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ANALISIS, INTERPRETASI, DAN PENYAJIAN DATA

Disampaikan Oleh:
Harry B. Santoso, PhD

SASARAN PEMBELAJARAN

- Mahasiswa mampu membedakan data kualitatif dan kuantitatif serta analisisnya
- Mahasiswa mampu menganalisis data yang diperoleh kuesioner, wawancara, dan observasi
- Mahasiswa mengetahui software yang dapat membantu analisis data
- Mahasiswa memahami kekeliruan umum dalam menganalisis, menginterpretasikan, dan menyajikan data
- Mahasiswa mampu menginterpretasikan dan menyajikan data secara tepat



AGENDA

- Data kuantitatif dan kualitatif
- Analisis kuantitatif
- Analisis kualitatif
- Tools yang umum digunakan
- Kerangka teoritis analisis kualitatif
- System Usability Scale (SUS)
- User Experience Questionnaire (UEQ)
- Studi Kasus



DATA KUALITATIF DAN KUANTITATIF



TIPE-TIPE DATA



Kualitatif
Naratif / Artefak



Kuantitatif
Numerik

Data **Kualitatif**: data yang **sulit diekspresikan** dalam **angka-angka**, misal : ketidaksukaan

Analisisnya menggambarkan **karakteristik elemen** dan direpresentasikan dalam **pola** dan **cerita**

TIPE-TIPE DATA



Kualitatif
Naratif / Artefak



Kuantitatif
Numerik

Data **kuantitatif** : data berupa **angka-angka**

Menggunakan **metode numerik** untuk mengukur **besar, magnitude, dan jumlah**

ANALISIS KUANTITATIF



ANALISIS KUANTITATIF SEDERHANA

$$\Sigma x / n$$

Rerata
Mean, Median,
Modus

100%

Presentase
Proporsi yang
dimiliki data



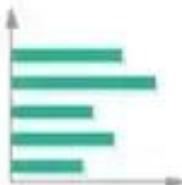
Representasi
Grafis
Sebagai
overview

CONTOH REPRESENTASI GRAFIS

<https://www.quora.com/How-do-you-pick-the-right-chart-type-or-graph-for-your-data>



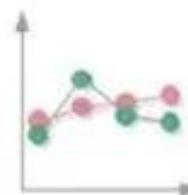
Pie



Bar



Column



Line



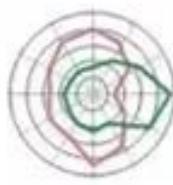
Area



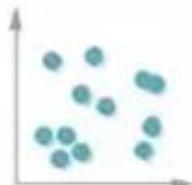
Doughnut



Bubble Chart



Spider and Radar



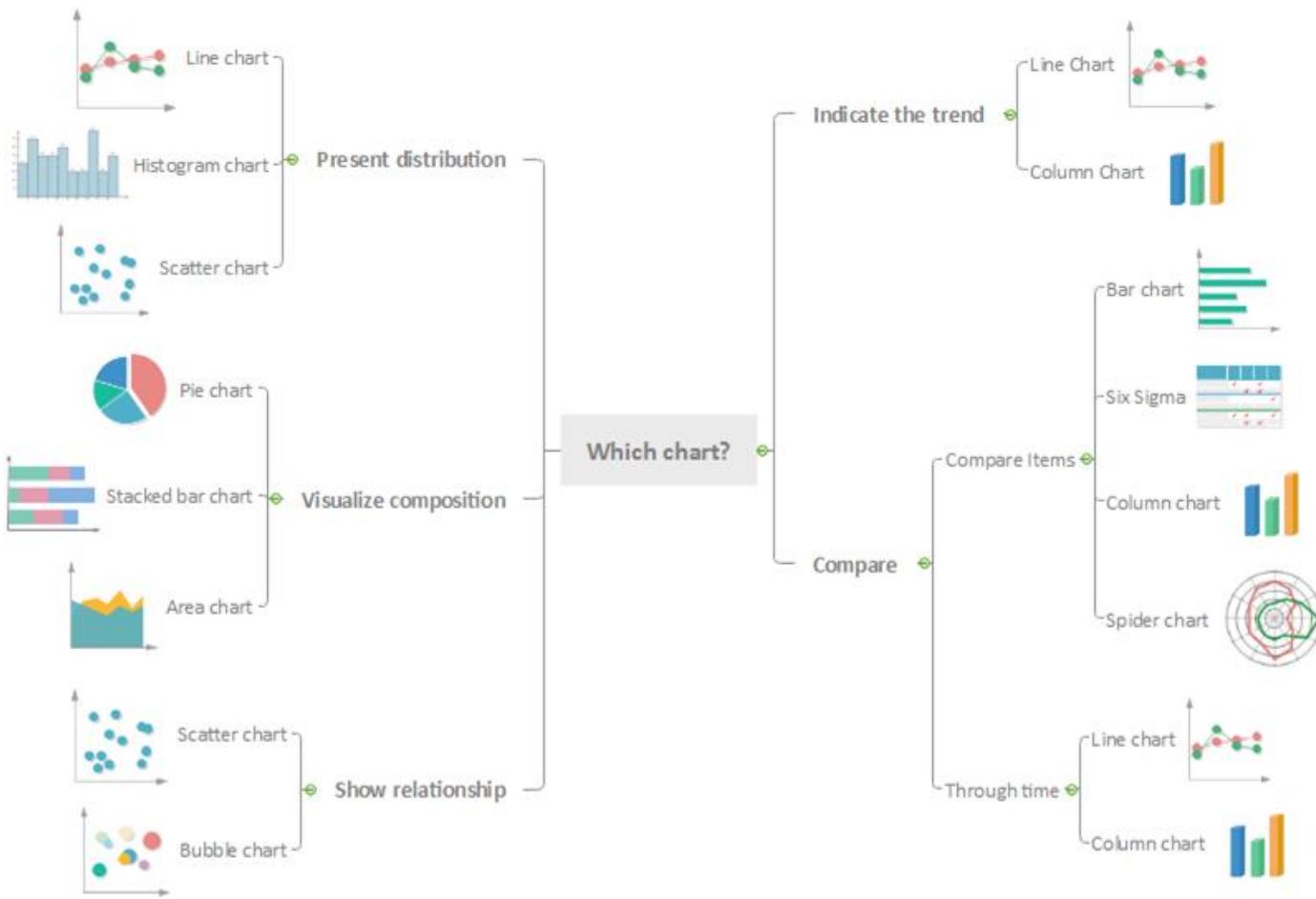
Scatter



Stacked bar chart



Gauges



VISUALIZING LOG DATA (1)

Activity profiles of students in SCELE

The screenshot shows the homepage of the Journal of Educators Online (JEO). At the top, the JEO logo is displayed with the subtitle "the Journal of Educators Online". A navigation bar includes links for HOME, ABOUT JEO, EDITORIAL BOARD, and MORE. Below the logo, a blue banner displays "Past Issues > 2018 15(1)". On the left, a sidebar menu lists Overview, Submission Information, Review Process, Contact, Submit a Manuscript (which is highlighted in blue), and Read Current Issue. The main content area shows the title "Volume 15, Issue 1, January 2018" and an article abstract: "The Development of a Learning Dashboard for Lecturers: A Case Study on a Student Centered E-Learning Environment" by Harry B. Santoso, Universitas Indonesia; Alivia Khaira Batuparan, Universitas Indonesia; R. Yugo K. Isal, Universitas Indonesia; Wade H. Goodridge, Utah State University. The abstract also mentions "Abstract and Paper". Below the abstract, another article is partially visible: "Professional Development in an Online Context: Opportunities and Challenges from the Voices of College Faculty".

VISUALIZING LOG DATA (2)

Activity profiles of students in SCELE

Overview

Submission
Information

Review Process

Contact

Submit a Manuscript

Read Current Issue

Browse Past Issues

Search JEO

Search by keyword, topic or author.

Search in this area

2018 15(1)

The Development of a Learning Dashboard for Lecturers: A Case Study on a Student Centered E-Learning Environment

Harry B. Santoso, Universitas Indonesia

Alivia Khaira Betuparan, Universitas Indonesia

R. Yugo K. Isal, Universitas Indonesia

Wade H. Goodridge, Utah State University

Abstract

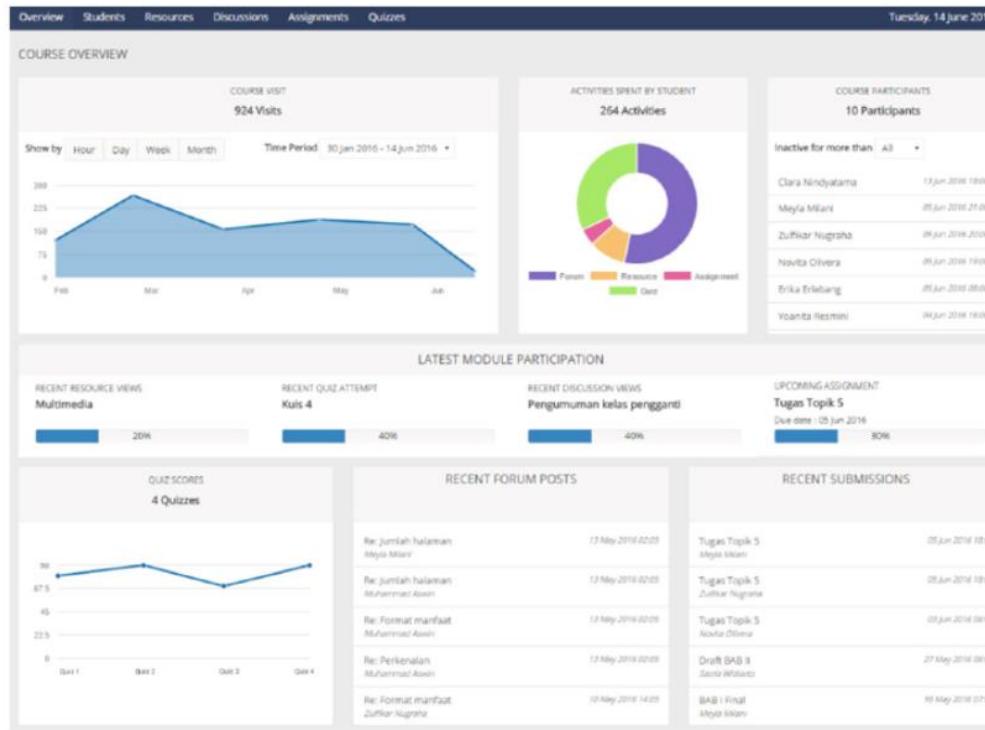
Student Centered e-Learning Environment (SCELE) is a Moodle-based learning management system (LMS) that has been modified to enhance learning within a computer science department curriculum offered by the Faculty of Computer Science of large public university in Indonesia. This Moodle provided a mechanism to record students' activities when engaged in learning with e-Learning software. However, while the software captured the data and presented it adequately, there is room for enhancement and further refinement. The purpose of this research is to investigate and understand lecturer needs as they monitor student activities in SCELE and then develop a learning monitoring tool capable of visualizing and collecting data in a form that facilitates lecturer observation, analysis, and targeting of specific concepts. Theories found within information architecture and information visualization are used as a foundational approach in the development of the application. The result of the research focuses on developing a learning dashboard Moodle plugin that can be easily utilized by lecturers engaging SCELE.

Keywords:

e-learning, dashboard, information architecture, Moodle, SCELE, visualization

https://www.thejeo.com/archive/2018_15_1/santoso_betuparan_isal_goodridge

VISUALIZING LOG DATA (3)



WEB ANALYTICS (1)



**JURNAL
ILMU KOMPUTER DAN INFORMASI**
JOURNAL OF COMPUTER SCIENCES AND INFORMATION

Faculty of Computer Science - Universitas Indonesia
Kampus Baru UI Depok 16424, Indonesia
Phone: +62 21 786 3419
Fax: +62 21 786 3415
Email: jiki@cs.ui.ac.id

e-ISSN: 2502-9274
printed ISSN: 2088-7051

HOME ABOUT LOGIN REGISTER SEARCH CURRENT ARCHIVES ANNOUNCEMENTS FOCUS & SCOPE SUBMISSION

USER

Username

Password

Remember me

Login

e-ISSN: 2502-9274

[Home](#) > [Vol 11, No 2 \(2018\)](#)

Jurnal Ilmu Komputer dan Informasi

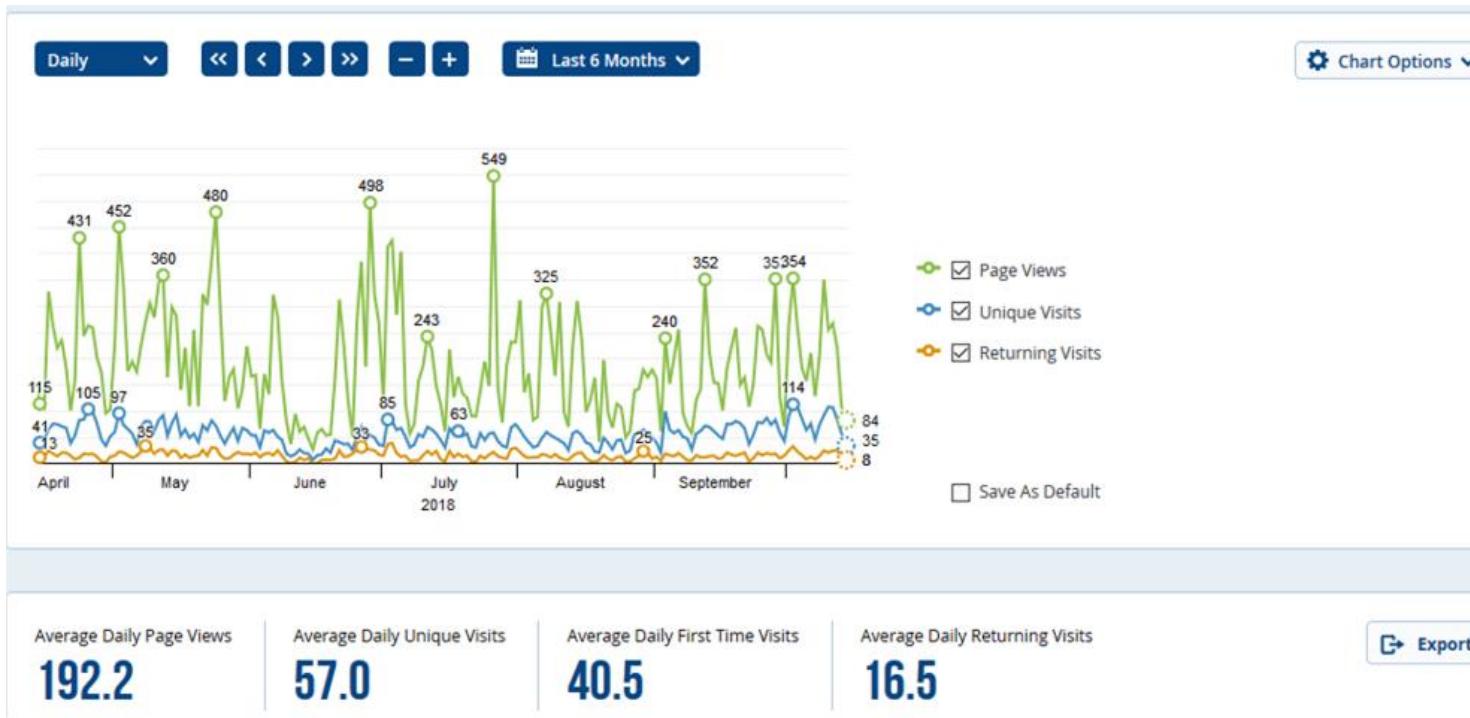
JIKI is indexed in:



WEB ANALYTICS (2)



WEB ANALYTICS (3)



ANALISIS KUALITATIF



ANALISIS KUALITATIF SEDERHANA



Pola

Yang muncul dari
data (Emergent)



Kategorisasi

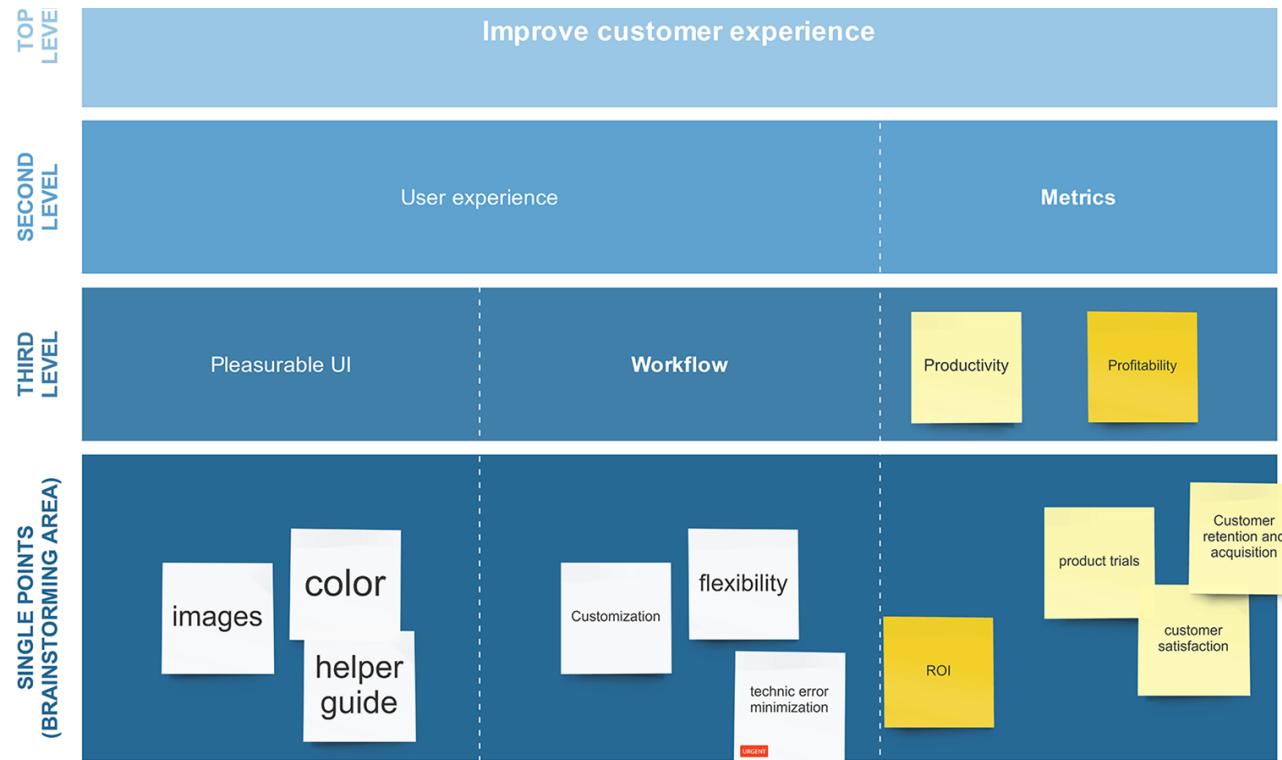
(Emergent / Pre-specified)



Mencari Critical
Incidents

(Key events)

CONTOH ANALISIS KUALITATIF : AFFINITY DIAGRAM



TOOLS YANG UMUM DIGUNAKAN



TOOLS YANG UMUM DIGUNAKAN

Spreadsheet

Statistical
Packages :
SPSS

Qualitative
Data Analysis
Tools

Nvivo &
Atlas.ti

CAQDAS

SPREADSHEET

“

Contoh Spreadsheet :

Data Analysis Tools untuk 'Asesmen dan Pengembangan Desain User Experience Sistem Informasi Asisten Fasilkom UI'

Adinegoro, Pratama, Fiandi, dan Hasani (2018) Diajukan sebagai Tugas Akhir MPPI

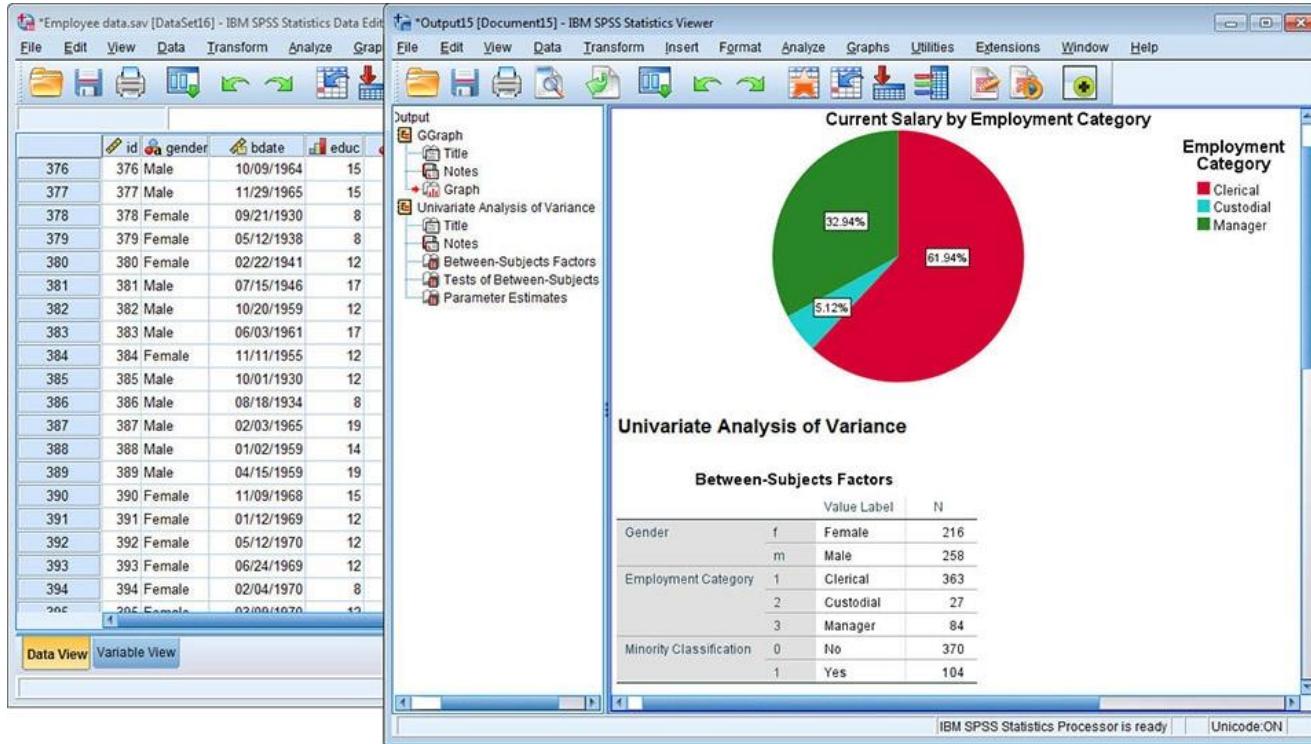
UEQ Data Analysis Tools by : Dr. Martin Schrepp

UEQ Versi Bahasa Indonesia by : Harry Budi Santoso

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
2														
Confidence interval ($p=0.05$) per item														
4	Item	Mean	Std. Dev.	N	Confidence	Confidence interval								
5	1	0.700	0.949	10	0.588	0.112	1.288							
6	2	1.500	0.972	10	0.602	0.898	2.102							
7	3	-1.800	0.789	10	0.489	-2.289	-1.311							
8	4	1.100	1.524	10	0.944	0.156	2.044							
9	5	2.000	0.816	10	0.506	1.494	2.506							
10	6	-0.600	1.075	10	0.666	-1.266	0.066							
11	7	-0.200	1.033	10	0.640	-0.840	0.440							
12	8	1.500	1.179	10	0.730	0.770	2.230							

Scale	Mean	Std. Dev.	N	Confidence	Confidence interval
Daya tarik	0.500	0.906	10	0.562	-0.062 1.062
Kejelasan	1.250	1.275	10	0.790	0.460 2.040
Efisiensi	0.925	1.034	10	0.641	0.284 1.566
Ketepatan	1.150	0.937	10	0.581	0.569 1.731
Stimulasi	0.375	0.892	10	0.553	-0.178 0.928
Kebaruan	-1.400	0.810	10	0.502	-1.902 -0.898

SPSS



“

Contoh Tampilan SPSS :
<https://www.ibm.com/uk-en/marketplace/spss-statistics>

NVivo

The screenshot shows the NVivo application window with the title "My File.nvp - NVivo". The menu bar includes File, Home, Create, External Data, Analyze, Explore, Layout, and View. The toolbar has icons for Go, Refresh, Open, Properties, Edit, Paste, Copy, Merge, Format, Paragraph, Styles, and Editing. The left sidebar contains a tree view under "Nodes" with categories like Nodes, Self Reflection, Relationships, and Node Matrices. Below it are tabs for Sources, Nodes (which is selected), Classifications, Collections, Queries, Reports, and Models. The main workspace displays a table titled "Self Reflection" with columns: Name, Sources, References, Created On, Created By, Modified On, and Modified By. The table contains three rows: "Learned", "Skills Acqu.", and "Understan.". Below the table is a large text area with the following content:

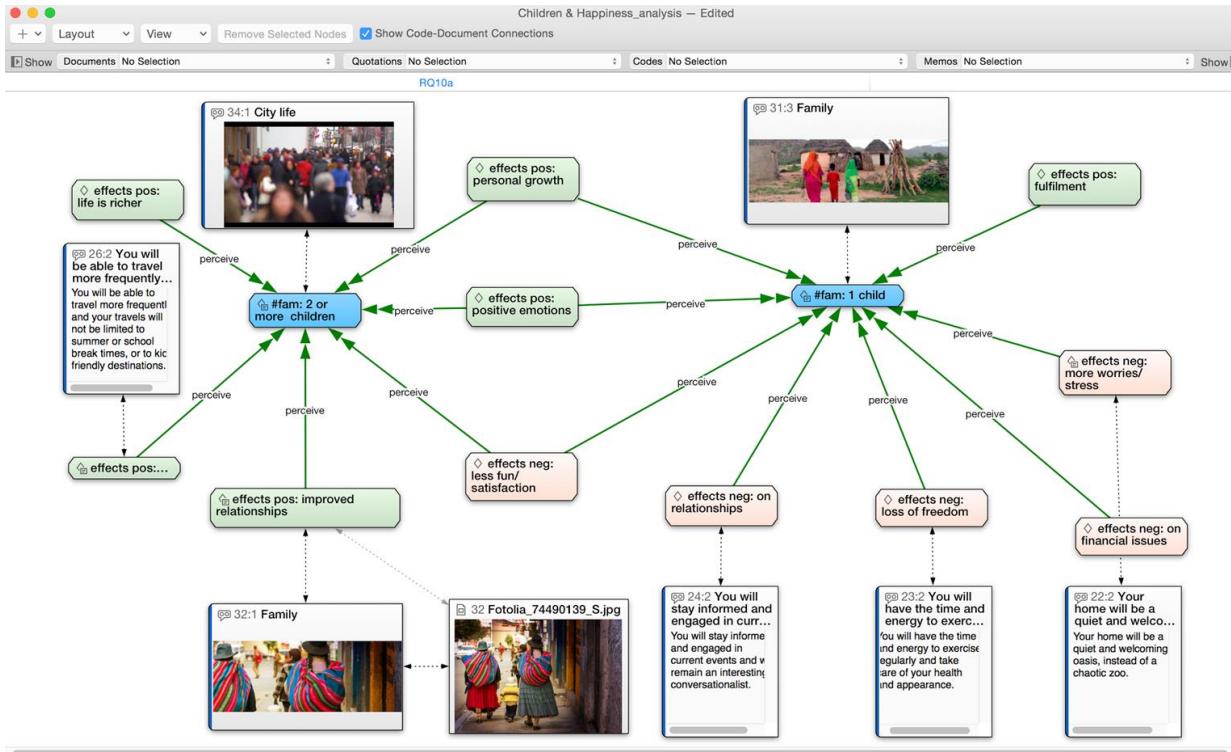
Last Wednesday was my group's (Group A) presentation on phenomenological research along with other Group D and Group E, in which both presenting about grounded theory. From group D, I learnt the formation of grounded theory and how the inductive nature of qualitative research in grounded theory was considered essential for generating theory as it searches to identify the core social processes within a given social situation. It was very interesting because group D has prepared a very detail explanation on the meaning and

The bottom navigation bar includes tabs for In, Nodes, Code At, Knowledge (Nodes\Self Reflection), and a status bar showing "ASNA | 4 Items".

“

Contoh Tampilan NVivo:
<http://www.rctd.org/102.html>

ATLAS.TI



“

Contoh Tampilan Atlas.ti:
<https://atlasti.com/product/mac-os-edition/>

CAQDAS

[About](#)[Study](#)[Research](#)[Business](#)[Giving](#)[Visit](#)

COMPUTER ASSISTED QUALITATIVE DATA ANALYSIS (CAQDAS) NETWORKING PROJECT

[About](#) | [Research](#) | [Collaborate](#) | [Training](#) | [Support](#) | [Resources](#) | [Events](#) | [People](#)



A large, abstract graphic in the background consisting of intersecting black and white lines forming geometric shapes like triangles and rectangles on a light gray background.

COMPUTER ASSISTED QUALITATIVE DATA ANALYSIS (CAQDAS) NETWORKING PROJECT

The Computer Assisted Qualitative Data Analysis (CAQDAS) networking project was formally

[VIEW OUR TRAINING COURSES](#)

KERANGKA TEORITIS ANALISIS KUALITATIF



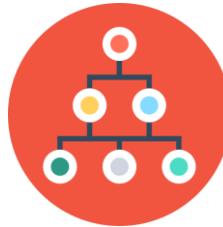
KERANGKA TEORITIS ANALISIS KUALITATIF

“

Analisis yang didasarkan kepada kerangka teoritis dapat memberikan pemahaman yang lebih mendalam



Grounded Theory



Distributed Cognition



Activity Theory

GROUNDED THEORY (1)



Bertujuan **memformulasikan teori** berdasarkan **analisis data**

Didasarkan kepada **pendekatan kategorisasi** (disebut juga “coding”)

Tiga Level Coding : **Open** (Identifikasi Kategori), **Axial** (Menghubungkan Subkategori),
Selektif (Membentuk Skema Teoritis)

UX Researcher dituntut untuk mendasarkan analisisnya pada **landasan teori**

GROUNDED THEORY (2)

“

Code Book yang digunakan dalam mengimplementasikan Analisis Ground Theory

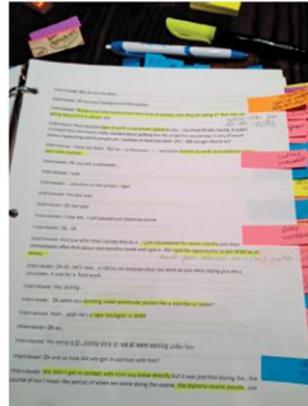


Figure 8.13 Code book used in a grounded theory analysis of citizens' motivations to contribute to citizen science

Source: Rotman, D. et al (2014). Does motivation in citizen science change with time and culture? In *Proceedings of the companion publication of the 17th ACM conference on Computer supported cooperative work & social computing (CSCW Companion '14)*. ACM, New York, NY, USA, 229–232. ©2014 Association for Computing Machinery, Inc. Reprinted by permission.

GROUNDED THEORY (3)

“

Contoh axial coding dalam Analisis Ground Theory

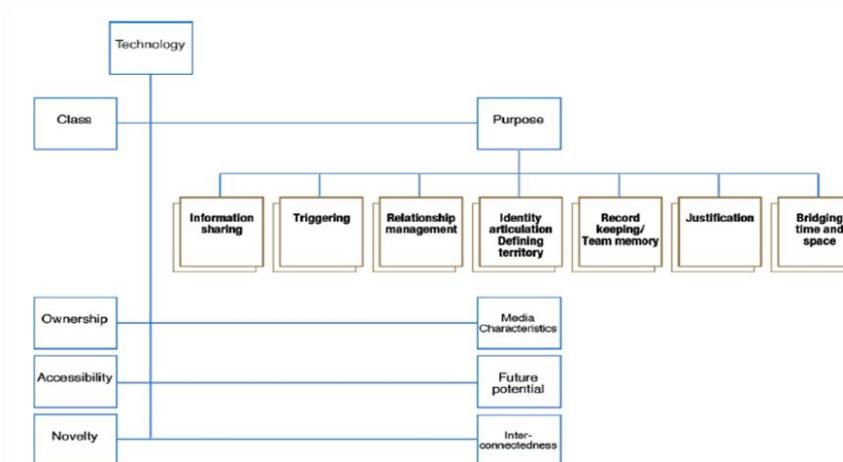


Figure 8.14 Axial coding for the technology category

Source: S. Sarker, F. Lau and S. Sahay (2001): "Using an adapted grounded theory approach for inductive theory building about virtual team development". *The Data Base for Advances in Information Systems*, 32(1), pp. 38–56 ©2001 Association for Computing Machinery, Inc. Reprinted by permission.

PENYAJIAN DATA



Buatlah **pernyataan** yang dapat dipertanggungjawabkan **berdasarkan data** yang Anda peroleh

Penyajian data bergantung pada **audiens**, **tujuan**, teknik **pengambilan** dan **analisis** data

Penyajian data secara **grafis** dapat menjadi teknik penyajian yang **tepat**

Teknik lainnya : (1) **Rigorous notation** (UML), (2) Menggunakan **cerita**, dan (3) **Rangkuman hasil**

SYSTEM USABILITY SCALE (SUS)



SYSTEM USABILITY SCALE



Tools analisis kuantitatif sederhana untuk menilai **usabilitas sistem**

Kuesioner **10 pertanyaan** terkait usabilitas dan menghasilkan **skala usabilitas (1 - 10)**

Tepat digunakan untuk mengetahui **usabilitas** suatu sistem secara **keseluruhan** dan **cepat**

Skala yang diperoleh dapat dimanfaatkan sebagai dasar melakukan **benchmarking**

KUESIONER SYSTEM USABILITY SCALE (1)

	Sangat Tidak Setuju				Sangat Setuju
1. Saya pikir bahwa saya akan ingin lebih Sering menggunakan aplikasi ini	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Saya menemukan bahwa aplikasi ini, tidak harus dibuat serumit ini	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Saya pikir aplikasi ini mudah untuk digunakan	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Saya pikir bahwa saya akan membutuhkan bantuan dari orang teknis untuk dapat menggunakan aplikasi ini	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Saya menemukan berbagai fungsi di	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

“

Cuplikan Kuesioner System
Usability Scale (SUS)

Pudjoatmodjo, B., & Wijaya, R.
(2016).

Tes Kegunaan (Usabiltv Testing)
Pada Aplikasi Kepegawaian
Dengan Menggunakan System
Usabiltv Scale (Studi Kasus:
Dinas Pertanian Kabupaten
Bandung). *SEMNASTEKNOMEDIA
ONLINE*, 4(1), 2-9.

KUESIONER SYSTEM USABILITY SCALE (2)

7. Saya bayangkan bahwa kebanyakan orang akan mudah untuk mempelajari aplikasi ini dengan sangat cepat

			✓	
1	2	3	4	5

8. Saya menemukan, aplikasi ini sangat rumit untuk digunakan

	✓			
1	2	3	4	5

9. Saya merasa sangat percaya diri untuk menggunakan aplikasi ini

				✓
1	2	3	4	5

10. Saya perlu belajar banyak hal sebelum saya bisa memulai menggunakan aplikasi ini

✓				
1	2	3	4	5

$$30 \times 1,5 = 75$$

“

Cuplikan Kuesioner System Usability Scale (SUS)
Pudjoatmodjo, B., & Wijaya, R. (2016).

Tes Kegunaan (Usability Testing) Pada Aplikasi Kepegawaian Dengan Menggunakan System Usability Scale (Studi Kasus: Dinas Pertanian Kabupaten Bandung). *SEMNAS TEKNO MEDIA ONLINE*, 4(1), 2-9.

SKALA SYSTEM USABILITY SCALE (1)

Melakukan proses perhitungan SUS Score. Dari 5 responden yang melakukan proses perekaman dan pengisian kuesioner didapatkan nilai (score) SUS berdasarkan perhitungan sebelumnya, sebagai berikut :

- a. Responden 1 : 75
- b. Responden 2 : 75
- c. Responden 3 : 72
- d. Responden 4 : 75
- e. Responden 5 : 70

Nilai rata-rata yang diperoleh dari persamaan (1) adalah 73,4

“

Cuplikan Kuesioner System Usability Scale (SUS)
Pudjoatmodjo, B., & Wijaya, R. (2016).

Tes Kegunaan (Usabiltv Testing)
Pada Aplikasi Kepegawaian
Dengan Menggunakan System
Usabiltv Scale (Studi Kasus:
Dinas Pertanian Kabupaten
Bandung). *SEMNASTEKNOMEDIA*
ONLINE, 4(1), 2-9.

SKALA SYSTEM USABILITY SCALE (2)

“

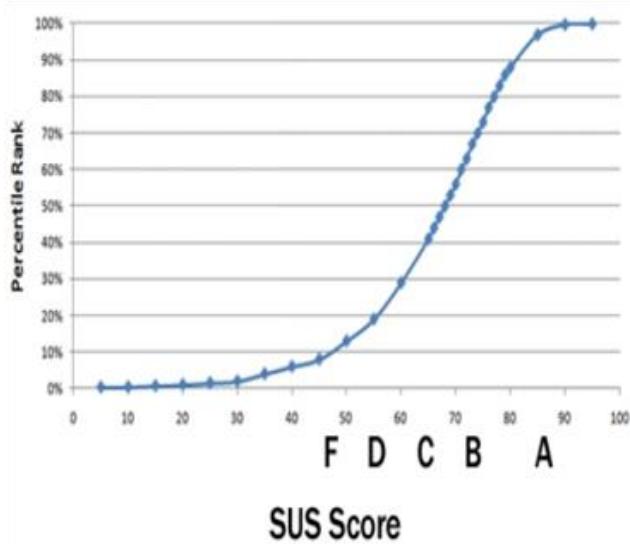
UNTUK DETAIL LEBIH LENGKAP MENGENAI CARA MENGHITUNG SUS SCORE SILAHKAN MERUJUK KE :

<https://www.usability.gov/how-to-and-tools/methods/system-usability-scale.html>

SKALA SYSTEM USABILITY SCALE (2)

Dari grafik rujukan, diperoleh bahwa nilai 73,4 termasuk dalam rentang B (rentang 70-80).

Hasil ini menunjukkan bahwa kualitas aplikasi kepegawaian yang dibuat mempunyai kualitas yang baik.



Gambar 9. Grafik Rujukan

“

Cuplikan Kuesioner System Usability Scale (SUS)

Pudjoatmodjo, B., & Wijaya, R. (2016).

Tes Kegunaan (Usabiltv Testing)
Pada Aplikasi Kepegawaian
Dengan Menggunakan System
Usabiltv Scale (Studi Kasus:
Dinas Pertanian Kabupaten
Bandung). *SEMNASTEKNOMEDIA*
ONLINE, 4(1), 2-9.

USER EXPERIENCE QUESTIONNAIRE (UEQ)



USER EXPERIENCE QUESTIONNAIRE



Tools analisis kuantitatif yang lengkap untuk menilai **usabilitas sistem** sesuai **6 aspek**

Kuesioner **27 pertanyaan** terkait usabilitas dan menghasilkan **skala UEQ**

Skala yang dihasilkan dapat digunakan untuk **membandingkan kualitas** banyak sistem

Skala yang diperoleh dapat dimanfaatkan sebagai dasar melakukan **benchmarking**

6 SKALA USER EXPERIENCE QUESTIONNAIRE

“

Aspek apa saja yang diukur dalam UEQ ?



Attractiveness

Overall impression of the product. Do users like or dislike it?



Perspicuity

Is it easy to get familiar with the product and to learn how to use it?



Efficiency

Can users solve their tasks without unnecessary effort? Does it react fast?



Dependability

Does the user feel in control of the interaction? Is it secure and predictable?



Stimulation

Is it exciting and motivating to use the product? Is it fun to use?



Novelty

Is the design of the product creative? Does it catch the interest of users?

STRUKTUR KUESIONER UEQ

BAGIAN 3 : USER EXPERIENCE QUESTIONNAIRE

Dilisi oleh narasumber.

1 *

Menyusahkan 1 2 3 4 5 6 7 Menyenangkan

Menyusahkan

2 *

Tak Dapat Dipahami 1 2 3 4 5 6 7 Dapat Dipahami

Tak Dapat Dipahami

3 *

Kreatif 1 2 3 4 5 6 7 Monoton

Kreatif

4 *

1 2 3 4 5 6 7

“

Cuplikan Kuesioner UEQ :
'Asesmen dan Pengembangan Desain User Experience Sistem Informasi Asisten Fasilkom UI'
Adinegoro, Pratama, Fiandi, dan Hasani (2018) Diajukan sebagai Tugas Akhir MPPI

UEQ Data Analysis Tools by :
Dr. Martin Schrepp
UEQ Versi Bahasa Indonesia by :
Harry Budi Santoso

DATA ANALYSIS TOOL UEQ

Please enter the data here!
Use the item numbers in the printed questionnaire and the categories 1 (if the alternative on the extreme left is marked) to 7 (if the alternative on the extreme right is marked).
Leave the cell empty if the person has not answered the item. Please do not enter a special character in such cases, since this would cause errors in the calculations.
You can enter data for a maximum of 1000 participants. If you need more, you have to adjust the formulas in the Excel.

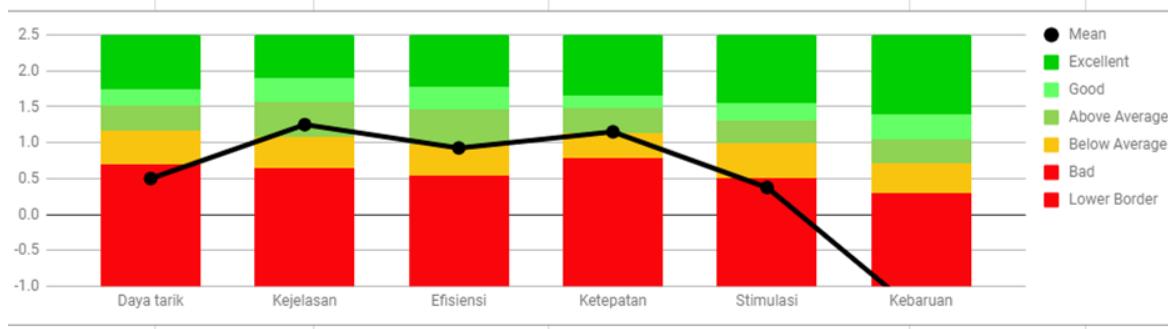
1	Items																									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
2	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
3	3	4	6	4	3	2	2	4	5	5	4	4	4	2	3	4	4	5	3	5	5	4	5	5	1	1
4	6	7	6	1	1	4	4	7	2	5	7	1	7	5	1	6	3	3	1	4	1	5	1	4	3	2
5	4	5	5	3	2	3	4	4	3	5	5	3	7	4	3	4	4	4	4	5	3	4	3	5	4	3
6	5	5	7	3	3	5	5	6	3	7	8	2	7	5	5	8	2	4	1	6	3	6	2	4	2	2
7	5	5	6	2	2	2	3	5	5	6	5	2	5	4	2	4	4	5	4	5	3	5	2	6	3	2
8	6	6	6	1	1	4	5	7	2	3	7	4	7	7	6	7	4	1	2	7	1	7	1	4	1	4
9	4	7	6	2	1	4	3	5	3	6	6	2	6	4	3	5	6	4	3	5	1	7	3	5	3	2
10	5	5	4	3	2	4	5	7	3	4	5	2	5	5	5	5	2	2	2	6	3	5	3	4	3	2
11	5	6	6	6	2	4	4	5	3	6	6	2	3	4	2	3	5	4	2	4	5	2	5	5	5	2
12	4	5	6	4	3	2	3	5	5	6	5	4	3	4	3	3	3	6	4	3	5	6	5	6	6	3
13	4	5	6	4	3	2	3	5	5	6	4	4	3	4	3	3	3	6	4	3	5	6	5	6	6	3
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“

Cuplikan Kuesioner UEQ :
**'Asesmen dan Pengembangan
Desain User Experience Sistem
Informasi Asisten Fasilkom UI'**
Adinegoro, Pratama, Fiandi, dan
Hasani (2018) Diajukan sebagai
Tugas Akhir MPPI

UEQ Data Analysis Tools by :
Dr. Martin Schrepp
UEQ Versi Bahasa Indonesia by :
Harry Budi Santoso

HASIL 6 SKALA UEQ



“

Cuplikan Kuesioner UEQ :
**'Asesmen dan Pengembangan
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Adinegoro, Pratama, Fiandi, dan
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UEQ Versi Bahasa Indonesia by :
Harry Budi Santoso

CARA MENGHITUNG SKALA UEQ

“

UNTUK DETAIL LEBIH LENGKAP MENGENAI CARA MENGHITUNG UEQ SCORE SILAHKAN MERUJUK KE :

<https://www.ueq-online.org/>

KABAR GEMBIRA UNTUK KITA SEMUA :) KINI UEQ ADA VERSI BAHASA INDONESIA NYA :

https://www.ueq-online.org/Material/UEQ_All_Languages.zip



STUDI KASUS



Usability Evaluation of the Student Centered e-Learning Environment

“

**Junus, Santoso,
Isal, & Utomo
(2015)**

International Review of Research in Open and Distributed Learning
Volume 16, Number 4

October- 2015

Usability Evaluation of the Student Centered e-Learning Environment



Inas Sofiyah Junus, Harry Budi Santoso, R. Yugo K. Isal, and Andika Yudha Utomo
Faculty of Computer Science, Universitas Indonesia, INDONESIA

Abstract

Student Centered e-Learning Environment (SCeLE) has substantial roles to support learning activities at Faculty of Computer Science, Universitas Indonesia (Fasilkom UI). Although it has

PERTANYAAN PENELITIAN

The screenshot shows the homepage of the SCeLE system. At the top, there's a navigation bar with links for 'SCeLE', 'Academic Links', 'Panduan Mahasiswa', 'Dukungan Kuliah', and 'Bantuan SCeLE'. Below the navigation is a search bar labeled 'Search courses' with a magnifying glass icon. On the left, there's a 'Clock' section showing the server time as Thu 03:36. Next to it is a 'Calendar' for October 2018, with days from 1 to 31. Below the calendar is a 'Course categories' section. The main content area features a news post titled 'Pengumuman Akademis' with a sub-section '[Rev 001] Jadwal UTS Gasal 18/19'. The post is by Ridwan Febreyanto on Wednesday, 10 October 2018, at 6:58 PM. It discusses the academic calendar and ends with a note from the Academic Secretariat. To the right of the news post are two sidebar sections: 'Akses SCeLE' and 'Kurikulum 2016'.

“
Junus, Santoso,
Isal, & Utomo
(2015)

To find out the **learning experiences** of students and lecturers in SCeLE

To find out **aspects** that are required **to be preserved** in SCeLE;

To find out aspects that are obliged **to be improved** in SCeLE along with the steps needed.

METODE ANALISIS DATA YANG DIGUNAKAN

“

Junus, Santoso,
Isal, & Utomo
(2015)

Likert Scale

Untuk menentukan isu yang muncul berdasarkan faktor yang diamati.

Theme Based Content Analysis (TBCA)

Menganalisis jawaban open ended question.

Solution Identification Analysis

Dilakukan berdasarkan data kuisioner responden.

Computer Self-Efficacy, Cognitive Actions, and Metacognitive Strategies of High School Students While Engaged in Interactive Learning Modules



Dissertation Defense, October 31st, 2013

Computer Self-Efficacy, Cognitive Actions, and Metacognitive Strategies of High School Students While Engaged in Interactive Learning Modules

Harry Budi Santoso

Bachelor Degree in Computer Science (1999-2003) – Universitas Indonesia
Master Degree in Computer Science (2005-2007) – Universitas Indonesia
Doctoral Degree in Engineering Education (2009-2013) – Utah State University

Major Professor: Oenardi Lawanto, PhD

“
Santoso, H. B.
(2013)



PERTANYAAN PENELITIAN



“

Santoso, H. B.
(2013)

How is students' **computer self-efficacy (CSE)** related to **cognitive** and **metacognitive strategies** while using interactive learning modules (ILM)?

How do students' **plan and monitor their cognitive actions**, and regulate their monitoring strategies during learning with ILM?

KONTEKS PENELITIAN

- School Selection:



Logan High School | Home of the Grizzlies



- Participant Selection:

School	Class
Logan High School	Programming 1A and Math 1
InTech Collegiate High School	Physics

“

Santoso, H. B.
(2013)

- 100 students from both schools completed all activities in this study.
- Three modules for each class were selected to be used by considering the relevance of the modules to this study.

METODE ANALISIS DATA YANG DIGUNAKAN

“

Santoso, H. B.
(2013)

Statistik Deskriptif Rerata Nilai CSE dan SRCBL

Untuk profiling computer self-efficacy, dan strategi kognitif serta metakognitif siswa

Uji Korelasi (Pearson Test)

Melihat hubungan nilai CSE dengan strategi kognitif dan metakognitif siswa

Uji Multiple Linear Regression

Mengukur pengaruh nilai CSE dengan aksi kognitif dan strategi metakognitif siswa

METODE ANALISIS DATA YANG DIGUNAKAN

“

Santoso, H. B.
(2013)

Pengukuran Berulang (Repeated Measures)

Mengetahui perbedaan aspek seperti planning, monitoring, aksi kognitif dsb.

Cluster Analysis

Menentukan rekaman screen capture dan siswa terpilih untuk diteliti lebih lanjut

Screen Captured Video Analysis

Untuk menjelaskan lebih lanjut mengenai temuan dari analisis kuesioner

METODE ANALISIS DATA YANG DIGUNAKAN

“

Santoso, H. B.
(2013)

Interview Analysis

Menjelaskan lebih lanjut temuan pada analisis video dan kuesioner

Measuring User Experience of the Student-Centered e-Learning Environment

The Journal of Educators Online-JEO January 2016 ISSN 1547-500X Vol 13 Number 1

58

Measuring User Experience of the Student-Centered e-Learning Environment

Harry B. Santoso, Universitas Indonesia, Jawa Barat, INDONESIA

Martin Schrepp, SAP AG, Walldorf, GERMANY

R. Yugo Kartono Isal, Universitas Indonesia, Jawa Barat, INDONESIA

Andika Yudha Utomo, Universitas Indonesia, Jawa Barat, INDONESIA

Bilih Priyogi, Universitas Indonesia, Jawa Barat, INDONESIA

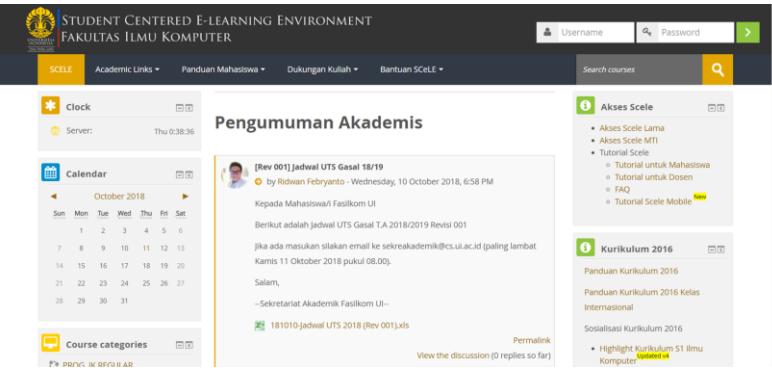
Abstract

The aim of the current study is to develop an adapted version of User Experience Questionnaire (UEQ) and evaluate a learning management system. Although there is a growing interest on User Experience, there are still limited resources (i.e. measurement tools or questionnaires) available

“

Santoso, Schrepp,
Isal, Utomo, &
Priyogi
(2016)

KONTEKS PENELITIAN



The screenshot shows the SCELE platform interface. At the top, there's a navigation bar with the university logo, the text 'STUDENT CENTERED E-LEARNING ENVIRONMENT', and 'FAKULTAS ILMU KOMPUTER'. Below the navigation bar are several menu items: 'SCELE' (highlighted in yellow), 'Academic Links', 'Panduan Mahasiswa', 'Dukungan Kuliah', and 'Bantuan SCELE'. To the right of the menu is a search bar with the placeholder 'Search courses' and a magnifying glass icon. On the left side of the main content area, there are three widgets: 'Clock' (showing the server time as Thu 03:36), 'Calendar' (displaying the month of October 2018 with days numbered 1 through 31), and 'Course categories' (with a link to 'View all categories'). The central content area features a 'Pengumuman Akademis' (Academic Announcements) section. It contains a post by Ridwan Febreyanto from Wednesday, 10 October 2018, at 6:58 PM, titled '[Rev 001] Jadwal UTS Gasal 18/19'. The post content is as follows:

Berikut adalah jadwal UTS Gasal T.A.2018/2019 Revisi 001
Jika ada masukan silakan email ke sekrekaadmik@cs.ul.ac.id (paling lambat Kamis 11 Oktober 2018 pukul 08.00).
Salam,
-Sekretariat Akademik Fasilkom UI-

Below the post is a file attachment: '181010-Jadwal UTS 2018 (Rev 001).xls'. There are also links to 'View the discussion (0 replies so far)' and 'Permalink'. To the right of the announcements, there are two sidebar sections: 'Akses SCELE' (listing 'Akses SCELE Lama', 'Akses SCELE MTI', and 'Tutorial SCELE') and 'Kurikulum 2016' (listing 'Panduan Kurikulum 2016', 'Panduan Kurikulum 2016 Kelas Internasional', and 'Sosialisasi Kurikulum 2016').

“
**Santoso, Schrepp,
Isal, Utomo, &
Priyogi
(2016)**

Goals :

Measure **user experience of Student Centered E-Learning Environment (SCELE)**,

METODE ANALISIS DATA YANG DIGUNAKAN

“

Santoso, Schrepp, Isal, Utomo, & Priyogi
(2016)

UEQ Data Analysis Tools

Untuk mengukur usabilitas SceLe berdasarkan 6 aspek UX

Analisis Open Question

Mengidentifikasi pendapat dan isu yang muncul terkait penggunaan SceLe



Terima Kasih,
**Ada
Pertanyaan?**