CHAPTER V

CLOSING

5.1 Conclusion

BIPA UMN is an Indonesian language program developed by CED UMN in 2013. This program is aimed at foreigners who want to learn Indonesian to support communication needs in Indonesia. Previously, this activity was held face-to-face at UMN. However, since 2019, due to the COVID-19 pandemic, they have adapted their activities into online activities.

Through interviews with the UMN BIPA and online class observations, it can be seen that they experience problems in carrying out online activities. This is evident from an interview with PIC BIPA UMN, Anastasia Aprillia Festi, who admitted that there were many repetitive steps in the preparation of activities that could be eliminated by automation. Many of these iterative steps take the time and labor of the teacher and the PIC as a learning experience provider. In addition, due to inadequate facilities to support interaction and communication between teachers and students, the results of the learning process are less than optimal. Through the information found through interviews and observations, the authors decided to design a learning media for BIPA UMN with a web app basis.

The design of this learning media is carried out using the Everett N. Mckay (2013) method in UI is communication how to intuitive design which consists of planning, design, and refinement stages. Following the Mckay design method, the authors carried out the planning stage by researching BIPA UMN through interviews and observations to get conclusions about their learning media needs.

The design then proceeds to the design stage where the information obtained is developed into the features and appearance of the learning media. and the feature was then tested on prototype day to 39 students of Visual Communication Design UMN and self-tested to 2 UI/UX experts and 1 interactive design lecturer to get feedback, criticism, and suggestions on the design. The results obtained are curated

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and realized into design revisions to achieve a more appropriate design for the design objectives.

After revising the design, the author carried out a user test against the design targets of the UMN BIPA which consisted of students, teachers, PIC. Due to the unfortunate timing, the author did not succeed in implementing it with students and teachers. As an alternative, the authors conducted a user test with an individual who had identical profiles with students and asked the PIC to represent the teacher in the user test by trying to design the teacher side.

Through these user tests, the authors can conclude that the design of BIPA learning media has high potential in helping efficiency and effectiveness in learning activities.

5.2 Suggestion

In designing BIPA UMN learning media, the author admits that there are many shortcomings in the design process. Therefore, if there is a design that is identical to the author's design, the author would like to suggest:

1.   To first check thoroughly the availability of resource persons and actively communicate before planning the overall design
2.   Make a backup plan if the resource person cannot be found or contacted
3.   Focus on the quality of the materials (theory and information) used for the design so that it is right on target with the target user and design target
4.   It is important to discuss the design with fellow designers to gain new insight into the design
5.   Curated the criticism and suggestions based on the design goal set before
6.   Prepare research carefully so that the results obtained are maximal

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