with an analysis of internal technical documentation, system performance reports, and relevant government regulations. To support the analysis, key academic reporting processes were modeled using Business Process Model and Notation 2.0. This modeling helped identify process bottlenecks, visualize role distributions, and trace the elimination of redundant manual steps in the redesigned workflow. The following subsections describe the evolution of the reporting process: from a manual approach, to a partially digital ecosystem, and ultimately to SEVIMA's redesigned reporting system using cloud-based services.

3.1. The Manual Reporting Workflow

The steps for reporting data to PDDIKTI manually are illustrated in Figure 1, representing what we call the traditional ecosystem, which relies heavily on the manual efforts of operators. This manual reporting process can be broken down into six key steps, as shown in the figure above. The workflow is linear, isolated, and repetitive, placing the entire burden of ensuring data accuracy and timeliness on the operators.

1. Collect academic data manually: Operators gather academic information from various institutional units, often relying on paper-based or disconnected sources.
2. Digitize the collected data: The raw data is then converted into digital form, typically through manual entry into spreadsheets or databases.
3. Enter data into the NeoFeeder system: Data is manually uploaded to NeoFeeder, frequently one record at a time, following strict formatting requirements.
4. Check data validity: Operators perform data validation to identify missing or incorrect information.
5. Perform data correction: Detected errors are corrected manually, often requiring verification against original source documents.

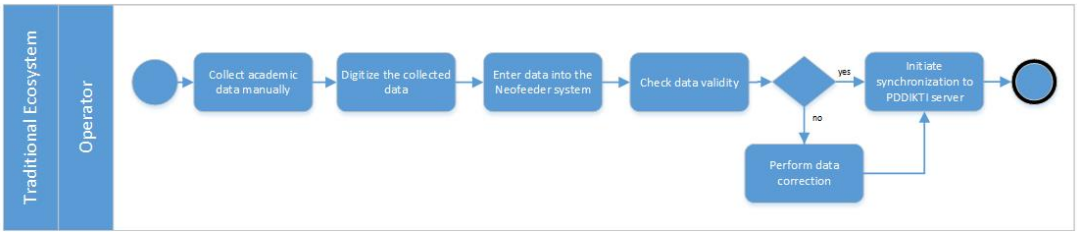

Figure 1: Data Reporting Process in Traditional Ecosystem

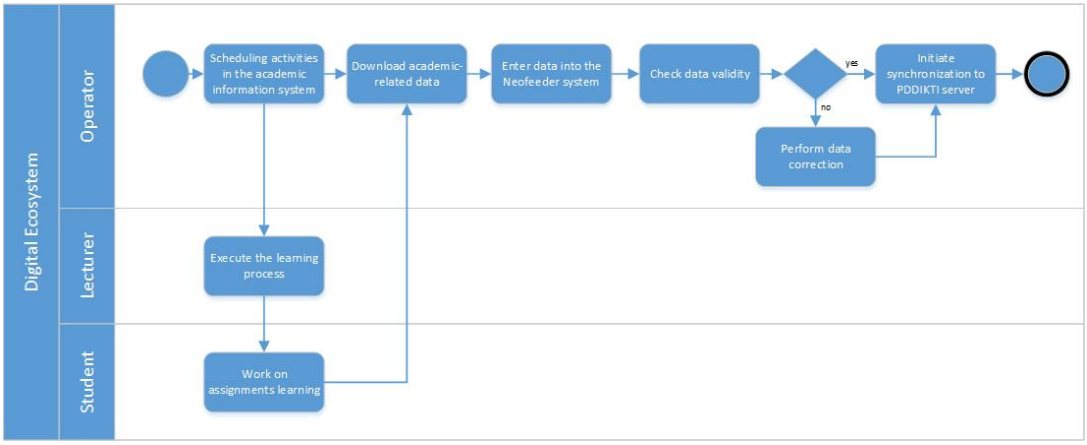

Figure 2: Data Reporting Process in Digital Ecosystem

6. Initiate synchronization to the PDDIKTI server: After ensuring data accuracy, operators synchronize the data with the central PDDIKTI server.

This sequence of manual, repetitive tasks creates significant opportunities for errors and delays, ultimately compromising the quality and timeliness of higher education data reporting. According to Regulation No. 61/2016 issued by the Ministry of Research, Technology, and Higher Education, the reporting process is intended to be bidirectional, involving continuous data synchronization between the central government system and institutional academic systems. For student activity data, such as semester enrollments and academic grades, campus operators are responsible for submitting data to the central system, for master data, such as new study programs, improved lecturer profiles, and newly established campuses, are transmitted from the central system to institutional systems via NeoFeeder. Manual synchronization of this data demands significant effort and poses a high risk of human error.

3.2. Transition to a Digital Reporting System

The manual process has seen some improvement with the emergence of a digital ecosystem, where operators are no longer required to digitize paper-based academic data, since academic activities are now recorded through information systems. With these systems in place, lecturers and students independently report their activities, relieving operators from manually entering data as was necessary in the traditional ecosystem. However, due to structural incompatibilities between the internal academic systems and NeoFeeder's data requirements, operators still need to manually download the data and re-upload it record by record, as illustrated in Figure 2. This situation continues to impose significant stress on operators, as manually checking data demands considerable concentration and effort.

3.3. Redesign Approach and Implementation

In response to the challenges identified in both the traditional manual process and the initial digital ecosystem, Figure 3 illustrates a redesigned academic data reporting process characterized by full

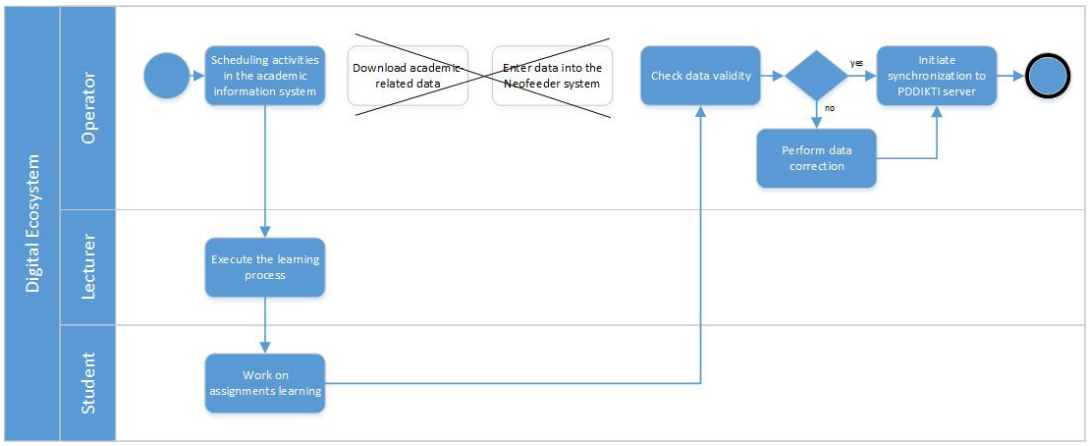

Figure 3: Process Redesign in Higher Education Data Reporting

integration and automation. Within this fully digital ecosystem, interoperability and actor collaboration play a central role. Academic data is no longer manually compiled after the learning process; rather, it is generated organically during the learning activities themselves. As lecturers conduct academic activities and students complete assignments, these actions are directly recorded within the academic information system. Operators are now responsible only for initiating schedules and validating data prior to synchronization, as learning-related data flows automatically into NeoFeeder without redundant re-entry. As shown in Figure 3, two previously critical activities, downloading academic data and re-entering it into NeoFeeder, as seen in Figures 1 and 2, are entirely eliminated. This redesign not only reduces human error but also shortens reporting cycles and enhances data traceability. The result is a more efficient, integrated, and actor-driven reporting mechanism in which responsibilities are clearly distributed and supported by system automation. ProFeeder and GoFeeder also assist operators in validating data more efficiently by providing dashboards that display data comparison results, eliminating the need for manual one-by-one checks. Further verification is only required when the dashboard notifies users of potential data inconsistencies.

3.4. Towards Business Process Reengineering

SEVIMA's innovation in eliminating two previously manual and labor-intensive activities, namely, downloading academic data from internal systems and re-entering it into NeoFeeder, falls within the analytical-transformational quadrant, a domain commonly associated with Business Process Reengineering (BPR), as illustrated in the "Redesign Orbit" [3]. This classification is well justified: according to [9], the redesign initiative fulfills all four key dimensions of reengineering principles, namely: Innovative Rethinking, Process Function, Radical Change, and Organizational Development and Performance. Furthermore, in light of the BPR Progression Ladder proposed by [10], SEVIMA's effort can be categorized as radical reengineering, indicating a significant departure from existing workflows rather than incremental adjustments. According to [11] BPR is defined as "the fundamental rethinking and radical redesign of business processes to achieve dramatic improvements in critical, contemporary measures of performance, such as cost, quality, service, and speed." In this context, the success of the GoFeeder and ProFeeder implementations illustrates the strategic role of information technology as a core enabler, aligning with the sixth key success factor in BPR as identified by [12]. This also resonates with the Framework for BPR Implementation developed by [13], which emphasizes the use of technology through two essential components: task automation and integral technology, both of which are clearly embedded in SEVIMA's redesigned academic reporting solution. In line with the typical BPR life cycle described by [9], SEVIMA's implementation stages are summarized in Figure 4 and explained in the following sections.

1. Visioning: SEVIMA began by recognizing the national challenge posed by burdensome and error-

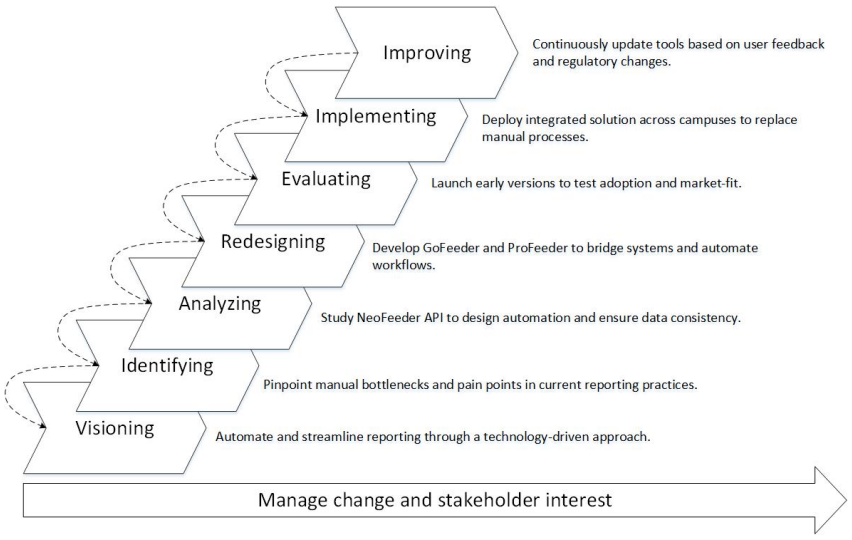

Figure 4: Alignment of SEVIMA's Process Redesign with BPR Life Cycle Stages

prone academic reporting processes mandated by the Ministry of Research and Higher Education. A vision emerged to automate and streamline this process at scale through a technology-driven approach.

2. Identifying: The team systematically identified pain points in the existing practices, particularly the manual extraction of data from local systems and the repetitive re-uploading to NeoFeeder.
3. Analyzing: A technical analysis was conducted on the NeoFeeder API and the associated validation logic to derive a system architecture capable of automating data consistency checks and ensuring seamless synchronization.
4. Redesigning: SEVIMA developed GoFeeder and ProFeeder, two cloud-based services designed to act as middleware, bridging internal academic systems with NeoFeeder while automating critical steps in the reporting pipeline.
5. Evaluating: Early-stage product launches were conducted to assess market response. The solution gained rapid traction, supported by high adoption rates due to its alignment with institutional needs and regulatory requirements.
6. Implementing: The solution was rolled out across multiple campuses, replacing fragmented manual workflows with an integrated, automated reporting pipeline.
7. Improving: Continuous feedback loops and updates to national regulations are actively monitored. SEVIMA regularly enhances both tools with new features such as validation engines, reporting dashboards, and user assistance modules.

4. Key Findings and Lessons Learned

This chapter presents the key findings derived from the data collection and analysis, highlighting the practical implications of SEVIMA's process redesign in the context of Indonesian higher education. It outlines the observed impacts on academic data reporting, summarizes the lessons learned from implementation practices, and identifies the scope and limitations of the study. Together, these findings provide insights that may inform future improvements in digital reporting systems and guide similar initiatives in other educational contexts.

4.1. Impact of Process Redesign on Indonesian Higher Education Data Reporting

The implementation of SEVIMA's redesigned reporting system has led to a range of improvements in how academic data is processed and managed across higher education institutions. This section outlines

the specific areas where these changes have had the most significant impact, particularly in enhancing data accuracy, reducing operational costs, and promoting more sustainable reporting practices.

4.1.1. Enhancing Data Accuracy and Completeness

One of the strategic focuses in redesigning the academic reporting process is to improve data quality in order to support better decision-making at the national level. As illustrated in Figure 3, the introduction of a digital ecosystem enables the reporting process to become more integrated, traceable, and accountable. In both traditional and early digital systems, academic data was managed manually, which allowed for inconsistencies and, in some cases, data manipulation. For example, some institutions might intentionally alter enrollment or graduation numbers to meet accreditation or funding criteria. This undermines the integrity of national education data and weakens policy formulation efforts. To address this challenge, SEVIMA's redesigned ecosystem adopts a local validation approach, ensuring that data is verified and cleaned before being transmitted to the government's centralized database (PDDIKTI). With GoFeeder, data flows directly from campus academic systems to NeoFeeder without repeated manual entry, significantly reducing opportunities for manipulation. Every change and submission is automatically recorded and time-stamped, enabling traceability and auditability. This shift not only reduces the operational burden on campus operators but also ensures that the government receives high-quality, trustworthy data in near real-time. The system promotes transparency while supporting regulatory bodies in performing timely evaluations, forecasting education trends, and allocating resources more effectively.

4.1.2. Achieving Operational Cost Efficiency

On the campus side, their choice to use SEVIMA's products to facilitate the reporting process as well as implement innovation and digitalization has led to significant budget efficiency. Figure 5 illustrates the substantial costs that campuses must bear when procuring their own servers. They typically need to invest around 17 million IDR per month (based on the illustration in [14]. Compared to SEVIMA's subscription price for small campuses starting from 9 million IDR, this translates to cost savings of up to 53%. This figure is quite significant for campuses, of course. Moreover, since SEVIMA operates on a Software as a Service (SaaS) model, updates to reporting features in response to regulatory changes are carried out promptly, ensuring the accuracy of reported data is continuously maintained. Through this fractional-cost approach, institutions pay only for the cloud resources they consume, eliminating the need for large upfront investments. Furthermore, according to measurements conducted by SEVIMA Operational Success, GoFeeder has achieved a success rate of approximately 95.05%, while ProFeeder reaches an even higher success rate of 96.97%, reflecting the robustness and reliability of SEVIMA's cloud-based solutions. In this context, the term "success rate" refers to the Reporting Completion Rate as defined by the PDDIKTI Reporting Indicators, which evaluates how comprehensively student activity data is reported each semester. A higher percentage indicates that the system effectively supports timely and accurate academic reporting, a key factor in institutional compliance and transparency. Of course, there are pros and cons when campuses choose to subscribe, as this inevitably creates some dependency on the vendor. However, this remains an effective solution for campuses that cannot afford significant upfront funding but require an efficient reporting system. Perhaps because of this situation, SEVIMA's application is used by 1,200 universities, almost one-third of all campuses in Indonesia.

4.1.3. Supporting Sustainable and Low-Carbon Practices

A key factor driving efficiency in SEVIMA's cloud platform is its multi-tenant architecture, which enables multiple universities to share the same software instance securely and independently. Unlike monolithic systems where resources are siloed, this design allows for resource optimization without compromising data privacy or tenant-specific customization. Central to this ecosystem is a centralized data hub that collects, processes, and distributes data in real time across participating campuses. This hub ensures consistent and accurate data exchange, streamlining integration and reporting processes

	Activity Description	Cost (EUR)	Item	Month	Sum (EUR)	Total (EUR)
Setting up	Room preparation	538.16	1	1	538.16	3,256
	Room Installation	107.63	1	1	107.63	
	Server	1614.47	1	1	1614.47	
	UPS	269.08	1	1	269.08	
	AC	215.26	1	1	215.26	
	Hub/Switch	107.63	1	1	107.63	
	License OS Server	403.62	1	1	403.62	
Routine	Salary for IT team	269.08	2	12	6457.86	7,749
	Electricity	26.91	1	12	322.89	
	IP Public Subcription	26.91	1	12	322.89	
	Maintenance	53.82	1	12	645.79	
					Annual cost	**11005**
					Monthly cost	917

Figure 5: Monthly Cost Calculation for Campus Self-Managed IT Infrastructure

Multitenant - Sevima's Cloud

Apps	Server	Watt	Total Watt	KWH/year	Total Emissions (kg CO2e)
Profeeder	2	83	166	1,454,160	581,664
Gofeeder	1	172	172	1,506,720	602,688
Neofeeder	2	688	1376	12,053,760	4,821,504
					6,005,856

Distributed

Apps	Server	Watt	Total Watt	KWH/year	Total Emissions (kg CO2e)
Neofeeder and others	1	83	83	727,080	290,832
				For 740 campuses	**215,215,680**

Figure 6: Illustration of carbon emissions calculation

through NeoFeeder. SEVIMA partners with cloud service providers who prioritize renewable energy and sustainable operational practices, thereby contributing to a reduced carbon footprint. Continuous monitoring and optimization enable the platform to support institutions in achieving their sustainability goals without sacrificing performance or reliability. By leveraging shared cloud resources among thousands of campuses via the multi-tenant system, SEVIMA promotes energy-efficient data center operations and effective resource allocation. This fractional-cost cloud service model aligns energy consumption closely with actual usage, minimizing waste compared to traditional on-premises infrastructures where individual campuses maintain separate, often underutilized servers. Moreover, the centralized data hub reduces redundant data processing and enhances overall system efficiency, putting green energy principles into practice. This sustainable approach not only supports global environmental commitments but also yields cost savings by lowering energy bills and operational expenses, ultimately fostering a more responsible and sustainable IT ecosystem for the higher education sector. An illustration of the carbon footprint calculation is provided in Figure 6, which shows the emission levels if each campus were to manage its own server. When comparing both figures, SEVIMA's centralized server system achieves a significant reduction in carbon emissions up to 97%.

4.2. Lesson Learned

The innovations introduced by SEVIMA through the GoFeeder and ProFeeder platforms hold significant value in the context of digital transformation in Indonesian higher education. Without these solutions, many institutions would likely experience resource inefficiencies due to cumbersome reporting processes and limited system interoperability. SEVIMA's fractional-cost cloud model serves as a strategic solution, enabling institutions to pay only for the resources they consume. This approach effectively reduces capital expenditure and fosters a more inclusive adoption of technology, particularly for institutions with limited financial capacity.

The process redesign supported by GoFeeder and ProFeeder has led to tangible improvements in data

accuracy, stakeholder collaboration, and operational efficiency. This aligns with the process redesign principles discussed by [15], which emphasize transparency and accountability in the context of open government. From a more technical standpoint, SEVIMA's redesign approach reflects the concept of task automation as categorized in the Framework for BPR Implementation [13], placing this innovation within the technological component of business process operations. Furthermore, the automation embedded in SEVIMA's solutions (particularly through integrated cloud-based system configurations) can be positioned within the technology layer of the automation dimension [16]. In the case of SEVIMA, specific sequences of activities within the process have been automated using a combination of software and hardware, contributing to improved quality in educational processes for stakeholders. In general, SEVIMA's integration of interoperable systems and cloud-based approaches not only addresses technical challenges but also serves as a strategic enabler of data-driven agility in decision-making.

4.3. Scope and Limitations

While the implemented solutions have demonstrated positive outcomes, several limitations and scope boundaries were identified. The interoperability framework relies heavily on the compatibility and standardization of data formats across systems, which can pose challenges in heterogeneous IT environments. Additionally, the benefits of the fractional-cost cloud model are optimized when usage patterns are well understood; unpredictable or highly variable workloads may affect cost efficiency. This paper primarily focuses on mid-sized organizations utilizing SEVIMA's cloud platform, which may limit the generalizability of the findings to larger enterprises or users of other cloud providers.
Future research should explore the adaptability of these solutions in diverse organizational contexts and assess their long-term impact on operational resiliency and innovation capacity.

5. Conclusions

This paper demonstrates that interoperable systems and fractional-cost cloud solutions are key enablers for improving academic data reporting processes in higher education and fostering broader digital innovation. In the context of Indonesian higher education, integrating diverse academic information systems significantly enhances data accuracy, accelerates reporting workflows, and fosters more seamless collaboration among stakeholders. SEVIMA's cloud-based services contribute to cost efficiency, allowing institutions to scale their operations while reallocating resources toward innovation and quality improvement. Notably, GoFeeder has achieved a success rate of approximately 95.05%, while ProFeeder reaches an even higher success rate of 98.57%, underscoring the reliability of these platforms in supporting academic data processes. However, the success of such transformation depends on data standardization, system compatibility, and a deep understanding of user behavior and institutional processes. Overall, these technologies form a robust foundation for digital transformation in higher education, positioning institutions to achieve greater operational efficiency and long-term competitive advantage.

Declaration on Generative AI

The author(s) used Generative AI tools to assist in checking grammar and improving the clarity of the language.

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