



Hak cipta dan penggunaan kembali:

Lisensi ini mengizinkan setiap orang untuk mengubah, memperbaiki, dan membuat ciptaan turunan bukan untuk kepentingan komersial, selama anda mencantumkan nama penulis dan melisensikan ciptaan turunan dengan syarat yang serupa dengan ciptaan asli.

Copyright and reuse:

This license lets you remix, tweak, and build upon work non-commercially, as long as you credit the origin creator and license it on your new creations under the identical terms.

CHAPTER I

PREFACE

1.1 Background

Nowadays, driven by the industrial revolution 4.0, education services are required to use technological advances due to the advantages, creating more accessible, informative, personalized, immersive, and automated learning experiences (Agustina, 2015, as cited in Suprapto, 2018; Marr, 2020). Due to the awareness of the technology application benefits, educational services have begun to apply technology advances in their system in the forms of e-learning applications/ web apps. According to Hidayat (2017), in Indonesia, the growth of e-learning is increasing by 25% annually. As facilities are one of the factors for prospective registrants' decisions for education services, the educational services provided must follow the latest standards to not lose in business competition with other services (Kango et al., 2019).

BIPA (*Bahasa Indonesia untuk Penutur Asing*) is an Indonesian language learning program invented by the Ministry of Education and Culture as an effort to internationalize Indonesian culture (Latief, 2013). To facilitate the dissemination of the BIPA program, they collaborated with the Language Development Institution to create an online platform called BIPA Daring (Badan Pengembangan dan Pembinaan Bahasa, 2020). However, the platform has not been able to meet the needs of the participants in independent institutions such as BIPA UMN due to the variations within each institution.

BIPA UMN is an Indonesian language learning program by the Continuing Education Department of UMN since 2013. As it is a language learning program, they conducted the activities in a face-to-face setting, maximizing immediate communication practice. In 2019, due to the pandemic lockdown, they were forced to switch to an online setting, conducting their activities with available online resources. However, according to Anastasia Festi, the person in charge of the

program, due to scattered resources and an underdeveloped online system, they didn't manage to get the maximal result in learning activities. By making do with scattered resources in the activities, the PIC was required to manage it to suit the student's and the teacher's needs. Because the needs of the students and teacher are required regular prepared on a daily dan weekly basis respectively, the managing process done by the PIC is strenuous and repetitive, causing more workload than before. On the other hand, due to the dismissal of the immediate engagement of the offline meetings, according to Erna Epriana, one of the teachers of the program, the students are more reluctant to interact with the activities in the class. Visibly, more effort is required to connect with the students to create an ideal learning environment that is based on personal closeness that potentially generates communication fluidity.

According to Lackney (as cited in Mohd Yusoff, 2014), facilities in the learning environment need to be developed properly because it affects teacher teaching performance and student development. By meeting the needs of students and teachers, learning activities have the potential to achieve maximum results. In the situation faced by the UMN BIPA program, a facility such as e-learning has the potential to overcome the workload of manualization in the online environment. E-learning is a digital learning media that is used to disseminate knowledge and information to support learning and teaching activities of institutions and education (Bowles, 2000; Wanting et.al., 2000, as cited in Zare et al, 2016). With the presence of e-learning, learning activities in an online environment have the potential to be more effective and efficient (Zare et al, 2014, as cited in Zare et al, 2016).

Based on the above phenomenon, the author was inspired to design E-Learning for the UMN BIPA program. With the design of E-learning, the teaching and learning process of the UMN BIPA Program becomes more efficient and effective, producing a maximal result.

1.2 The Problem Formulation

How to design UI/UX of the BIPA UMN program's E-Learning?

1.3 The Scope of the problem

In this design, to focus on the problem to be solved, the scope of the problem is defined. The scope of the problem consists of demographic, geographic, and psychographic.

Students

1) Demographics

- a) Sex : Unisex
- b) Age : 24 - 40 years old
- c) Level of Education : Bachelor degree

2) Geographics

The geographic scope of this project is Tangerang, based on the location of the activities done.

3) Psychographic

The students of this program are a foreigner who is active workers and settlers in Indonesia. This category fits into the climber segment by Yuswohady. The climbers are blue-collar workers, salesman, or supervisor alike who works hard to lighten up their family life quality through economic improvement (Yuswohady, 2015).

Teachers

1) Demographics

- a) Sex : Unisex
- b) Age : 24 - 40 years old
- c) Level of Education : Master Degree

2) Geographics

The geographic scope of this project is Tangerang, based on the location of the activities done.

3) Psychographics

This category fits into the expert segment by Yuswohady. The experts are the mass majority of people who dedicated their lives to their

profession, developing their knowledge and abilities for the sake of the profession (Yuswohady, 2015).

Management Side

1) Demographics

a) Sex

: Unisex

b) Age

: 24 - 40 years old

c) Level of Education

: Bachelor Degree

2) Geographics

The geographic scope of this project is Tangerang, based on the location of the activities done.

3) Psychographics

This category fits into the expert segment by Yuswohady. The experts are the mass majority of people who dedicated their lives to their profession, developing their knowledge and abilities for the sake of the profession (Yuswohady, 2015).

1.4 The Goal of The Final Project

The goal of the final project is to design the UI/UX of the BIPA UMN program's E-Learning.

1.5 The Benefits of The Final Project

As the final project is done, the writer hopes the output of the design can benefit for:

1.5.1 The Writer

By experiencing the design and writing process, the project given benefits to the author such as:

1) The opportunity for the author to apply her skills, learned through the program, and experience a UI/UX design project

2) The opportunity to widen her horizon about BIPA (*Bahasa Indonesia untuk Penutur Asing*).

1.5.2 The University of Multimedia Nusantara

This project can be used as a reference and knowledge about user interface and user experience for VCD students majoring in Interactive Design and as a design reference related to the BIPA UMN program.

1.5.3 The BIPA UMN Program

This project is helping the learning and teaching process at the BIPA UMN program to be more effective and efficient.

