USER EXPERIENCE EVALUATION AND PROTOTYPE REDESIGN OF SEKAWAN V3 FOR THE INFORMATICS STUDY PROGRAM AT UNIVERSITAS ISLAM INDONESIA



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SUPERVISOR ENDORSEMENT PAGE

USER EXPERIENCE EVALUATION AND PROTOTYPE REDESIGN OF SEKAWAN V3 FOR THE INFORMATICS STUDY PROGRAM AT UNIVERSITAS ISLAM INDONESIA

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Has been defended in front of the examiners as one of the requirements to obtain a Bachelor of Informatics degree from the Undergraduate Program in Informatics at the Faculty of Industrial Technology, Universitas Islam Indonesia

Yogyakarta, August 4th, 2026

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USER EXPERIENCE EVALUATION AND PROTOTYPE REDESIGN OF SEKAWAN V3 FOR THE INFORMATICS STUDY PROGRAM AT UNIVERSITAS ISLAM INDONESIA

Stating that all components and contents in this final project are my own work. If in the future it is proven that some parts of this work are not my own work, the final project submitted as my own work is ready to be withdrawn and ready to bear any risks and consequences.

Thus this statement letter is made, hopefully it can be used properly.

Yogyakarta, July 2nd, 2026



(A'rafi Laksmana Dirgantara)

DEDICATION

With a heart deeply humbled by the vastness of knowledge and filled with immense gratitude, I honorably dedicate this milestone to the two greatest forces in my life:

First and foremost, to Allah Swt., The Almighty, the All-Knowing, and the Ultimate Source of Wisdom. This thesis is a humble reflection of Your boundless grace and a testament to Your divine guidance. Thank you for granting me the clarity of mind when my screen was blank, for renewing my strength when my spirit was weary, and for turning this academic pursuit into a beautiful journey of faith. In Your name, I seek this knowledge, and to You, I return all the praise.

To my beloved parents, Who have been my anchors in every storm and the silent authors of my success. This achievement is not truly mine, but a harvest of the seeds you planted with your endless sacrifices, watered with your tears, and nurtured with your unconditional love. Your prayers were the invisible shield that protected me through every late-night struggle, and your unwavering faith was the light that guided me to the finish line. I hope this work brings a smile to your faces and stands as a proud tribute to the beautiful life you have built for me.

MOTTO

Allah the Almighty will pave the way.

FOREWORD

Praise be to Allah Swt., the Almighty, the Most Gracious, and the Most Merciful, who has bestowed His blessings, health, and inspiration, enabling the author to successfully complete this thesis titled "User Experience Evaluation And Prototype Redesign Of Sekawan V3 For The Informatics Study Program At Universitas Islam Indonesia". This academic milestone is a testament to His divine guidance and endless mercy throughout the author's educational journey.

The completion of this thesis would not have been possible without the support, guidance, and encouragement of many extraordinary individuals. Therefore, the author would like to express the deepest gratitude to:

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Finally, the author realizes that this thesis is far from perfect. Therefore, any constructive criticisms and suggestions are highly welcomed. Hopefully, this work can contribute meaningfully to the field of Informatics and inspire future researchers.

Yogyakarta, July 2nd, 2026



(A'rafi Laksmana Dirgantara)

ABSTRACT

SEKAWAN V3 is a thesis management information system used to support thesis-related academic processes. Despite its role in facilitating academic administration, several user experience issues were identified, affecting the effectiveness and usability of the system. Therefore, this study aimed to evaluate the user experience of SEKAWAN V3, identify user experience issues, develop redesign solutions, and evaluate the redesigned prototype.

This study employed a mixed-method approach using the User Experience Questionnaire (UEQ) and Open-Ended responses. The evaluation involved 23 students, 6 lecturers, and 1 administrative staff member. The initial evaluation results were used to identify user experience issues, which were subsequently translated into design objectives and redesign solutions. A high-fidelity prototype was then developed and evaluated using the same evaluation instruments.

The initial evaluation identified user experience issues related to usability and clarity, workflow efficiency, visual design, navigation, and feature requirements. Based on these findings, the redesigned prototype introduced improvements to dashboard organization, navigation structure, workflow processes, visual consistency, and administrative features. The prototype evaluation indicated more positive user perceptions of the redesigned prototype. Among students, all UEQ dimensions improved, with benchmark results increasing from *Below Average* and *Bad* to *Excellent* for Attractiveness, Perspicuity, Efficiency, Dependability, and Stimulation, while Novelty improved from *Bad* to *Good*. Lecturers also reported improvements across all UEQ dimensions, with benchmark results increasing from *Bad* to *Above Average* for five dimensions. Qualitative feedback further indicated a shift from issue-oriented responses toward more positive perceptions regarding usability, visual design, and overall experience.

The findings suggest that identifying user experience issues through user evaluation and translating them into targeted design solutions can improve users' perceptions of a redesigned prototype. This study highlights the importance of incorporating user feedback into the redesign process when developing thesis management information systems.

Keywords: User Experience, User Experience Questionnaire, Prototype Redesign, Academic Information System, Thesis Management System.

GLOSSARY

User Experience	Users' perceptions and responses resulting from the use and/or anticipated use of a product, system, or service.
Prototype	A preliminary representation of a system developed to visualize, test, and evaluate design concepts before implementation.
User Experience Questionnaire (UEQ)	A standardized questionnaire developed to evaluate user experience across six dimensions: Attractiveness, Perspicuity, Efficiency, Dependability, Stimulation, and Novelty.
Pragmatic Quality	The task-oriented aspect of user experience that reflects how effectively and efficiently a system supports users in achieving their goals.
Hedonic Quality	The non-task-oriented aspect of user experience that reflects users' psychological and emotional needs, such as stimulation, self-expression, and novelty.
Attractiveness	The overall impression of a system, reflecting whether users perceive it as pleasant, appealing, and enjoyable to use.
Perspicuity	The degree to which a system is easy to understand, learn, and become familiar with.
Efficiency	The extent to which users can complete tasks quickly and with minimal effort when using a system.
Dependability	The degree to which users feel in control of the interaction and perceive the system as predictable and secure.
Stimulation	The extent to which a system is exciting, motivating, and enjoyable to use.
Novelty	The degree to which a system is perceived as innovative, creative, and capable of attracting users' interest through new experiences.

Inconsistency	A condition in UEQ data analysis where a respondent provides contradictory answers to paired items with opposite meanings, indicating potentially unreliable responses. Responses identified as inconsistent may be excluded from further analysis to improve data quality.
Benchmark	A reference standard provided in the UEQ benchmark dataset that allows comparison of evaluation results with those obtained from other products and systems. Benchmark categories include Excellent, Good, Above Average, Below Average, and Bad.

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CHAPTER I
INTRODUCTION

1.1 Background of the Study

The rapid advancement of information technology has accelerated digital transformation across various sectors, including higher education (Maritsa et al., 2021). Universities increasingly adopt information systems to support academic and administrative activities in order to improve efficiency, accessibility, and service quality. Through the implementation of these systems, institutions are able to manage academic processes more effectively while facilitating communication and information exchange among stakeholders. Consequently, information systems have become essential components in supporting the operational activities of higher education institutions and enhancing the overall quality of academic services.

One of the academic activities that requires effective information management is the administration of undergraduate final projects or theses. The final project process consists of a series of interconnected activities, including topic submission, supervisor assignment, supervision monitoring, document submission, administrative verification, seminar registration, and final defense scheduling. These activities involve multiple stakeholders, namely students, lecturers, and administrative staff, each of whom has different responsibilities and information needs. Owing to the complexity of these processes, higher education institutions increasingly rely on information systems to facilitate thesis management in a structured and efficient manner.

Within the Informatics Study Program at Universitas Islam Indonesia (UII), final project management is supported through the SEKAWAN V3 website. SEKAWAN V3 functions as an integrated information system that facilitates various thesis management processes, including pathway submission, supervision monitoring through logbooks, document verification, colloquium, dissemination, and final defense scheduling. By integrating these activities into a single platform, SEKAWAN V3 plays an important role in supporting academic operations and ensuring the effective implementation of final project procedures.

Although information systems provide substantial benefits in supporting academic processes, their success cannot be determined solely by the availability of functional features. A system may perform its intended functions correctly yet still fail to satisfy users if the interaction is confusing, inefficient, or difficult to understand. Therefore, user experience (UX) has become an essential aspect of interactive system evaluation, encompassing users' emotions,

perceptions, responses, and overall impressions formed before, during, and after interacting with a system. A positive user experience can improve efficiency, reduce cognitive effort, increase user satisfaction, and support successful task completion, whereas a poor experience may result in confusion, frustration, and reduced effectiveness in system utilization (Veron et al., 2023). Consequently, evaluating user experience is essential to determine whether an academic information system effectively supports the diverse needs of its users.

Given the importance of user experience in supporting effective interaction, understanding how different stakeholder groups experience SEKAWAN V3 becomes particularly relevant. Previous studies have evaluated earlier versions of the SEKAWAN system primarily from the perspective of student users. Using the Human-Centered Design (HCD) approach, Wahyunan & Persada (2022) redesigned the system interface and reported improvements in effectiveness, efficiency, and user satisfaction. Another study employed the User Experience Questionnaire (UEQ) and reported positive ratings across all user experience dimensions while proposing several interface improvements based on the evaluation results Kusumo & Suranto (2023). However, these studies were limited to student participants, despite the fact that SEKAWAN is also used extensively by lecturers and administrative staff who perform different tasks, follow different workflows, and have distinct information needs. As a result, the experiences of these stakeholder groups remain insufficiently explored. Incorporating multiple stakeholder perspectives is therefore expected to provide a more comprehensive understanding of how the current SEKAWAN V3 system supports its users.

To address this gap, the present study employs the User Experience Questionnaire (UEQ) as the primary instrument for assessing user experience. The UEQ is a standardized and widely used questionnaire designed to measure six user experience dimensions: attractiveness, perspicuity, efficiency, dependability, stimulation, and novelty (Schrepp, 2023). Together, these dimensions provide a comprehensive assessment of users' interactions with a system. To complement the quantitative results, open-ended questions are also incorporated to capture participants' opinions, experiences, and suggestions that may not be fully represented through numerical scores alone. Combining quantitative measurements with qualitative feedback is expected to provide richer insights into the strengths, limitations, and potential enhancements of SEKAWAN V3 from the perspectives of different stakeholder groups.

Beyond assessing the existing system, this research also translates the evaluation results into interface improvements through the development of a redesigned prototype. The redesign process focuses on addressing the usability concerns and design limitations identified during

the initial evaluation while incorporating relevant Laws of UX as theoretical guidance. Rather than representing a final implementation, the prototype serves as an alternative design solution that is subsequently evaluated by the same stakeholder groups to explore their perceptions of the proposed improvements. Through this iterative approach, the study not only investigates the current user experience of SEKAWAN V3 but also examines how theory-informed design improvements influence users' perceptions of the redesigned interface.

Based on these considerations, this study aims to evaluate the user experience of the SEKAWAN V3 website within the Informatics Study Program at Universitas Islam Indonesia by involving students, lecturers, and administrative staff as the primary stakeholder groups. The evaluation results are subsequently used to develop a redesigned prototype that addresses the identified usability concerns and design limitations. The proposed prototype is then re-evaluated to examine users' perceptions of the redesigned interface. It is expected that the findings of this study will provide practical recommendations for the future development of SEKAWAN V3 while contributing to the growing body of knowledge on user experience evaluation and redesign of multi-stakeholder academic information systems.

1.2 Problem Statement

Based on the background and research gap presented in the previous section, this study addresses the following research questions:

a. How is the user experience of the SEKAWAN V3 website perceived by students, lecturers, and administrative staff based on the dimensions of the User Experience Questionnaire (UEQ)?
b. What user experience issues and improvement opportunities can be identified from users' feedback regarding the SEKAWAN V3 website?
c. How do users perceive the redesigned prototype developed based on the findings of the initial evaluation?

1.3 Scope of Work

To ensure that this study remains focused and manageable, several limitations are defined as follows:

a. This study focuses on evaluating the user experience of the SEKAWAN V3 website used to support final project management activities within the Informatics Study Program at Universitas Islam Indonesia.

b. The participants involved in this study consist of students, lecturers, and administrative staff who use SEKAWAN V3 in the final project process.
c. The evaluation of user experience is conducted using the User Experience Questionnaire (UEQ) complemented by Open-Ended questions to obtain additional insights and feedback from users.
d. This study is limited to the evaluation of user experience aspects and does not address other aspects of the system, such as technical performance, system security, software quality, or service quality.
e. Based on the findings of the initial evaluation, this study develops a redesign prototype as a proposed improvement to the SEKAWAN V3 user interface.
f. The redesign prototype developed in this study is not implemented in the actual SEKAWAN V3 system.
g. The evaluation of the redesign prototype is conducted to explore users' perceptions and experiences regarding the proposed interface design and does not aim to examine the effectiveness, efficiency, or impact of the redesign through experimental implementation.

1.4 Research Objectives

The objectives of this study are:

a. To evaluate the user experience of the SEKAWAN V3 website from the perspectives of students, lecturers, and administrative staff using the User Experience Questionnaire (UEQ).
b. To identify user experience issues and opportunities for improvement based on UEQ results and users' feedback regarding the SEKAWAN V3 website.
c. To explore users' perceptions of the redesigned prototype developed based on the findings of the initial evaluation.

1.5 Research Benefits

The benefits expected from this study are as follows:

1.5.1 Theoretical Benefits

This study is expected to contribute to the existing body of knowledge on user experience evaluation within academic information systems, particularly those supporting thesis management processes. Unlike previous studies that primarily focused on student users, this research incorporates the perspectives of multiple stakeholder groups, including students,

lecturers, and administrative staff, thereby providing a more comprehensive understanding of user experience in a multi-stakeholder environment. Furthermore, this study demonstrates how the User Experience Questionnaire (UEQ) can be integrated with qualitative user feedback to identify user experience issues and inform redesign decisions. The findings may serve as a reference for future research on user experience evaluation and redesign of academic information systems involving diverse user roles.

1.5.2 Practical Benefits

This study is expected to provide practical contributions to the future development of the SEKAWAN V3 thesis management system. The evaluation findings offer insights into the experiences, expectations, and challenges encountered by different stakeholder groups when interacting with the system. These findings are subsequently translated into redesign solutions that may serve as references for improving the usability, workflow, navigation, and overall user experience of the system. In addition, the redesigned prototype developed in this study may provide practical design recommendations for developers and decision-makers in enhancing thesis management systems and other academic information systems with similar characteristics.

1.6 Research Methodology

The research methodology used in this study consists of several stages as follows:

a. Initial User Experience Evaluation

   The study began with an evaluation of the existing SEKAWAN V3 website involving students, lecturers, and administrative staff. User experience was assessed using the User Experience Questionnaire (UEQ) and supported by qualitative feedback collected through open-ended questions.

b. User Experience Issue Identification

   The evaluation results were analyzed to identify user experience issues and areas requiring improvement. The findings served as the basis for determining design objectives for the redesign process.

c. Redesign Prototype Development

   A high-fidelity prototype was developed based on the identified user experience issues and guided by relevant Laws of UX. The prototype represented the proposed interface improvements before implementation.

d. Prototype Evaluation

The redesigned prototype was evaluated using the same evaluation instruments to examine users' perceptions of the proposed interface and to obtain feedback on the redesign.

e. Conclusions and Recommendations

Finally, the findings from the evaluation and redesign stages were synthesized to formulate conclusions and provide recommendations for the future development of SEKAWAN V3 and related research.

1.7 Writing Systematics

This thesis is organized into five chapters. Each chapter is structured to provide a comprehensive understanding of the research process and findings.

a. Chapter I – Introduction, presents the background of the study, problem statement, scope of work, research objectives, research benefits, and the writing systematics.
b. Chapter II – Literature Review, discusses the theories and previous studies relevant to this research, including concepts related to user experience, the User Experience Questionnaire (UEQ), prototype redesign, and academic information systems.
c. Chapter III - Research Methodology, describes the methodology employed in this study, including the participants involved, the research instruments, data collection procedures, data analysis techniques, and the stages of the study, encompassing the initial user experience evaluation, identification of improvement opportunities, development of the redesign prototype, and evaluation of the proposed prototype.
d. Chapter IV – Results and Discussion, presents the findings of the user experience evaluation of SEKAWAN V3, the identified user experience issues and improvement opportunities, the development of the redesign prototype, and the evaluation results of the proposed prototype, followed by a discussion of the findings.
e. Chapter V – Conclusion and Recommendations, summarizes the conclusions drawn from the study, and provides recommendations for future studies and the development of SEKAWAN V3.

CHAPTER II
LITERATURE REVIEW

2.1 User Experience

User Experience (UX) refers to users' perceptions and responses that result from the use and/or anticipated use of a system, product, or service (ISO, 2018). These perceptions and responses include users' emotions, beliefs, preferences, comfort, behaviours, and accomplishments that occur before, during, and after use. Therefore, user experience extends beyond the functional aspects of a system and encompasses how users perceive and experience their interactions with an interactive system.

User experience has become an important aspect in the evaluation of interactive systems because it influences how users perform their tasks and perceive the overall quality of a system. A positive user experience can support effective task completion, improve efficiency, reduce cognitive effort, and increase user satisfaction (Wiwesa, 2021). Conversely, poor user experience may lead to confusion, frustration, and difficulties in accomplishing intended tasks (Veron et al., 2023). These consequences may affect users' ability to carry out academic and administrative activities efficiently, thereby influencing the effectiveness of system utilization.

Although user experience and usability are closely related, they are not identical concepts. Usability primarily focuses on how effectively, efficiently, and satisfactorily users can achieve specific goals when interacting with a system. In contrast, user experience encompasses broader aspects of interaction, including users' emotions, perceptions, motivations, and overall impressions before, during, and after system use. Therefore, UX extends beyond usability by considering not only task performance but also the experiential and emotional dimensions of interaction.

User experience is commonly understood as a multidimensional concept consisting of both pragmatic and hedonic qualities. According to Hassenzahl (2007), pragmatic quality refers to users' perceptions of how effectively and efficiently a product supports the achievement of task-related goals (do-goals). This dimension is closely related to functional aspects such as usefulness, ease of use, and task completion. Meanwhile, hedonic quality refers to the fulfillment of users' psychological and emotional needs (be-goals), including stimulation, self-expression, enjoyment, and novelty. Both dimensions contribute to the overall user experience and should be considered when evaluating interactive systems.

In the context of academic information systems, user experience plays a crucial role because students, lecturers, and administrative staff rely on these systems to perform various academic activities. These activities may include academic administration, progress monitoring, document submission, communication, and information retrieval. A positive user experience can facilitate the completion of these activities and encourage continued system usage, whereas a negative user experience may hinder task performance and reduce user satisfaction. Therefore, evaluating user experience is important to ensure that academic information systems effectively support the needs and expectations of their users.

Since user experience encompasses both pragmatic and hedonic dimensions, a comprehensive evaluation approach is required to capture users' overall perceptions and experiences. One of the most widely used instruments for evaluating user experience is the User Experience Questionnaire (UEQ), which measures multiple dimensions of user experience, including attractiveness, perspicuity, efficiency, dependability, stimulation, and novelty. Therefore, UEQ was selected as the primary evaluation instrument in this study.

2.2 Academic Information System

According to Hamidah et al. (2023), an academic information system is a system that provides information to support academic administrative activities. Academic information systems are designed to facilitate the management, processing, storage, and dissemination of academic information required by stakeholders within educational institutions. These stakeholders commonly include students, lecturers, and administrative staff who rely on the system to perform various academic and administrative tasks. Therefore, an academic information system can be understood as an information system that supports academic processes by providing accurate and accessible information to relevant users.

Academic Information Systems are commonly used to support various academic activities, including student data management, course registration, academic monitoring, academic administration, and information dissemination. By integrating these activities into a centralized system, academic information systems help improve operational efficiency, reduce administrative workload, and facilitate communication among stakeholders within educational institutions.

The primary users of Academic Information Systems generally include students, lecturers, and administrative staff. Students use the system to access academic information and complete academic-related activities, while lecturers use it to manage academic responsibilities

such as monitoring student progress and providing academic evaluations. Administrative staff utilize the system to manage academic administration and support institutional operations.

One type of Academic Information System is a Thesis Management Information System, which specifically supports thesis-related academic processes. These processes may include thesis registration, supervisor assignment, progress monitoring, document submission, logbook management, thesis defense registration, and academic evaluation. As such, Thesis Management Information Systems are designed to facilitate coordination among students, lecturers, and administrative staff throughout the thesis process.

Based on its functionalities, SEKAWAN V3 can be categorized as a Thesis Management Information System because it supports various thesis-related academic activities involving students, lecturers, and administrative staff. Therefore, evaluating and improving the user experience of SEKAWAN V3 is important to ensure that the system effectively supports the academic needs of its users.

2.3 User Experience Questionnaire (UEQ)

The User Experience Questionnaire (UEQ) is a standardized instrument developed to measure users' perceptions of interactive products and systems across multiple dimensions of user experience (Schrepp et al., 2017). Developed by Schrepp and colleagues, the UEQ enables researchers to efficiently assess both pragmatic and hedonic aspects of user experience through a set of semantic differential scales. Due to its practicality and comprehensive coverage of UX dimensions, the UEQ has been widely applied in the evaluation of websites, mobile applications, software systems, and other interactive technologies.

The original UEQ consists of 26 pairs of contrasting adjectives presented as semantic differential scales. Participants indicate their responses using a seven-point scale positioned between opposite attributes, allowing researchers to capture users' subjective impressions of a system. This format enables the efficient collection of quantitative data while maintaining sensitivity to various aspects of user experience.

The User Experience Questionnaire (UEQ) measures user experience through six dimensions. According to the UEQ Handbook Schrepp (2023), these dimensions are defined as follows:

a. Attractiveness: represents users' overall impression of a product or system. This dimension reflects whether users generally perceive the product positively or negatively and whether they like or dislike using it.

b. Perspicuity: refers to the ease with which users become familiar with and understand a product. It reflects how easy the system is to learn and whether users can quickly understand how to use its features.
c. Efficiency: describes users' perceptions of accomplishing their tasks with minimal effort. A product with high efficiency enables users to complete activities quickly and without unnecessary steps.
d. Dependability: concerns the extent to which users feel in control during interaction with a product. This dimension reflects whether the system behaves in a predictable and reliable manner from the users' perspective.
e. Stimulation: measures whether the product is perceived as exciting and motivating to use. It reflects the degree to which interaction with the system encourages users' interest and engagement.
f. Novelty: refers to users' perceptions of the product's creativity and innovativeness. This dimension assesses whether the product appears original and capable of attracting users' curiosity and interest.

Based on the UEQ framework, the six dimensions can be grouped into different aspects of user experience. Perspicuity, efficiency, and dependability are associated with pragmatic quality because they relate to users' task-oriented goals and their interactions with the system in accomplishing specific activities. In contrast, stimulation and novelty represent hedonic quality, as they capture users' emotional responses and experiential needs during interaction. Attractiveness reflects users' overall impression of the product, which is influenced by both pragmatic and hedonic aspects. Through this multidimensional structure, the UEQ enables researchers to obtain a more holistic understanding of users' perceptions and experiences when interacting with a system.

In this study, the UEQ was selected because it provides a structured and multidimensional approach to evaluating user experience while remaining practical to administer. Through its six dimensions, the instrument enables the exploration of users' perceptions related to both task-oriented interactions and experiential aspects of system use. Given that SEKAWAN V3 is utilized by students, lecturers, and administrative staff who have different roles and information needs, the UEQ is considered appropriate for capturing user perceptions across multiple stakeholder groups and providing a comprehensive understanding of their experiences with the system.

2.4 Open-Ended Question

User experience evaluation often combines quantitative and qualitative approaches to obtain a comprehensive understanding of users' interactions with a system. While standardized questionnaires provide structured measurements of user experience, they may not fully explain the reasons behind users' evaluations or reveal issues that fall outside predefined assessment dimensions. Therefore, qualitative user feedback plays an important role in complementing quantitative findings by providing contextual information about users' experiences, expectations, and challenges.

One commonly used method for collecting qualitative user feedback is through open-ended questions. Unlike close-ended questions, open-ended questions allow respondents to answer using their own words rather than selecting from predetermined response options. This approach enables participants to freely express their opinions, experiences, and perspectives, thereby generating richer and more detailed information (Reja et al., 2003). As a result, researchers are able to identify issues, expectations, and suggestions that may not emerge from quantitative instruments alone.

In user experience research, open-ended questions are particularly valuable because they help explain quantitative evaluation results and uncover the underlying reasons for users' perceptions. Qualitative feedback can reveal usability concerns, workflow difficulties, navigation problems, feature requests, and other experience-related issues that are difficult to capture through standardized questionnaires. Consequently, the combination of quantitative measurements and qualitative feedback enables researchers to obtain a more holistic understanding of user experience and supports the development of more user-centered design improvements.

In this study, open-ended questions were administered alongside the User Experience Questionnaire (UEQ) during both the initial evaluation and the prototype evaluation. The qualitative responses obtained from students, lecturers, and administrative staff were used to explain the quantitative findings, identify recurring user experience issues, and uncover opportunities for improvement that informed the development of the redesigned prototype. During the prototype evaluation, the same approach was employed to explore participants' perceptions of the redesigned interface and to identify any remaining concerns or suggestions for future refinement.

2.5 Laws of UX

Laws of UX refer to a collection of design principles derived from psychology and observations of human behavior that provide guidance for designing interactive systems. According to Yablonski (2024), these principles explain how users perceive information, process cognitive tasks, make decisions, and interact with digital interfaces. By understanding these behavioral tendencies, designers can create interfaces that are more intuitive, efficient, and aligned with users' expectations.

In user interface redesign, Laws of UX provide a theoretical foundation for translating user experience findings into design decisions. Rather than relying solely on designers' intuition or subjective preferences, redesign activities can be guided by established usability principles that explain why certain interface improvements are expected to enhance user experience. Consequently, each design decision can be justified based on recognized UX theories and linked directly to the problems identified during evaluation.

In this study, Laws of UX serve as the primary design considerations in developing the redesign prototype of SEKAWAN V3. The principles were selected based on their relevance to the usability and user experience issues identified through the User Experience Questionnaire (UEQ) and qualitative feedback collected from users. Based on (Yablonski, 2024), five Laws of UX were considered relevant to guide the redesign of SEKAWAN V3, namely Jakob's Law, the Aesthetic-Usability Effect, Tesler's Law, Miller's Law, and Hick's Law. Each principle addresses different aspects of user interaction and was selected according to the usability problems identified during the evaluation.

a. Jakob’s Law

Jakob's Law states that users spend most of their time interacting with other digital products and therefore expect similar interaction patterns when using a new system. Interfaces that adopt familiar navigation structures, layouts, and interaction conventions reduce users' learning effort and better match users' existing mental models.

This principle was selected because the initial evaluation indicated that several participants experienced confusion when navigating SEKAWAN V3 and had difficulty locating certain features. Therefore, adopting more familiar interface patterns was considered an appropriate strategy to improve navigation consistency and reduce users' cognitive effort.

b. Aesthetic-Usability Effect

The Aesthetic-Usability Effect suggests that users tend to perceive visually attractive interfaces as more usable than less appealing. An aesthetically pleasing design positively

influences users' first impressions, increases perceived usability, and contributes to a more satisfying interaction experience.

This principle was considered relevant because users frequently reported that the existing SEKAWAN V3 interface appeared monotonous and visually unengaging. Therefore, visual improvements involving typography, spacing, hierarchy, color usage, and component consistency were incorporated to enhance both the interface's attractiveness and perceived usability.

c. Tesler's Law

Tesler's Law states that every system contains an inherent amount of complexity that cannot be eliminated completely. Consequently, designers should minimize unnecessary complexity presented to users while allowing the system to manage unavoidable complexity internally.

This principle guided redesign decisions aimed at simplifying user interactions within SEKAWAN V3. Based on users' feedback regarding lengthy processes and unnecessary interaction steps, the redesign focused on streamlining workflows, reducing redundant actions, and presenting information in a more structured manner to improve task efficiency.

d. Miller's Law

Miller's Law proposes that the average person can actively process approximately seven (plus or minus two) items in working memory at one time. When users are presented with excessive information simultaneously, cognitive overload may occur, making interfaces more difficult to understand and navigate.

This principle was selected because several pages in SEKAWAN V3 contain dense information and numerous interface elements displayed simultaneously. During the redesign process, information was grouped into meaningful sections, unnecessary visual clutter was reduced, and content was organized progressively to minimize users' cognitive load and improve information processing.

e. Hick's Law

Hick's Law states that the time required to make a decision increases as the number and complexity of available choices increase. Simplifying available options and presenting them in a clear hierarchy enables users to make decisions more quickly and confidently.

This principle was considered relevant because some interaction flows in SEKAWAN V3 require users to choose among multiple actions or navigate through several interface elements before completing their intended tasks. The redesign therefore aimed to reduce

unnecessary choices, improve visual hierarchy, and prioritize frequently used actions, enabling users to complete tasks more efficiently.

2.6 Prototype

A prototype is a representation of a proposed design that is used to communicate design ideas, explore alternative solutions, and evaluate aspects of a system before final implementation (Dix et al., 2004). Prototypes enable designers and stakeholders to visualize design concepts, assess interaction flows, and identify potential usability issues at an early stage of the design process. By allowing design ideas to be evaluated prior to implementation, prototyping helps reduce development risks and supports iterative design refinement.

Prototypes may vary in their level of fidelity, ranging from low-fidelity representations that illustrate general design concepts to high-fidelity prototypes that closely resemble the appearance, functionality, and interactions of the intended system. High-fidelity prototypes incorporate realistic visual elements and interactive behaviors, enabling users to perform representative tasks and experience interactions similar to those expected in the final product. Consequently, high-fidelity prototypes are widely used in user experience research to evaluate users' perceptions of proposed interface designs before system implementation.

Within the context of user experience redesign, prototypes serve not only as visual representations of a proposed interface but also as tools for validating whether identified user experience issues have been appropriately addressed through design improvements. Evaluation of a prototype enables researchers to obtain users' perceptions of the proposed design, identify remaining issues, and refine design decisions before implementation. Therefore, prototyping supports an iterative design process in which evaluation findings are translated into design solutions and subsequently validated through user feedback.

In this study, a high-fidelity prototype was developed based on the user experience issues identified during the initial evaluation, incorporating both quantitative findings from the User Experience Questionnaire (UEQ) and qualitative feedback obtained through open-ended questions. The redesign process was guided by selected Laws of UX to ensure that interface improvements were grounded in established user experience principles rather than subjective design decisions. The resulting prototype integrated improvements to navigation, information organization, workflow, visual design, and interface interactions that addressed the issues identified by students, lecturers, and administrative staff.

Rather than representing the final implementation of SEKAWAN V3, the high-fidelity prototype served as an alternative design solution that was subsequently evaluated by users from the same stakeholder groups. This evaluation aimed to examine users' perceptions of the proposed redesign and determine whether the design improvements contributed to a more positive user experience before implementation in the actual system.

2.7 Previous Studies

Previous studies were reviewed to examine existing research related to user experience evaluation and redesign in academic information systems. This review aimed to position the present study within the existing body of knowledge and to identify its contribution in relation to prior work. The literature search was conducted using Google Scholar and ScienceDirect by employing keywords such as "user experience evaluation," "User Experience Questionnaire (UEQ)," "academic information system," "thesis management system," "UX redesign," and "user interface redesign." The search was limited to publications published between 2020 and 2025 to ensure that the reviewed studies reflected recent developments in user experience research and academic information systems. Relevant studies were then selected based on their alignment with the research topic, evaluation methods, and contributions to user experience assessment or redesign in similar contexts.

Table 2.1 Analytical Summary of Previous Studies

Authors	Participants	Evaluation Method	Redesign	Prototype Evaluation	Findings
Kusumo & Suranto (2023)	Students	UEQ	✓	✓	Positive UEQ results with proposed redesign recommendations.
Wahyunan & Persada (2022)	Students	HCD	✓	✓	Improved usability following HCD-based redesign.
Ariwanta et al. (2024)	Students	UEQ	✗	✗	Positive UEQ results demonstrated satisfactory user experience across all dimensions.
Tamarischa & Rudianto, (2024)	Students	UEQ	✗	✗	Overall user experience was rated Below Average in the benchmark

					results, with novelty receiving the lowest score, indicating the need for improvements in design, innovation, and system features.
Fajaria & Ditha Tania (2023)	Students	UEQ + SUS	✗	✗	Good usability and positive user experience across cohorts; however, the novelty aspect consistently received the lowest ratings, indicating a need for improvements in design, features, and innovation.

Based on the reviewed studies presented in Table 2.1, previous research on user experience in academic information systems can be analyzed from several perspectives. First, in terms of stakeholder involvement, all reviewed studies exclusively evaluated student users. Although students represent the primary users of many academic systems, lecturers and administrative staff also interact extensively with these systems through different tasks, responsibilities, and workflows. Consequently, existing findings primarily reflect students' experiences and provide limited understanding of user experience from the perspectives of other stakeholder groups.

Second, regarding evaluation methods, the User Experience Questionnaire (UEQ) was the most frequently adopted instrument, appearing in five of the six reviewed studies either as a standalone instrument or in combination with the System Usability Scale (SUS). This indicates that UEQ has become one of the predominant approaches for assessing user experience in academic information systems due to its ability to measure both pragmatic and hedonic aspects of user experience. Meanwhile, one study employed the Human-Centered Design (HCD) approach, emphasizing an iterative design process rather than relying solely on quantitative evaluation. Overall, previous studies demonstrate that quantitative user experience evaluation has been widely implemented, while the integration of qualitative user feedback remains relatively limited.

Third, the reviewed studies reveal differences in research scope. Four studies focused solely on evaluating the existing systems without proposing redesign solutions, whereas two studies extended the evaluation by developing redesigned interfaces. Among these, only the studies conducted by Kusumo & Suranto (2023) and Wahyunan & Persada (2022) incorporated a subsequent evaluation of the redesigned interfaces. This suggests that although redesign has been explored in previous research, relatively few studies have adopted an iterative evaluation approach that assesses users' perceptions after redesign.

Furthermore, the findings reported across previous studies show a relatively consistent pattern. Most studies reported positive user experience or acceptable usability, indicating that the evaluated systems generally supported users in accomplishing their intended tasks. However, studies employing the UEQ consistently reported lower scores on hedonic dimensions, particularly Novelty, suggesting that academic information systems still have opportunities for improvement in terms of innovation, visual appeal, and engagement despite demonstrating satisfactory pragmatic quality.

Based on these analytical perspectives, several research gaps can be identified. Previous studies have primarily focused on student users, while the perspectives of lecturers and administrative staff remain underexplored. In addition, only a limited number of studies have combined user experience evaluation with redesign development and subsequent prototype evaluation. Therefore, this study extends previous research by involving multiple stakeholder groups, integrating quantitative evaluation using the User Experience Questionnaire (UEQ) with qualitative feedback obtained through open-ended questions, translating the identified user experience issues into redesign solutions guided by Laws of UX, and subsequently evaluating the redesigned high-fidelity prototype using the same evaluation approach.

2.8 Conceptual Framework

The conceptual framework of this study is built upon the assumption that user experience in academic information systems should be understood from the perspectives of all stakeholders who interact with the system. Since students, lecturers, and administrative staff perform different tasks and workflows within SEKAWAN V3, evaluating user experience across these stakeholder groups provides a more comprehensive understanding of the system than relying on a single stakeholder group. User experience is quantitatively assessed using the User Experience Questionnaire (UEQ), which measures six dimensions of user experience, namely attractiveness, perspicuity, efficiency, dependability, stimulation, and novelty. To

complement these quantitative findings, qualitative feedback obtained through open-ended questions is used to identify specific user experience issues, understand the underlying reasons for users' evaluations, and uncover improvement opportunities that cannot be fully captured through standardized questionnaires. The identified issues are subsequently translated into design objectives and redesign solutions guided by relevant Laws of UX, ensuring that the proposed improvements are grounded in established user experience principles. Finally, a high-fidelity prototype incorporating these design improvements is developed and re-evaluated using the same evaluation approach to examine users' perceptions of the redesigned interface. Through this framework, the study integrates user experience evaluation, qualitative issue identification, theory-informed redesign, and prototype evaluation into a systematic process for improving the user experience of an academic information system.

CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

This study employed a mixed-method evaluative research design to assess users' perceptions of the existing SEKAWAN V3 system and the proposed redesign prototype. The study consisted of two evaluation stages. The first stage involved evaluating the existing system to identify user experience issues and user needs, while the second stage evaluated the redesigned prototype to explore users' perceptions of the proposed interface. Quantitative data were collected using the User Experience Questionnaire (UEQ), which served as the primary instrument for measuring user experience across six dimensions. To complement the quantitative findings, qualitative data were gathered through open-ended questions, enabling participants to explain their experiences, identify usability issues, and provide suggestions for improvement. The findings from the initial evaluation informed the redesign process, whereas the findings from the prototype evaluation were descriptively compared with the initial evaluation to examine changes in user perceptions. The overall research procedure adopted in this study is illustrated in Figure 3.1.



Figure 3.1 Research Procedure

Figure 3.1 illustrates the overall research procedure adopted in this study. The procedure consists of five sequential stages, beginning with an initial evaluation of the existing system, followed by issue identification, prototype redesign, prototype evaluation, and synthesis of the findings.

The first stage, initial user experience evaluation, aimed to understand users' perceptions of the existing SEKAWAN V3 system. Students, lecturers, and administrative staff who had experience using the system participated in this stage. Data were collected using the User Experience Questionnaire (UEQ) as the primary instrument, while Open-Ended questions were used to obtain additional explanations regarding users' experiences, difficulties, and suggestions related to the system.

The second stage involved identifying user experience issues based on the findings obtained from the initial evaluation. UEQ results were analyzed to determine users' perceptions across the six dimensions of user experience, whereas responses from the Open-Ended questions were reviewed to support the interpretation of the quantitative findings and identify recurring concerns and user expectations. The findings from this stage served as the basis for determining aspects of the system that required improvement.

In the third stage, redesign prototypes were developed to address the identified issues. The redesign process considered users' feedback obtained during the initial evaluation and was guided by relevant Laws of UX principles to support the development of interface solutions that aligned with users' needs and established design considerations.

The fourth stage focused on evaluating the proposed redesign prototypes. Participants from the same stakeholder groups were invited to interact with the prototypes and complete the UEQ accompanied by Open-Ended questions. This stage aimed to explore users' perceptions and experiences regarding the proposed interface designs.

Finally, the findings obtained from both evaluation stages were synthesized to draw conclusions and formulate recommendations for future improvements of SEKAWAN V3 as well as directions for further research.

3.2 Research Object

SEKAWAN V3 is an academic information system used to support the administration of final project activities. The system is utilized by students, lecturers, and administrative staff to perform tasks according to their respective roles. Students use the system to upload required documents, record final project progress through logbooks, and register for thesis defense

examinations. Lecturers use the system to verify submitted documents and approve final project pathway applications. Meanwhile, administrative staff are responsible for activities such as verifying payment documents and scheduling thesis defense examinations. Given its use by multiple stakeholder groups and its important role in supporting final project administration processes, SEKAWAN V3 was selected as the object of this study.

3.3 Population and Sample

3.3.1 Population

According to Sugiyono (2023), population refers to a generalized area consisting of objects or subjects that possess certain characteristics determined by the researcher to be studied and from which conclusions may be drawn. In this study, the population consisted of SEKAWAN V3 users involved in final project administration processes, including students, lecturers, and administrative staff. These stakeholder groups were included because they perform different tasks and interact with different system functionalities according to their respective roles. Therefore, user experience evaluations were conducted separately for each stakeholder group to capture role-specific perceptions and experiences regarding the system.

3.3.2 Sampling Technique

According to Sugiyono (2023), purposive sampling is a sampling technique in which participants are selected based on specific considerations determined by the researcher. In this study, purposive sampling was employed because the participants were selected from stakeholder groups representing the primary users of SEKAWAN V3, namely students, lecturers, and administrative staff. These groups were chosen because they interact with different functionalities of the system according to their respective roles and responsibilities. Prior to completing the evaluation instruments, participants were required to perform the assigned testing scenarios to ensure exposure to the functionalities being evaluated.

3.3.3 Sample

The sample of this study consisted of 30 participants selected through purposive sampling, comprising 23 students, 6 lecturers, and 1 administrative staff member. These participants represented the primary stakeholder groups involved in using SEKAWAN V3 for final project administration processes. The same participants were invited to participate in both the initial evaluation of the existing system and the evaluation of the redesigned prototype to

enable a descriptive comparison of user perceptions across the two evaluation stages. Participant consistency was ensured by matching the participants' names and email addresses collected during both evaluation stages, allowing only responses from the same individuals to be included in the analysis.

The administrative staff group consisted of only one participant because the responsibility for managing the final project administration process in SEKAWAN V3 is assigned to a single administrative staff member. Therefore, this participant represented the entire administrative role associated with the system during the study period. While this reflects the actual organizational context in which SEKAWAN V3 operates, the findings related to the administrative staff should be interpreted with caution, as they represent the perceptions of a single individual and are not intended to be generalized to other administrative contexts.

The responses obtained from students, lecturers, and the administrative staff were analyzed separately because each stakeholder group interacts with different functionalities of SEKAWAN V3 according to their respective roles and responsibilities. Consequently, each group may have distinct perceptions, experiences, and expectations regarding both the existing system and the proposed redesign.

3.4 Data Collection

Data collection was conducted in two sequential stages: the initial evaluation of the existing SEKAWAN V3 system and the evaluation of the redesigned prototype. In both stages, data were collected using online questionnaires administered through Google Forms.

During the initial evaluation, participants were first provided with information regarding the purpose of the study and instructions for completing the evaluation. They were then asked to perform a series of task scenarios using the existing SEKAWAN V3 system according to their respective roles as students, lecturers, or administrative staff. After completing the assigned tasks, participants completed the User Experience Questionnaire (UEQ) to assess their perceptions of the system, followed by a set of open-ended questions to provide additional comments regarding their experiences, difficulties encountered, and suggestions for improvement.

The findings obtained from the initial evaluation were analyzed and used to identify user experience issues and determine the redesign requirements. Based on these findings, interactive redesign prototypes were developed to address the identified issues.

Following the redesign process, a second round of data collection was conducted to evaluate the proposed prototypes. The same participants who had completed the initial evaluation were invited to participate in this stage. Participant consistency between the two evaluation stages was verified by matching their names and email addresses. Similar to the initial evaluation, participants first completed task scenarios using the redesigned prototypes before completing the UEQ and the accompanying open-ended questions. The task scenarios were adapted to reflect the redesigned interface and newly proposed features relevant to each stakeholder group.

3.5 Research Instruments

The primary research instrument used in this study was an online questionnaire administered through Google Forms. The questionnaire was designed to collect both quantitative and qualitative data related to users' perceptions of the existing SEKAWAN V3 system and the redesigned prototypes. To ensure that the questionnaire could be easily understood by all participants and to minimize potential misinterpretation, the instrument was developed in the Indonesian language. Separate versions of the questionnaire were prepared for different stakeholder groups to accommodate their respective roles and system functionalities; however, all versions followed the same general structure.

Each questionnaire consisted of five components. The first component served as an introductory section that provided participants with a brief overview of the study, evaluation procedures, and instructions for completing the questionnaire. The second component collected participant information. The third component contained task scenarios that participants were required to complete before evaluating the system. The fourth component consisted of the User Experience Questionnaire (UEQ), which measured user experience across six dimensions: Attractiveness, Perspicuity, Efficiency, Dependability, Stimulation, and Novelty. The fifth component comprised open-ended questions that enabled participants to provide additional feedback regarding their experiences, difficulties encountered, and suggestions for improvement.

3.5.1 Purpose of the Study

The overview of the study served as the introductory section of the questionnaire. This section provided participants with a brief explanation of the study, including its objective, the purpose of their participation, and the overall evaluation process. It also included instructions

for completing the questionnaire, informing participants that they should first complete the assigned task scenarios before answering the evaluation questions.

To ensure ethical research practice, participants were informed that their participation was voluntary and that the information they provided would be treated confidentially and used solely for research purposes. All personal information was used exclusively for participant matching and was not included in the analysis or reported in the research findings.

3.5.2 Participant Information

The participant information collected differed between the initial evaluation and the prototype evaluation. During the initial evaluation, the questionnaire gathered participant identification and background information relevant to each stakeholder group, including user characteristics such as the frequency of using SEKAWAN V3 and self-rated proficiency in using the system. These data were collected to describe the characteristics of the respondents participating in the study. In contrast, the participant information section in the prototype evaluation was simplified, as its primary purpose was to confirm participant consistency between the two evaluation stages. Therefore, only identification information required to verify that the respondents had previously participated in the initial evaluation was collected. A summary of the participant information collected during both evaluation stages is presented in Table 3.1.

Table 3.1 Participant Information Collected from Each Stakeholder Group

Evaluation Stage	Stakeholder Group	Information Collected
Initial Evaluation	Students	Name, Student ID (NIM), Cohort, Frequency of Using SEKAWAN V3, Self-rated Proficiency
	Lecturers and Administrative Staff	Name, Role (Lecturer/Administrative Staff), Frequency of Using SEKAWAN V3, Self-rated Proficiency
Prototype Evaluation	Students	Name, Student ID (NIM), Cohort
	Lecturers	Name, Confirmation of participation in the initial evaluation
	Administrative Staff	Name, Confirmation of participation in the initial evaluation

3.5.3 Testing Scenario

Testing scenarios were prepared to guide participants in interacting with the functionalities of SEKAWAN V3 before completing the evaluation instruments. The scenarios represented typical tasks performed by each stakeholder group based on their respective roles

within the system. By completing the assigned testing scenarios, participants were able to evaluate the system based on direct interaction rather than relying solely on previous experience or initial impressions.

Different testing scenarios were developed for the initial evaluation and the prototype evaluation. During the initial evaluation, the scenarios reflected the existing functionalities available in SEKAWAN V3. During the prototype evaluation, the scenarios were revised to correspond to the redesigned interface and proposed features. Since the functionalities evaluated differed among stakeholder groups, separate testing scenarios were prepared for students, lecturers, and administrative staff. The testing scenarios used in both evaluation stages are presented in the following tables.

A. Initial Evaluation

The testing scenarios for students were designed to represent the primary activities performed by students when using SEKAWAN V3 for final project administration. The scenarios focused on document submission and logbook completion, as these functionalities are essential requirements in the final project process and are among the most frequently used features by students. In addition to these mandatory tasks, participants were also instructed to freely explore at least one additional feature within the system. This exploratory task was included to encourage participants to interact with other available functionalities, allowing them to provide broader feedback regarding their overall user experience. The testing scenarios for the initial evaluation are presented in Table 3.2.

Table 3.2 Testing Scenarios for Students (Initial Evaluation)

No	Feature	Testing Scenario
1	Document	*Silakan unggah berkas penelitian BAB 3.*
2	Logbook	*Silakan isi Logbook bimbingan dengan isian:* *-Kegiatan/Aktivitas: Pengujian* *-Tanggal: (Tanggal saat ini)* *- Catatan: Pengujian user experience website Sekawan V3*
3	Feature Exploration	*Silakan eksplorasi minimal satu fitur lain yang tersedia pada Sekawan V3.*

The testing scenarios for lecturers focused on the review of the document verification and logbook verification features, as these are among the primary responsibilities of lecturers in

supporting the final project process through SEKAWAN V3. Participants were instructed to access and review these features rather than perform actual approval or verification actions. This approach was adopted to avoid unintended modifications to students' academic records or ongoing administrative processes while still allowing lecturers to evaluate the interface, navigation, and workflow of these critical functionalities. Similar to the student evaluation, lecturers were also encouraged to explore at least one additional feature to obtain a broader understanding of the system. The testing scenarios for the initial evaluation are presented in Table 3.3.

Table 3.3 Testing Scenarios for Lecturers (Initial Evaluation)

No	Feature	Testing Scenario
1	Document Verification	*Silakan akses halaman untuk verifikasi berkas mahasiswa dan tinjau dokumen yang diajukan mahasiswa.*
2	Logbook Verification	*Silakan akses halaman untuk verifikasi logbook dan tinjau proses verifikasi logbook.*
3	Feature Exploration	*Silakan eksplorasi minimal satu fitur lain yang tersedia pada Sekawan V3.*

The testing scenarios for administrative staff focused on the core administrative functions available in SEKAWAN V3. Participants were instructed to review the payment verification and supervisor assignment features, as these functionalities involve operational academic data and could affect actual system records if executed directly. Therefore, the scenarios required participants to observe the workflow of these features rather than perform the actual actions. The testing scenarios for the initial evaluation are presented in Table 3.4.

Table 3.4 Testing Scenarios for Administrative Staff (Initial Evaluation)

No	Feature	Testing Scenario
1	Document Verification	*Silakan akses fitur untuk verifikasi pembayaran dan amati alur verifikasi yang tersedia pada sistem.*
2	Logbook Verification	*Silakan akses fitur untuk mengatur dosen pembimbing dan amati alur pengelolaan pembimbing pada sistem.*
3	Feature Exploration	*Silakan eksplorasi minimal satu fitur lain yang tersedia pada Sekawan V3.*

B. Prototype Evaluation

The testing scenarios for students focused on redesigned features based on the findings from the initial evaluation. Participants completed representative tasks, including updating a thesis document and adding a logbook entry, before completing the evaluation questionnaire. They were also encouraged to explore other prototype features to provide broader feedback on the redesigned interface. The testing scenarios are presented in Table 3.5.

Table 3.5 Testing Scenarios for Students (Prototype Evaluation)

No	Feature	Testing Scenario
1	Document	*Mengganti berkas skripsi BAB III*
2	Logbook	*Menambahkan logbook*
3	Feature Exploration	*Lakukan eksplorasi pada desain prototype Sekawan V3.*

The testing scenarios for lecturers focused on redesigned supervision and verification workflows within SEKAWAN V3. Participants completed tasks involving thesis pathway verification, reviewing supervised students, and verifying documents and logbooks before approving thesis defense applications. The testing scenarios are presented in Table 3.6.

Table 3.6 Testing Scenarios for Lecturers (Prototype Evaluation)

No	Feature	Testing Scenario
1	Thesis Pathway Verification	1. *Pilih seluruh mahasiswa yang ada di dalam daftar antrean secara sekaligus menggunakan fitur Aksi Massal (Bulk Action).* 2. *Klik tombol Setujui untuk memproses seluruh verifikasi penjaluran dalam satu kali klik.*
2	Supervised Student Management	1. *Masuk ke menu baru Data Mahasiswa.* 2. *Pilih tab Mahasiswa Penjaluran.* 3. *Gunakan fitur filter, lalu pilih opsi Selesai.* 4. *Klik salah satu mahasiswa untuk melihat detail data mahasiswa.*
3	Thesis Defense Verification	1. *Masuk ke grup menu Verifikasi dan Validasi, lalu pilih menu Pendadaran.* 2. *Pada tab Belum Diverifikasi, cari mahasiswa yang bersangkutan lalu klik Detail* 3. *Pada tab Berkas, gunakan fitur Bulk Action untuk memverifikasi seluruh berkas sekaligus.*

		4. *Pada tab Logbook, gunakan fitur Bulk Action untuk memverifikasi seluruh catatan logbook mahasiswa secara massal.* 5. *Klik tombol Setujui Pendadaran untuk memberikan rekomendasi maju ujian.* 6. *Kembali ke halaman utama menu Pendadaran, kemudian buka tab Sudah Diverifikasi untuk memastikan status mahasiswa telah diperbarui dan informasi jadwal serta tim penguji telah tersedia.*

The testing scenarios for administrative staff focused on the redesigned workflows supporting academic management processes. Participants completed tasks involving supervisor assignment management, thesis defense verification and scheduling, and study pathway change verification. These scenarios allowed participants to experience the redesigned workflow from start to finish. The testing scenarios are presented in Table 3.7.

Table 3.7 Testing Scenarios for Administrative Staff (Prototype Evaluation)

No	Feature	Testing Scenario
1	Supervisor Assignment	*1. Ubah Pembimbing Akademik saat ini menjadi Pembimbing B* *2. Pada bagian Pembimbing Penjaluran, ganti Pembimbing 1 menjadi Pembimbing 2.* *3. Tambahkan Pembimbing 3 sebagai pembimbing baru.*
2	Thesis Defense Verification and Scheduling	*1. Cari mahasiswa dengan status Remedial menggunakan fitur filter.* *2. Verifikasi status pembayaran mahasiswa tersebut* *3. Verifikasi pengajuan pendadaran mahasiswa* *4. Jadwalkan pendadaran mahasiswa pertama pada daftar ke ruang 01.*
3	Study Pathway Verification	*1. Lihat detail mahasiswa yang mengajukan perubahan jalur.* *2. Setujui pengajuan perubahan jalur mahasiswa tersebut.*

3.5.4 User Experience Questionnaire

The User Experience Questionnaire (UEQ) was used to evaluate participants' perceptions of both the existing SEKAWAN V3 system and the redesigned prototypes. The same UEQ instrument was administered during the initial evaluation and the prototype evaluation for all stakeholder groups, including students, lecturers, and administrative staff. This approach enabled a consistent assessment of user experience across the two evaluation stages and facilitated comparison of the evaluation results before and after the proposed redesign. Figure 3.2 illustrates the structure of the User Experience Questionnaire (UEQ) used in this study.

	1	2	3	4	5	6	7		
menyusahkan	○	○	○	○	○	○	○	menyenangkan	1
tak dapat dipahami	○	○	○	○	○	○	○	dapat dipahami	2
kreatif	○	○	○	○	○	○	○	monoton	3
mudah dipelajari	○	○	○	○	○	○	○	sulit dipelajari	4
bermanfaat	○	○	○	○	○	○	○	kurang bermanfaat	5
membosankan	○	○	○	○	○	○	○	mengasyikkan	6
tidak menarik	○	○	○	○	○	○	○	menarik	7
tak dapat diprediksi	○	○	○	○	○	○	○	dapat diprediksi	8
cepat	○	○	○	○	○	○	○	lambat	9
berdaya cipta	○	○	○	○	○	○	○	konvensional	10
menghalangi	○	○	○	○	○	○	○	mendukung	11
baik	○	○	○	○	○	○	○	buruk	12
rumit	○	○	○	○	○	○	○	sederhana	13
tidak disukai	○	○	○	○	○	○	○	menggembirakan	14
lazim	○	○	○	○	○	○	○	terdepan	15
tidak nyaman	○	○	○	○	○	○	○	nyaman	16
aman	○	○	○	○	○	○	○	tidak aman	17
memotivasi	○	○	○	○	○	○	○	tidak memotivasi	18
memenuhi ekspektasi	○	○	○	○	○	○	○	tidak memenuhi ekspektasi	19
tidak efisien	○	○	○	○	○	○	○	efisien	20
jelas	○	○	○	○	○	○	○	membingungkan	21
tidak praktis	○	○	○	○	○	○	○	praktis	22
terorganisasi	○	○	○	○	○	○	○	berantakan	23
atraktif	○	○	○	○	○	○	○	tidak atraktif	24
ramah pengguna	○	○	○	○	○	○	○	tidak ramah pengguna	25
konservatif	○	○	○	○	○	○	○	inovatif	26

Figure 3.2 UEQ Items

The UEQ consists of 26 semantic differential items grouped into six user experience dimensions: attractiveness, perspicuity, efficiency, dependability, stimulation, and novelty. Participants responded to each item using a seven-point scale positioned between two opposite adjectives, reflecting their perception of the evaluated system.

3.5.5 Open-Ended Question

The Open-Ended questions were designed to complement the quantitative findings obtained from the User Experience Questionnaire (UEQ). During the initial evaluation, the questions focused on participants' overall experience with SEKAWAN V3, including their perceptions of the interface design, system functionality, ease of use, encountered problems, and suggestions for improvement. The responses collected from this stage were used to support the interpretation of the UEQ results and to identify user experience issues that served as the basis for the redesign process.

During the prototype evaluation, the Open-Ended questions were adapted to explore participants' perceptions of the redesigned prototype. In addition to evaluating the overall experience, visual design, functionality, and ease of use of the proposed interface, participants were also asked whether the redesigned prototype had addressed the issues identified during the initial evaluation and to provide suggestions for further improvements. Different sets of Open-Ended questions were prepared for the initial evaluation to accommodate the different contexts of use between students and lecturers/administrative staff. In contrast, the same set of Open-Ended questions was administered to all stakeholder groups during the prototype evaluation, as the questions focused on evaluating the redesigned prototype rather than stakeholder-specific tasks. The complete list of Open-Ended questions used in this study is presented in Tables 3.8–3.10.

Table 3.8 Open-Ended Questions for Students (Initial Evaluation)

No	Question Items
1	*Bagaimana pengalaman Anda secara keseluruhan saat menggunakan website Sekawan V3?*
2	*Bagaimana pendapat Anda tentang tampilan dan desain visual website Sekawan V3?*
3	*Bagaimana pendapat Anda tentang fungsional fitur yang dimiliki oleh website Sekawan V3?*
4	*Menurut Anda, seberapa mudahkah penggunaan website Sekawan V3? Berikan masukan Anda agar website tersebut menjadi lebih user-friendly.*
5	*Apa masalah atau kendala yang paling sering Anda temui saat menggunakan website ini?*
6	*Menurut Anda, adakah fitur atau fungsi yang seharusnya ada di website ini baik untuk membuat pengalaman Anda lebih baik ataupun secara fungsional dalam penjaluran Anda?*
7	*Secara umum, apa saran Anda untuk perbaikan terhadap website Sekawan V3?*

Table 3.9 Open-Ended Questions for Lecturers and Administrative Staff (Initial Evaluation)

No	Question Items
1	*Bagaimana pengalaman Anda secara keseluruhan saat menggunakan website Sekawan V3?*
2	*Bagaimana pendapat Anda tentang tampilan dan desain visual website Sekawan V3?*
3	*Bagaimana pendapat Anda tentang fungsional fitur yang dimiliki oleh website Sekawan V3?*

4	*Menurut Anda, seberapa mudahkah penggunaan website Sekawan V3? Berikan masukan Anda agar website tersebut menjadi lebih user-friendly.*
5	*Apa masalah atau kendala yang paling sering Anda temui saat menggunakan website ini?*
6	*Menurut Anda, adakah fitur atau fungsi yang seharusnya ada di website ini untuk membuat pengalaman Anda lebih baik atau membantu Anda dalam menjalankan tugas kepegawaian/akademik?*
7	*Secara umum, apa saran Anda untuk perbaikan terhadap website Sekawan V3?*

Table 3.10 Open-Ended Questions for Prototype Evaluation

No	Question Items
1	*Bagaimana pengalaman Anda secara keseluruhan saat menggunakan prototipe redesain Sekawan V3 ini?*
2	*Bagaimana pendapat Anda tentang tampilan dan desain visual prototipe redesain Sekawan V3?*
3	*Bagaimana pendapat Anda tentang fungsional alur yang dimiliki oleh prototipe redesain Sekawan V3?*
4	*Menurut Anda, seberapa mudahkah penggunaan website Sekawan V3? Berikan masukan Anda agar website tersebut menjadi lebih user-friendly.*
5	*Menurut Anda, seberapa mudahkah penggunaan prototipe redesain Sekawan V3? Apabila dibandingkan dengan website Sekawan V3, bagaimana pendapat Anda?*
6	*Apakah prototype redesain Sekawan v3 ini sudah mengakomodasi perbaikan kendala yang Anda sampaikan pada pengujian sebelumnya terhadap Sekawan v3?*
7	*Secara umum, apa saran Anda pada prototipe redesain Sekawan V3 ini?*

3.6 Data Analysis Technique

The data collected in this study consisted of quantitative data obtained from the User Experience Questionnaire (UEQ) and qualitative data obtained from the Open-Ended questions. Different analysis techniques were applied according to the characteristics of each data type. The quantitative data were analyzed using the UEQ Data Analysis Tool, while the qualitative responses were analyzed through contextual interpretation, where answers with similar meanings were grouped into overarching themes. The findings from both analyses were used to identify user experience issues, support the redesign process, and compare participants' perceptions between the initial evaluation and the prototype evaluation.

3.6.1 User Experience Questionnaire (UEQ) Analysis

The responses obtained from the User Experience Questionnaire (UEQ) were analyzed using the UEQ Data Analysis Tool developed by the creators of the questionnaire. Responses from the initial evaluation and the prototype evaluation were analyzed separately following the same analysis procedure.

First, all questionnaire responses were entered into the UEQ Data Analysis Tool. The tool automatically converted participants' responses into numerical scores ranging from -3 to

+3 for each of the six UEQ dimensions: Attractiveness, Perspicuity, Efficiency, Dependability, Stimulation, and Novelty. Prior to calculating the dimension scores, the built-in Data Consistency Check was performed to identify inconsistent response patterns. Following the UEQ manual, responses with an inconsistency value greater than 3 were considered inconsistent and excluded from subsequent analyses.

After the data cleaning process, the tool calculated the mean score for each UEQ dimension. Mean scores above 0 indicate a positive user experience, scores below 0 indicate a negative user experience, and scores around 0 indicate a neutral evaluation. The UEQ Data Analysis Tool also provides benchmark comparisons that classify the obtained scores into categories such as Excellent, Good, Above Average, Below Average, and Bad by comparing them with a benchmark dataset consisting of previously evaluated interactive products.

The benchmark classification was used as a descriptive reference to support the interpretation of the evaluation results. For the student group, the benchmark provided an additional reference for interpreting the obtained scores. For the lecturer group, which consisted of six participants, the benchmark results were interpreted cautiously due to the limited sample size. In contrast, benchmark comparisons were not applied to the administrative staff group because it consisted of only one participant. In this case, the mean score for each UEQ dimension represented the perception of a single individual rather than the average perception of a group. Since the UEQ benchmark is derived from aggregated evaluation results of numerous respondents across a large collection of interactive products, comparing the responses of a single participant with the benchmark could lead to misleading interpretations. Therefore, the administrative staff findings were interpreted descriptively based on the participant's responses rather than benchmark classifications.

Finally, the UEQ results obtained from the initial evaluation and the prototype evaluation were descriptively compared for each stakeholder group to examine changes in user perceptions across the six user experience dimensions following the redesign.

3.6.2 Open-Ended Questions Analysis

The responses obtained from the open-ended questions were analyzed using a contextual thematic analysis approach. The analysis was conducted separately for the initial evaluation and the prototype evaluation following the same procedure.

First, all responses were read repeatedly to obtain an overall understanding of participants' experiences, opinions, and suggestions regarding the system. Next, meaningful

statements related to user experience were identified, including comments describing usability issues, visual design, workflow, feature requests, and positive experiences. Responses expressing similar meanings, even when written using different wording, were then grouped together into the same category.

After similar responses had been grouped, each category was assigned a descriptive theme representing the shared meaning of the participants' responses. Finally, the identified themes were reviewed to ensure that they accurately represented the grouped responses and clearly reflected the main issues or perceptions expressed by participants.

The resulting themes were used to complement the quantitative UEQ findings by providing contextual explanations for the observed user experience scores. For the initial evaluation, the themes were used to identify user experience issues and redesign requirements. During the prototype evaluation, the same analysis procedure was applied to identify participants' perceptions of the redesigned prototype and descriptively compare the themes with those obtained during the initial evaluation. An example of the thematic categorization process used in this study is presented in Table 3.11.

Table 3.11 Example of Thematic Categorization Process

Response	Interpretation	Theme
"Menu logbook membingungkan dan saya tidak tahu harus klik yang mana."	Difficulty understanding navigation and identifying the correct menu	Usability & Clarity Issues
"Tampilannya terlalu penuh."	Interface appears visually crowded	Visual Design Issues
"Harus klik terlalu banyak sebelum bisa upload."	Task requires unnecessary interaction steps	Workflow Inefficiency

3.7 Redesign Prototype Development

The redesign prototypes were developed based on the user experience issues identified during the initial evaluation. These issues were derived from both the quantitative findings obtained through the User Experience Questionnaire (UEQ) and the qualitative themes identified from the open-ended responses. Each identified issue was reviewed and translated into one or more design requirements to ensure that the proposed solutions directly addressed users' needs and concerns. For example, navigation-related issues were addressed by reorganizing the navigation structure, while workflow-related issues resulted in simplified task flows and the introduction of features that reduced unnecessary interactions.

To support consistency throughout the redesign process, a design system was established before developing the prototype. The design system defined the visual and interaction standards used across all interfaces, including color palettes, typography, spacing, icons, buttons, form elements, and other reusable interface components. Applying a consistent design system helped maintain visual consistency while ensuring that similar interface elements behaved consistently throughout the prototype.

The redesign process was guided by relevant Laws of UX to support design decision-making. Rather than applying these principles independently, each design decision was aligned with the user experience issues identified during the initial evaluation. For example, Jakob's Law informed the use of familiar navigation patterns and interface layouts to improve learnability, Hick's Law guided the simplification of navigation choices and task flows to reduce cognitive effort, while Tesler's Law supported the redesign of workflows by reducing unnecessary complexity from the users' perspective. Visual improvements, including clearer visual hierarchy and consistent interface elements, were also developed by considering the Aesthetic-Usability Effect to improve users' overall perceptions of the interface.

Separate interactive prototypes were developed for students, lecturers, and administrative staff because each stakeholder group interacts with different functionalities of SEKAWAN V3 according to their respective roles. Although the prototypes shared the same design system and overall visual language, each prototype contained stakeholder-specific workflows, interfaces, and features relevant to the corresponding evaluation scenarios. All prototypes were developed as high-fidelity interactive prototypes using Figma and were subsequently used as the evaluation objects during the prototype evaluation stage.

3.8 Comparative Analysis

A comparative analysis was conducted to compare the findings obtained from the initial evaluation and the prototype evaluation. The comparison focused on the UEQ mean scores across the six user experience dimensions for each stakeholder group, namely students, lecturers, and administrative staff. The analysis aimed to identify changes in participants' perceptions of the user experience after the redesign prototype was introduced.

In addition to the quantitative comparison, the qualitative findings obtained from the Open-Ended questions were also compared to examine whether user experience issues identified during the initial evaluation were still reported during the prototype evaluation or

whether new issues emerged. The comparison was performed descriptively by interpreting the results from both evaluation stages without applying statistical significance tests.

CHAPTER IV
RESULTS AND DISCUSSION

4.1 Initial User Experience Evaluation

4.1.1 Respondent Characteristics

This section presents the characteristics of the respondents who participated in the initial user experience evaluation of SEKAWAN V3. The respondents consisted of three stakeholder groups, namely students, lecturers, and administrative staff. Information regarding the respondents' characteristics was collected to provide an overview of their backgrounds and level of familiarity with SEKAWAN V3 prior to the evaluation. The collected information includes the respondents' academic cohort (for students), general frequency of using SEKAWAN V3, and self-rated proficiency in using the system.

A. Students

A total of 23 students participated in the initial user experience evaluation. Participant information was collected to provide an overview of the participants' backgrounds, including their academic cohort, frequency of using SEKAWAN V3, and self-rated proficiency in using the system.

Table 4.1 Characteristics of Student Respondents

Characteristics	Category	Frequency	Percentage
Cohort	2019	0	-
	2020	1	4.3%
	2021	4	17.4%
	2022	18	78.3%
Frequency of Use	Once a week	16	69.6%
	2-3 times per week	2	8.7%
	4-6 times per week	0	-
	More than 7	0	-
	Never	5	21.7%
Proficiency Level	Level 1 – Not Proficient	0	-
	Level 2 – Less Proficient	2	8.7%
	Level 3 - Neutral	9	39.1%
	Level 4 - Proficient	9	39.1%
	Level 5 – Highly Proficient	3	13.0%

Based on Table 4.1, most student respondents were from the 2022 cohort, accounting for 78.3% (18 respondents), followed by the 2021 cohort with 17.4% (4 respondents) and the 2020 cohort with 4.3% (1 respondent). This distribution indicates that the majority of participants were students who were actively involved in the final project process, making them relevant respondents for evaluating the features examined in this study.

Regarding the general frequency of using SEKAWAN V3, 69.6% (16 respondents) reported accessing the system once a week, while 8.7% (2 respondents) indicated using it two to three times per week. Meanwhile, 21.7% (5 respondents) reported that they did not generally access the system within a typical week. Since this question referred to participants' general usage habits, these responses do not necessarily indicate a lack of experience with the system. Furthermore, all participants completed the assigned task scenarios before completing the evaluation, ensuring that they interacted with SEKAWAN V3 during the study.

In terms of self-rated proficiency, most respondents considered themselves to have a moderate to high level of familiarity with SEKAWAN V3. Specifically, 39.1% (9 students) rated their proficiency as Level 3 (Neutral), while another 39.1% (9 students) selected Level 4 (Proficient). Furthermore, 13.0% (3 students) rated themselves as Level 5 (Highly Proficient). Only 8.7% (2 students) reported Level 2 (Less Proficient), and none selected Level 1 (Not Proficient). Overall, these findings indicate that the majority of participants possessed sufficient familiarity with SEKAWAN V3 to provide informed feedback during the evaluation.

B. Lecturers

A total of 6 lecturers participated in the initial user experience evaluation. Participant information collected from the lecturer respondents included their general frequency of using SEKAWAN V3 and self-rated proficiency in using the system, as presented in Table 4.2.

Table 4.2 Characteristics of Lecturers Respondents

Characteristics	Category	Frequency	Percentage
Frequency of Use	Once a week	1	16.7%
	2-3 times per week	3	50.0%
	4-6 times per week	0	-
	More than 7	0	-
	Never	2	33.3%
Proficiency Level	Level 1 – Not Proficient	0	-
	Level 2 – Less Proficient	1	16.7%
	Level 3 - Neutral	2	33.3%

	Level 4 - Proficient	3	50.0%
	Level 5 – Highly Proficient	0	-

Based on Table 4.2, half of the respondents (50.0%, 3 lecturers) reported accessing SEKAWAN V3 two to three times per week, while 16.7% (1 respondent) used the system once per week. In addition, 33.3% (2 respondents) indicated that they did not generally access the system within a typical week. As with the student respondents, this question referred to the lecturers' general usage habits. Furthermore, all participants completed the assigned task scenarios before completing the evaluation, ensuring that they interacted with SEKAWAN V3 during the study.

Regarding self-rated proficiency, 50.0% (3 respondents) considered themselves Level 4 (Proficient) users of SEKAWAN V3, while 33.3% (2 respondents) rated themselves at Level 3 (Neutral). Only one respondent (16.7%) selected Level 2 (Less Proficient), and no respondents selected either Level 1 (Not Proficient) or Level 5 (Highly Proficient). Overall, these findings indicate that most lecturer respondents possessed sufficient familiarity with SEKAWAN V3 to provide meaningful feedback during the evaluation.

C. Administrative Staff

One administrative staff member participated in the initial user experience evaluation. Based on the demographic information collected, the participant reported generally using SEKAWAN V3 four to six times per week, indicating frequent interaction with the system as part of daily administrative responsibilities. The participant also rated their proficiency at Level 5 (Highly Proficient), suggesting a high level of familiarity and experience in using SEKAWAN V3. This level of experience enabled the participant to provide informed feedback regarding the administrative features evaluated in this study.

4.1.2 Student User Experience Evaluation

C. UEQ Results

Before analyzing the UEQ results, the consistency of the responses was examined using the UEQ Data Analysis Tool. According to the UEQ data analysis guidelines, responses with a critical inconsistency value greater than or equal to 3 indicate inconsistent answer patterns and should be excluded from further analysis to improve the reliability of the results.

Among the 23 student respondents, six responses were identified as inconsistent, each having a critical inconsistency value of 3 or higher. Consequently, these responses were excluded from the subsequent UEQ analysis, resulting in a total of 17 valid responses used for the analysis of the initial user experience evaluation.

Following the consistency check, the remaining valid responses were analyzed using the User Experience Questionnaire (UEQ). The mean scores for each UEQ dimension are presented in Table 4.3. According to the UEQ evaluation guidelines, mean scores range from -3 to +3, where higher positive values indicate a more favorable user experience.

Table 4.3 UEQ Students Mean Result

UEQ Scales (Mean and Variance)		
Attractiveness	1,049	1,50
Perspicuity	1,221	1,21
Efficiency	1,324	1,14
Dependability	1,176	1,00
Stimulation	0,750	1,88
Novelty	0,132	2,29

The results indicate that Efficiency obtained the highest mean score (M = 1.32), followed by Perspicuity (M = 1.22) and Dependability (M = 1.18). These findings suggest that students generally perceived SEKAWAN V3 as capable of supporting them in completing academic tasks efficiently. In addition, the relatively high score for Perspicuity indicates that students considered the system reasonably easy to understand and learn, while the positive score for Dependability suggests that they felt a satisfactory level of control and confidence when interacting with the system.

The Attractiveness dimension achieved a mean score of 1.05, indicating that students had a generally positive overall impression of SEKAWAN V3. Although this score reflects a favorable perception, it is lower than the scores obtained for Efficiency, Perspicuity, and Dependability, suggesting that students appreciated the system primarily for its functionality rather than its overall appeal.

In contrast, Stimulation (M = 0.75) and Novelty (M = 0.13) received the lowest mean scores among the six UEQ dimensions. While the positive stimulation score indicates that students found the system somewhat motivating and enjoyable to use, its relatively lower value suggests that the interaction experience was not particularly engaging. Similarly, the low novelty score indicates that students perceived the interface and interaction design as lacking

originality and innovation compared with the other evaluated dimensions. Overall, these findings suggest that SEKAWAN V3 adequately supported students in accomplishing their academic tasks but offered a less compelling and innovative user experience.

Table 4.4 Benchmark of UEQ Students

Scale	Mean	Comparison to Benchmark	Interpretation
Attractiveness	1,049	Below average	50% of results better, 25% of results worse
Perspicuity	1,221	Above average	25% of results better, 50% of results worse
Efficiency	1,324	Above average	25% of results better, 50% of results worse
Dependability	1,176	Above average	25% of results better, 50% of results worse
Stimulation	0,750	Below average	50% of results better, 25% of results worse
Novelty	0,132	Bad	In the range of the 25% worst results

As shown in Table 4.4, Perspicuity, Efficiency, and Dependability were classified as Above Average, indicating that these dimensions performed better than approximately 75% of the products classified as below average while remaining below the top-performing products in the benchmark dataset. In contrast, Attractiveness and Stimulation were categorized as Below Average, suggesting that their scores were lower than those achieved by many products included in the benchmark database. The Novelty dimension received a Bad rating, indicating that its score falls within the lowest category of the UEQ benchmark.

Table 4.5 Pragmatic and Hedonic Quality of UEQ Students

Pragmatic and Hedonic Quality	
Attractiveness	1,05
Perspicuity	1,24
Efficiency	0,44

The overall user experience can also be interpreted through the pragmatic and hedonic quality dimensions of the UEQ. The pragmatic quality score reached 1.24, indicating that students generally perceived SEKAWAN V3 as useful for accomplishing their tasks efficiently and effectively. In comparison, the hedonic quality score was considerably lower (0.44), suggesting that although the system adequately supported task completion, it was less successful in providing an engaging, stimulating, or innovative user experience. The overall attractiveness score of 1.05 reflects a generally positive perception of the system despite the relatively low hedonic quality.

D. Open-Ended Analysis

The responses to the Open-Ended questions were analyzed using a thematic analysis approach. Each response was first reviewed and assigned descriptive codes representing the issues or suggestions expressed by the participants. Since each participant answered multiple Open-Ended questions, a single participant could generate multiple codes across different themes. Subsequently, similar codes were grouped into broader themes representing common user experience issues. Therefore, the values reported in this analysis represent the number of mentions for each theme rather than the number of respondents.

Table 4.6 Summary of Themes Identified from Student Responses

Example of Response	Theme	Number of Mentions
"*membingungkan di awal*", "*butuh panduan*", "*UI perlu diperbaiki*"…	Usability and Clarity Issues	18
"edit", "fitur profile & help", "improve UI", "chat service"...	Innovation & Features	16
"UI diperbaiki", "UI lebih fluid", "lebih berwarna"...	Visual Design Issues	13
"tombol tidak bisa dipencet", *"fitur profile tidak berfungsi", "terkendala bug"...*	System Reliability Issues	11
"tidak ada fitur edit", "shortcut penting di dashboard'	Inefficient Task Flow	8
"kurang interaktif", "kurang fun", "boring"	Low Engagement & Interactivity	9

As presented in Table 4.6, Usability & Clarity Issues emerged as the most frequently mentioned theme, with 18 mentions. The responses within this theme primarily reflected difficulties in understanding certain interface elements, locating specific functions, and navigating the system efficiently. The second most frequently reported theme was Innovation & Features (16 mentions), indicating that many participants suggested additional functionalities or improvements to existing features. Visual Design Issues received 13 mentions, highlighting participants' concerns regarding the appearance and consistency of the interface. Other identified themes included System Reliability Issues (11 mentions), Inefficient Task Flow (8 mentions), and Low Engagement & Interactivity (5 mentions). These findings provide a comprehensive overview of the major user experience issues encountered by students and served as the primary basis for determining the redesign priorities in this study.

4.1.3 Lecturers User Experience Evaluation

A. UEQ Results

Prior to the UEQ analysis, the consistency of the responses was examined using the UEQ Data Analysis Tool. Among the six lecturer respondents, one response was identified as inconsistent, with a critical inconsistency value greater than or equal to 3. Following the UEQ analysis guidelines, this response was excluded from further analysis to improve the reliability of the results. Consequently, the subsequent analysis was conducted using five valid responses.

Table 4.7 UEQ Lecturers Mean Result

UEQ Scales (Mean and Variance)		
Attractiveness	0,300	0,27
Perspicuity	-0,150	0,46
Efficiency	0,300	0,39
Dependability	0,550	0,86
Stimulation	0,400	0,33
Novelty	-0,050	0,08

Table 4.7 presents the mean scores of the six UEQ dimensions obtained from the five valid lecturer responses. Overall, the scores indicate that lecturers perceived the user experience of SEKAWAN V3 as only slightly positive, with none of the evaluated dimensions achieving a mean score above 1.0.

Among the six UEQ dimensions, Dependability obtained the highest mean score (M = 0.55). This result indicates that lecturers generally perceived the system as reasonably reliable and felt a moderate sense of control when interacting with its features. However, the score remains relatively low compared to the positive evaluation range suggested by the UEQ, indicating that there is still considerable room for improvement in supporting lecturers' confidence while performing their tasks.

The Stimulation dimension achieved the second-highest mean score (M = 0.40). This was followed by Attractiveness (M = 0.30) and Efficiency (M = 0.30), both of which shared the same mean value. These results suggest that lecturers held a slightly positive overall impression of SEKAWAN V3 and considered the system capable of supporting task completion to some extent. Nevertheless, the relatively low values indicate that the system did not provide a particularly engaging experience nor did it strongly support efficient interaction during task execution.

In contrast, Perspicuity obtained the lowest mean score (M = -0.15), indicating that lecturers experienced the most difficulty in understanding or becoming familiar with certain aspects of the system. Since perspicuity reflects how easily users can learn and understand an interface, this result suggests that some interface elements, navigation structure, or workflows may not have been sufficiently intuitive from the lecturers' perspective. Similarly, the Novelty dimension also recorded a negative mean score (M = -0.05), indicating that lecturers generally perceived SEKAWAN V3 as lacking innovation or originality in its interface and interaction design. Overall, the relatively low scores across most UEQ dimensions suggest that although the system adequately supported lecturers in completing their academic responsibilities, substantial improvements are still needed to enhance its usability, clarity, and overall user experience.

Table 4.8 Benchmark of UEQ Lecturers

Scale	Mean	Comparison to Benchmark	Interpretation
Attractiveness	0,300	Bad	In the range of the 25% worst results
Perspicuity	-0,150	Bad	In the range of the 25% worst results
Efficiency	0,300	Bad	In the range of the 25% worst results
Dependability	0,550	Bad	In the range of the 25% worst results
Stimulation	0,400	Bad	In the range of the 25% worst results
Novelty	-0,050	Bad	In the range of the 25% worst results

The benchmark comparison provides additional context by comparing the obtained scores with those of other products included in the UEQ benchmark dataset. As presented in Table 4.8, all six UEQ dimensions were classified as Bad, indicating that their scores fall within the range of the lowest 25% of products included in the benchmark dataset. This suggests that, compared with other interactive products evaluated using the UEQ, students perceived the user experience of the existing SEKAWAN V3 system to be relatively poor across both pragmatic and hedonic quality dimensions.

Among the six dimensions, Dependability obtained the highest mean score (0.550), followed by Stimulation (0.400), and Attractiveness and Efficiency (both 0.300). Although these dimensions received positive mean scores, they remained within the Bad benchmark category, indicating that their performance was still below that of most products represented in the UEQ benchmark dataset. Meanwhile, Perspicuity (-0.150) and Novelty (-0.050) received negative mean scores, suggesting that students experienced difficulties in understanding the system and perceived it as lacking innovation.

Overall, the benchmark results indicate that the existing SEKAWAN V3 system has substantial room for improvement across all dimensions of user experience. The consistently low benchmark classifications suggest that enhancements should address not only the system's usability, such as clarity, efficiency, and dependability, but also its hedonic qualities, including attractiveness, stimulation, and novelty, to provide a more balanced and satisfying user experience.

Table 4.9 Pragmatic and Hedonic Quality of UEQ Lecturers

Pragmatic and Hedonic Quality	
Attractiveness	0.30
Pragmatic Quality	0.23
Hedonic Quality	0.18

Table 4.9 summarizes the overall user experience in terms of Attractiveness, Pragmatic Quality, and Hedonic Quality. The overall Attractiveness score of 0.30 indicates that lecturers had only a slightly positive overall impression of SEKAWAN V3. Although the score is above zero, it suggests that the system did not provide a particularly favorable user experience.

The Pragmatic Quality score reached 0.23, indicating that lecturers perceived the system as only moderately supportive in accomplishing their academic tasks. This relatively low score suggests that improvements are still needed to enhance the system's usability, clarity, and efficiency from the lecturers' perspective.

Similarly, the Hedonic Quality score of 0.18 indicates that the system offered limited stimulation and novelty during interaction. This finding suggests that the interface was perceived as neither particularly engaging nor innovative. Overall, the relatively low pragmatic and hedonic quality scores are consistent with the benchmark results, indicating that both the functional and experiential aspects of SEKAWAN V3 require further improvement to better support lecturers' needs.

B. Open-Ended Analysis

The lecturers' responses to the Open-Ended questions were analyzed using the same thematic analysis approach described previously. Each response was first assigned descriptive codes and subsequently grouped into broader themes representing common user experience issues. Similar to the student analysis, a single response could contribute to multiple themes

because each participant answered several Open-Ended questions. Therefore, the values reported in Table 4.10 represent the number of mentions rather than the number of respondents.

Table 4.10 Summary of Themes Identified from Lecturers Responses

Example of Response	Theme	Number of Mentions
"setiap kali awal buka selalu bingung", "Ux kurang intuitive, lama menemukan menu yang diinginkan"	Usability and Clarity Issues	14
"lebih sedikit klik untuk approve sesuatu", "ada fitur select all",	Workflow inefficiency	9
"Mencari button approval dan penilaian", "mencari dokumen pendadaran mahasiswa"	Navigation Issues	5
"pengelompokan mahasiswa yang baru 1 semester, 2 semester, extend, dan selesai"	Feature Requirement	4
" paling repot ketika butuh akses via mobile, tapi belum mobile-friendly"	Mobile Responsiveness	1
"Biasa aja"	Low Engagement	1

As shown in Table 4.10, Usability and Clarity Issues emerged as the most frequently mentioned theme, with 14 mentions. The representative responses indicate that lecturers frequently experienced confusion when first using the system and considered several interface elements insufficiently intuitive. This finding suggests that improving the clarity of the interface and simplifying user interactions should be prioritized.

The second most frequently reported theme was Workflow Inefficiency, with 9 mentions. This theme encompasses issues related to inefficient task flows as well as difficulties arising from the organization of information within the system. Lecturers indicated that several academic processes required unnecessary interactions, such as repeatedly approving documents individually, while others reported that important information or functions were not presented in a way that effectively supported their workflow. Many respondents suggested reducing the number of clicks through bulk actions and streamlining repetitive administrative tasks.

Navigation Issues received 5 mentions, indicating that lecturers experienced difficulties locating particular menus, approval pages, or student documents within the system. In addition, Feature Requirement was mentioned 4 times, reflecting lecturers' requests for additional functionalities, such as student grouping, reminder features, and management tools to better support their academic responsibilities.

Less frequently reported themes included Mobile Responsiveness (1 mention) and Low Engagement (1 mention). Although these themes appeared less frequently, they nevertheless highlight additional aspects of the system that could be considered during the redesign process.

Overall, the qualitative findings indicate that lecturers were primarily concerned with improving the system's usability, workflow efficiency, navigation, and supporting features. These findings are consistent with the UEQ results, particularly the relatively low scores obtained for Perspicuity and Efficiency, and therefore served as one of the primary considerations in determining the redesign priorities for the lecturer interface.

4.1.4 Administrative Staff User Experience Evaluation

A. UEQ Results

The initial user experience evaluation involved one administrative staff member, representing the only administrative stakeholder responsible for managing the academic administration process through SEKAWAN V3. Therefore, the evaluation represents the complete perspective of the administrative stakeholder group within the context of this study. Prior to the analysis, the response was examined using the UEQ Data Analysis Tool to assess its consistency. The inconsistency check indicated that the response did not exceed the critical threshold; therefore, the response was retained for further analysis.

Table 4.11 UEQ Administrative Staff Mean Result

UEQ Scales (Mean and Variance)		
Attractiveness	2.667	-
Perspicuity	3.000	-
Efficiency	2.250	-
Dependability	2.750	-
Stimulation	3.000	-
Novelty	2.750	-

Table 4.11 presents the mean scores obtained from the administrative staff participant. Since the administrative stakeholder group consisted of a single participant, the UEQ results are presented descriptively to reflect the participant's perception of SEKAWAN V3, rather than to perform statistical comparisons.

Among the six UEQ dimensions, Perspicuity and Stimulation obtained the highest mean scores (M = 3.00), indicating that the participant perceived SEKAWAN V3 as very easy to understand and highly engaging during use. Dependability and Novelty both achieved mean

scores of 2.75, suggesting that the participant considered the system reliable while also perceiving its interface and interaction design as relatively innovative. Similarly, Attractiveness received a mean score of 2.67, reflecting a highly positive overall impression of the system.

Although Efficiency obtained the lowest score among the six dimensions (M = 2.25), this value still represents a highly positive evaluation, indicating that the participant considered SEKAWAN V3 effective in supporting administrative tasks. Overall, the results suggest that the administrative staff member experienced a highly positive user experience across all evaluated dimensions. These findings provide an overview of the administrative staff's perception of SEKAWAN V3 and serve as supporting evidence for identifying opportunities for improvement alongside the qualitative findings obtained from the Open-Ended responses.

Table 4.12 Pragmatic and Hedonic Quality of UEQ Administrative Staff

Pragmatic and Hedonic Quality	
Attractiveness	2,67
Pragmatic Quality	2,67
Hedonic Quality	2,88

Table 4.12 summarizes the overall user experience in terms of Attractiveness, Pragmatic Quality, and Hedonic Quality. The Attractiveness score of 2.67 indicates that the administrative staff participant had a highly positive overall impression of SEKAWAN V3. In addition, the Pragmatic Quality score of 2.67 suggests that the system effectively supported the participant in performing administrative tasks and provided a satisfactory level of usability.

The Hedonic Quality score reached 2.88, representing the highest of the three overall UEQ measures. This finding indicates that the participant perceived the system as highly engaging, stimulating, and relatively innovative. Overall, the pragmatic and hedonic quality scores consistently demonstrate a very positive user experience from the administrative staff's perspective, indicating that both the functional and experiential aspects of SEKAWAN V3 adequately supported the participant's administrative responsibilities.

B. Open-Ended Analysis

The administrative staff also completed the Open-Ended questions following the initial evaluation. Since the administrative stakeholder group consisted of only one participant, the responses were not subjected to thematic coding. Instead, each response is presented

descriptively to preserve the participant's complete feedback, which was subsequently used as one of the considerations during the redesign

Following the UEQ evaluation, the administrative staff participant completed the Open-Ended questions to provide additional feedback regarding the experience of using SEKAWAN V3. Since the administrative stakeholder group consisted of only one participant, the responses were analyzed descriptively rather than through thematic coding. This approach preserves the participant's complete feedback while providing richer insights into the strengths and limitations of the current system. The responses are summarized in Table 4.13.

Table 4.13 Summary of Response from Administrative Staff

Question	Response
Q1	*Memudahkan sebagian administrasi.*
Q2	*sederhana tidak membingungkan*
Q3	*menu yang ada sudah berfungsi dengan baik*
Q4	*sekawan mudah di gunakan untuk admin,, tapi perlu di tambah beberapa fitur, seperti edit jadwal pendadaran dan ganti dosen pembimbing TA*
Q5	*admin tidak bisa merubah jadwal ujian pendadaran jika ada perubahan tanggal dan dosen penguji, tidak bisa merubah dosen pembimbing,* *mahasiswa tidak bisa daftar sekawan dengan Ulang jalur*
Q6	*1. perlu menu edit jadwal* *2. bisa mengganti dosen pembimbing TA* *3. mahasiswa bisa daftar ujian pendadaran yang kedua* *4. mahasiswa bisa daftar untuk Ulang Jalur , selama ini baru ada pindah jalur tapi disable*
Q7	*perlu fitur yang saya sebutkan di atas*

Overall, the administrative staff participant expressed a positive perception of SEKAWAN V3, indicating that the system has successfully supported daily administrative activities and that its interface is simple and easy to understand. In addition, the participant considered the existing features to function as intended for most administrative tasks.

Nevertheless, several limitations were identified, primarily related to the flexibility of the administrative workflow. The participant highlighted the inability to modify thesis defense schedules, change thesis supervisors, facilitate students' second thesis defense registration, and support thesis track re-registration. These limitations indicate that while the existing system adequately supports routine administrative activities, additional features are still required to accommodate exceptional academic processes that frequently occur during thesis administration.

Overall, the feedback provided by the administrative staff served as an important consideration during the redesign process, particularly in enhancing administrative flexibility and improving support for complex academic workflows.

4.2 UX Issue Identification

The findings obtained from the initial user experience evaluation were subsequently synthesized to identify the key user experience (UX) issues that should be addressed during the redesign process. Rather than revisiting the quantitative and qualitative findings presented in the previous section, this section focuses on translating those findings into design objectives and proposed design solutions that guided the development of the redesigned SEKAWAN V3 prototype.

Because students, lecturers, and the administrative staff interact with SEKAWAN V3 for different purposes and responsibilities, the identified UX issues are presented separately for each stakeholder group. Each table summarizes the identified UX issues, the supporting evidence obtained from the initial evaluation, the corresponding design objectives, and the proposed design solutions implemented in the redesign. This approach ensures that every design decision can be traced back to specific user needs and problems identified during the initial evaluation.

Table 4.14 Translation of Student UX Issues into Design Solutions

Idenfitied UX Issue	Evidence From Initial Evaluation	Design Objective	Proposed Design Solution
Usability & Clarity Issue	This issue was the most frequently reported theme in the Open-Ended responses. Students also indicated difficulties in locating information and understanding several interface elements.	Improve interface clarity and make important information easier to identify.	Redesign the dashboard layout by improving the information hierarchy, grouping related features, and emphasizing frequently used functions.
Feature Requirement	Students requested additional functionality, particularly the ability to edit previously submitted logbook entries.	Increase flexibility in managing logbook records.	Introduce an Edit Logbook feature, allowing students to modify submitted logbook entries when necessary.
Visual Design Issue	Students perceived the interface as visually	Improve the visual appearance while	Improve the visual appearance while

	outdated. This finding is supported by the relatively low Attractiveness and Novelty scores obtained from the UEQ.	maintaining readability and consistency.	maintaining readability and consistency.
System Reliability Issue	Students reported confusion caused by inactive system features, such as the unavailable Help button.	Provide better system feedback and reduce user uncertainty.	Design appropriate interface states for inactive features by providing informative pages or feedback instead of non-functional controls.
Inefficient Task Flow	Students reported that several tasks involved unnecessary interaction steps, indicating opportunities to simplify common workflows.	Reduce unnecessary interaction steps.	Simplify the logbook submission process by replacing the dedicated input page with a modal dialog, minimizing page transitions for a simple task.
Low Engagement & Interactivity	Students perceived the interface as less engaging during interaction. This is also reflected in the relatively low Stimulation score.	Create a more engaging interaction experience.	Improve the interface through enhanced visual consistency, interactive components, and a more appealing visual presentation.

Table 4.14 summarizes the UX issues identified from the student evaluation, along with their corresponding design objectives and proposed design solutions. The identified issues were synthesized from both the quantitative findings obtained through the UEQ and the qualitative feedback collected from the Open-Ended questions, ensuring that each proposed redesign was grounded in empirical findings rather than subjective assumptions.

Among the identified issues, Usability & Clarity Issues emerged as the primary concern, indicating that students experienced difficulties in understanding the interface structure and locating important information. Consequently, the redesign focused on improving the dashboard layout and information hierarchy to provide a clearer and more intuitive user experience. In addition, students expressed the need for greater flexibility when managing their academic activities, particularly regarding logbook management. To address this requirement, an Edit Logbook feature was proposed to allow students to modify previously submitted logbook entries.

The initial evaluation also revealed opportunities to improve the visual appearance of SEKAWAN V3. Although students generally perceived the system positively in terms of usability, the relatively lower scores for the hedonic dimensions and the qualitative feedback suggested that the interface could benefit from a more modern and visually consistent design. Therefore, improvements to colors, typography, spacing, and overall visual hierarchy were proposed to enhance both the aesthetic quality and user engagement.

Furthermore, several design improvements were proposed to increase interaction efficiency and provide clearer system feedback. For example, the logbook submission workflow was simplified by replacing the dedicated input page with a modal dialog, thereby reducing unnecessary page transitions for a simple task. Although this specific improvement was not explicitly requested by students, it was derived from the broader issue of improving task efficiency identified during the initial evaluation. Additionally, inactive interface elements, such as the Help feature, were redesigned to provide appropriate system feedback, reducing user uncertainty and improving the overall interaction experience.

Similar to the student evaluation, the UX issues identified from the lecturer evaluation were synthesized from both the UEQ results and the qualitative findings obtained through the Open-Ended questions. However, unlike students whose concerns primarily focused on interface usability and visual design, lecturers mainly highlighted issues related to administrative workflows, task efficiency, and the clarity of system functionalities. Based on these findings, several design objectives and corresponding design solutions were formulated to better support lecturers' responsibilities when interacting with SEKAWAN V3, as summarized in Table 4.15.

Table 4.15 Translation of Lecturers UX Issues into Design Solutions

Idenfitied UX Issue	**Evidence From Initial Evaluation**	**Design Objective**	**Proposed Design Solution**
Usability & Clarity Issue	This issue received the highest number of mentions in the Open-Ended responses. Lecturers experienced confusion in understanding several interface elements and system functionalities.	Improve interface clarity and help lecturers understand the purpose of each feature more easily.	Redesign the page structure by assigning a clear purpose to each page, enabling lecturers to easily understand what each page is intended for and what actions can be performed within it without encountering overlapping functionalities.

Workflow Inneficiency	Lecturers reported that repetitive verification activities required unnecessary interactions, particularly when approving multiple documents.	Reduce repetitive actions and improve task efficiency.	Introduce Bulk Approval functionality for document verification, logbook verification, and thesis track approval, allowing multiple items to be processed simultaneously.
Navigation Issues	Lecturers experienced difficulty locating the thesis defense approval function.	Improve the visibility and accessibility of important actions.	Redesign the placement of the thesis defense approval button by making it more prominent and displaying it only after all required documents have been successfully verified.
Feature Requirement	Lecturers requested additional features to better support student supervision and management.	Provide better support for academic supervision activities.	Introduce student grouping based on thesis track duration to facilitate student management and monitoring.
Mobile Responsiveness	A small number of lecturers reported mobile usability issues.	Not addressed within the scope of this study.	No redesign was proposed. Considering the limited scope of the study, redesign efforts were prioritized toward usability and workflow improvements that affected lecturers' primary desktop usage.

Table 4.15 summarizes the UX issues identified from the lecturer evaluation, together with their corresponding design objectives and proposed design solutions. Among the identified issues, Usability & Clarity Issues remained the primary concern. To address this issue, the redesign focused on clarifying the purpose of each page by organizing features according to lecturers' responsibilities. Each page was designed to support a specific task and clearly communicate the actions that could be performed within it, thereby reducing confusion and eliminating overlapping functionalities.

The redesign also placed considerable emphasis on improving workflow efficiency, as lecturers frequently perform repetitive verification activities throughout the thesis supervision process. To address this issue, Bulk Approval functionality was introduced for document

verification, logbook verification, and thesis track approval. This feature was intended to reduce repetitive interactions while improving the efficiency of lecturers' administrative tasks.

In addition, navigation improvements were proposed to increase the visibility of important actions, particularly during the thesis defense verification process. Instead of merely relocating interface elements, the redesigned workflow considers the dependency between tasks by ensuring that the thesis defense approval action only becomes available after all required documents have been successfully verified. This approach provides clearer guidance throughout the verification process while minimizing the possibility of incomplete approvals.

The lecturer evaluation also revealed the need for additional functionality to better support student supervision. Therefore, the redesigned prototype introduces student grouping based on thesis track duration, enabling lecturers to manage and monitor their supervised students more effectively. Although Mobile Responsiveness was identified during the initial evaluation, no specific design solution was proposed within the scope of this study. Considering the limited development scope and implementation time, the redesign prioritized issues with greater impact on lecturers' primary desktop-based workflow.

Unlike the student and lecturer evaluations, the administrative staff evaluation involved only one participant who represents the entire administrative stakeholder group. Consequently, the identified UX issues were derived directly from the participant's feedback rather than through thematic synthesis. Since the participant explicitly described the functional limitations encountered during daily administrative activities, the redesign primarily focused on addressing these specific requirements. The identified UX issues, corresponding design objectives, and proposed design solutions are summarized in Table 4.16.

Table 4.16 Translation of Administrative Staff UX Issues into Design Solutions

Idenfitied UX Issue	**Evidence From Initial Evaluation**	**Design Objective**	**Proposed Design Solution**
Thesis Supervisor Management	The administrative staff requested the ability to change students' thesis supervisors when required.	Improve flexibility in managing thesis supervision.	Introduce a feature that enables administrative staff to modify students' thesis supervisors directly through the system.
Second Thesis Defense Registration	The administrative staff reported that the system did not support students who needed to register for a second thesis defense.	Support exceptional academic processes within the system.	Design a workflow that enables administrative staff to verify and process students applying for a second thesis defense.

Final Project Track Re-registration	The administrative staff reported an inability to verify students who are undergoing thesis track changes or re-registration for their final project (Tugas Akhir), due to the absence of a dedicated system feature to support this process.	improve support for thesis track management while preserving existing student records.	Design a verification workflow that allows administrative staff to process final project track re-enrollment without losing student data in the previous track.

Table 4.16 summarizes the UX issues identified from the administrative staff evaluation together with their corresponding design objectives and proposed design solutions. Unlike the student and lecturer redesign, which primarily focused on improving usability and workflow efficiency, the redesign for the administrative staff concentrated on extending the system's functionality to better support administrative responsibilities.

The initial evaluation revealed three functional requirements that had not been accommodated by the existing system. First, the redesign introduces a feature that enables administrative staff to modify students' thesis supervisors directly through the system, providing greater flexibility when changes are required during the thesis process. Second, a new verification workflow was designed to support students applying for a second thesis defense, allowing administrative staff to manage exceptional academic cases that were previously handled outside the system. Finally, the redesign also accommodates final project track re-registration by allowing administrative staff to verify students requesting a track change without losing the student's previous tracking data.

During the initial evaluation, the administrative staff also suggested adding a feature for editing thesis defense schedules. However, after further confirmation with the participant, it was determined that this functionality was already available in the current system. Therefore, this requirement was excluded from the redesign process. Overall, the identified UX issues and their corresponding design solutions served as the primary foundation for developing the redesigned administrative staff prototype presented in the following section.

4.3 Redesign Prototype Development

Based on the UX issues identified in the previous section, a redesigned prototype of SEKAWAN V3 was developed to address the usability problems, workflow inefficiencies, and

functional limitations experienced by each stakeholder group. The redesign process translated the identified UX issues into interface improvements and new interaction flows while considering established user experience design principles to produce a more intuitive and efficient user interface.

Since students, lecturers, and administrative staff perform different roles and responsibilities within SEKAWAN V3, separate prototypes were developed for each stakeholder group. Each prototype was designed according to the corresponding UX issues identified during the initial evaluation while maintaining consistency in the overall visual design and interaction patterns across the system.

The following sections present the redesigned prototypes for each stakeholder group together with explanations of the implemented design improvements and how they address the UX issues identified during the initial evaluation.

4.3.1 Student Prototype

A. Dashboard Page

The student dashboard was redesigned to address the Usability & Clarity Issues identified during the initial evaluation. Figure 4.1 shows the existing student dashboard in SEKAWAN V3. The current dashboard primarily displays general information and provides limited support for helping students quickly understand their thesis progress or access frequently used features. In addition, information is presented with minimal visual separation, making it more difficult for users to distinguish different types of content at a glance.

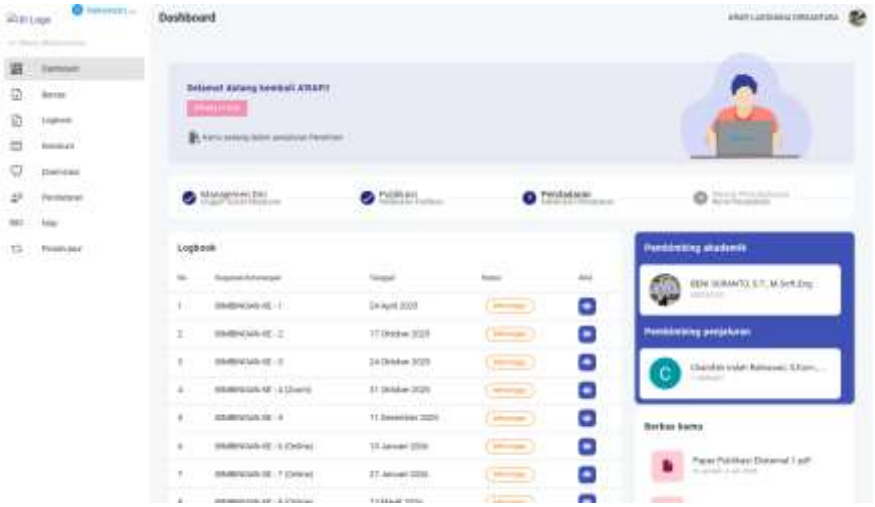


Figure 4.1 Current student dashboard view

To address these issues, the dashboard was redesigned to function as an overview page that provides students with quick access to essential information while presenting content in a more organized and visually structured manner. As shown in Figure 4.2, the redesigned dashboard adopts a card-based layout that groups related information into separate sections with clearer visual boundaries. This design decision aims to reduce cognitive load and help students identify relevant information more efficiently. It also aligns with Miller's Law, as information is organized into smaller, meaningful groups that are easier for users to process.

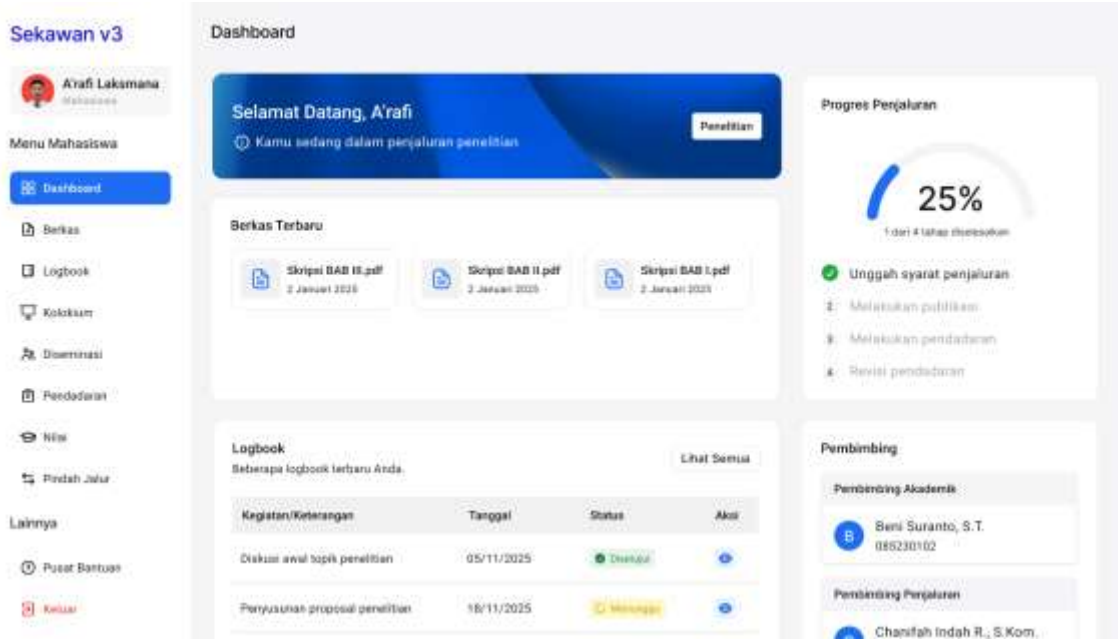


Figure 4.2 Redesigned Student Dashboard

As illustrated in Figure 4.2, the thesis progress section was redesigned to provide a clearer visualization of the student's current status throughout the thesis process. Instead of displaying only general information, the redesigned timeline highlights both the current stage and the stages that have already been completed. This enables students to understand their overall progress more easily while reducing the need to navigate to other pages for progress-related information.

The logbook section was also redesigned to function as a summary rather than displaying all available entries. Only the most recent logbook records are presented on the dashboard, while a View All button allows students to access the complete logbook history when needed. This approach preserves the dashboard's role as an overview page, reduces unnecessary information density, and improves readability. Furthermore, limiting the amount of

information displayed is consistent with Hick's Law, as users are presented with only the most relevant information before deciding whether to explore additional details.

B. Editable Logbook

The editable logbook feature was developed to address the Feature Requirement identified during the initial evaluation. Students expressed the need for greater flexibility in managing logbook entries, particularly when previously submitted information required corrections or updates.

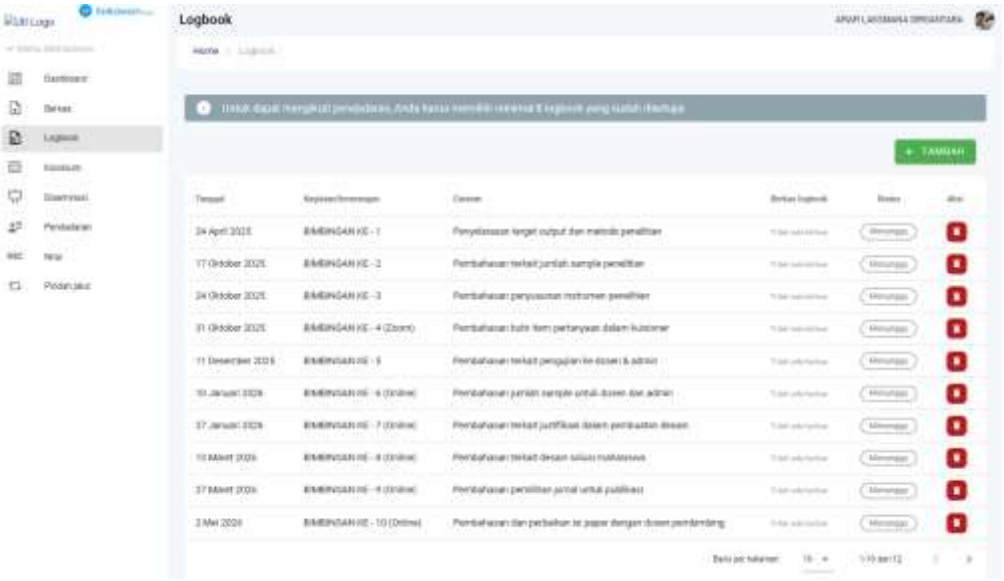


Figure 4.3 Current Logbook Interface

Figure 4.3 shows the existing logbook interface in SEKAWAN V3. In the current system, students can view and submit logbook entries; however, once a logbook has been submitted, its content can no longer be modified through the system. As a result, students are unable to correct mistakes or update information when revisions are needed. To address this limitation, the redesigned prototype introduces an editing mechanism that allows students to modify previously submitted logbook entries directly through the system.

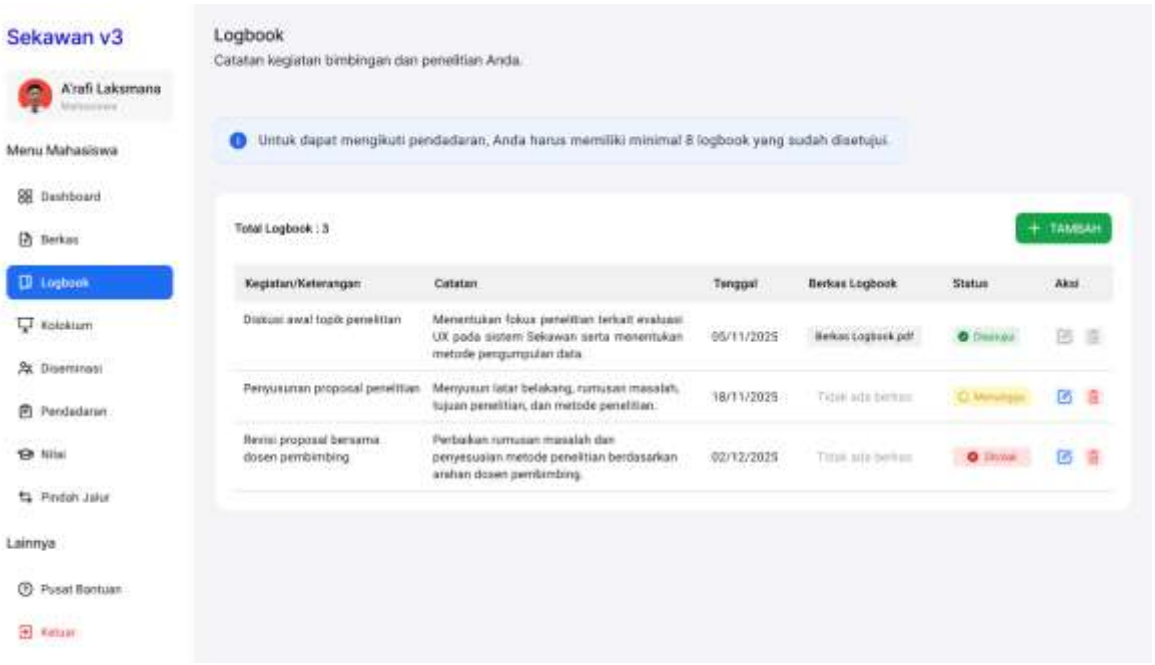


Figure 4.4 Editable Logbook Interface

As shown in Figure 4.4, an Edit icon has been added to each logbook entry within the logbook table. The icon provides direct access to the editing function, allowing students to easily identify which logbook entry can be modified. This redesign improves the visibility of the editing functionality while eliminating the need for alternative correction procedures outside the system.

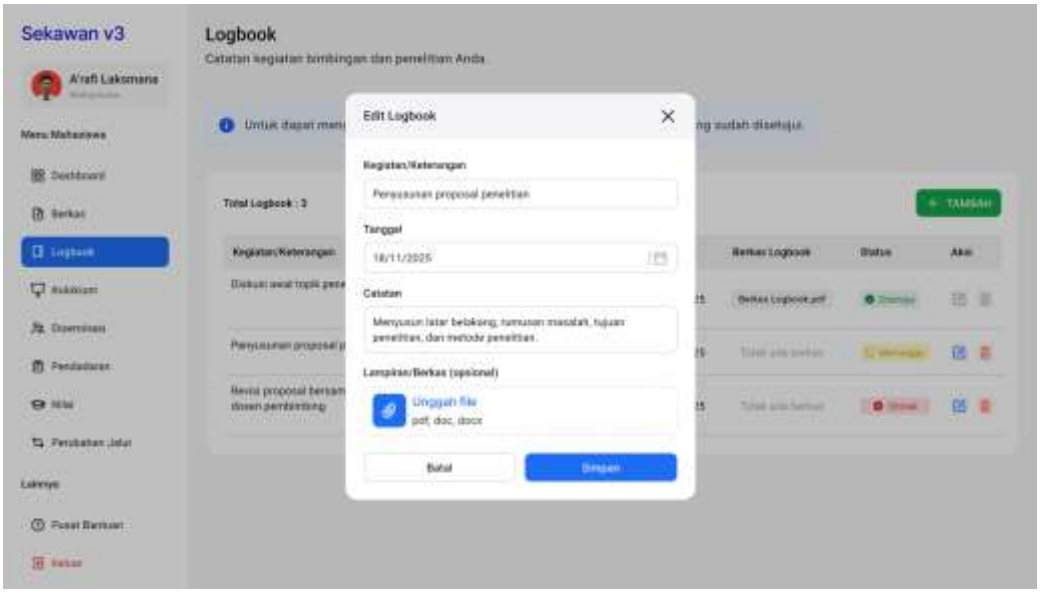


Figure 4.5 Logbook Edit Modal

When the Edit icon is selected, the system displays a modal dialog containing the existing logbook information, as illustrated in Figure 4.5. Students can modify the required fields directly within the modal and save the updated information without leaving the current page. The use of a modal dialog reduces unnecessary page transitions and enables students to remain focused on their current task while performing revisions. This interaction also reflects the application of Tesler's Law by simplifying the editing process and reducing unnecessary complexity during user interaction.

C. Visual Design Enhancement

The Visual Design Enhancement was conducted to improve the quality of the user interface by focusing on visual consistency, readability, and usability. This improvement is aimed at addressing previously identified issues in the existing system, particularly those related to inconsistent visual hierarchy, unclear information structure, and non-standardized interface elements. The redesign is specifically intended to support student users as the primary target audience, ensuring that the interface is easier to understand and interact with in an academic context.

To achieve these objectives, the redesign adopts a Design System approach based on the Material Design 3 UI KIT. This approach provides standardized guidelines for color usage, typography, and spacing, allowing the interface to maintain consistency across all pages and components. By applying these structured design principles, the system is expected to deliver a more coherent and user-friendly experience while improving overall visual communication within the application.

In order to validate the readability of the interface, a contrast ratio analysis was conducted for the implemented color combinations. This evaluation was performed to ensure that all text elements remain clearly readable under different display conditions and meet accessibility standards.

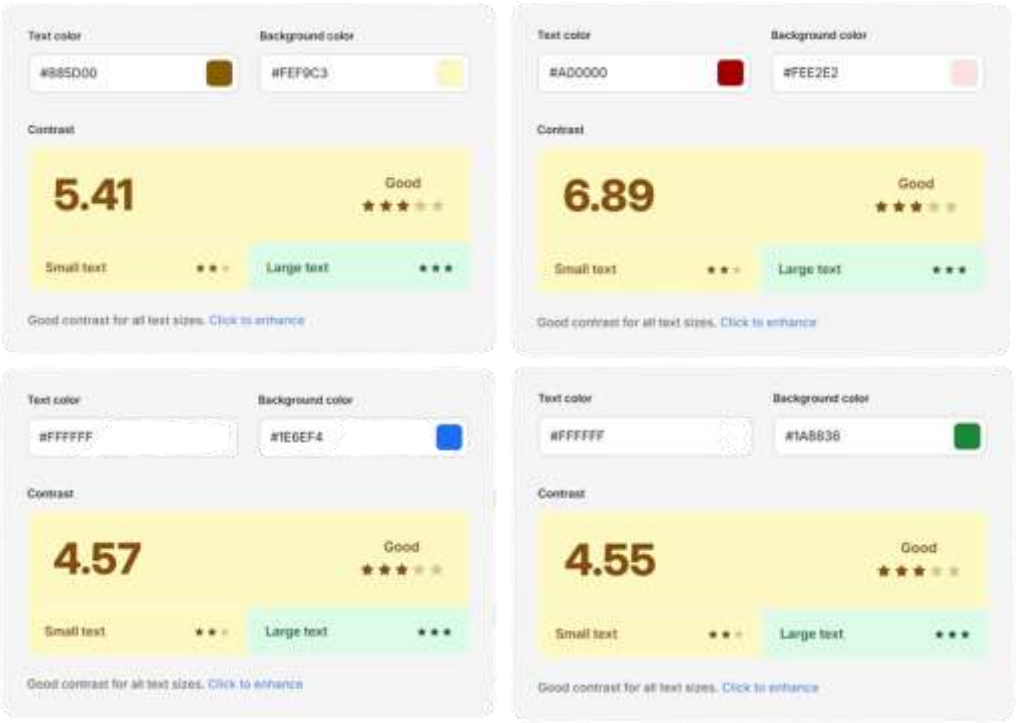


Figure 4.6 Color Contrast Evaluation Result

This result indicates that the selected color combinations meet the recommended contrast ratio standards for accessibility, particularly for normal text readability. Therefore, the applied color system can be considered suitable for supporting clear visual communication and ensuring that the interface remains legible for student users across different usage conditions.

Following the evaluation of the color system and its accessibility compliance, the next aspect of the visual design enhancement focuses on typography. Typography plays a crucial role in establishing visual hierarchy, improving readability, and ensuring that information is presented in a clear and structured manner. In this redesign, the typography system is implemented based on the Material Design 3 typography guidelines, which provide a standardized type scale to maintain consistency across all interface elements.

The typography system defines a structured hierarchy consisting of display, headline, title, body, and label styles. Each type level is applied consistently throughout the application to support clear information organization and to help users distinguish between primary and secondary content effectively. The detailed typography scale used in this system is presented in the following table.

Table 4.17 Typography System

Type	Size (px)	Weight	Usage
Display	32–40 px	Bold	Main page title / hero text
Headline	24–28 px	Semi-bold	Section title
Title	18–20 px	Medium	Card title / subsection
Body	14–16 px	Regular	Main content text
Label	12–14 px	Medium	Button text / caption

In addition to typography, spacing is another fundamental aspect of the visual design system that contributes to interface clarity and structural consistency. Spacing defines the spatial relationships between UI elements, ensuring that content is organized in a readable and visually balanced manner. In this redesign, the spacing system is implemented based on Material Design 3 guidelines, which utilize a consistent grid system to maintain alignment and rhythm across all interface components.

The spacing scale is standardized using a 4dp base unit, allowing consistent application of spacing values across different UI elements such as margins, padding, and component separation. This approach helps create a clear visual structure and improves the overall usability of the interface by reducing visual clutter and enhancing content separation. The spacing system used in this redesign is presented in the following table.

Table 4.18 Spacing System

Token	Value (dp)	Usage
XS	4 dp	Tight spacing for icon and text grouping
S	8 dp	Small padding within components
M	12 dp	Light spacing between elements
L	16 dp	Standard spacing between components
XL	24 dp	Section divider spacing
XXL	32 dp	Large spacing between sections

The implementation of the visual design system is applied consistently across several key pages of the application, including the dashboard, logbook, and document (berkas) pages. Each page reflects the integration of the previously defined design system, which consists of color, typography, and spacing principles based on Material Design 3 guidelines. This consistent application ensures that all interface elements maintain visual coherence and provide a unified user experience.

The following figures illustrate several examples of the implementation of the design system across the main pages of the application.

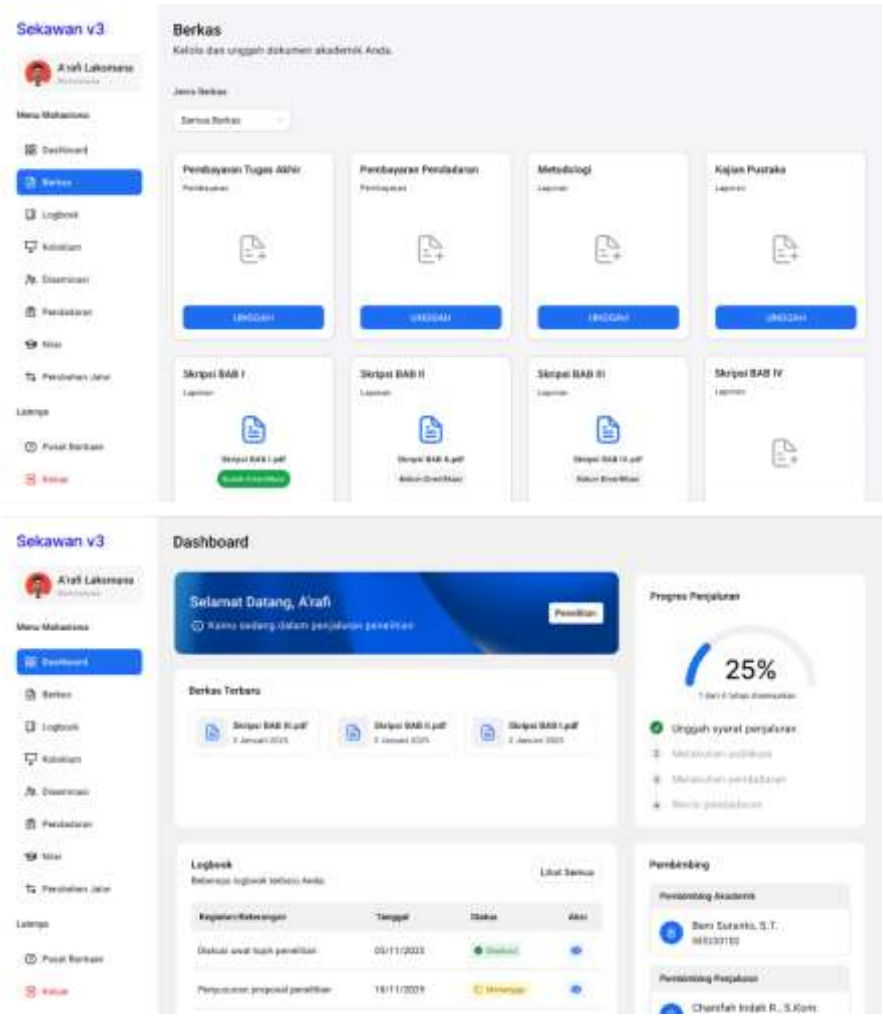


Figure 4.7 Implementation of the Visual Design System Across Application Pages

The figures above demonstrate that the visual design system has been successfully implemented across the main pages of the application. The consistent application of color, typography, and spacing ensures a cohesive interface appearance and supports a structured and user-friendly experience for student users.

D. Help Page

The UX issue identification revealed a system reliability problem related to inactive or non-functional features within the application. In several cases, users may encounter interface elements that appear interactive, such as buttons, but do not yet provide functional responses. This condition may lead to user confusion and reduce the perceived reliability of the system, particularly for student users who expect immediate and meaningful feedback from every interaction.

To address this issue, a design solution is proposed by implementing appropriate interface states for inactive features. Instead of leaving non-functional controls without feedback, the system provides informative pages that clearly communicate the current status of the feature. This approach ensures that users receive meaningful feedback when interacting with unavailable functionality, thereby improving system transparency and reducing potential user confusion.

In this redesign, the "*Pusat Bantuan*" button is used as a case study for implementing this approach. When the Pusat Bantuan button is selected, the system redirects users to a dedicated Help Page instead of triggering a non-functional action. This behavior is designed to remain consistent with users' expectations when interacting with familiar interface elements. This consideration aligns with Jakob's Law, which states that users spend most of their time using other applications and therefore expect interfaces to behave in a familiar and predictable manner. By following this principle, the system ensures that interactive elements respond in a way that matches user expectations, thereby reducing confusion and improving usability.

The design of this page is presented in Figure 4.8, which illustrates how the system communicates the availability status of the feature.

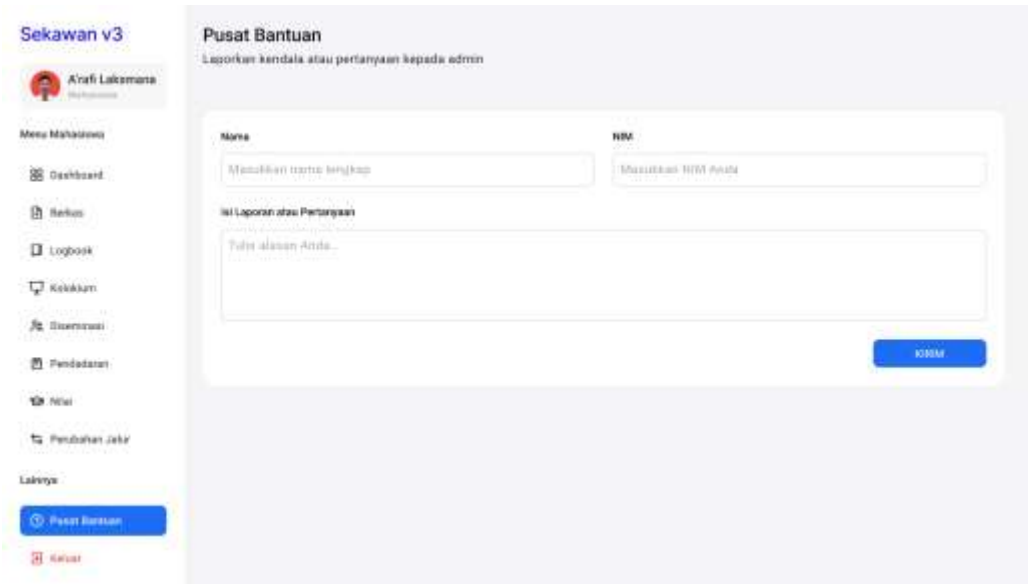


Figure 4.8 Help Page (*Pusat Bantuan*) Design

As shown in Figure 4.8, the Help Page is designed to provide users with clear information regarding features that are currently unavailable or under development. In addition, the page includes a complaint and feedback form that enables students to report issues or difficulties

encountered while using the application. The form consists of several input fields, such as user identity information, the subject of the complaint, and a detailed description of the issue.

The implementation presented in Figure 4.6 demonstrates that the system not only provides informational feedback for inactive features but also facilitates user interaction through a structured reporting mechanism. This approach ensures that user actions are always acknowledged by the system, thereby improving usability and strengthening the overall perception of system reliability.

E. Simplifying Logbook Additions

The UX issue identification revealed an inefficient task flow in the logbook creation process. As shown in Figure 4.9, students are required to navigate to a separate page to create a new logbook entry. This additional page transition introduces unnecessary interaction steps, even though the amount of information required to create a logbook entry is relatively minimal.

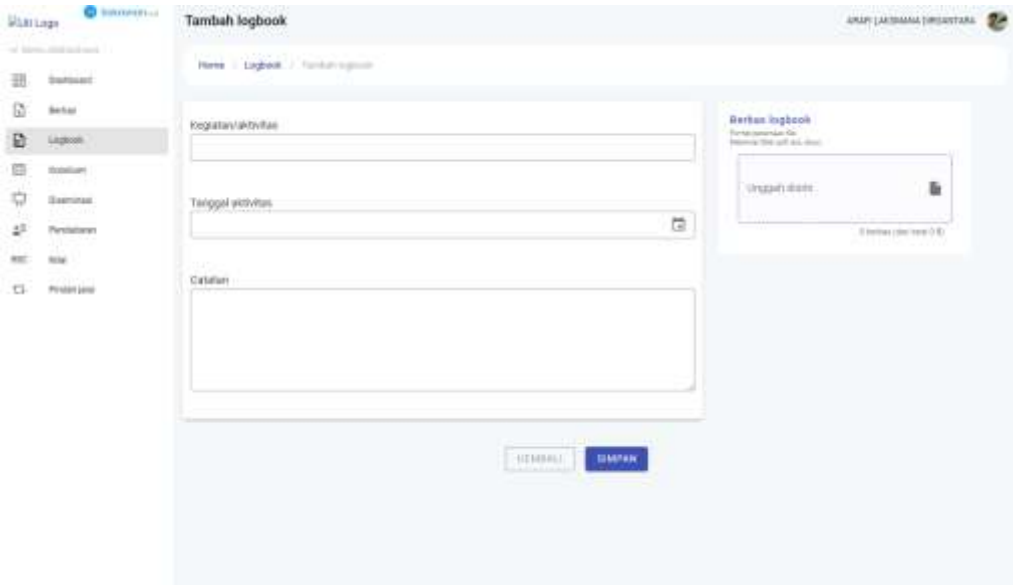


Figure 4.9 Current Logbook Addition

To address this issue, the redesigned prototype simplifies the interaction flow by replacing the separate logbook creation page with a modal-based interface. Instead of redirecting users to another page, students can enter logbook information directly from the current page, thereby reducing unnecessary navigation.

Figure 4.10 illustrates the modal dialog that appears when students click the *Tambah* button. The modal contains only the essential fields required to create a logbook entry, such as

the activity description and date. This simplified structure keeps the interaction focused and allows students to complete the task without leaving the current page.

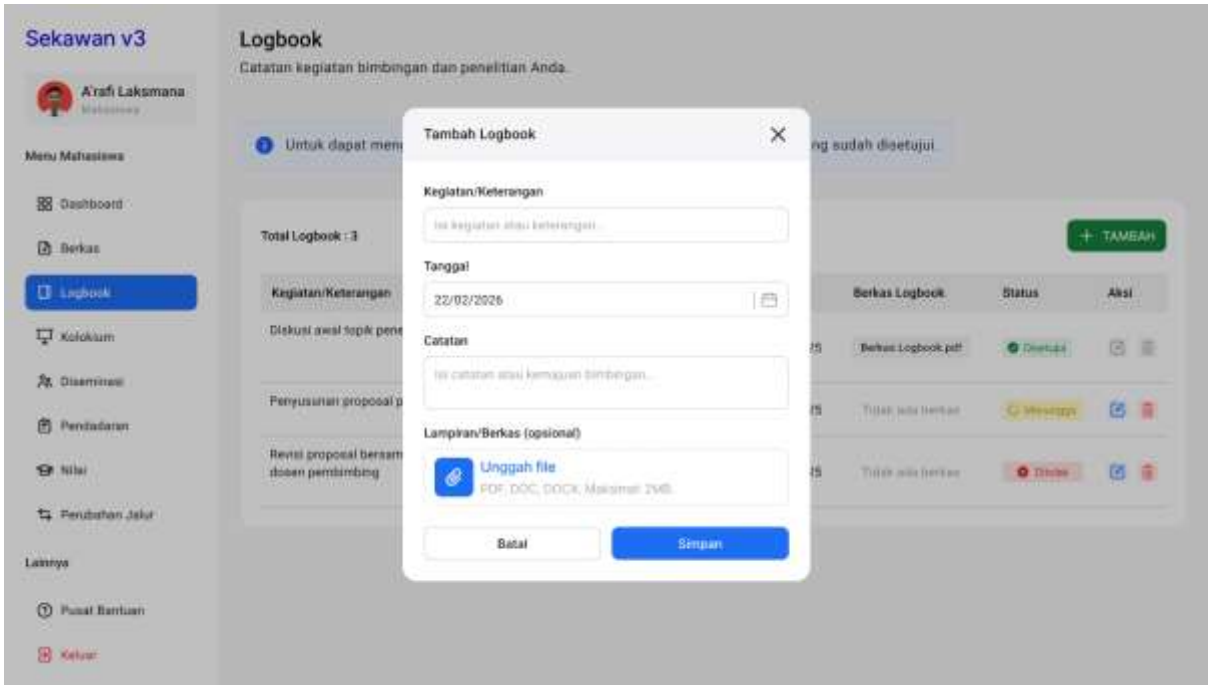


Figure 4.10 Add Logbook Modal Interface

This design decision is align with Hick's Law, as reducing unnecessary navigation and decision points helps simplify the interaction process. It also reflects Tesler's Law by shifting interaction complexity from multiple page transitions into a single contextual interface, allowing users to complete the same task with a more streamlined workflow.

4.3.2 Lecturer Prototype

A. Create a *Data Mahasiswa* Page

The UX issue identification revealed a usability and clarity issue within the lecturer interface, particularly in managing student data. In the existing system structure, there is a lack of clear separation between pages used for data viewing and pages used for performing actions. This condition reduces interface clarity and makes it more difficult for lecturers to distinguish between informational content and functional operations, especially when managing a large number of supervised students.

To address this issue, a design solution is proposed by separating informational pages from action-based interfaces. This approach ensures that each page has a clear and specific

purpose, thereby improving system structure, navigation efficiency, and overall usability. As part of this redesign, a dedicated "*Data Mahasiswa*" page is introduced as the main interface for presenting supervised student information in a structured and centralized manner.

The design concept of the *Data Mahasiswa* page can be seen in Figure 4.11 below, which illustrates how student data is organized into a unified interface that supports easier access and management by lecturers.

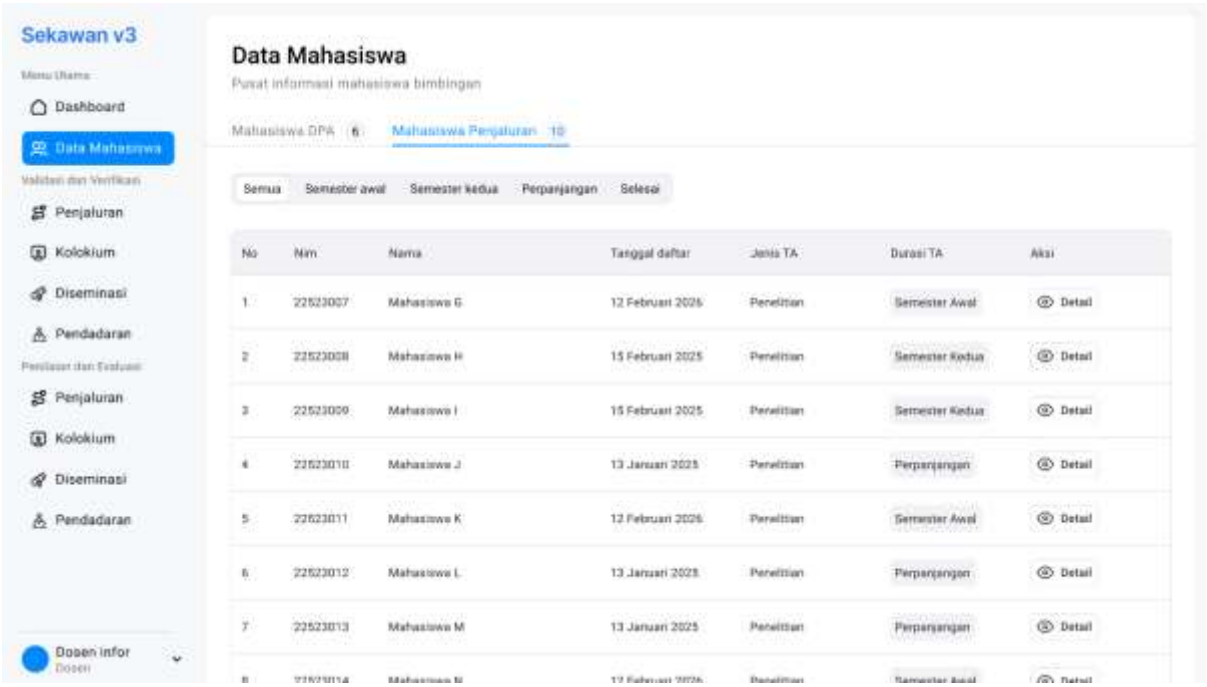


Figure 4.11 Page of *Data Mahasiswa*

As shown in Figure 4.11, the interface presents student information in a structured layout that allows lecturers to efficiently view and manage data related to their supervised students. The data is categorized to separate students who are currently under supervision from those who have completed their academic process, enabling clearer organization and easier navigation.

In addition, the interface is designed to function as a centralized information hub, allowing lecturers to monitor student progress without needing to navigate across multiple pages. This approach reduces cognitive load and improves workflow efficiency, particularly when lecturers need to access student information quickly for academic supervision purposes.

By clearly separating data viewing from action-based functionalities, the design improves overall interface clarity and reduces unnecessary complexity during navigation. The

implementation reflects a more organized and scalable approach to managing student data within the lecturer interface, ensuring that the system remains usable even as the number of supervised students increases.

B. Bulk Action

The UX issue identification revealed a workflow inefficiency problem within the lecturer interface, particularly in the process of reviewing and approving student submissions such as logbooks and documents. In the existing system, lecturers are required to evaluate each submission individually, which becomes inefficient when handling multiple supervised students simultaneously. This issue is further emphasized by user feedback indicating the need for a faster approval mechanism for multiple entries.

To address this issue, a design solution is proposed by introducing a bulk action feature that enables lecturers to process multiple submissions at once. This feature allows batch selection and approval of student logbooks and documents, thereby reducing repetitive tasks and improving overall workflow efficiency.

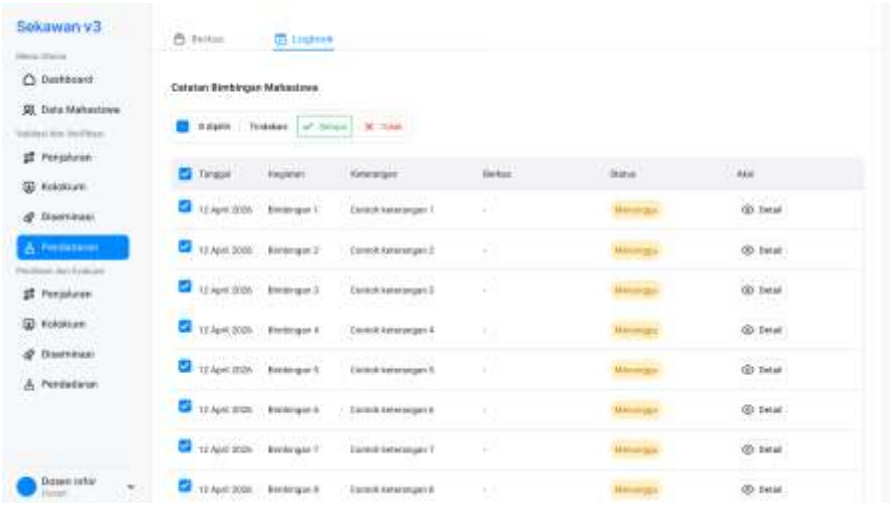


Figure 4.12 Bulk Action Feature for Logbook Approval

As shown in Figure 4.12, lecturers are able to select multiple logbook entries and perform approval actions in a single step. This design reduces repetitive decision-making and improves processing efficiency, especially for lecturers who supervise a large number of students.

Similarly, the bulk action feature for document management is presented in Figure 4.13 below, which demonstrates how multiple student documents can be reviewed and approved through a unified interaction flow.

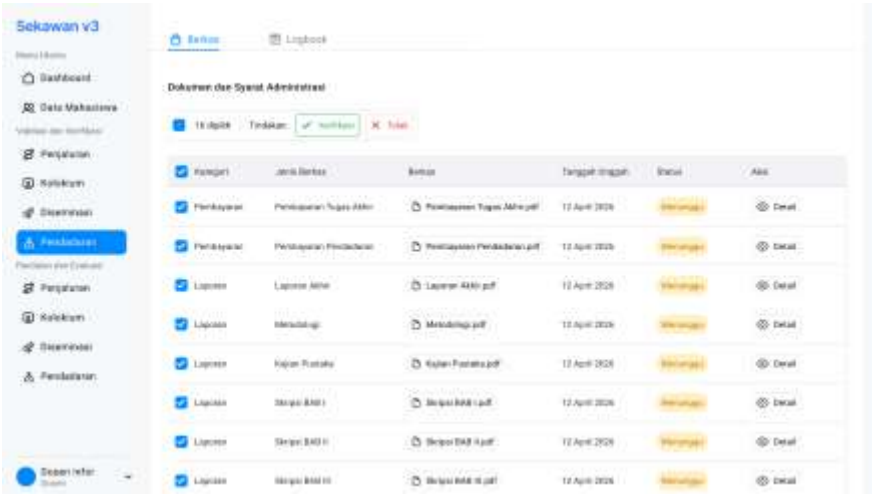


Figure 4.13 Bulk Action Feature for Document Approval

As shown in Figure 4.13, the interface allows lecturers to manage multiple document submissions simultaneously. The design maintains clarity through selection indicators and confirmation states, ensuring that efficiency improvements do not compromise accuracy or control. This design approach aligns with Hick's Law, which states that increasing the number of individual decisions in a system leads to longer processing time. By enabling batch processing, the system reduces repetitive decision-making for lecturers managing multiple student submissions.

C. Student Grouping

The UX issue identification revealed a feature requirement related to improved student data organization. Based on user feedback, lecturers expressed the need for a grouping mechanism to categorize students according to their thesis (TA) duration. This requirement emerged due to difficulties in tracking student progress when all data is displayed in a single unstructured list.

To address this issue, a design solution is proposed by implementing a tab-based grouping system within the previously designed Data Mahasiswa page. This system allows student data to be categorized based on their thesis progression stage, enabling lecturers to access more structured and meaningful information without increasing navigation complexity.

The student grouping interface is designed using four main categories: All Students, Early Semester, Second Semester, Extension, and Completed. The Early Semester tab

represents students who have just entered the initial phase of their thesis period (first semester of TA). The Second Semester tab includes students who are currently in their second semester of thesis work. The Extension category refers to students who have entered their third semester or are undergoing an extended thesis period. Meanwhile, the Completed tab contains students who have successfully finished their thesis process.

The implementation of this tab-based grouping system can be seen in Figure 4.14 below, which illustrates how student data is organized within the Data Mahasiswa interface.

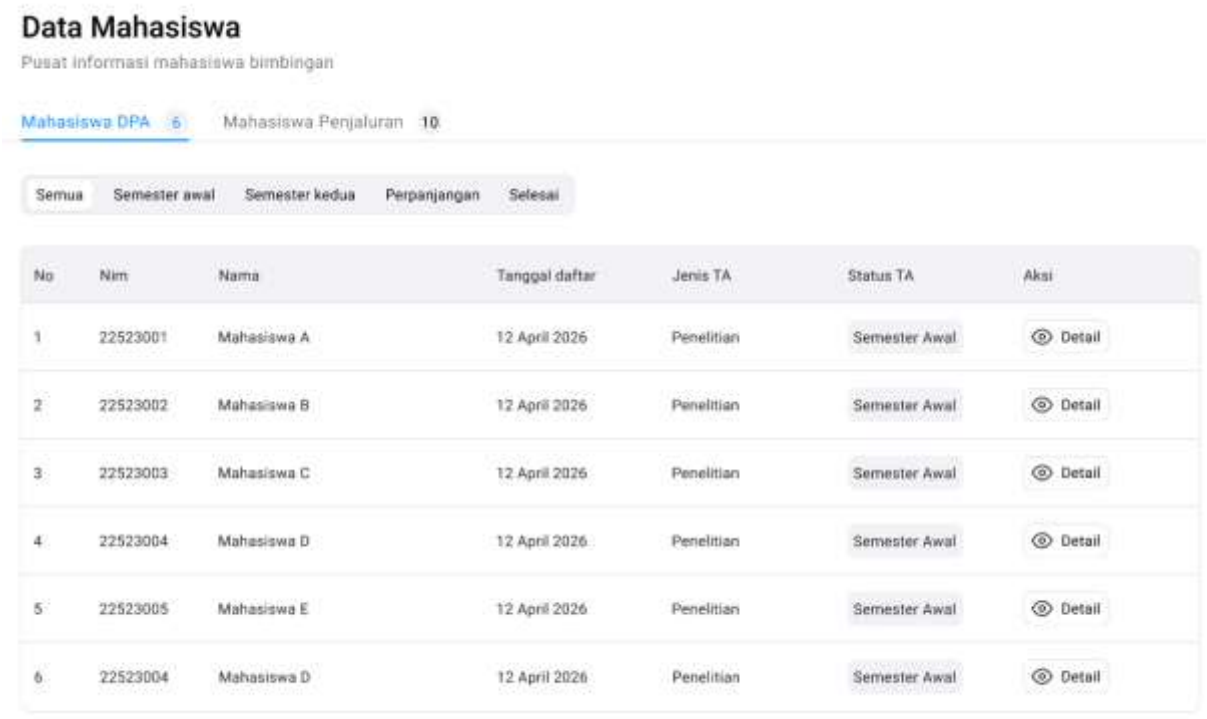


Figure 4.14 Student Grouping Tab Interface

As shown in Figure 4.14, the tab structure enables lecturers to switch between different student categories seamlessly without leaving the page. This improves data accessibility by reducing cognitive effort in locating specific student groups and enhancing overall information clarity within the system.

This design approach aligns with Miller's Law, which suggests that human working memory is limited in the amount of information it can process at one time. By grouping students into a limited number of meaningful categories, the system reduces cognitive overload and makes information easier to process.

In addition, this approach is also consistent with Hick's Law, as reducing the number of visible items in a single view helps minimize decision complexity. Instead of presenting all student data at once, the tab structure breaks information into manageable sections, allowing lecturers to make faster and more focused navigation decisions.

4.3.3 Administrative Staff Prototype

A. Thesis Supervisor Management

The UX issue identification revealed a system management limitation reported by the administrative staff, particularly in the supervision assignment process. In the existing system, once a lecturer has been assigned as either a thesis supervisor or an academic track supervisor, the assignment cannot be modified directly through the administrative interface. Figure 4.15 shows the current supervisor management page, where the assigned supervisor information is displayed but no option is provided to update an existing assignment.

This limitation becomes problematic when supervisor assignments need to be adjusted due to administrative or academic reasons, such as changes in supervisor availability, revisions to supervision assignments, or corrections to previously assigned data. Under the current workflow, these changes cannot be performed independently by the administrative staff and instead require assistance from the system developer. Consequently, routine administrative tasks become less flexible, additional processing time is required, and unnecessary dependencies are introduced into the system management process.

To address this issue, the redesigned prototype introduces a Supervisor Management feature that enables administrative staff to modify supervisor assignments directly within the system. The proposed feature allows administrators to update both thesis supervisor and academic track supervisor information without requiring technical intervention. By providing this functionality within the system, the redesign aims to improve administrative flexibility and support more efficient management of supervision data.

The interaction flow of the proposed feature is presented in Figures 4.15 and 4.16. As illustrated in Figure 4.15, administrators can initiate the editing process by selecting the Edit action associated with a supervisor assignment. The system then displays the modal dialog shown in Figure 4.16, which presents the current supervisor information together with a list of available lecturers. Administrators can select a replacement supervisor and save the updated assignment directly through the modal, allowing the modification process to be completed without leaving the current page or requiring assistance from the system developer.

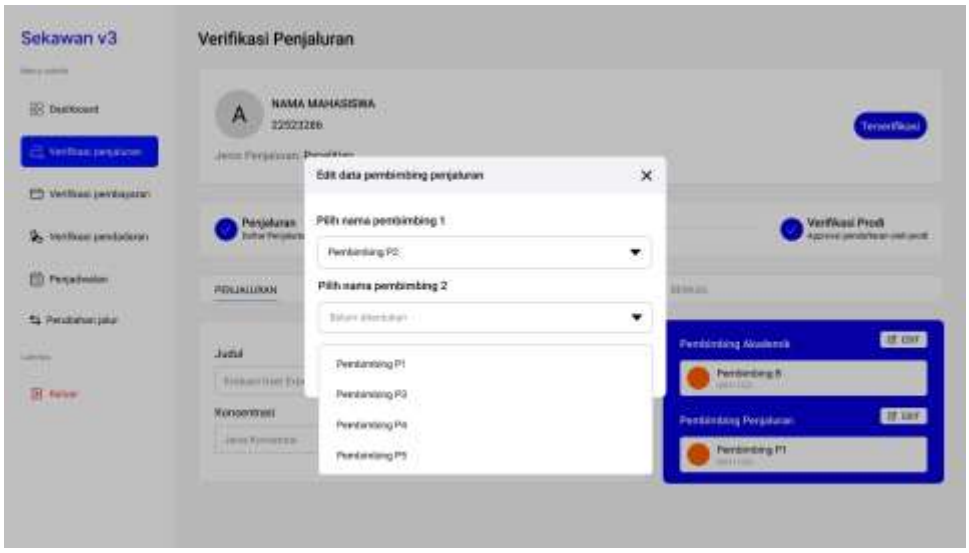


Figure 4.15 Supervisor Replacement Modal Interface

After the update is confirmed, the system immediately reflects the new supervisor assignment on the student record. This result is presented in Figure 4.16, which demonstrates that the supervisor information has been successfully updated within the Supervisor Management page.



Figure 4.16 Updated Supervisor Assignment

The implementation shown in Figures 4.15 and 4.16 demonstrates a more flexible approach to managing supervisor assignments. Administrative staff can modify supervision

data directly through the interface without relying on developer assistance. Furthermore, providing direct editing capabilities helps maintain data accuracy and ensures that supervision information remains up to date throughout the academic process.

B. Second Thesis Defense Registration

The second UX issue identified from the administrative staff concerns the inability to manage students who need to repeat the thesis defense process. The existing system does not support re-registration or rescheduling for remedial thesis defenses, making it difficult for administrative staff to process these cases efficiently.

To address this issue, a redesigned workflow is proposed to support the second thesis defense registration process. The workflow covers payment verification, thesis defense verification, and rescheduling, enabling remedial students to be managed within the system without relying on manual procedures.

The first step of this workflow is presented in Figure 4.17, which illustrates the payment verification page. Since payment verification is a prerequisite for thesis defense registration, an additional Re-registration Status filter is introduced with three categories: All, New, and Remedial. Students repeating their thesis defense are classified under the Remedial category, allowing administrative staff to identify and verify them more efficiently.



Figure 4.17 Payment Verification with Re-registration Status Filter

As shown in Figure 4.17, the additional filter simplifies the identification of remedial students during the payment verification process. By separating new and remedial registrations, the interface reduces the effort required to locate students who are eligible to proceed with the second thesis defense registration.

After the payment has been successfully verified, the administrative staff proceeds to the thesis defense verification page. The implementation of this stage is presented in Figure 4.18, where remedial students can be verified before becoming eligible for scheduling.

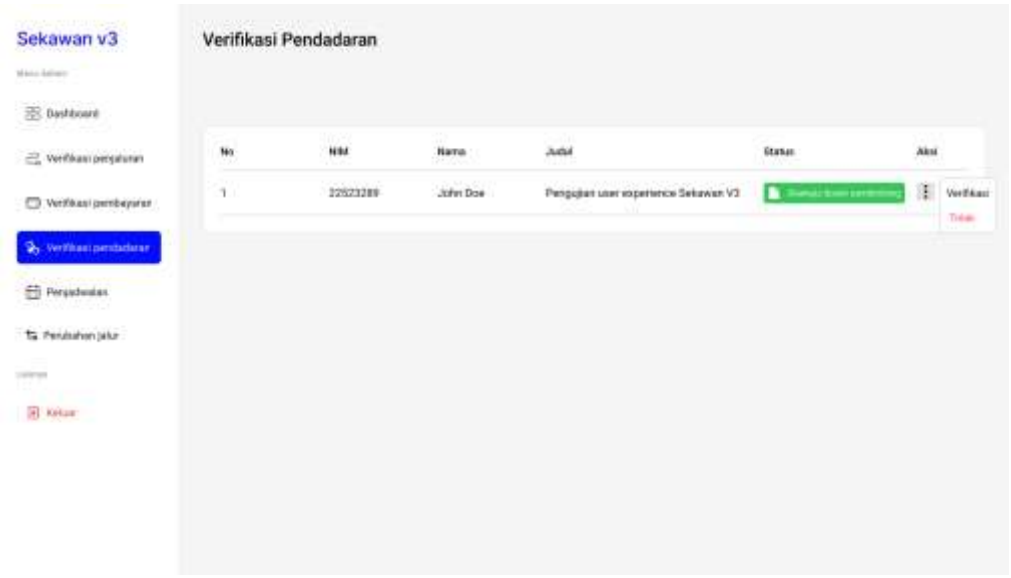


Figure 4.18 Thesis Defense Verification for Remedial Students

As shown in Figure 4.18, students who have successfully completed the payment verification process can proceed to the thesis defense verification stage. At this stage, administrative staff are responsible for verifying that remedial students have fulfilled all administrative requirements before they are permitted to participate in the second thesis defense. This additional verification serves as a control mechanism to ensure that only eligible students can continue to the next stage of the process. By introducing this verification step, the system establishes a clear and structured workflow for handling remedial thesis defense cases, reducing the risk of scheduling students who have not yet completed the required administrative procedures.

Following successful verification, the final stage is scheduling the second thesis defense. The implementation of this process is illustrated in Figure 4.19, which demonstrates how remedial students can be scheduled using the existing thesis defense scheduling interface.

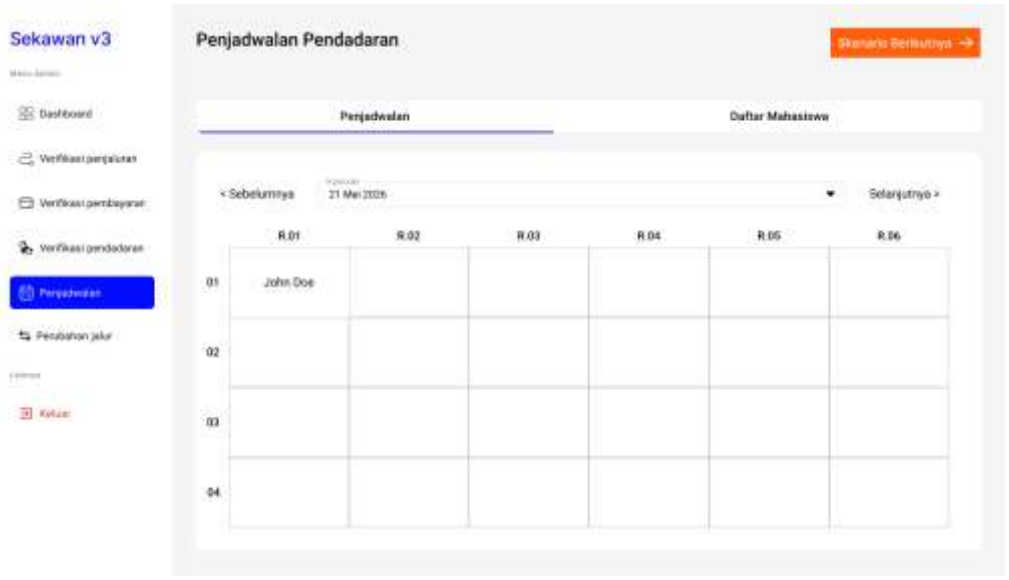


Figure 4.19 Second Thesis Defense Scheduling Interface

As shown in Figure 4.19, students who have completed the required verification stages can be assigned a new thesis defense schedule. The redesigned workflow enables administrative staff to manage remedial students using the same scheduling mechanism as regular students, while preserving a clear distinction between new and repeated thesis defense registrations.

Overall, the proposed workflow provides complete system support for the second thesis defense registration process, which was previously unavailable in the existing system by integrating payment verification, thesis defense verification, and scheduling into a single workflow.

C. Final Project Track Re-Registration

The third UX issue identified from the administrative staff concerns the inability to verify students who request to repeat or change their final project track. In the existing system, administrative staff cannot process these requests because no dedicated verification feature is available. Consequently, the verification process must be handled manually outside the system, reducing workflow efficiency and making it more difficult to monitor the status of each request.

To address this issue, a design solution is proposed by introducing a Final Project Track Re-registration feature. The proposed design demonstrates how administrative staff can review,

verify, and manage requests submitted by students who wish to repeat or change their final project track through a dedicated workflow.

The process begins with the *Perubahan Jalur* (Track Change) page, which is presented in Figure 4.20. This page displays a list of students who have submitted requests to change or repeat their final project track, allowing administrative staff to easily identify pending applications and access their detailed information.

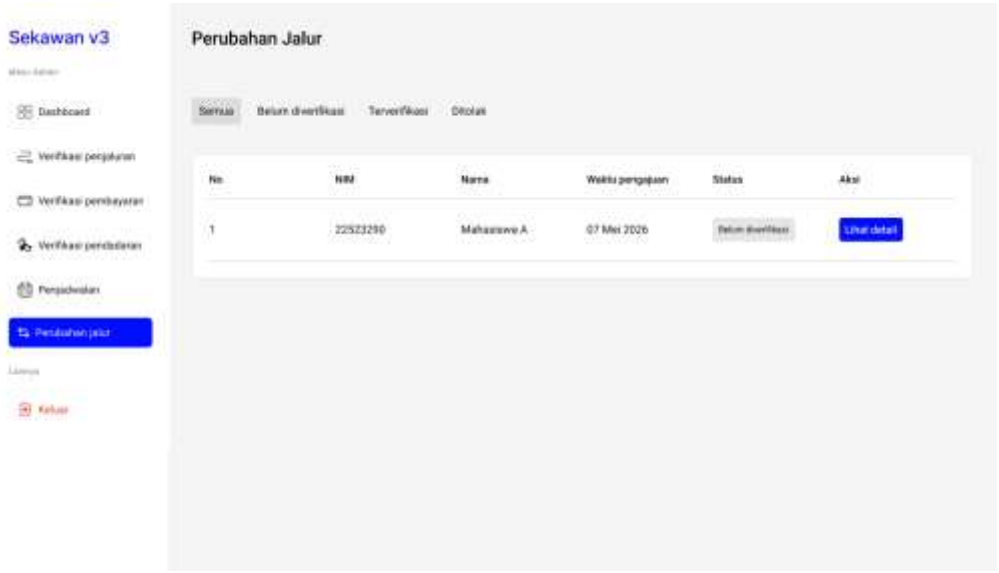


Figure 4.20 Final Project Track Change Request List

As shown in Figure 4.20, the *Perubahan Jalur* page functions as the primary interface for managing final project track change requests submitted by students. The page presents all submitted requests in a centralized list, allowing administrative staff to monitor the status of each application and identify requests that are awaiting verification. This centralized presentation improves visibility of the overall verification process and enables administrators to manage multiple requests more efficiently without navigating across different interfaces.

To review a specific request, the administrator can select a student record to open the detailed submission, as illustrated in Figure 4.21. The detailed view provides all information required to support the verification process before a decision is made. By presenting the student's information, the previously assigned final project track, the requested new track, and the reason for the request within a single interface, the system enables administrators to evaluate each application more effectively while minimizing the need to access additional pages or external records.

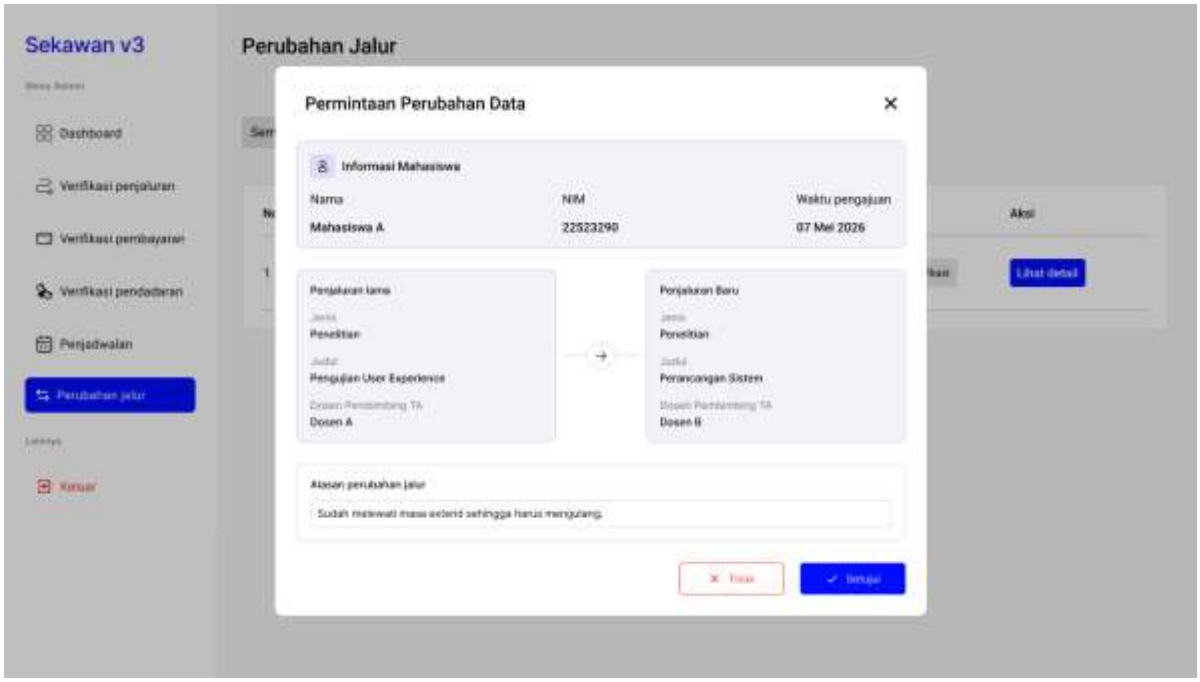


Figure 4.21 Final Project Track Change Request Details

As shown in Figure 4.21, the interface presents the student's information, the current final project track, the requested new track, and the reason submitted for the change request. Based on this information, administrative staff can evaluate the request and either approve or reject it using the provided action buttons. Presenting all relevant information within a single interface helps administrators make informed decisions without navigating to multiple pages.

After the request has been approved, the system updates the request status accordingly, as illustrated in Figure 4.22.

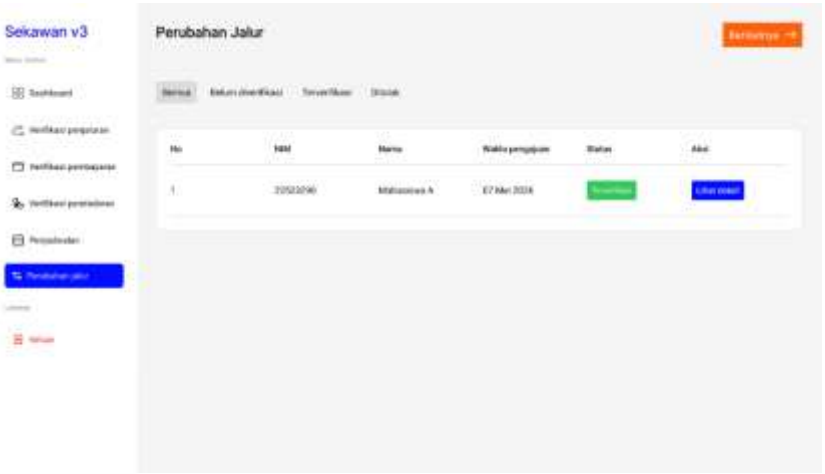


Figure 4.22 Verified Final Project Track Change Request

As shown in Figure 4.2, the approved request is marked as Verified while remaining on the *Perubahan Jalur* page, as requested by the administrative staff. Keeping verified requests within the same interface enables administrators to maintain a complete record of all submitted applications and monitor their verification history without switching to another page.

This proposed workflow provides dedicated system support for managing final project track re-registration requests, allowing administrative staff to perform verification directly within the application. By integrating request review, decision-making, and status management into a single workflow, the design improves administrative efficiency, enhances data traceability, and reduces reliance on manual processes.

4.4 Prototype Evaluation

4.4.1 Student UX Prototype Evaluation

A. UEQ Results

The user experience of the redesigned prototype was evaluated using the User Experience Questionnaire (UEQ). Prior to interpreting the evaluation results, the collected responses were examined using the UEQ Data Analysis Tool to identify inconsistent response patterns. Similar to the initial evaluation, one participant obtained a critical value greater than or equal to 3, indicating an inconsistent response pattern according to the UEQ consistency criteria. Consequently, this response was excluded from the analysis, resulting in a total of 22 valid responses used for the evaluation of the redesigned prototype.

Table 4.19 Student Prototype: UEQ Mean and Variance

UEQ Scales (Mean and Variance)		
Attractiveness	2,008	0,95
Perspicuity	2,068	0,77
Efficiency	1,943	0,60
Dependability	1,920	0,69
Stimulation	1,830	1,29
Novelty	1,273	1,65

The descriptive statistics of the UEQ evaluation are presented in Table 4.19. Based on the obtained mean scores, Perspicuity achieved the highest score (M = 2.068), followed by Attractiveness (M = 2.008), Efficiency (M = 1.943), Dependability (M = 1.920), Stimulation

(M = 1.830), and Novelty (M = 1.273). Overall, all six UEQ dimensions received positive mean scores, indicating favorable user perceptions of the redesigned prototype across both pragmatic and hedonic aspects of user experience.

Among the evaluated dimensions, the highest score obtained by Perspicuity indicates that participants perceived the redesigned prototype as easy to understand and learn. This result suggests that the organization of information, navigation structure, and interaction flow were generally perceived as clear by the participants. In addition, the high scores for Attractiveness, Efficiency, and Dependability indicate positive perceptions regarding the overall visual appearance of the prototype, the efficiency of completing academic tasks, and the consistency of system interactions. Although Novelty obtained the lowest mean score among the six dimensions, its score remained within the positive evaluation range, indicating that participants also perceived the redesigned prototype as providing a relatively innovative interaction experience

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Table 4.20 Student Prototype: UEQ Benchmark

Scale	Mean	Comparison to Benchmark	Interpretation
Attractiveness	2,008	Excellent	In the range of the 10% best results
Perspicuity	2,068	Excellent	In the range of the 10% best results
Efficiency	1,943	Excellent	In the range of the 10% best results
Dependability	1,920	Excellent	In the range of the 10% best results
Stimulation	1,830	Excellent	In the range of the 10% best results
Novelty	1,273	Good	10% of results better, 75% of results worse

To provide additional context for interpreting the obtained UEQ scores, the benchmark classification is presented in Table 4.20. According to the UEQ benchmark dataset, Attractiveness, Perspicuity, Efficiency, Dependability, and Stimulation were classified as Excellent, while Novelty obtained a Good rating. These benchmark classifications indicate that the corresponding UEQ scores fall within the respective categories defined by the UEQ benchmark dataset, allowing the evaluation results to be interpreted relative to a broader collection of products previously assessed using the same instrument.

Table 4.21 Student Prototype: Pragmatic and Hedonic Quality

Pragmatic and Hedonic Quality	
Attractiveness	2,01
Pragmatic Quality	1,98
Hedonic Quality	1,55

The overall user experience can also be interpreted through the aggregated UEQ dimensions presented in Table 4.21. The redesigned prototype obtained an Attractiveness score of 2.01, a Pragmatic Quality score of 1.98, and a Hedonic Quality score of 1.55. The positive value of Pragmatic Quality indicates favorable user perceptions regarding the usability-related aspects of the prototype, including ease of understanding, efficiency, and interaction reliability. Meanwhile, the positive Hedonic Quality score indicates that participants also perceived the redesigned prototype as sufficiently engaging and capable of providing a pleasant user experience. Collectively, these aggregated scores provide an overall overview of students' perceptions toward the redesigned prototype across both functional and experiential dimensions.

B. Open-Ended Responses

The qualitative responses collected during the evaluation of the redesigned prototype were analyzed based on their underlying meanings to interpret participants' perceptions after interacting with the proposed design. Unlike the initial evaluation, which primarily focused on identifying usability problems and UX issues, the qualitative analysis at this stage emphasizes participants' contextual impressions of the redesigned prototype, along with any remaining issues and suggestions for further refinement. The categorized responses and their global themes are presented in Table 4.22.

Table 4.22 Student Prototype: Open-Ended Response

Example of Response	Theme	Number of Mentions
"Lebih rapi", "memudahkan pengguna"..	Improved Usability & Clarity	45
"enak dilihat", "tidak monoton"..	Improved Visual Design	22
"alur jelas", "terstruktur", "fungsional"..	Improved Task Flow	11
"readable", "lebih mudah dibaca"	Improved Readability	2
"baik", "bagus", "lebih baik"..	Positive Experience	9
"cukup mengakomodasi", 'mengatasi kendala", "sudah improve"	Positive Improvement	17
"masih agak membingungkan", "belum"..	Remaining Issues	4
"bisa ditingkatkan", "masih bisa dikembangkan.."	Suggestions	9
"tidak ada", "tidak ada saran", "biasa aja"..	Neutral	13

As presented in Figure 4.22, the most frequently identified theme was Improved Usability & Clarity, with 45 mentions. Participants commonly reported that the redesigned prototype was easier to understand, the interface was more intuitive, and important features were easier

to locate. These responses indicate that the redesign was positively perceived in terms of improving interface clarity and supporting users in completing their academic tasks.

The second most frequently identified theme was Improved Visual Design, which received 22 mentions. This indicates that many participants highly appreciated the more consistent colors, typography, spacing, and overall visual appearance introduced in the redesigned interface. Meanwhile, Positive Improvement emerged as another prominent theme with 17 mentions, indicating that participants recognized tangible progress, noting that the redesign successfully accommodated their needs, resolved prior bottlenecks, and showed overall improvement.

Several participants also highlighted specific enhancements in interaction and perception. Neutral responses received 13 mentions, suggesting that some participants perceived only minor differences, offered no additional feedback, or did not express strong opinions regarding the redesign. Furthermore, Improved Task Flow received 11 mentions, suggesting that participants perceived several academic processes as more straightforward and functional than before. Additionally, Positive Experience was identified 9 times, with participants generally expressing favorable general impressions of the redesigned prototype, describing it as "good" or "better." Likewise, Improved Readability was mentioned 2 times, indicating that the redesigned typography and layout contributed to better readability of interface content.

Although the overall responses were predominantly positive, participants also provided constructive feedback for future iterations. Suggestions received 9 mentions, reflecting participants' recommendations for future development and incremental enhancements rather than fundamental usability problems. Finally, Remaining Issues received 4 mentions, indicating that certain specific usability concerns were still identified by a small number of participants who found aspects of the prototype slightly confusing.

Overall, the qualitative findings indicate that participants generally perceived the redesigned prototype positively, particularly in terms of usability, interface clarity, visual appearance, and overall user experience. At the same time, the remaining suggestions and neutral feedback provide valuable input for future iterations of the system beyond the scope of the current redesign.

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4.4.2 Lecturer UX Prototype Evaluation

A. UEQ Results

The user experience of the redesigned prototype was evaluated by the same six lecturers who participated in the initial evaluation. Prior to interpreting the evaluation results, the collected responses were examined using the UEQ Data Analysis Tool to identify inconsistent response patterns. The consistency check indicated that all responses met the UEQ consistency criteria. Therefore, all six responses were retained and included in the subsequent analysis. The descriptive statistics of the UEQ evaluation are presented in Table 4.23.

Table 4.23 Lecturer Prototype: UEQ Mean and Variance

UEQ Scales (Mean and Variance)		
Attractiveness	1,308	0,60
Perspicuity	1,583	0,14
Efficiency	1,375	0,39
Dependability	1,375	0,22
Stimulation	1,208	0,26
Novelty	0,583	0,74

Based on the obtained mean scores, Perspicuity achieved the highest score (M = 1.583), followed by Efficiency (M = 1.375), Dependability (M = 1.375), Attractiveness (M = 1.308), Stimulation (M = 1.208), and Novelty (M = 0.583). Overall, all UEQ dimensions obtained positive mean scores, indicating favorable lecturer perceptions toward the redesigned prototype.

Among the evaluated dimensions, Perspicuity received the highest score, suggesting that lecturers generally perceived the redesigned prototype as relatively easy to understand and learn. This result is consistent with the redesign objective of clarifying page responsibilities and organizing features according to lecturers' tasks and workflows. In addition, the positive scores obtained for Efficiency and Dependability indicate favorable perceptions regarding task completion and interaction reliability. These dimensions are particularly relevant to lecturers' administrative activities, which involve document verification, approval processes, and supervision-related tasks.

The evaluation also produced positive scores for Attractiveness and Stimulation, indicating that lecturers generally perceived the redesigned prototype as visually acceptable and capable of providing a satisfactory interaction experience. Meanwhile, Novelty obtained the lowest score among the six dimensions. Although the score remained positive, it suggests

that lecturers perceived the prototype as less innovative compared to the other evaluated dimensions.

To provide additional context for interpreting the obtained UEQ scores, the benchmark classification is presented in Table 4.24.

Table 4.24 Lecturer Prototype: UEQ Benchmark

Scale	Mean	Comparison to Benchmark	Interpretation
Attractiveness	1,308	Above Average	25% of results better, 50% of results worse
Perspicuity	1,583	Above Average	25% of results better, 50% of results worse
Efficiency	1,375	Above Average	25% of results better, 50% of results worse
Dependability	1,375	Above Average	25% of results better, 50% of results worse
Stimulation	1,208	Above Average	25% of results better, 50% of results worse
Novelty	0,583	Below Average	50% of results better, 25% of results worse

According to the UEQ benchmark dataset, Attractiveness, Perspicuity, Efficiency, Dependability, and Stimulation were classified as Above Average, while Novelty received a Below Average rating. These benchmark classifications indicate that most dimensions of the redesigned prototype were evaluated more positively than a considerable portion of products included in the UEQ benchmark dataset. However, the Novelty dimension remained below the benchmark average, suggesting that perceptions regarding innovativeness were less favorable than the other evaluated aspects.

The overall user experience can also be interpreted through the aggregated UEQ dimensions presented in Table 4.25.

Table 4.25 Lecturer Prototype: Pragmatic and Hedonic Quality

Pragmatic and Hedonic Quality	
Attractiveness	1,31
Pragmatic Quality	1,44
Hedonic Quality	0,90

The redesigned prototype obtained an Attractiveness score of 1.31, a Pragmatic Quality score of 1.44, and a Hedonic Quality score of 0.90. These results indicate positive lecturer perceptions toward both the pragmatic and hedonic aspects of the redesigned prototype. The higher value obtained for Pragmatic Quality suggests that lecturers evaluated the prototype more positively in terms of usability-related aspects, including clarity, efficiency, and dependability, than in terms of stimulation and novelty.

B. Open-Ended Responses

The qualitative responses obtained from lecturers during the prototype evaluation were analyzed by identifying the underlying meaning of each response and grouping them into broader categories. The resulting categories and their frequencies are presented in Table 4.26.

Table 4.26 Lecturer Prototype: Open-Ended Response

Example of Response	Theme	Number of Mentions
"Secara prinsip sudah ada perubahan dan ada indikasi lebih mudah", "Mudah, karena ada panduannya."	Improved Usability & Clarity	12
""Perpaduan warna bagus, desain sederhana, bersih dan terstruktur.","Meskipun sederhana, namun lumayan lebih jelas."	Improved Visual Design	8
"secara umum, redesain ini lebih baik dari sekawan saat ini", "Sudah lumayan baik."	Positive Experience	4
"ok", "cukup"..	Neutral	7
"Saya belum dapat menjawab.", ""skenario yang diuji hanya sedikit dengan kekurangan untuk eksplorasi menu yang telah didesain, sehingga saya kesulitan dalam menilai. Terdapat pula pertanyaan yang tidak relevan dengan desain prototipe...""	Evaluation Limitations	13
"panah pada tombol pendadaran menimbulkan ekspektasi berpindah halaman.", "Filter pada skenario kedua sulit ditemukan karena bentuknya seperti menu bukan filter."	Navigation Issues	2

As shown in Table 4.24, the most frequently identified category was Evaluation Limitations, with 13 mentions. Many lecturers indicated that they were unable to fully evaluate the redesigned prototype because only a limited number of scenarios were provided during the evaluation. Several respondents also noted that important parts of the system, such as the dashboard and other supporting features, were not included in the prototype, making it difficult to assess the overall user experience comprehensively. In addition, some lecturers stated that they could not compare the redesigned prototype with the previous system because they did not remember their earlier feedback or had limited exposure to the evaluated scenarios.

The second most frequently identified category was Improved Usability and Clarity, with 12 mentions. Lecturers commonly reported that the redesigned prototype was easier to understand and use than the existing system. Several responses highlighted clearer page organization, more intuitive interactions, and improved ease of completing tasks. These findings indicate that the redesign was generally perceived as providing a clearer and more understandable interaction experience.

The category Improved Visual Design received 8 mentions, suggesting that lecturers appreciated the cleaner and more structured appearance of the redesigned interface. Respondents frequently described the design as simple, organized, and visually easier to follow. These responses indicate positive perceptions regarding the visual presentation of the prototype.

In contrast, Neutral responses were identified 7 times. These responses generally reflected an absence of strong positive or negative opinions toward the redesigned prototype. Some lecturers stated that they perceived the redesign as ordinary or felt unable to provide a definitive assessment due to limited exploration opportunities.

Meanwhile, Positive Experience received 4 mentions, indicating that several lecturers explicitly expressed satisfaction with the redesign and considered it capable of addressing a number of issues present in the existing system. Finally, Navigation Issues received 2 mentions, reflecting a small number of comments related to difficulties in recognizing particular interface elements or locating certain functions.

Overall, the qualitative findings indicate that lecturers generally perceived the redesigned prototype positively, particularly in terms of usability, clarity, and visual presentation. However, the relatively high number of responses categorized as Evaluation Limitations suggests that several lecturers considered the available prototype and evaluation scenarios insufficient to assess the complete functionality and interaction experience of the proposed system.

4.4.3 Administrative Staff UX Prototype Evaluation

A. UEQ Results

The redesigned prototype was evaluated by the same administrative staff member who participated in the initial evaluation. Since the evaluation involved only one respondent, no inconsistency analysis was performed. Consequently, the obtained scores represent the direct perception of the administrative staff member toward the redesigned prototype. The descriptive statistics of the UEQ evaluation are presented in Table 4.27.

Table 4.27 Administrative Staff Prototype: UEQ Mean

UEQ Scales (Mean and Variance)		
Attractiveness	2,500	-
Perspicuity	2,500	-
Efficiency	2,500	-

Dependability	2,500	-
Stimulation	2,250	-
Novelty	2,250	-

The results show that Attractiveness, Perspicuity, and Efficiency each obtained a mean score of 2.500, representing the highest scores among the evaluated dimensions. These results indicate a highly positive perception regarding the overall appearance of the prototype, the clarity of its interface, and its ability to support administrative tasks efficiently.

In addition, Stimulation and Novelty obtained scores of 2.250, while Dependability received a score of 2.000. All evaluated dimensions achieved positive scores, indicating favorable perceptions across both pragmatic and hedonic aspects of the redesigned prototype. The positive score obtained for Dependability suggests that the prototype was perceived as reliable and supportive in completing administrative activities, while the scores for Stimulation and Novelty indicate positive perceptions regarding engagement and innovativeness.

The overall user experience can also be interpreted through the aggregated UEQ dimensions presented in Table 4.28.

Table 4.28 Administrative Staff Prototype: Pragmatic and Hedonic Quality

Pragmatic and Hedonic Quality	
Attractiveness	2,50
Pragmatic Quality	2,33
Hedonic Quality	2,25

The redesigned prototype obtained an Attractiveness score of 2.50, a Pragmatic Quality score of 2.33, and a Hedonic Quality score of 2.25. These results indicate that the administrative staff member evaluated both the functional and experiential aspects of the redesigned prototype positively. Among the aggregated dimensions, Pragmatic Quality achieved the highest score, suggesting particularly favorable perceptions regarding the usability-related aspects of the redesign, including clarity, efficiency, and interaction reliability.

B. Open-Ended Responses

The qualitative responses provided by the administrative staff member are presented in Table 4.29. Overall, the responses indicate a positive perception of the redesigned prototype. The participant described the prototype as "already good" and considered the visual design to

be simple yet appealing. Furthermore, the participant stated that the available features were adequate to support administrative activities.

Table 4.29 Administrative Prototype: Open-Ended Response

Question	Response
Q1	*Sudah bagus*
Q2	*Desain sederhana tapi bagus*
Q3	*Sudah memadai*
Q4	*Hampir sama*
Q5	*Sudah*
Q6	*Tambahan sedikit, waktu penjaluran ulang, selain bisa ganti dospem, mungkin admin juga bisa menuliskan judul baru mahasiswa*

As shown in Table 4.29, the participant also indicated that the redesigned prototype remained relatively similar to the existing workflow. This suggests that the proposed changes did not introduce unnecessary complexity and were generally perceived as easy to understand and use. In addition, no major usability issues or significant obstacles were reported during the evaluation.

Although the overall feedback was positive, the participant provided one additional suggestion related to the thesis track re-registration process. Specifically, the participant proposed that administrators should be able to modify a student's thesis title when processing a re-registration request, in addition to changing the assigned thesis supervisor. This suggestion reflects an administrative requirement that may further support the management of thesis-related processes.

Overall, the responses presented in Table 4.26 indicate that the redesigned prototype was positively perceived by the administrative staff member, with only a minor recommendation provided for future refinement of the system.

4.5 Comparative Analysis

This section presents a comparative analysis between the results obtained during the initial evaluation of SEKAWAN V3 and the evaluation results of the redesigned prototype. The purpose of this analysis is not to determine statistical significance, but rather to examine changes in user perceptions before and after the redesign process based on the User Experience Questionnaire (UEQ) and qualitative feedback collected from students, lecturers, and administrative staff.

The comparison focuses on identifying changes across the UEQ dimensions, benchmark classifications, and qualitative responses. By comparing the findings from both evaluation stages, it becomes possible to assess whether the proposed redesign addressed the user experience issues identified during the initial evaluation and to identify aspects that may still require further improvement.

4.5.1 Student Comparative Analysis

A comparison between the initial evaluation and the prototype evaluation results was conducted to examine changes in students' perceptions of SEKAWAN V3 following the redesign process. The comparison of the UEQ mean scores is presented in Table 4.30.

Table 4.30 Student: Comparison UEQ Mean

UEQ Scale	Initial Evaluation	Prototype Evaluation	Difference
Attractiveness	1,049	2,008	+0,959
Perspicuity	1,221	2,068	+0,847
Efficiency	1,324	1,943	+0,619
Dependability	1,176	1,920	+0,744
Stimulation	0,750	1,830	+1,080
Novelty	0,132	1,273	+1,141

As shown in Table 4.30, all UEQ dimensions obtained higher mean scores in the prototype evaluation compared to the initial evaluation. The largest increase was observed in the Novelty dimension, which increased from 0.132 during the initial evaluation to 1.273 after the redesign. A notable descriptive increase was also observed in Stimulation, which increased from 0.750 to 1.830, suggesting that students perceived the redesigned prototype as more engaging than the existing system.

Positive changes were also observed in the pragmatic dimensions of user experience. Perspicuity increased from 1.221 to 2.068, while Efficiency increased from 1.324 to 1.943 and Dependability increased from 1.176 to 1.920. These descriptive increases suggest that students perceived the redesigned prototype more positively in terms of clarity, ease of understanding, task completion, and interaction reliability than the existing system evaluated during the initial phase. In addition, Attractiveness increased from 1.049 to 2.008, suggesting a more favorable overall impression of the redesigned interface.

Table 4.31 Student: Comparison UEQ Benchmark

UEQ Scale	Initial Evaluation	Prototype Evaluation
Attractiveness	Below average	excellent
Perspicuity	Above average	excellent
Efficiency	Above average	excellent
Dependability	Above average	excellent
Stimulation	Below average	excellent
Novelty	Bad	good

The benchmark comparison further illustrates the differences between the two evaluation stages. During the initial evaluation, Perspicuity, Efficiency, and Dependability were classified as Above Average, while Attractiveness and Stimulation were classified as Below Average, and Novelty received a Bad rating. In contrast, the prototype evaluation resulted in Excellent ratings for Attractiveness, Perspicuity, Efficiency, Dependability, and Stimulation, while Novelty improved to the Good category.

These benchmark shifts indicate that the dimensions that previously received lower evaluations, particularly Attractiveness, Stimulation, and Novelty, were evaluated more favorably after the redesign. This pattern is consistent with the design objectives that focused on improving interface clarity, visual consistency, task efficiency, and overall user interaction.

Table 4.32 Student: Comparison of Open-Ended Response

Initial Evaluation Findings	Prototype Evaluation Findings
Usability and Clarity Issues	Improved Usability & Clarity
Innovation & Features	Improved Visual Design
Visual Design Issues	Improved Task Flow
System Reliability Issues	Improved Readability
Inefficient Task Flow	Positive Experience
Low Engagement & Interactivity	Positive Improvement

Table 4.32 presents a comparison between the qualitative findings obtained during the initial evaluation and the prototype evaluation. The comparison shows a noticeable shift in the nature of student feedback following the redesign process.

During the initial evaluation, students primarily reported issues related to usability and clarity, visual design, task inefficiency, system reliability, user engagement, and requests for additional features. These findings indicate that students experienced difficulties in understanding certain interface elements, completing tasks efficiently, and interacting with the system. In addition, several respondents expressed the need for new functionalities and improvements to better support their academic activities.

In contrast, the findings from the prototype evaluation were dominated by positive themes. Categories such as Improved Usability and Clarity, Improved Visual Design, Improved Task Flow, and Positive Experience emerged as the most frequently reported findings. These responses suggest that many students perceived the redesigned prototype as easier to understand, visually more appealing, and more efficient to use than the existing system.

The comparison also suggests that the redesigned prototype appears to address several issues identified during the initial evaluation. For example, concerns related to usability and clarity were reflected in the emergence of the Improved Usability and Clarity category, while issues related to visual appearance and task efficiency were followed by positive feedback regarding visual design and task flow improvements. Similarly, feature-related concerns identified during the initial evaluation evolved into a smaller number of feature suggestions during the prototype evaluation, suggesting that several previously requested functionalities may have been considered during the redesign process.

Overall, the qualitative findings suggest a shift from predominantly issue-oriented feedback during the initial evaluation toward more positive perceptions during the prototype evaluation. This pattern is consistent with the descriptive UEQ comparison, which showed higher mean scores across all user experience dimensions following the redesign.

4.5.2 Lecturer Comparative Analysis

A comparison was conducted between the initial evaluation and the prototype evaluation results to examine changes in lecturers' perceptions of SEKAWAN V3 following the redesign process. The comparison of UEQ mean scores is presented in Table 4.33.

Table 4.33 Lecturer: Comparison UEQ Mean

UEQ Scale	Initial Evaluation	Prototype Evaluation	Difference
Attractiveness	0,300	1,308	+1,008
Perspicuity	-0,150	1,583	+1,733
Efficiency	0,300	1,375	+1,075
Dependability	0,550	1,375	+0,825
Stimulation	0,400	1,208	+0,808
Novelty	-0,050	0,583	+0,633

As shown in Table 4.33, all UEQ dimensions obtained higher mean scores during the prototype evaluation compared to the initial evaluation. The largest increase was observed in the Perspicuity dimension, which increased from −0.150 to 1.583, suggesting that lecturers

perceived the redesigned prototype as easier to understand and learn. Positive changes were also observed in Efficiency, which increased from 0.300 to 1.375, and Dependability, which increased from 0.550 to 1.375, suggesting more favorable perceptions regarding task completion and interaction reliability.

Similarly, Attractiveness increased from 0.300 to 1.308, while Stimulation increased from 0.400 to 1.208. The Novelty dimension also increased from −0.050 to 0.583, although it remained lower than the other dimensions. These descriptive increases suggest that lecturers perceived the redesigned prototype more positively across all user experience dimensions than the existing system evaluated during the initial phase.

Table 4.34 Lecturer: Comparison UEQ Benchmark

UEQ Scale	Initial Evaluation	Prototype Evaluation
Attractiveness	Bad	Above average
Perspicuity	Bad	Above average
Efficiency	Bad	Above average
Dependability	Bad	Above average
Stimulation	Bad	Above average
Novelty	Bad	Below average

The benchmark comparison further illustrates this change. During the initial evaluation, all UEQ dimensions were classified as Bad, indicating the existing system was evaluated less favorably than many products included in the UEQ benchmark dataset. In contrast, the prototype evaluation resulted in Above Average ratings for Attractiveness, Perspicuity, Efficiency, Dependability, and Stimulation, while Novelty improved to the Below Average category. Although Novelty remained the lowest-rated dimension, the benchmark results suggest a more favorable evaluation of the redesigned prototype across most user experience dimensions.

Table 4.35 Lecturer: Comparison of Open-Ended Response

Initial Evaluation Findings	Prototype Evaluation Findings
Usability and Clarity Issues	Improved Usability & Clarity
Workflow inefficiency	Improved Visual Design
Navigation Issues	Positive Experience
Feature Requirement	Neutral
Mobile Responsiveness	Evaluation Limitations
Low Engagement	Navigation Issues

The qualitative findings also suggest an important shift in lecturers' perceptions. During the initial evaluation, the most frequently reported themes were Usability and Clarity Issues, Workflow Inefficiency, Navigation Issues, and Feature Requirements. These findings indicate that lecturers experienced difficulties in understanding certain interface elements, completing administrative tasks efficiently, and locating specific functions within the system.

In contrast, the prototype evaluation produced a different pattern of responses. The category Improved Usability and Clarity emerged frequently, suggesting that lecturers perceived the redesigned prototype as easier to understand and use. In addition, Improved Visual Design and Positive Experience were identified in several responses, suggesting that lecturers generally viewed the redesigned interface more positively than the existing system.

However, the most frequently identified category during the prototype evaluation was Evaluation Limitations. Several lecturers reported that they were unable to fully assess the redesigned prototype because only a limited number of scenarios were provided during the evaluation and several parts of the system, such as the dashboard and supporting features, were not available for exploration. Consequently, some respondents indicated that they could not comprehensively evaluate the complete user experience offered by the proposed design.

Overall, the comparison indicates that the redesigned prototype received more favorable evaluations than the existing system across all UEQ dimensions and benchmark categories. Furthermore, several issues identified during the initial evaluation, particularly those related to usability, clarity, and workflow efficiency, were followed by more positive perceptions during the prototype evaluation. Nevertheless, the high number of responses categorized as Evaluation Limitations suggests that lecturers considered the available prototype and evaluation scenarios insufficient to fully assess all aspects of the proposed system.

4.5.3 Administrative Staff Comparative Analysis

A comparison was conducted between the initial evaluation and the prototype evaluation results obtained from the administrative staff member. Since only one administrative staff member participated in both evaluation stages, the comparison is intended to provide descriptive insights into changes in perception before and after the redesign process rather than to draw broader conclusions.

Table 4.36 Administrative Staff: Comparison UEQ Mean

UEQ Scale	Initial Evaluation	Prototype Evaluation	Difference
Attractiveness	2,667	2,500	-0,167
Perspicuity	3,000	2,500	-0,500
Efficiency	2,250	2,500	+0,250
Dependability	2,750	2,000	-0,750
Stimulation	3,000	2,250	-0,750
Novelty	2,750	2,250	-0,500

As presented in Table 4.36, the initial evaluation already produced relatively high scores across all UEQ dimensions. During the prototype evaluation, the scores remained positive across all dimensions, with values ranging from 2.000 to 2.500. Although several dimensions obtained slightly lower scores than those recorded during the initial evaluation, the overall results suggest that the redesigned prototype continued to be perceived positively by the administrative staff participant.

The initial evaluation showed particularly high scores for Perspicuity and Stimulation, both of which achieved a score of 3.000, while Attractiveness, Dependability, and Novelty also received highly positive evaluations. Similarly, the prototype evaluation maintained positive ratings across all dimensions, including Attractiveness (2.500), Perspicuity (2.500), Efficiency (2.500), Dependability (2.000), Stimulation (2.250), and Novelty (2.250). These descriptive results suggest that the participant perceived the redesigned prototype as understandable, usable, and supportive of administrative activities.

Table 4.37 Administrative Staff: Comparison of Open-Ended Response

Aspect	Initial Evaluation	Prototype Evaluation
Overall Experience	*"memudahkan sebagian administrasi"*	*"sudah bagus"*
Visual Design	*"sederhana tidak membingungkan"*	*"desain sederhana tapi bagus"*
Feature Functionality	*"menu yang ada sudah berfungsi dengan baik"*	*"sudah memadai"*
Ease of Use	*"sekawan mudah digunakan untuk admin, tapi perlu ditambah beberapa fitur"*	*"hampir sama"*
Issues Encountered	*"admin tidak bisa merubah jadwal ujian pendadaran jika ada perubahan tanggal dan dosen penguji, tidak bisa merubah dosen pembimbing, mahasiswa tidak bisa daftar sekawan dengan ulang jalur"*	*"sudah"*
Additional Feature Requirements	*"perlu menu edit jadwal, bisa mengganti dosen pembimbing TA, mahasiswa bisa daftar ujian pendadaran yang kedua, mahasiswa bisa daftar untuk ulang jalur"*	*"tambahan sedikit, waktu penjaluran ulang, selain bisa ganti dospem, mungkin admin juga bisa menuliskan judul baru mahasiswa"*

Improvement Suggestions	*"perlu fitur yang saya sebutkan di atas"*	-

The qualitative responses also suggest a shift in focus between the two evaluation stages. During the initial evaluation, the administrative staff member generally perceived SEKAWAN V3 positively but identified several missing functionalities that affected administrative processes. The most frequently mentioned requests included the ability to modify thesis supervisors, manage thesis defense schedules, support repeated thesis defense registration, and facilitate thesis track re-registration processes.

In the prototype evaluation, the responses were predominantly positive. The participant described the prototype as good, considered the visual design simple yet appealing, and stated that the available features were adequate. Furthermore, no major usability issues or operational problems were reported during the evaluation. Instead of requesting multiple new functionalities as in the initial evaluation, the participant provided only one additional recommendation, namely allowing administrators to update a student's thesis title during the thesis track re-registration process.

Overall, the comparison indicates that the administrative staff member maintained a positive perception of the system throughout both evaluation stages. While the initial evaluation emphasized several functional requirements, the prototype evaluation contained fewer feature-related concerns and was dominated by positive feedback. This comparison suggests that several administrative requirements identified during the initial evaluation appear to have been considered in the redesigned prototype, although minor improvements may still be considered in future development.

4.6 Discussion

A key contribution of this study is the evidence that the redesigned prototype was generally perceived more positively than the existing SEKAWAN V3 system across the participating stakeholder groups. The descriptive comparison between the initial evaluation and the prototype evaluation showed higher UEQ mean scores for most dimensions, particularly among students and lecturers, while the qualitative findings suggested a shift from issue-oriented feedback toward more favorable perceptions of the redesigned prototype. Although this study did not evaluate the effectiveness of the redesign or perform statistical significance testing, the findings suggest that redesign decisions derived from user feedback may contribute to more positive user perceptions. This observation is consistent with previous

studies reporting more favorable user evaluations following redesign activities (Kusumo & Suranto, 2023; Wahyunan & Persada, 2022).

Among students, the most notable changes were observed in Perspicuity, Attractiveness, Stimulation, and Novelty. These dimensions corresponded to the main user experience issues identified during the initial evaluation, including difficulties in understanding the interface, navigating the system, completing tasks efficiently, and the overall visual presentation. The redesign addressed these concerns by reorganizing the dashboard, simplifying navigation, improving task workflows, and applying a consistent design system consisting of standardized colors, typography, and spacing. The more favorable perceptions reported during the prototype evaluation suggest that these design decisions aligned well with students' needs and expectations.

The more positive perceptions of Perspicuity and Efficiency may be associated with the application of established user experience principles during the redesign process. One of the primary design objectives was to make system navigation and page organization more predictable, which is consistent with Jakob's Law and Hick's Law. Likewise, workflow improvements such as editable logbooks, modal-based submissions, and bulk approval functionality were intended to reduce unnecessary interactions, reflecting the principles of Tesler's Law. Although these principles were not evaluated directly, the observed descriptive increases in Perspicuity and Efficiency are consistent with the intended design objectives.

Similarly, the more favorable perceptions of Attractiveness and Stimulation may be associated with the visual improvements introduced during the redesign. During the initial evaluation, participants frequently reported inconsistent colors, limited visual hierarchy, and readability issues. To address these concerns, a consistent design system was applied throughout the prototype. This interpretation aligns with the Aesthetic-Usability Effect, which suggests that visually appealing interfaces are often perceived as easier to use.

The findings are also consistent with previous research demonstrating that user experience evaluation can help identify usability issues and inform redesign activities that lead to more favorable user perceptions (Kusumo & Suranto, 2023; Wahyunan & Persada, 2022). In addition, the relatively lower evaluations of the Novelty dimension, particularly among lecturers, are consistent with previous UEQ-based studies (Fajaria & Ditha Tania, 2023; Tamarischa & Rudianto, 2024). This pattern suggests that users of academic information systems may place greater importance on usability, clarity, and efficiency than on highly innovative interface features.

The lecturer evaluation provided an important contextual finding. Although the descriptive comparison showed higher UEQ scores across all dimensions, several lecturers reported that they were unable to fully evaluate the redesigned prototype because only selected scenarios were available and several system components, including the dashboard and supporting features, were not included in the evaluation. Therefore, the more positive perceptions observed among lecturers should be interpreted within the limited scope of the prototype evaluation rather than as a comprehensive assessment of the redesigned system.

For the administrative staff participant, positive perceptions were reported during both evaluation stages, resulting in relatively small differences in the UEQ scores. Nevertheless, the qualitative findings suggested fewer feature-related requests during the prototype evaluation compared with the initial evaluation. This observation may indicate that several administrative requirements identified during the initial evaluation were reflected in the redesigned prototype. However, this finding should be interpreted cautiously because it is based on the perceptions of a single administrative participant.

Several limitations should also be acknowledged. First, the prototype evaluation was conducted using an interactive prototype rather than a fully implemented system, limiting participants' ability to evaluate all system functionalities. Second, the lecturer evaluation covered only part of the redesigned system, which may have influenced participants' perceptions. Third, the administrative staff evaluation involved only one participant, limiting the extent to which these findings can be generalized to other administrative users. Finally, this study relied on descriptive comparisons without statistical significance testing; therefore, the observed differences should be interpreted as changes in user perceptions rather than statistically confirmed improvements.

Overall, the findings suggest that the redesigned prototype was perceived more positively than the existing SEKAWAN V3 system and appears to address many of the user experience issues identified during the initial evaluation. By incorporating user feedback into targeted design decisions, the redesigned prototype demonstrated more favorable user perceptions across multiple dimensions of user experience. These findings highlight the value of integrating quantitative and qualitative user experience evaluation to support the redesign of academic information systems while acknowledging the methodological limitations of the present study.

CHAPTER V
CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

Based on the findings presented in the previous chapter, this study provides several conclusions regarding the user experience of the existing SEKAWAN V3 website, the user experience issues identified during the evaluation process, and users' perceptions of the redesigned prototypes. The conclusions are presented as follows:

a. User Experience of the Existing SEKAWAN V3 Website

The initial evaluation showed that the user experience of SEKAWAN V3 varied across the three stakeholder groups. Students generally provided positive evaluations across the six UEQ dimensions, although the benchmark analysis indicated that several dimensions, particularly Attractiveness, Stimulation, and Novelty, still had considerable room for improvement. Lecturers reported relatively lower UEQ scores across all dimensions, whereas the administrative staff member perceived the system positively across all UEQ dimensions. These findings indicate that user experience perceptions differed according to stakeholders' roles and interactions with the system.

b. User Experience Issues and Improvement Opportunities

The combination of the User Experience Questionnaire (UEQ) and open-ended questions identified several user experience issues and improvement opportunities across the stakeholder groups. The main issues were related to usability and clarity, navigation, workflow efficiency, visual design, and feature availability. These findings provided a comprehensive understanding of users' needs and served as the basis for developing redesign solutions tailored to the responsibilities and workflows of each stakeholder group.

c. User Perceptions of the Redesigned Prototype

The prototype evaluation indicated that the redesigned prototypes were generally perceived more positively than the existing system by students and lecturers, as reflected in higher UEQ mean scores across all dimensions and more positive qualitative feedback. For the administrative staff member, who represents the sole administrative role responsible for managing the final project process in SEKAWAN V3, the UEQ scores remained consistently positive across both evaluation stages, although slight decreases were observed in several dimensions. The qualitative findings, however, indicated that most feature-related concerns identified during the initial evaluation were no longer raised during the prototype evaluation,

with only one additional enhancement suggestion remaining. Since the comparisons were conducted descriptively without statistical significance testing, these findings should be interpreted as indicating differences in user perceptions rather than demonstrating the effectiveness of the redesign.

Overall, this study demonstrates the value of combining quantitative and qualitative user experience evaluation to identify user needs and inform the redesign of academic information systems. The findings also highlight the importance of incorporating user feedback throughout the design process. However, these conclusions should be interpreted in light of the study's limitations, including the use of an interactive prototype instead of a fully implemented system, the limited scope of the lecturer prototype evaluation, the inclusion of only one administrative staff participant, and the absence of statistical significance testing.

5.2 Recommendations

5.2.1 Recommendations for System Development

The proposed redesign should be implemented in the operational SEKAWAN system and evaluated under actual usage conditions. Several redesign solutions developed in this study, including the redesigned dashboard, editable logbook functionality, bulk approval feature, improved navigation structure, and additional administrative functions, may better support users' needs and contribute to more favorable user perceptions when integrated into the production system. Future system development should also consider implementing a mobile-responsive version of SEKAWAN. During the initial evaluation, particularly among lecturers, limited accessibility when using mobile devices was identified as one of the user experience concerns. Although mobile responsiveness was not included in the redesign due to time constraints and the prioritization of more critical user experience issues, this finding suggests that improving cross-device accessibility should be considered in future development. In addition, several enhancement opportunities emerged during the prototype evaluation. For example, the administrative staff participant suggested allowing administrators to modify students' thesis titles during the thesis track re-registration process. Lecturers also recommended additional filtering, sorting, and dashboard-based monitoring features to further improve usability and task efficiency.

5.2.2 Recommendations for Future Research

Future studies are encouraged to evaluate a fully implemented version of the redesigned system rather than an interactive prototype. Since several lecturers indicated that the prototype did not include all system functionalities, evaluating the implemented system under actual usage conditions would provide a more comprehensive understanding of users' experiences. Future research should also involve a larger and more diverse group of participants from different academic programs or institutions to obtain broader perspectives regarding the usability and user experience of academic information systems. In particular, future studies are encouraged to include a broader range of administrative users or administrative contexts, where applicable, to strengthen the interpretation of findings related to this stakeholder group. Researchers may also complement the User Experience Questionnaire (UEQ) with additional evaluation methods, such as usability testing, task completion analysis, interviews, or think-aloud protocols, to obtain richer insights into user behavior and interaction patterns. Finally, future studies may investigate users' perceptions of the redesigned system after it has been implemented in an operational environment. Such studies could provide additional insights into how user-centered redesign approaches are perceived during actual system use and how users interact with the redesigned system over time.

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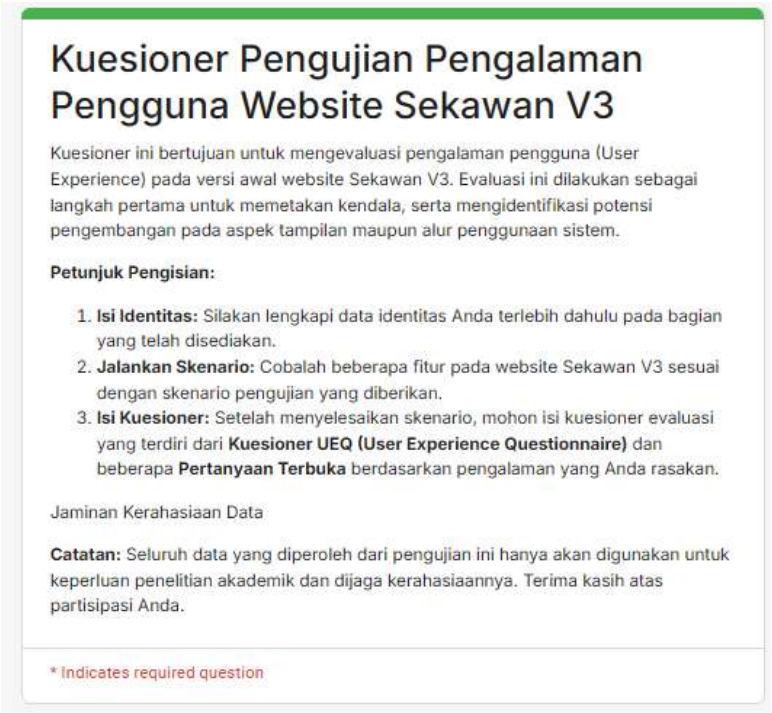
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APPENDIX

Appendix A: Research Information and Informed Consent (Student Initial Evaluation)



Kuesioner Pengujian Pengalaman Pengguna Website Sekawan V3

Kuesioner ini bertujuan untuk mengevaluasi pengalaman pengguna (User Experience) pada versi awal website Sekawan V3. Evaluasi ini dilakukan sebagai langkah pertama untuk memetakan kendala, serta mengidentifikasi potensi pengembangan pada aspek tampilan maupun alur penggunaan sistem.

Petunjuk Pengisian:

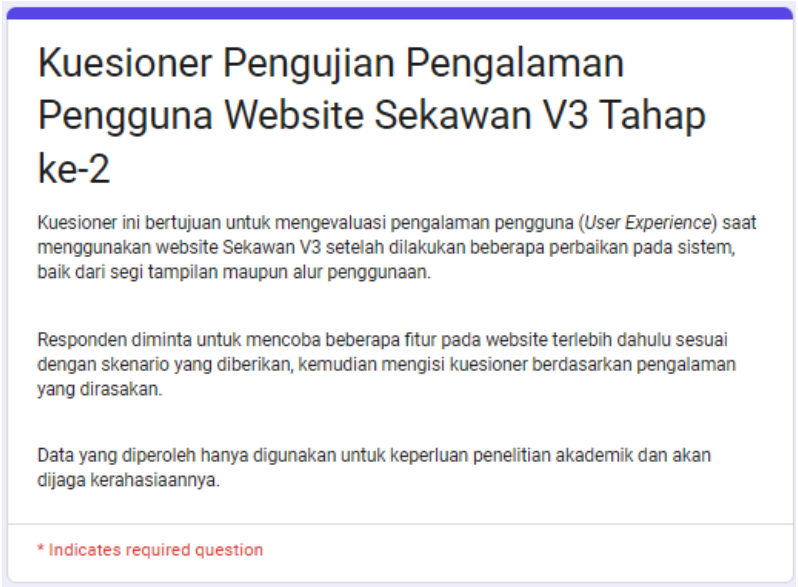
1. **Isi Identitas:** Silakan lengkapi data identitas Anda terlebih dahulu pada bagian yang telah disediakan.
2. **Jalankan Skenario:** Cobalah beberapa fitur pada website Sekawan V3 sesuai dengan skenario pengujian yang diberikan.
3. **Isi Kuesioner:** Setelah menyelesaikan skenario, mohon isi kuesioner evaluasi yang terdiri dari **Kuesioner UEQ (User Experience Questionnaire)** dan beberapa **Pertanyaan Terbuka** berdasarkan pengalaman yang Anda rasakan.

Jaminan Kerahasiaan Data

Catatan: Seluruh data yang diperoleh dari pengujian ini hanya akan digunakan untuk keperluan penelitian akademik dan dijaga kerahasiaannya. Terima kasih atas partisipasi Anda.

* Indicates required question

Appendix B: Research Information and Informed Consent (Student Prototype Evaluation)



Kuesioner Pengujian Pengalaman Pengguna Website Sekawan V3 Tahap ke-2

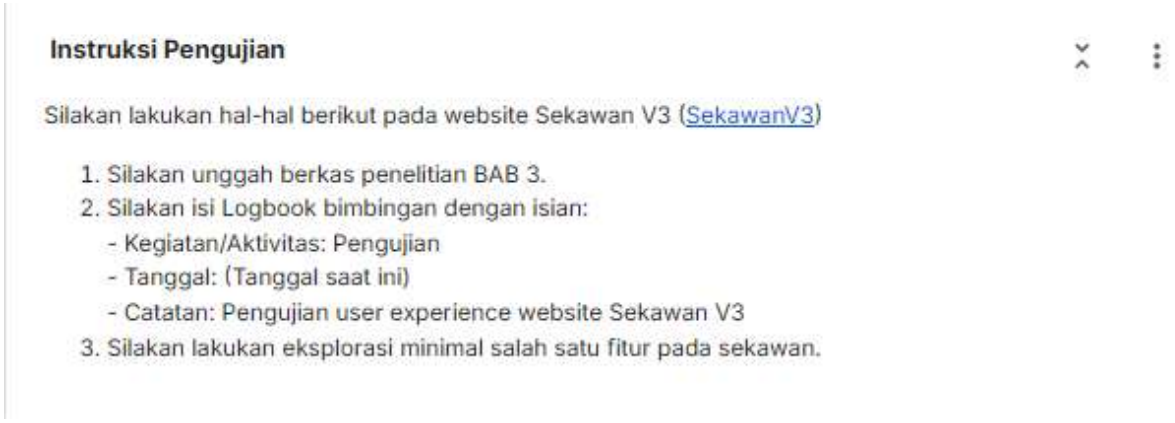
Kuesioner ini bertujuan untuk mengevaluasi pengalaman pengguna (*User Experience*) saat menggunakan website Sekawan V3 setelah dilakukan beberapa perbaikan pada sistem, baik dari segi tampilan maupun alur penggunaan.

Responden diminta untuk mencoba beberapa fitur pada website terlebih dahulu sesuai dengan skenario yang diberikan, kemudian mengisi kuesioner berdasarkan pengalaman yang dirasakan.

Data yang diperoleh hanya digunakan untuk keperluan penelitian akademik dan akan dijaga kerahasiaannya.

* Indicates required question

Appendix C: Scenario Testing (Student Initial Evaluation)

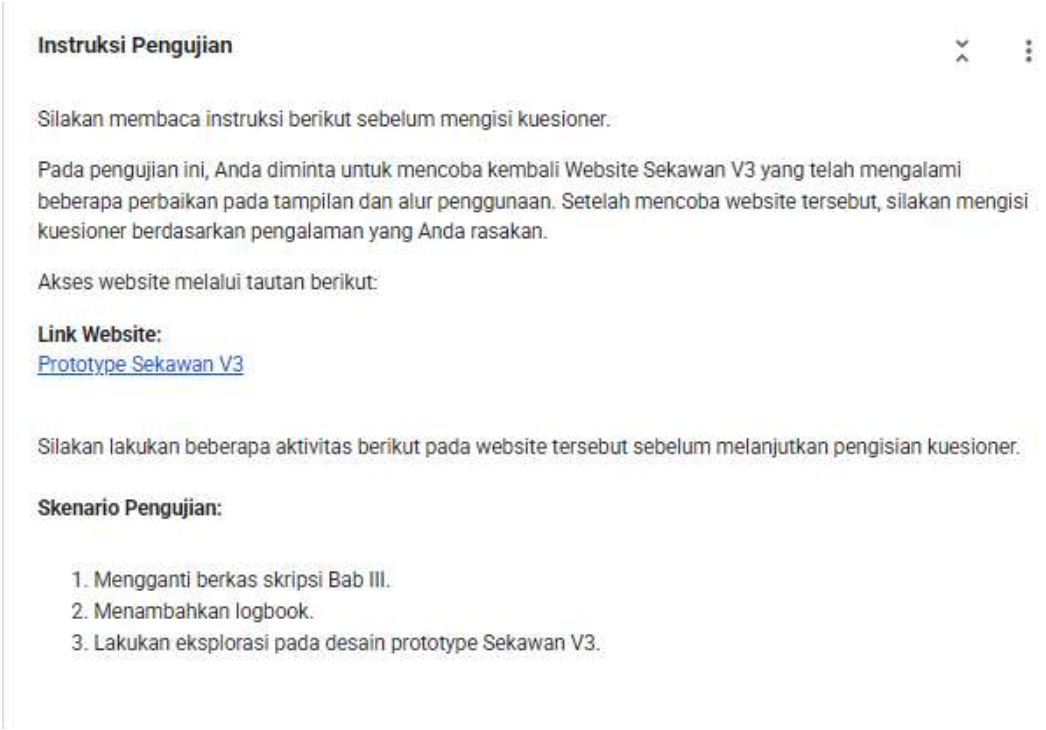


Instruksi Pengujian

Silakan lakukan hal-hal berikut pada website Sekawan V3 (SekawanV3)

1. Silakan unggah berkas penelitian BAB 3.
2. Silakan isi Logbook bimbingan dengan isian:
   - Kegiatan/Aktivitas: Pengujian
   - Tanggal: (Tanggal saat ini)
   - Catatan: Pengujian user experience website Sekawan V3
3. Silakan lakukan eksplorasi minimal salah satu fitur pada sekawan.

Appendix D: Scenario Testing (Student Prototype Evaluation)



Instruksi Pengujian

Silakan membaca instruksi berikut sebelum mengisi kuesioner.

Pada pengujian ini, Anda diminta untuk mencoba kembali Website Sekawan V3 yang telah mengalami beberapa perbaikan pada tampilan dan alur penggunaan. Setelah mencoba website tersebut, silakan mengisi kuesioner berdasarkan pengalaman yang Anda rasakan.

Akses website melalui tautan berikut:

Link Website:
Prototype Sekawan V3

Silakan lakukan beberapa aktivitas berikut pada website tersebut sebelum melanjutkan pengisian kuesioner.

Skenario Pengujian:

1. Mengganti berkas skripsi Bab III.
2. Menambahkan logbook.
3. Lakukan eksplorasi pada desain prototype Sekawan V3.

Appendix E: Raw Data UEQ (Student Initial Evaluation)

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
5	6	6	3	3	4	2	6	2	2	6	2	5	7	7	7	1	1	5	5	2	6	2	6	2	6
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4	5	7	4	2	2	4	4	3	3	5	3	5	3	3	4	3	2	5	3	2	5	5	6	5	4
5	6	3	1	2	5	6	5	2	3	6	1	6	6	3	7	2	2	2	7	1	6	2	3	2	6
6	5	4	3	4	3	4	4	4	5	4	2	3	4	3	4	4	4	3	4	3	4	3	4	4	5
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4	6	5	2	4	3	5	3	4	6	5	4	6	3	2	3	4	6	4	5	3	4	3	6	4	3
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5	5	6	1	4	2	2	7	1	7	4	4	4	4	3	3	4	6	6	3	1	5	6	6	6	1
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6	6	4	1	1	6	5	6	1	2	6	1	6	6	6	6	1	3	2	6	1	7	1	2	1	2
4	4	4	3	3	4	4	5	3	3	6	2	6	5	5	5	4	4	4	5	2	5	3	2	3	5
7	7	1	1	1	7	7	7	1	2	7	2	7	7	7	7	1	1	2	7	6	7	1	1	1	7
6	6	2	1	1	5	7	4	3	2	7	1	6	5	2	6	2	2	2	7	1	7	2	3	1	7

Appendix F: Raw Data UEQ (Student Prototype Evaluation)

Items																								
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
6	5	2	2	2	3	5	4	5	5	4	5	4	2	6	4	5	4	5	2	5	3	6	3	3
7	3	3	1	5	6	4	2	2	7	1	5	4	4	6	2	2	1	7	6	6	2	2	2	6
6	2	2	1	6	6	6	2	3	7	1	6	6	7	7	2	2	2	7	1	6	2	2	2	7
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7	6	7	6	6	7	4	2	2	5	1	5	6	6	7	1	5	3	7	1	5	1	2	1	6
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5	3	3	3	3	3	5	3	5	5	3	5	3	3	5	3	5	3	5	3	5	3	5	3	3
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6	2	2	2	6	6	4	2	4	6	3	5	5	5	5	3	4	3	5	3	5	3	3	3	3
7	1	1	2	2	7	6	2	2	7	1	7	7	6	7	1	2	2	7	1	7	1	1	1	7
7	6	3	1	7	7	5	2	2	6	1	6	7	7	7	4	1	1	6	2	6	1	3	1	6
6	1	2	1	6	7	6	2	3	7	2	4	6	5	6	1	2	6	6	2	6	2	2	3	6
7	4	5	1	6	7	6	7	5	7	1	6	7	1	7	1	1	1	7	2	7	1	1	1	4
5	6	4	2	3	5	6	2	3	5	3	6	5	3	6	3	3	3	5	2	6	1	2	2	2
7	2	1	1	7	7	6	1	3	6	1	7	6	6	7	4	6	6	6	1	7	2	2	2	6
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7	1	1	1	7	7	7	1	1	7	1	7	7	7	7	1	1	1	7	1	7	1	1	1	7
6	2	1	1	5	7	4	3	2	7	1	6	5	2	6	2	2	2	7	1	7	2	3	1	7

Appendix G: Consistency Check (Student Initial Evaluation)

Scales with inconsistent answers						
Attractiveness	Perspicuity	Efficiency	Dependability	Stimulation	Novelty	Critical?
1			1	1	1	4
1				1	1	3
						0
				1	1	2
						0
						0
	1					1
1	1		1		1	4
1	1	1				3
						0
						0
						0
						0
						0
1			1	1	1	4
1		1	1	1		4
1		1				2
		1	1			2
						0
					1	1
						0
	1					1
					1	1

Appendix H: Consistency Check (Student Prototype Evaluation)

Scales with inconsistent answers						
Attractiveness	Perspicuity	Efficiency	Dependability	Stimulation	Novelty	Critical?
1				1		2
	1					1
						0
					1	1
						0
						0
						0
	1			1	1	3
						0
						0
		1			1	2
						0
		1				1
						0
				1		1
					1	1
			1			1
	1	1				2
						0
			1	1		2
		1				1
						0
					1	1

Appendix I: Mean Result (Student Initial Evaluation)

UEQ Scales (Mean and Variance)		
Attractiveness	0,990	1,31
Perspicuity	1,191	1,11
Efficiency	1,324	1,14
Dependability	1,103	0,81
Stimulation	0,706	1,70
Novelty	0,029	1,84

Appendix J: Mean Result (Student Prototype Evaluation)

UEQ Scales (Mean and Variance)		
Attractiveness	2,007	0,91
Perspicuity	2,068	0,77
Efficiency	1,943	0,60
Dependability	1,920	0,69
Stimulation	1,830	1,29
Novelty	1,273	1,65

Appendix K: Benchmark Result (Student Initial Evaluation)

Scale	Mean	Comparisson to benchmark	Interpretation
Attractiveness	0,99	**Below average**	50% of results better, 25% of results worse
Perspicuity	1,19	**Below Average**	50% of results better, 25% of results worse
Efficiency	1,32	**Above Average**	25% of results better, 50% of results worse
Dependability	1,10	**Below Average**	50% of results better, 25% of results worse
Stimulation	0,71	**Below Average**	50% of results better, 25% of results worse
Novelty	0,03	**Bad**	In the range of the 25% worst results

Appendix L : Benchmark Result (Student Prototype Evaluation)

Scale	Mean	Comparisson to benchmark	Interpretation
Attractiveness	2,01	**Excellent**	In the range of the 10% best results
Perspicuity	2,07	**Excellent**	In the range of the 10% best results
Efficiency	1,94	**Excellent**	In the range of the 10% best results
Dependability	1,92	**Excellent**	In the range of the 10% best results
Stimulation	1,83	**Excellent**	In the range of the 10% best results
Novelty	1,27	**Good**	10% of results better, 75% of results worse

Appendix M: Pragmatic and Hedonic Quality (Student Initial Evaluation)

Pragmatic and Hedonic Quality	
Attractiveness	0,99
Pragmatic Quality	1,21
Hedonic Quality	0,37

Appendix N: Pragmatic and Hedonic Quality (Student Prototype Evaluation)

Pragmatic and Hedonic Quality	
Attractiveness	2,01
Pragmatic Quality	1,98
Hedonic Quality	1,55

Appendix O: Raw Response Open-Ended Questions (Student Initial Evaluation)

Bagaimana pengalaman Anda secara keseluruhan saat menggunakan website Sekawan V3?	Bagaimana pendapat Anda tentang tampilan dan desain visual website Sekawan V3?	Bagaimana pendapat Anda tentang fungsional fitur yang dimiliki oleh website Sekawan V3?
Mudah di pahami dari aspek antarmuka nya	Cukup modern untuk tampilannya	Cukup di mengerti dari fungsi fiturnya
Saya jarang menggunakan sekawan bila tidak disuruh jadi gatau	terlalu monoton untuk tampilan website	fitur sudah bagus dan inovatif
Cukup membingungkan di awal	Standar untuk sebuah web kampus	Cukup berfungsi dan bermanfaat
bagus, tapi terdapat bug saat ingin memasukkan draft BAB 3	terlalu biasa, kurang atraktif	sudah cukup
Pengalaman saya menggunakan website sekawan v3 selama ini cukup membantu	Desainnya sebenarnya sudah cukup baik, namun masih terasa perlu dipoles agar lebih modern dan konsisten. Beberapa elemen tampak belum serasi sehingga pengalaman pengguna kurang maksimal.	Fitur-fiturnya berfungsi dengan baik, tetapi ada beberapa bagian yang terasa kurang responsif atau memerlukan langkah tambahan yang sebenarnya bisa disederhanakan.
Cukup mudah dipakai tapi sedikit membingungkan di awal penggunaan	Cukup baik tapi bisa ditingkatkan	Cukup baik
Sekawan V3 mudah digunakan jika sudah tau apa yang perlu dilakukan pada website. Jadi pengalaman menggunakannya baik, namun terasa informasi penggunaan Sekawan V3 kurang.	Tampilan dan desain terlihat simpel dan tidak ramai sehingga enak di mata. Namun terasa dimana kurang adanya sebuah "center" atau halaman utama meskipun sudah ada beranda/dashboard.	Fitur dan tombol sebagian besar berfungsi dengan baik. Namun terdapat kesulitan dalam mengunggah berkas pdf.
Sejauh yang saya pakai fitur yang disajikan cukup mudah dipahami oleh user terutama untuk yang baru pertama kali menggunakan	tampilan dan desain yang cukup nyaman dilihat oleh user dan lebih interaktif	fungsional fitur pada website sekawan berfungsi dengan baik dan dapat mudah digunakan sesuai dengan fungsi masing masing fitur
bagus dan bisa mentrack untuk task tugas akhor	sangat simple dan kurang interaktif.	bagus dan untuk fiturnya sangat lengkap dan mudah di pahami
cukup berguna, tapi membosankan	kurang menarik	oke aja
saya tidak sering menggunakan Sekawan karena jujur dalam proses TA tidak banyak yang harus record atau menggunakan website itu . Dalam saat menngunakan website itu ada sedikit kebingunggan seperti di bagian profile dan help tidak ada fungsinya. Di bagian dashboard menurut saya sudah jelas , ada detailnya yang lengkap. Tapi kalau dibagian menu lain tidak sering explore dan pakai.	Sangat simple hanya 2-3 warna membuat desainnya mudah dilihat tapi sedangkan membuat desainnya bosan dan tidak menarik. ada bagian yang sangat simple sampai saya gak yakin fitur itu masih berguna atau tidak seperti dibagian pindah jalur.	menurut saya ada bagian yang berfungsi seperti upload berkas skripsi ,tampilannya sangat mudah dipahami dan tidak sulit tetapi untuk fungsi lain saya tidak tahu fungsinya
Butuh panduan	Mudah digunakan	Cukup lengkap
Mudah digunakan	Terlalu monoton	Berfungsi dengan baik sesuai dengan fiturnya
Mudah digunakan dan sangat bermanfaat	Cukup bagus	Cukup baik
Pada awalnya seperti mudah digunakan		

Pada awalnya seperti mudah digunakan, ternyata selama saya menggunakan sekawan masih perlu banyak perbaikan, terutama di proses bisnisnya, seperti belum sinkron dengan kebutuhan prodi, sehingga harus tetap bolak balik nanya ke pihak prodi untuk memastikan apakah sudah benar dalam pengisian data di sekawan atau belum.	Sebetulnya sudah cukup baik	Secara fungsional sebetulnya sudah baik, namun sebaiknya ditambahkan fitur edit file atau edit data diri di unggah berkas
Waktu mengunggah file metopen kemarin bingung mau submit dimana.	Kurang ramah pengguna	bagus dan cukup membantu
Cukup membingungkan saat memahami struktur fitur nya	Kurang interaktif dan ramah pengguna	Bagus dan efektif untuk timeline tugas akhir
b aja	kurang menarik	kurang
Praktis dan mudah untuk digunakan.	Tampilan menarik dan sesuai dengan branding UII	Fitur yang tersedia sudah cukup lengkap.
saat pertamakali mungkin masih aga membingungkan, seiring berjalannya waktu jadi faham	mudah dipahami	cukup memadai
secara keseluruhan mengenai interaksi user di web sekawan tidak ada kesulitan sama sekali, kombinasi antara ikon dan menu sesuai, warna yang kontras, terlebih lagi sangat cepat untuk dipahami alur penggunaan fitur di web tersebut	untuk dari segi desain yang diimplementasikan dari website Sekawan, nyaman di mata pengguna. Mungkin kedepannya bisa dipertimbangkan untuk ikon menu yang berwarna dan ada transisi perpindahan antar menu atau dapat juga semacam ada animasi unik ketika kursor diarahkan ke tiap-tiap menu agar lebih hidup lagi untuk sisi visual	secara keseluruhan untuk fungsional fitur pada web Sekawan memberikan kemudahan dan kenyamanan bagi pengguna, tidak ada rasa sulit sama sekali untuk penggunaan fitur-fitur yang ada
Sangat baik	Lumayan	Baik
Dari segi fitur, tampilan, dan desain visual website sudah bagus dan mudah dipahami	Bagus dan keren	Fitur fitur yang terdapat website sudah berjalan dengan baik dan sesuai dengan fungsinya. Di setiap fitur dapat digunakan tanpa kendala apapun serta mampu memenuhi kebutuhan pengguna

Menurut Anda, seberapa mudahkah penggunaan website Sekawan V3? Berikan masukan Anda agar website tersebut menjadi lebih user-friendly.	Apa masalah atau kendala yang paling sering Anda temui saat menggunakan website ini?	Menurut Anda, adakah fitur atau fungsi yang seharusnya ada di website ini baik untuk membuat pengalaman Anda lebih baik ataupun secara fungsional dalam penjaluran Anda?
Menurut saya gampang karena setiap fitur ada penjelasan kegunaan fitur tersebut	Kendalanya paling cuma logout sendiri	Tidak ada
cukup mudah agar lebih user friendly mungkin tambahkan landing page yang lebih menarik	loading lumayan lama, proses upload tidak bisa drag and drop	fitur task management agar kita bisa gunakan sekawan untuk me manage pengerjaan skripsi kita dan bisa tau progress kita
cukup mudah, fitur reminder mungkin, pendaadran selanjutnya atau batas pengumpulan berkas	salah input, dan untuk mengubahnya cukup susah, harus menghibungi ke dosen dahulu	fitur reminder mungkin, pendadaran selanjutnya atau batas pengumpulan berkas, edit kesalahan input
mudah, tapi terkendala bug	ada bug, dan tombol help tidak mengarah ke page yang seharusnya	mungkin berikan kira-kira tiga tombol yang sekiranya paling sering diklik oleh orang-orang yang menggunakan sekawan (tombol dari menu side bar) di halaman dashboard, di atas untuk memudahkan dan menghindari kendala yang saya alami.
Secara umum cukup mudah digunakan, namun navigasinya masih bisa dibuat lebih jelas.	Tombol help tidak bisa dipencet	Akan sangat membantu jika ada fitur notifikasi otomatis, riwayat aktivitas yang lebih jelas.
Untuk penggunaan awal mungkin sedikit membingungkan, tapi semakin sering digunakan akan terbiasa. Mungkin adanya perubahan pada user interface agar lebih mudah dimengerti oleh pengguna.	Sering gagal saat mengunggah file dan beberapa kali tidak bisa login	Belum ada
Penggunaan dalam fitur dan makna tampilan websitenya sendiri mudah dimengerti dan digunakan. Namun kurang informasi awal saat pengguna pertama kali buka Sekawan V3 untuk timeline jalurnya menuju kelulusan.	Terkadang untuk meng-klik tombol untuk mengunggah perlu berkali-kali. Kemudian untuk pengalaman mengganti berkas pdf sebagai contoh berkas metodologi itu membingungkan. Karena ketika akan menghapus pdf yang sudah ada, file itu tidak hilang sehingga tidak bisa mengganti pdf. Namun setelah mencoba ulang berkali-kali membuka pada device yang berbeda (laptop dan hp) akhirnya berhasil mengganti pdf.	Menambahkan informasi yang relevan untuk memandu dan memotivasi mahasiswa bisa menjadi tambahan yang lebih baik. Seperti timeline tanggal semester ini untuk pendadaran, informasi syarat pendadaran, informasi cara penggunaan website Sekawan V3 beserta tutorial video (contoh isi infomasi yang perlu diunggah pdf).
sudah cukup mudah, namun perlu beberapa catatan untuk tulisan menu navigasi di sidebar (seperti Dashboard, Berkas, dll.) memiliki warna abu-abu yang agak tipis. Sehingga mungkin bisa diubah untuk font atau menggelapkan warnanya	sejauh ini belum ada	mungkin bisa ditambahkan fitur mengajukan bimbingan kepada dosen pembimbing
sebenarnya kalau untuk first user agak lebih sulut karena untuk alurnya bagaimana dan cara penggunaanya bagaimana yang membuat sulit untuk di mengerti	sampai saat ini saya belum mendapatkan kendala	sejauh ini saya belum menemukan fitur yang harus di buat atau di perbaiki ya
lumayan	lambat	chat service
kalau sekarang bagian yang saya pakai , menurut saya sudah mudah digunakan dan sistemnya tidak rumit.	ada bagian yang gak berfungsi seperti di profile dan help , menu lain yang bukan dashboard itu saya tidak tahu menu itu akan berfungsi atau tidak karena jarang pakai seperti menu pindah jalur (apakah biasanya kalau mau pindah jalur harus pakai sistem di website atau biasanya lebih direct ke dosen pebimbing atau ke office jurusan)	di bagian dashboard, ada bagian menunjukan proses skripsi "menajemen diri " dibagaian ini kalau bisa proses ini bisa ada fitur yang tambah buat tracking setiap minggu harus isi logbook , ada notifikasi membuat mahasiswa benar-benar bisa melihat proses skripsinya dan membuat sekawan lebih penting dalam proses skripsi bahkan dosen juga bisa meliahat. ada sistem notifikasi lewat email untuk remind mahasiswa dalam membuatan skripsi dan lain-lain
Pernah salah input nama dosen, tidak ada fitur edit atau batalkan, sehingga harus mengurusnya secara manual	Butuh template logbook	Edit
Sangat memudahkan dalam mengurus penjaluran tugas akhir	Sampai saat ini belum ada kendala	Fitur chat ke dosen pembimbing
Menurut saya, sudah cukup mudah dalam penggunaannya	Timestamp saat submit logbook tidak seperti jam saat itu	-
Sangat mudah, akan tetapi di penamaan menu masih membingungkan, masih ada yang sama namun memiliki fungsi berbeda	Sejauh ini kendalanya tidak ada, hanya membingungkan saja	Fleksibilitas di edit berkas dan data diri

Cukup membingungkan, akan lebih baik beberapa part di pisahkan	ketika submit file nya kadang susah	tidak ada
lumayan bingung saat mensubmit file yang akan diunggah	tidak ada	tidak ada
sangat mudah sekali	gaada	gamifikasi
Dalam skala 1-5, saya rasa 5. Mungkin menambahkan copy yang engaging, proses onboarding yang menarik, dan sedikit influence gamifikasi pada proses yang dilalui user akan membuat situs ini lebih nyaman juga menyenangkan.	Tidak ada.	UX copy yang menarik dan informatif yang mungkin dapat dilengkapi dengan ilustrasi, dan fitur pengingat untuk logbook.
menurut saya ini sudah cukup mudah, mungkin satu atau dua kali membuka website ini user akan langsung faham	sejauh ini belum ada	sejauh ini menurut saya sudah cukup
sejujurnya web sekawan sudah sangat user-friendly, hanya saja seperti saran saya diawal tadi, untuk kedepannya mungkin bisa ditambahkan transisi perpindahan antar menu atau efek animasi ketika kursor diarahkan ke ikon fitur-fitur yang ada, sebagai nilai lebih dari sisi visualnya	umumnya tata letak yang berantakan, ntah itu penempatan fitur di website yang tidak tepat di mata, kombinasi warna yang tidak kontras, bahkan juga ada beberapa button hanya sekedar tampilan (gimmick), ketika ditekan tidak ada perubahan atau peralihan ke laman yang dituju	sejauh ini sudah sangat membantu sekali bagi saya untuk pengerjaan tugas akhir
Sedikit sit	Kadang tidak terlihat simple	Fitur yg lebih modern
Menurut saya, dari segi tampilan website sudah cukup baik dan mudah dipahami. Desain antarmuka yang digunakan sederhana sehingga pengguna, khususnya mahasiswa, dapat dengan cepat memahami cara penggunaan setiap fitur tanpa memerlukan pembelajaran yang lama. Navigasi yang tersedia juga cukup jelas sehingga memudahkan pengguna dalam mengakses informasi atau fitur tersebut	Belum ada	Pada bagian profile dan help belum tersedia fitur atau informasi, sehingga pengguna belum mendapatkan informasi akun maupun bantuan yang berisi panduan penggunaan sistem, FAQ, atau kontak admin. Oleh karena itu, perlu ditambahkan fitur profil dan bantuan agar sistem lebih user-friendly

Secara umum, apa saran Anda untuk perbaikan terhadap website Sekawan V3?
Jadi saran saya mohon di perpanjang sesi dari website nya
perlama session, tambah drag and drop dan optimisasi ulanh untuk performa
fitur reminder, pendadaran selanjutnya atau batas pengumpulan berkas, dan edit kesalahan input
diperbaiki bug untuk masukin draftnya, karena menu dashboard kadang tidak ada, tapi jika klik di menu progress, menu dashboard muncul sebentar dan menghilang.
Secara keseluruhan, website ini sudah cukup baik, tetapi masih bisa ditingkatkan dengan memperbaiki antarmuka,memastikan setiap fitur bekerja secara konsisten.
Perbaikan user interface dan experience di beberapa bagian agar lebih mudah digunakan oleh penggunan yang baru pertama kali menggunakan Sekawan V3.
Improvement pada pengunggahan berkas pdf, memberi informasi timeline penjaluran dan kelulusan yang lebih detail, dan tutorial penggunaan Sekawan V3 yang lebih lengkap.

mungkin perbaikan untuk ui seperti tingkat kontras navigasi
untuk user interface lebih dibagus in saja sih dan bagimana membuat first user untuk menggunkan bisa paham dan bisa penerapanya
penambahan fitur dan merubah interface agar semakin user friendly
dari awal saya menyatakan desainnya simple dan mudah tapi kalau bisa membuat desian yang simple tapi tetap membuat user menarik dan tidak bosan. kalau sekarang desainnya mebuat bosan dan fitur-fiturnya tidak ada bagian yang menarik untuk sering dipakai.dan pastikan setiap fitur berfungsi dan pastikan semua sistem yang terkait skripsi bisa melakukan lewat website bukannya hanya ada saja di website tapi nyatanya harus lewat cara offline(harus direct ke office)
Dibuat panduan ringkas
Untuk desain interface bisa dibuat lebih menarik lagi
Tampilannya lebih berwarna
Lebih jelas dalam penamaan setiap fitur sesuai dengan fungsi nya, dan diselaraskan proses bisnisnya dengan kebutuhan prodi
iya
tidak ada
ui nya
Secara fungsi sudah baik, sehingga saran saya adalah untuk membuat experience-nya sedikit fun. Mengingat UI pada aplikasi milik universitas/lembaga seringkali memiliki desain yang terlalu sleek dan minimalis – yang memang untuk memberikan kesan serius dan profesional, tetapi kerap lupa untuk membuat pengalaman user menyenangkan dan tidak menegangkan (terutama bila berkaitan dengan hal-hal yang penting).
mungkin bisa ditambahkan dark mode
Secara keseluruhan semuanya sudah sempurna, itu saja. Kalaupun kedepannya ada update atau perbaikan, bisa diminta orang yang lebih kompeten dari saya untuk memberi masukan.
Harus lebih fluid ui nya
Saran perbaikan untuk website ini adalah menambahkan fitur profil dan help, memberikan feedback sistem seperti notifikasi

Appendix P: Raw Response Open-Ended Questions (Student Prototype Evaluation)

Bagaimana pengalaman Anda secara keseluruhan saat menggunakan prototipe redesain Sekawan V3 ini?	Bagaimana pendapat Anda tentang tampilan dan desain visual prototipe redesain Sekawan V3?	Bagaimana pendapat Anda tentang fungsional alur yang dimiliki oleh prototipe redesain Sekawan V3?
Cukup puas	Basic saja	Bagus
cukup sesuai dengan ekspektasi saya sebelumnya	cukup bagus dan baik desain nya	sudah cukup baik
Overall enak dipakai, lebih rapi dan gampang dipahami dibanding yang sebelumnya.	Tampilan visualnya udah lebih modern dan clean, enak dilihat juga.	Alurnya udah cukup jelas, jadi nggak bikin bingung pas dipakai.
cukup memudahkan, alurnya mudah dimengerti dan fungsi nya jelas	sudah cukup menarik dan user friendly	alur fungsionalnya mudah di pahami
Secara keseluruhan, pengalaman saya menggunakan prototipe redesain Sekawan V3 cukup baik dan terasa lebih nyaman dibandingkan versi sebelumnya. Tampilan antarmuka terlihat lebih modern, rapi, dan mudah dipahami, sehingga memudahkan saya dalam menavigasi fitur-fitur yang tersedia. Alur penggunaan juga terasa lebih jelas, sehingga saya tidak mengalami kebingungan saat mencoba menyelesaikan tugas tertentu	Menurut saya, tampilan dan desain visual prototipe redesain Sekawan V3 sudah cukup menarik, modern, dan nyaman dilihat. Tata letaknya rapi sehingga mudah dipahami, serta penggunaan warna dan elemen visual terasa cukup konsisten. Namun, masih bisa ditingkatkan pada beberapa bagian seperti kontras dan konsistensi antar halaman.	Menurut saya, fungsional alur pada prototipe redesain Sekawan V3 sudah cukup jelas dan mudah diikuti. Setiap langkah terasa terstruktur sehingga memudahkan pengguna dalam menyelesaikan tugas. Namun, masih ada beberapa bagian yang bisa diperbaiki agar alurnya lebih konsisten dan intuitif.
pengalaman saya setelah menggunakan prototipe redesain terbaru ini terlihat enak dan cocok untuk user baru serta mudah dipahami tombol serta fungsi dan fitur yang tersedia di halaman tersebut	menarik untuk para user karena mudah di pahami	semua fungsionalitas alur bisa berfungsi dengan baik
Pengalaman secara keseluruhan cukup baik, prototipe mudah dipahami, navigasinya jelas, dan tampilannya nyaman digunakan	Tampilan prototipe redesain Sekawan V3 terlihat lebih konsisten sehingga lebih nyaman dilihat	Alur fungsional sudah cukup jelas dan terstruktur, sehingga memudahkan pengguna dalam mengumpulkan berkas
Menurut saya cukup baik, ada sedikit perubahan yang lebih nyaman dan mudah dipahami.	Menurut saya lebih menarik, rapi, dan terlihat lebih modern.	Alurnya lebih jelas dan tidak membingungkan
Font lebih mudah terbaca.	Lebih baik dari sebelumnya.	Masih agak membingungkan, bisa diberi tutorial.
Biasa saja	Biasa saja	Biasa saja
nyaman, enak diliat	cukup membuahkan hasil yg baik	mudah dan dapat dimengerti
Mudah dipahami dan lebih informatif	Lebih baik	Sudah baik
Bagus secara design sudah bagus dan tidak monoton dan sangat interaktif	sudah bagus tidak terlalu mencolok dan tidak terlalu monoton terlihat pas di lihat dan nyaman	kalau di bandingkan sebelumnya yang redesain ini lebih mudah di pahami as user pertama
saya suka dengan tampilan sekawan v3. so clean!	clean dan enak dipandang	sudah cukup baik

saya merasa sangat nyaman lihat di protitype karena 1. lihat kontrast warna yang sangat tinggi , bagus dilihat tidak harus banyak fokus langsung lihat dan pahami 2. size huruf lebih besar dan jelas dari pada versi biasa, sangat membuat jelas dan mudah di baca 3. desiannya lebih organize dan rapi walaupun beda dari versi original tapi snagat mudah dipahami 4.bagian progress snagat bagus ada percent membuat penguna lihat secara umum 5. di dashbord di prototype tidak harus scroll akan langsung lihat overall sedangkan di versi original harus scroll sampai bawah untuk lihat overall data di dashboard, ini sangat bagus untuk dashboard. Tetapi menu aktivitas yang juga sebagai salah satu bukti untuk apa yang sudah lakukan itu tidak ada di dashboard.	lebih mudah dibaca , dipahami , rapi	sangat mudah dipahami, tidak ada yang merasa harus belajar atau harus banyak fokus untuk pahami .
menurut saya ini sangat memudahkan pengguna	memudahkan pengguna	alurnya dapat dipahami
Cukup mudah untuk di operasikan	Sangat mudah dipahami dan baik secara tampilan	Cukup mudah untuk diikuti
Secara keseluruhan tampilannya memang atraktif dari yang sebelumnya, lebih terlihat ramah bagi pengguna dan tidak membingungkan	Lebih berwarna dari yang sebelumnya, meski secara desain perubahannya tidak signifikan, namun tidak membuat user kebingungan	Sudah sangat baik karena lebih atraktif
Awal melihat dashboard attractive terutama dari pemilihan warna dan penunjuk progress. Menu lainnya kurang lebih tata letak dan bentuknya mirip dengan website realita sekawan v3 sehingga tidak banyak perubahan.	Pemilihan desain warna pada prototype lebih enak dipandang, termasuk warna status persetujuan lebih mencolok sehingga terlihat lebih jelas dan informasi cepat diterima oleh mata. Bentuk dan letak panel juga terlihat lebih bersih karena bentuk dan ukurannya enak dilihat.	Tombol aksi menjadi lebih jelas karena logbook tombol edit terlihat disabled karena sudah disetujui. Tombol berfungsi sesuai ekspektasi ke halaman mana itu akan menuju. Informasi yang tertulis lebih informatif dari website sekawan v3, seperti jumlah logbook yang terisi dan info yang ter display di tabel.
tidak ada perubahan yang terlalu tinggi dari alur fungsionalitasnya, keunggulan utama dari prototipe redesain web Sekawan V3 ini ada pada bagian progres meter dan tampilan yang lebih atraktif	lebih hidup dan atraktif, kenyamanannya lebih terasa yang dapat memberikan rasa betah bagi pengunjung prototipe redesain web Sekawan	tidak membingungkan, alur penggunaan masing-masing fitur masih seperti desain awal, sangat mudah untuk dipelajari dengan cepat
Sangat baik sekali	Sudah cukup bagus ui nya	Sangat jelas dan mudah dipahami
secara keseluruhan, pengalaman menggunakan prototipe redesain sekawan v3 sudah cukup baik. tampilan ui terlihat lebih modern, rapi dan mudah dipahami sehingga memudahkan navigasi bagi pengguna	menurut saya, tampilan dan desain visual prototipe redesain sekawan v3 sudah cukup baik, terlihat modern dan rapi. penggunaan warna, layout serta elemen ui memudahkan pengguna dalam memahami informasi yang ditampilkan	menurut saya, fungsional alur pada prototipe redesain sekawan v3 sudah sangat baik dan terstruktur. alur penggunaan mudah dipahami sehingga pengguna dapat menyelesaikan tugas dengan lancar
baik	baguss	jelas alurnya

Menurut Anda, seberapa mudahkah penggunaan prototipe redesain Sekawan V3? Apabila dibandingkan dengan website Sekawan V3, bagaimana pendapat Anda?	Apakah prototype redesain Sekawan v3 ini sudah mengakomodasi perbaikan kendala yang Anda sampaikan pada pengujian sebelumnya terhadap Sekawan v3?
Lebih baik	Sepertinya iya
cukup mudah dan sudah user friendly	iya sudah
Lebih gampang dan intuitif dibanding website Sekawan V3 yang lama.	Udah lumayan ngatasi kendala sebelumnya, terutama di bagian navigasi.
lebih mudah dan lebih enak dilihat dari website sekawan yang lama, sekawan yang belum di redesain keliatan lebih monoton dan membosankan tidak seperti prototipe redesain sekawan	untuk dalam bagian UI atau frontend nya sudah sangat improve dan sesuai kendala yang saya dapatkan
Menurut saya, penggunaan prototipe redesain Sekawan V3 cukup mudah dipahami dan digunakan. Navigasinya lebih sederhana dan alurnya lebih jelas, sehingga memudahkan pengguna dalam menjalankan fitur-fitur yang ada. Jika dibandingkan dengan website Sekawan V3, prototipe ini terasa lebih user-friendly dan intuitif, meskipun masih ada beberapa bagian yang bisa disempurnakan.	Menurut saya, prototipe redesain Sekawan V3 sudah cukup mengakomodasi beberapa kendala yang sebelumnya saya temukan. Perbaikan terlihat pada alur yang lebih jelas dan tampilan yang lebih rapi sehingga memudahkan penggunaan. Namun, masih ada beberapa hal yang bisa dikembangkan lebih lanjut agar pengalaman pengguna menjadi lebih optimal.
prototipe redesain yang dikembangkan sejauh ini jauh lebih memudahkan user untuk menggunakan fungsionalitas dari beberapa tombol serta fitur dibandingkan dengan website sekawan v3 yang saat ini digunakan oleh mahasiswa	sudah dan jauh lebih baik dari sebelumnya
Prototipe redesain lebih mudah digunakan dibandingkan website Sekawan V3 sebelumnya karena navigasinya lebih intuitif.	Prototipe ini sudah cukup mengakomodasi beberapa kendala sebelumnya, terutama pada kejelasan fitur.
Lebih mudah digunakan dibanding versi sebelumnya, lebih intuitif.	Sebelumnya agak membingungkan, sekarang sudah lebih baik.
Lebih mudah.	Pusat bantuan.
Cukup mudah	Belum
mudah yg prototype	sudah
Lebih mudah karena terdapat total logbook yang sudah diisi dan bisa diedit	Belum, karena kendala yang saya sampaikan sebelumnya mengenai waktu upload logbook atau berkas di sekawan yang tidak sesuai
mudah dan cukup mudah di pahami sebagai pengguna baru	saya belum menemukan itu
sangat mudah, apalagi yang mengakses hanya gen z	ya, sudah

di versi redesign lebih jelas , mudah dibaca , rapi	iya , dari website sekawan menurut saya desainnya belum bagus di segi warna yang kontrastnya rendah , size huruf yang agak tipis , dan desainnya belum cantik. semuanya sudah diperbaiki.
menurut saya prototype lebih simpel dan memudahkan pengguna	pengujian sebelumnya saya tidak menjadi responden
Lebih mudah digunakan dibandingkan website Sekawan V3	Cukup mengakomodasi kendala yang dialami sebelumnya
Desainnya mudah untuk dipahami ketimbang website yang sekarang, poin utamanya tetap lebih atraktif dan rapih	Sejauh ini sudah
Secara visual, prototype memiliki lebih banyak keunggulan desain dimulai dari pemilihan warna, bentuk dan tata letak panel, serta fitur yang tidak redundan. Peningkatan desain inilah yang membuat penggunaan lebih mudah,	Dari desainnya, iya sudah memperbaiki dan meningkatkan beberapa masalah sebelumnya. Akan menjadi lebih baik lagi jika progres penjaluran memiliki rincian yang lebih detail saat kita click sebagai penjelasan pada tahap itu.
sangat mudah sekali, tidak ada perbedaan yang terlalu jauh dengan desain awal Sekawan V3. Untuk fungsionalitas fitur masih bekerja seperti awalnya	iya, tampilannya lumayan hidup, tidak monoton seperti sebelumnya
Lebih mudah 50%	Iya sangat
jika dibandingkan dengan website sekawan v3 sebelumnya, prototipe redesain ini terasa lebih user friendly karena desainnya lebih modern, navigasi lebih mudah dipahami dan informasi ditampilkan dengan lebih jelas. ini membuat pengguna dapat menyelesaikan tugas dengan lebih cepat dan minim kebingungan	menurut saya, prototipe redesain sekawan v3 sudah mengakomodasi perbaikan dari kendala yang sebelumnya ditemukan. dari segi tampilan, alur penggunaan serta kejelasan informasi sudah ada peningkatan sehingga lebih mudah digunakan. penambahan fitur seperti profil pengguna dan feedback sistem juga membantu meningkatkan pengalaman pengguna secara keseluruhan
bagusan yang di redesain	sudah mengakomodasi

Secara umum, apa saran Anda pada prototipe redesain Sekawan V3 ini?

Tidak ada

Semua nya sudah bagus, untuk redesign nya sudah ramah pengguna

Untuk saran saya gak ada karna dari keseluruhan ui nya dan navigasi nya udah cukup jelas dari ui nya sama navigasi nya.

untuk secara umum sudah sangan mengakomodasi sekali redesain nya mungkin untuk kedepannya bisa di develop dengan alur backend nya agar bisa di tes secara performa dan kemaanan

Secara umum, saran saya untuk prototipe redesain Sekawan V3 adalah meningkatkan konsistensi desain antar halaman, memperjelas beberapa elemen navigasi, serta menambahkan feedback atau petunjuk yang lebih informatif bagi pengguna. Selain itu, optimalisasi pada detail kecil seperti kontras warna dan respons interaksi juga dapat membantu meningkatkan kenyamanan dan pengalaman pengguna secara keseluruhan.

mungkin bisa ditambahkan fitur notifikasi realtime untuk deadline, atau revisi dosen

Prototipe redesain Sekawan V3 sudah baik, namun disarankan untuk meningkatkan konsistensi desain antar halaman

tidak ada

-

Tolong perbaiki prototipe

sudah cukup sih kalau redesign, tapi kalau fitur tambah fitur gamifikasi hehe

Tidak ada

sudah bagus sih

mungkin untuk di bagian logbook, statusnya kan ada 3 ya, disetujui, menunggu, ditolak. sebaiknya dibuat 3 tab yang berbeda, atau mungkin bisa difilter agar yang muncul hanya 1 dari 3 status tersebut. kalau pilih ditolak, yang muncul bisa berapapun yang statusnya ditolak saja, begitu berlaku untuk status disetujui dan menunggu.

di berkas terbaru (di dashboard) ditambah action kalau user ketik di salah satu file untuk melihat functionnya

saya rasa prototype ini sudah cukup memenuhi kebutuhan pengguna
Tidak ada, prototipe redesain ini sudah lebih baik jika dibandingkan dengan website Sekawan V3
Sudah cukup baik
Penjelasan singkat untuk masing2 menu seperti apa itu logbook, kolokium, diseminasi, pendadaran, hingga jenis jalur yang bisa dipilih jika ingin pindah jalur.
tidak ada
Sudah cukup
secara umum, sudah cukup baik dari segi tampilan dan kemudahan penggunaan. optimasi tampilan pada perangkat mobile juga perlu diperhatikan agar pengalaman pengguna menjadi lebih maksimal
tidak ada saran

Appendix Q: Open-Ended Categorization (Student Initial Evaluation)

Response	*Interpretasi*	Category
membingungkan di awal	Pengguna mengalami kesulitan memahami cara kerja atau alur sistem saat pertama kali mencoba	Usability & Clarity Issues
bug saat memasukkan draft	Terjadi kesalahan sistem/ teknis (glitch) yang mengganggu proses penyimpanan data pengguna.	System Reliability Issues
membingungkan di awal	Tampilan atau navigasi awal kurang intuitif bagi pengguna baru.	Usability & Clarity Issues
informasi kurang	Konten atau petunjuk yang disediakan belum cukup lengkap untuk membantu pengguna.	Usability & Clarity Issues
membosankan	Tampilan, antarmuka, atau fitur kurang menarik minat dan perhatian pengguna.	Low Engagement
butuh panduan	Pengguna memerlukan petunjuk penggunaan (tutorial/guide) agar bisa menjalankan fitur dengan benar.	Usability & Clarity Issues
membingungkan	Desain alur atau instruksi secara keseluruhan sulit dipahami oleh pengguna.	Usability & Clarity Issues
biasa saja	Pengguna tidak merasakan keunggulan atau keunikan khusus dari sistem (pengalaman netral).agak membingungkan	Low Engagement
agak membingungkan	Terdapat kendala minor dalam pemahaman alur, walau masih bisa digunakan.	Usability & Clarity Issues

Response	Interpretasi	Category
terlalu biasa, kurang atraktif	Tampilan antarmuka terasa polos dan kurang memiliki daya tarik visual.	Visual Design Issues
elemen belum serasi	Kombinasi komponen desain (seperti warna, font, atau tata letak) belum padu/harmonis.	Visual Design Issues
tidak ada center/halaman utama	Navigasi membingungkan karena tidak adanya halaman utama (dashboard/landing page) sebagai pusat orientasi pengguna.	Usability & Clarity Issues
kurang menarik	Estetika tampilan belum cukup memikat perhatian pengguna.	Visual Design Issues
bosan dan tidak menarik	Desain visual terasa kaku atau generik, sehingga menimbulkan kesan jenuh.	Visual Design Issues
terlalu monoton	Variasi bentuk, warna, atau tata letak sangat minim, membuat tampilan terasa datar.	Visual Design Issues
kurang interaktif dan ramah pengguna	Sistem minim umpan balik (feedback) dan terasa kaku saat dioperasikan oleh pengguna.	Low Engagement
kurang menarik	Tampilan visual masih terkesan standar dan butuh penyegaran desain.	Visual Design Issues

Response	Interpretasi	Category
kurang responsif, langkah tambahan	Alur kerja terasa lambat dan berbelit-belit karena pengguna harus melewati proses ekstra yang tidak perlu.	Inefficient Task Flow
reminder / edit / batas pengumpulan	Pengguna menginginkan fitur pengingat (reminder)	Innovation & Features
kesulitan upload PDF	Terdapat hambatan teknis atau alur yang rumit saat pengguna berusaha mengunggah dokumen PDF.	Inefficient Task Flow
shortcut tombol penting di dashboard	*Diperlukan akses cepat (shortcut) di halaman utama*	Inefficient Task Flow
notifikasi + riwayat aktivitas	Usulan penambahan sistem pemberitahuan dan riwayat pemantauan kegiatan pengguna.	Innovation & Features
kurang	Informasi atau fitur yang diberikan dinilai masih belum mencukupi kebutuhan pengguna secara umum.	Usability & Clarity Issues
informasi untuk memandu user	Dibutuhkan teks penjelasan atau panduan kontekstual agar pengguna tidak bingung saat menggunakan sistem.	Usability & Clarity Issues
chat service	*Permintaan fitur layanan obrolan langsung*	Innovation & Features

tracking + notifikasi + monitoring skripsi	Kebutuhan fitur pelacakan dan pemantauan progres skripsi secara real-time disertai pengingat.	Innovation & Features
edit	Pengguna membutuhkan kemampuan/ akses untuk mengubah kembali data yang sudah dimasukkan.	Innovation & Features
chat dosen	Permintaan fitur komunikasi langsung antara mahasiswa dan dosen di dalam platform.	Innovation & Features
gamifikasi	*Ide untuk menambahkan elemen permainan (points, badges, leaderboards) agar penggunaan platform lebih menarik.*	Innovation & Features
UX copy + reminder	*Perlunya penulisan teks panduan antarmuka (UX writing) yang lebih jelas serta fitur pengingat tugas.*	Usability & Clarity Issues
fitur modern	Harapan pengguna agar platform mengadopsi teknologi atau tampilan berbasis tren terkini.	Innovation & Features
fitur profile & help + panduan	*Kebutuhan halaman profil pengguna, pusat bantuan (help center),*	Innovation & Features

Response	Interpretasi	Category
fitur reminder	Pengguna menginginkan adanya sistem pengingat otomatis untuk tenggat waktu atau tugas penting.	Innovation & Features
terkendala bug	*Terjadi kesalahan teknis/sistem (glitch) yang mengganggu kenyamanan.*	System Reliability
navigasi kurang jelas	Pengguna kesulitan menemukan menu.	Usability & Clarity
UI perlu diperjelas	*Tampilan antarmuka (User Interface) butuh penataan yang lebih tegas.*	Usability & Clarity
kurang informasi timeline	*Pengguna membutuhkan kejelasan alur waktu atau alur proses kegiatan agar bisa memantau progres.*	Usability & Clarity
tidak ada fitur edit → harus manual	Alur kerja dinilai tidak efisien karena pengguna harus mengulang proses dari awal secara manual jika ingin mengubah data.	Inefficient Task Flow
bingung saat submit/upload	Proses pengiriman data atau unggah berkas terasa rumit dan kurang memberikan instruksi/umpan balik yang jelas.	Inefficient Task Flow
gamifikasi / onboarding / UX copy	*Usulan penambahan elemen interaktif (game).*	Innovation & Features
animasi / transisi UI	Permintaan penambahan efek animasi perpindahan halaman/elemen agar tampilan antarmuka terasa lebih modern dan dinamis.	Innovation & Features

Response	Interpretasi	Category
salah input, sulit edit, harus manual	Alur pengubahan data rumit dan menyita waktu.	Inefficient Task Flow
bug + help tidak berfungsi	*Terjadi gangguan sistem secara teknis dan fitur pusat bantuan (help) tidak responsif saat diakses.*	System Reliability
tombol help tidak bisa dipencet	*Komponen antarmuka berupa tombol bantuan mengalami kerusakan fungsi.*	System Reliability
gagal upload + tidak bisa login	Gangguan fatal pada sistem utama yang menghambat pengguna untuk masuk ke akun dan mengunggah berkas.	System Reliability
klik upload harus berkali-kali	Responsivitas tombol unggah sangat lambat sehingga memaksa pengguna melakukan penekanan berulang kali.	Inefficient Task Flow
lambat	*Performa atau kecepatan muat (loading time) sistem secara keseluruhan tergolong lambat dan membosankan.*	System Reliability
fitur profile & help tidak berfungsi	Halaman profil dan layanan bantuan tidak dapat diakses atau gagal menjalankan fungsinya secara teknis.	System Reliability
butuh template logbook	*Pengguna membutuhkan format/contoh baku (template) logbook agar tidak bingung saat pengisian data.*	Usability & Clarity
timestamp tidak sesuai	*Pencatatan waktu (timestamp) otomatis oleh sistem tidak akurat dengan waktu yang sebenarnya.*	System Reliability
tata letak berantakan	*Susunan elemen antarmuka (layout) tidak rapi, merusak estetika dan menyulitkan pemahaman posisi fitur.*	Usability & Clarity
tidak simple	Tampilan dan alur penggunaan dirasa terlalu kompleks serta kurang intuitif bagi pengguna.	Usability & Clarity

Response	Interpretasi	Category
reminder + edit	Kebutuhan akan fitur pengingat tenggat waktu serta opsi untuk mengubah data yang telah diinput.	Innovation & Features
bug dashboard hilang	*Terjadi eror teknis di mana tampilan utama mendadak hilang atau tidak memuat informasi.*	System Reliability
fitur tidak konsisten	Perilaku atau fungsi antar menu di dalam sistem tidak seragam, sehingga memicu kebingungan pengguna.	System Reliability
UI perlu diperbaiki	*Tampilan antarmuka (User Interface) memerlukan penataan ulang agar lebih jelas dan mudah digunakan.*	Usability & Clarity
upload + info timeline + tutorial	*Alur kerja pengunggahan masih menyulitkan karena minimnya instruksi alur waktu (timeline) dan panduan penggunaan.*	Inefficient Task Flow
tambah fitur + improve UI	Permintaan kombinasi antara penambahan fungsi baru dan pembaruan estetika tampilan antarmuka.	Innovation & Features
sistem tidak berfungsi optimal + boring	Kinerja teknis platform dirasa kurang responsif sekaligus memiliki tampilan yang kurang menarik.	System Reliability
butuh panduan	*Pengguna memerlukan petunjuk penggunaan (guide/tutorial) agar bisa menjalankan fungsi sistem dengan tepat.*	Usability & Clarity Issues
desain lebih menarik	Estetika visual antarmuka dinilai masih terkesan kaku dan perlu dipoles agar lebih memikat.	Visual Design Issues
lebih berwarna	Skema warna tampilan terasa terlalu polos atau monoton, sehingga butuh variasi warna yang lebih segar.	Visual Design Issues
UI diperbaiki	Tampilan visual membutuhkan perapihan elemen agar terkesan lebih profesional.	visual Design Issues
kurang fun	Pengalaman penggunaan terasa terlalu kaku dan belum berhasil memberikan daya tarik emosional bagi pengguna.	Low Engagement
dark mode	*Permintaan opsi tampilan mode gelap (dark mode) untuk kenyamanan mata pengguna saat menggunakan aplikasi.*	Innovation & Features
UI lebih fluid	Tampilan visual dan transisi antarelemen diharapkan terasa lebih halus, dinamis, dan tidak kaku.	Visual Design Issues
fitur help + notifikasi	*Usulan penambahan pusat bantuan (help center) dan sistem pemberitahuan langsung (notification).*	Innovation & Features

Appendix R: Open-Ended Categorization (Student Prototype Evaluation)

Response	Interpretasi	Category
Cukup puas	cukup puas	Positive Experience
cukup sesuai dengan ekspektasi saya sebelumnya	sesuai ekspektasi	Positive Experience
Overall enak dipakai, lebih rapi dan gampang dipahami dibanding yang sebelumnya.	lebih rapi & mudah dipahami	Improved Usability & Clarity
cukup memudahkan, alurnya mudah dimengerti dan fungsi nya jelas	alur jelas & mudah dimengerti	Improved Usability & Clarity
Secara keseluruhan, pengalaman saya menggunakan prototipe redesain Sekawan V3 cukup baik dan terasa lebih nyaman dibandingkan versi sebelumnya.	lebih modern, rapi, mudah dipahami	Improved Usability & Clarity
pengalaman saya setelah menggunakan prototipe redesain terbaru ini terlihat enak dan cocok untuk user baru serta mudah dipahami tombol serta fungsi dan fitur yang tersedia di halaman tersebut	cocok untuk user baru & mudah dipahami	Improved Usability & Clarity
Pengalaman secara keseluruhan cukup baik, prototipe mudah dipahami, navigasinya jelas, dan tampilannya nyaman digunakan	mudah dipahami & navigasi jelas	Improved Usability & Clarity
Font lebih mudah terbaca.	font lebih terbaca	Improved Readability
Biasa saja	biasa saja	Neutral / No Strong Change
nyaman, enak diliat	nyaman & enak dilihat	Improved Visual Design
Mudah dipahami dan lebih informatif	lebih informatif & mudah dipahami	Improved Usability & Clarity
Bagus secara design sudah bagus dan tidak monoton dan sangat interaktif	tidak monoton & interaktif	Improved Visual Design
saya suka dengan tampilan sekawan v3. so clean!	tampilan clean	Improved Visual Design
saya merasa sangat nyaman lihat di protitype karena	lebih jelas, rapi, readable, tidak perlu scroll	Improved Usability & Clarity
menurut saya ini sangat memudahkan pengguna	memudahkan pengguna	Improved Usability & Clarity
Cukup mudah untuk di operasikan	mudah dioperasikan	Improved Usability & Clarity
Secara keseluruhan tampilannya memang atraktif dari yang sebelumnya, lebih terlihat ramah bagi pengguna dan tidak membingungkan	atraktif & tidak membingungkan	Improved Usability & Clarity
Awal melihat dashboard attractive terutama dari pemilihan warna dan penunjuk progress. Menu lainnya kurang lebih tata letak dan bentuknya mirip dengan website realita sekawan v3 sehingga tidak banyak perubahan.	visual menarik, perubahan tidak signifikan	Improved Visual Design
tidak ada perubahan yang terlalu tinggi dari alur fungsionalitasnya, keunggulan utama dari prototipe redesain web Sekawan V3 ini ada pada bagian progres meter dan tampilan yang lebih atraktif	tampilan lebih atraktif, alur mirip	Improved Visual Design
Sangat baik sekali	sangat baik	Positive Experience
secara keseluruhan, pengalaman menggunakan prototipe redesain sekawan v3 sudah cukup baik. tampilan ui terlihat lebih modern, rapi dan mudah dipahami sehingga memudahkan navigasi bagi pengguna	modern, rapi, mudah dipahami	Improved Usability & Clarity
baik	baik	Positive Experience

Response	Interpretasi	Category
Basic saja	basic saja	Neutral / No Strong Change
cukup bagus dan baik desain nya	cukup bagus	Improved Visual Design
Tampilan visualnya udah lebih modern dan clean, enak dilihat juga.	modern, clean, enak dilihat	Improved Visual Design
sudah cukup menarik dan user friendly	menarik & user friendly	Improved Visual Design
Menurut saya, tampilan dan desain visual prototipe redesain Sekawan V3 sudah cukup menarik, modern, dan nyaman dilihat. .	menarik, modern, konsisten,.	Improved Visual Design + Suggestion
Tampilan prototipe redesain Sekawan V3 terlihat lebih konsisten sehingga lebih nyaman dilihat	menarik & mudah dipahami	Improved Visual Design
Menurut saya lebih menarik, rapi, dan terlihat lebih modern.	lebih konsisten & nyaman dilihat	Improved Visual Design
Lebih baik dari sebelumnya.	lebih baik dari sebelumnya	Positive Experience
Biasa saja	biasa saja	Neutral / No Strong Change
cukup membuahkan hasil yg baik	cukup baik	Positive Experience
Lebih baik	lebih baik	Positive Experience
sudah bagus tidak terlalu mencolok dan tidak terlalu monoton terlihat pas di lihat dan nyaman	tidak monoton & nyaman	Improved Visual Design
clean dan enak dipandang	clean & enak dipandang	Improved Visual Design
lebih mudah dibaca , dipahami , rapi	lebih mudah dibaca & rapi	Improved Readability
memudahkan pengguna	memudahkan pengguna	Improved Usability & Clarity
Sangat mudah dipahami dan baik secara tampilan	mudah dipahami & tampilan baik	Improved Usability & Clarity
Lebih berwarna dari yang sebelumnya, meski secara desain perubahannya tidak signifikan, namun tidak membuat user kebingungan	lebih berwarna, tidak signifikan perubahan	Improved Visual Design
Pemilihan desain warna pada prototype lebih enak dipandang, termasuk warna status persetujuan lebih mencolok sehingga terlihat lebih jelas dan informasi cepat diterima oleh mata. Bentuk dan letak panel juga terlihat lebih bersih karena bentuk dan ukurannya enak dilihat.	warna jelas & layout lebih bersih	Improved Visual Design
lebih hidup dan atraktif, kenyamanannya lebih terasa yang dapat memberikan rasa betah bagi pengunjung prototipe redesain web Sekawan	lebih atraktif & nyaman	Improved Visual Design
Sudah cukup bagus ui nya	sudah bagus	Positive Experience
menurut saya, tampilan dan desain visual prototipe redesain sekawan v3 sudah cukup baik, terlihat modern dan rapi. penggunaan warna, layout serta elemen ui memudahkan pengguna dalam memahami informasi yang ditampilkan	modern, rapi, informatif	Improved Visual Design
baguss	bagus	Positive Experience

Response	Interpretasi	Category
Bagus	bagus	Positive Experience
sudah cukup baik	sudah baik	Positive Experience
Alurnya udah cukup jelas, jadi nggak bikin bingung pas dipakai.	alur jelas & tidak membingungkan	Improved Usability & Clarity
alur fungsionalnya mudah di pahami	alur mudah dipahami	Improved Usability & Clarity
Menurut saya, fungsional alur pada prototipe redesain Sekawan V3 sudah cukup jelas dan mudah diikuti. Setiap langkah terasa terstruktur sehingga memudahkan pengguna dalam menyelesaikan tugas. Namun, masih ada beberapa bagian yang bisa diperbaiki agar alurnya lebih konsisten dan intuitif.	alur jelas & terstruktur, tapi bisa ditingkatkan	Improved Task Flow + Suggestion
Alur fungsional sudah cukup jelas dan terstruktur, sehingga memudahkan pengguna dalam mengumpulkan berkas	fungsional berjalan baik	Improved Task Flow
Alurnya lebih jelas dan tidak membingungkan	alur jelas & terstruktur	Improved Task Flow
Masih agak membingungkan, bisa diberi tutorial.	masih agak membingungkan	Remaining Issue
Biasa saja	biasa saja	Neutral / No Strong Change
mudah dan dapat dimengerti	mudah dimengerti	Improved Usability & Clarity
Sudah baik	sudah baik	Positive Experience
kalau di bandingkan sebelumnya yang redesain ini lebih mudah di pahami as user pertama	lebih mudah dipahami dibanding sebelumnya	Improved Usability & Clarity
sangat mudah dipahami, tidak ada yang merasa harus belajar atau harus banyak fokus untuk pahami .	sangat mudah dipahami	Improved Usability & Clarity
alurnya dapat dipahami	alur dapat dipahami	Improved Usability & Clarity
Cukup mudah untuk diikuti	mudah diikuti	Improved Task Flow
Sudah sangat baik karena lebih atraktif	sangat baik	Positive Experience
Tombol aksi menjadi lebih jelas karena logbook tombol edit terlihat disabled karena sudah disetujui. Tombol berfungsi sesuai ekspektasi ke halaman mana itu akan menuju. Informasi yang tertulis lebih informatif dari website sekawan v3, seperti jumlah logbook yang terisi dan info yang ter display di tabel.	tombol jelas & sesuai fungsi	Improved Usability & Clarity
tidak membingungkan, alur penggunaan masing-masing fitur masih seperti desain awal, sangat mudah untuk dipelajari dengan cepat	tidak membingungkan & mudah dipelajari	Improved Usability & Clarity
Sangat jelas dan mudah dipahami	sangat jelas & mudah dipahami	Improved Usability & Clarity
menurut saya, fungsional alur pada prototipe redesain sekawan v3 sudah sangat baik dan terstruktur. alur penggunaan mudah dipahami sehingga pengguna dapat menyelesaikan tugas dengan lancar	terstruktur & mudah digunakan	Improved Task Flow
jelas alurnya	jelas alurnya	Improved Usability & Clarity

Response	Interpretation	Category
Lebih baik	lebih baik	Positive Experience
cukup mudah dan sudah user friendly	mudah & user friendly	Improved Usability & Clarity
Lebih gampang dan intuitif dibanding website Sekawan V3 yang lama.	lebih intuitif dari sebelumnya	Improved Usability & Clarity
lebih mudah dan lebih enak dilihat dari website sekawan yang lama, sekawan yang belum di redesain keliatan lebih monoton dan membosankan tidak seperti prototipe redesain sekawan	lebih mudah & tidak monoton	Improved Usability & Clarity
Menurut saya, penggunaan prototipe redesain Sekawan V3 cukup mudah dipahami dan digunakan. Navigasinya lebih sederhana dan alurnya lebih jelas, sehingga memudahkan pengguna dalam menjalankan fitur-fitur yang ada. Jika dibandingkan dengan website Sekawan V3, prototipe ini terasa lebih user-friendly dan intuitif, meskipun masih ada beberapa bagian yang bisa disempurnakan.	lebih mudah & jelas, tapi bisa ditingkatkan	Improved Usability & Clarity + Suggestion
Prototipe redesain lebih mudah digunakan dibandingkan website Sekawan V3 sebelumnya karena navigasinya lebih intuitif.	lebih memudahkan penggunaan fitur	Improved Usability & Clarity
Lebih mudah digunakan dibanding versi sebelumnya, lebih intuitif.	lebih mudah & navigasi intuitif	Improved Usability & Clarity
Lebih mudah.	lebih mudah	Improved Usability & Clarity
Cukup mudah	cukup mudah	Improved Usability & Clarity
mudah yg prototype	lebih mudah	Improved Usability & Clarity
Lebih mudah karena terdapat total logbook yang sudah diisi dan bisa diedit	lebih mudah karena fitur jelas	Improved Usability & Clarity
mudah dan cukup mudah di pahami sebagai pengguna baru	mudah dipahami untuk user baru	Improved Usability & Clarity
sangat mudah, apalagi yang mengakses hanya gen z	sangat mudah digunakan	Improved Usability & Clarity
di versi redesign lebih jelas , mudah dibaca , rapi	lebih jelas & rapi	Improved Usability & Clarity
menurut saya prototype lebih simpel dan memudahkan pengguna	lebih simpel & memudahkan	Improved Usability & Clarity
Lebih mudah digunakan dibandingkan website Sekawan V3	lebih mudah digunakan	Improved Usability & Clarity
Desainnya mudah untuk dipahami ketimbang website yang sekarang, poin utamanya tetap lebih atraktif dan rapih	lebih mudah dipahami & atraktif	Improved Usability & Clarity
Secara visual, prototype memiliki lebih banyak keunggulan desain dimulai dari pemilihan warna, bentuk dan tata letak panel, serta fitur yang tidak redundan. Peningkatan desain inilah yang membuat penggunaan lebih mudah,	desain lebih baik → penggunaan lebih mudah	Improved Usability & Clarity
sangat mudah sekali, tidak ada perbedaan yang terlalu jauh dengan desain awal Sekawan V3. Untuk fungsionalitas fitur masih bekerja seperti awalnya	sangat mudah, tidak jauh beda flow	Improved Usability & Clarity
Lebih mudah 50%	lebih mudah	Improved Usability & Clarity
jika dibandingkan dengan website sekawan v3 sebelumnya, prototipe redesain ini terasa lebih user friendly karena desainnya lebih modern, navigasi lebih mudah dipahami dan informasi ditampilkan dengan lebih jelas. ini membuat pengguna dapat menyelesaikan tugas dengan lebih cepat dan minim kebingungan	lebih user friendly & jelas	Improved Usability & Clarity
bagusan yang di redesain	lebih baik	Positive Experience

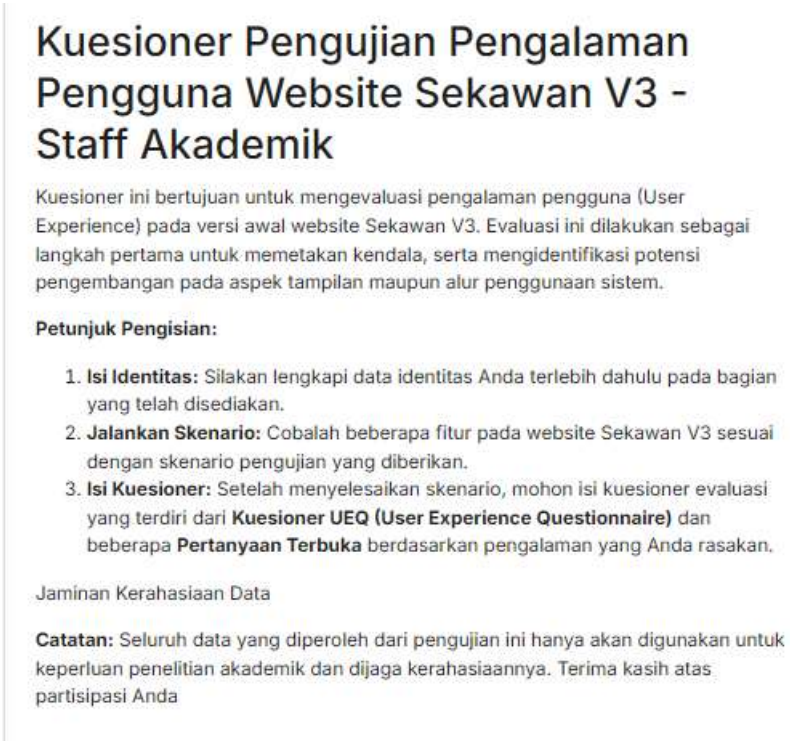
Response	Inti Makna	Category
Sepertinya iya	kemungkinan sudah	Positive Improvement
iya sudah	sudah	Positive Improvement
Udah lumayan ngatasi kendala sebelumnya, terutama di bagian navigasi.	mengatasi kendala (navigasi)	Positive Improvement
untuk dalam bagian UI atau frontend nya sudah sangat improve dan sesuai kendala yang saya dapatkan	sudah improve sesuai kendala	Positive Improvement
Menurut saya, prototipe redesain Sekawan V3 sudah cukup mengakomodasi beberapa kendala yang sebelumnya saya temukan. Perbaikan terlihat pada alur yang lebih jelas dan tampilan yang lebih rapi sehingga memudahkan penggunaan. Namun, masih ada beberapa hal yang bisa dikembangkan lebih lanjut agar pengalaman pengguna menjadi lebih optimal.	sudah improve, tapi masih bisa dikembangkan	Positive Improvement + Suggestion
Prototipe ini sudah cukup mengakomodasi beberapa kendala sebelumnya, terutama pada kejelasan fitur.	jauh lebih baik	Positive Improvement
Sebelumnya agak membingungkan, sekarang sudah lebih baik.	sudah mengakomodasi	Positive Improvement
Pusat bantuan.	butuh pusat bantuan	Remaining Issue
Belum	belum	Remaining Issue
sudah	sudah	Positive Improvement
Belum, karena kendala yang saya sampaikan sebelumnya mengenai waktu upload logbook atau berkas di sekawan yang tidak sesuai	belum (masalah upload)	Remaining Issue
saya belum menemukan itu	belum menemukan	Neutral / No Strong Evidence
ya, sudah	sudah	Positive Improvement
iya , dari website sekawan menurut saya desainnya belum bagus di segi warna yang kontrastnya rendah , size huruf yang agak tipis , dan desainnya belum cantik. semuanya sudah diperbaiki.	masalah sebelumnya sudah diperbaiki	Positive Improvement
pengujian sebelumnya saya tidak menjadi responden	bukan responden sebelumnya	Neutral / Not Applicable
Cukup mengakomodasi kendala yang dialami sebelumnya	cukup mengakomodasi	Positive Improvement
Sejauh ini sudah	sejauh ini sudah	Positive Improvement
Dari desainnya, iya sudah memperbaiki dan meningkatkan beberapa masalah sebelumnya. Akan menjadi lebih baik lagi jika progres penjaluran memiliki rincian yang lebih detail saat kita click sebagai penjelasan pada tahap itu.	sudah, tapi bisa ditingkatkan	Positive Improvement + Suggestion

iya, tampilannya lumayan hidup, tidak monoton seperti sebelumnya	sudah improve visual	Positive Improvement
Iya sangat	sangat mengakomodasi	Positive Improvement
menurut saya, prototipe redesain sekawan v3 sudah mengakomodasi perbaikan dari kendala yang sebelumnya ditemukan. dari segi tampilan, alur penggunaan serta kejelasan informasi sudah ada peningkatan sehingga lebih mudah digunakan. penambahan fitur seperti profil pengguna dan feedback sistem juga membantu meningkatkan pengalaman pengguna secara keseluruhan	sudah improve (tampilan, alur, fitur)	Positive Improvement
sudah mengakomodasi	sudah mengakomodasi	Positive Improvement

Response	Interpretasi	Category
Tidak ada	tidak ada saran	Neutral
Semua nya sudah bagus, untuk redesign nya sudah ramah pengguna	sudah bagus	Positive Experience
Untuk saran saya gak ada karna dari keseluruhan ui nya dan navigasi nya udah cukup jelas dari ui nya sama navigasi nya.	tidak ada saran	Neutral
untuk secara umum sudah sangan mengakomodasi sekali redesain nya mungkin untuk kedepannya bisa di develop dengan alur backend nya agar bisa di tes secara performa dan kemaanan	sudah baik, backend bisa ditingkatkan	Suggestion
Secara umum, saran saya untuk prototipe redesain Sekawan V3 adalah meningkatkan konsistensi desain antar halaman, memperjelas beberapa elemen navigasi, serta menambahkan feedback atau petunjuk yang lebih informatif bagi pengguna. Selain itu, optimalisasi pada detail kecil seperti kontras warna dan respons interaksi juga dapat membantu meningkatkan kenyamanan dan pengalaman pengguna secara keseluruhan.	konsistensi, navigasi, feedback	Minor Usability Improvement
mungkin bisa ditambahkan fitur notifikasi realtime untuk deadline, atau revisi dosen	notifikasi	Suggestion

Prototipe redesain Sekawan V3 sudah baik, namun disarankan untuk meningkatkan konsistensi desain antar halaman	konsistensi desain	Minor Visual Improvement
tidak ada	-	Neutral
-	perlu perbaikan	General Improvement
Tolong perbaiki prototipe	gamifikasi	Suggestion
sudah cukup sih kalau redesign, tapi kalau fitur tambah fitur gamifikasi hehe	tidak ada	Neutral
Tidak ada	sudah bagus	Positive Experience
sudah bagus sih	filter logbook	Inefficient Task Flow Improvement
mungkin untuk di bagian logbook, statusnya kan ada 3 ya, disetujui, menunggu, ditolak. sebaiknya dibuat 3 tab yang berbeda, atau mungkin bisa difilter agar yang muncul hanya 1 dari 3 status tersebut. kalau pilih ditolak, yang muncul bisa berapapun yang statusnya ditolak saja, begitu berlaku untuk status disetujui dan menunggu.	tambahan action di dashboard	Suggestion
di berkas terbaru (di dashboard) ditambah action kalau user ketik di salah satu file untuk melihat functionnya	sudah cukup	Positive Experience
saya rasa prototype ini sudah cukup memenuhi kebutuhan pengguna	tidak ada	Neutral
Tidak ada, prototipe redesain ini sudah lebih baik jika dibandingkan dengan website Sekawan V3	sudah cukup baik	Positive Experience
Sudah cukup baik	butuh penjelasan menu	Lack of System Feedback
Penjelasan singkat untuk masing2 menu seperti apa itu logbook, kolokium, diseminasi, pendadaran, hingga jenis jalur yang bisa dipilih jika ingin pindah jalur.	tidak ada	Neutral
tidak ada	sudah cukup	Positive Experience
Sudah cukup	optimasi mobile	Minor Improvement
secara umum, sudah cukup baik dari segi tampilan dan kemudahan penggunaan. optimasi tampilan pada perangkat mobile juga perlu diperhatikan agar pengalaman pengguna menjadi lebih maksimal	tidak ada	Neutral

Appendix S: Research Information and Informed Consent (Lecturer Initial Evaluation)



Kuesioner Pengujian Pengalaman Pengguna Website Sekawan V3 - Staff Akademik

Kuesioner ini bertujuan untuk mengevaluasi pengalaman pengguna (User Experience) pada versi awal website Sekawan V3. Evaluasi ini dilakukan sebagai langkah pertama untuk memetakan kendala, serta mengidentifikasi potensi pengembangan pada aspek tampilan maupun alur penggunaan sistem.

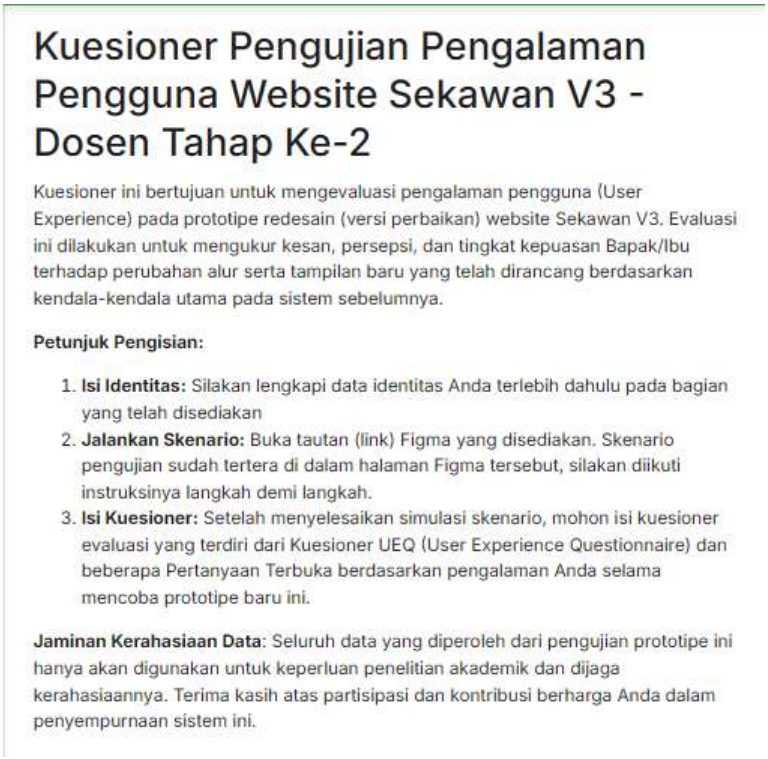
Petunjuk Pengisian:

1. **Isi Identitas:** Silakan lengkapi data identitas Anda terlebih dahulu pada bagian yang telah disediakan.
2. **Jalankan Skenario:** Cobalah beberapa fitur pada website Sekawan V3 sesuai dengan skenario pengujian yang diberikan.
3. **Isi Kuesioner:** Setelah menyelesaikan skenario, mohon isi kuesioner evaluasi yang terdiri dari **Kuesioner UEQ (User Experience Questionnaire)** dan beberapa **Pertanyaan Terbuka** berdasarkan pengalaman yang Anda rasakan.

Jaminan Kerahasiaan Data

Catatan: Seluruh data yang diperoleh dari pengujian ini hanya akan digunakan untuk keperluan penelitian akademik dan dijaga kerahasiaannya. Terima kasih atas partisipasi Anda

Appendix T: Research Information and Informed Consent (Lecturer Prototype Evaluation)



Kuesioner Pengujian Pengalaman Pengguna Website Sekawan V3 - Dosen Tahap Ke-2

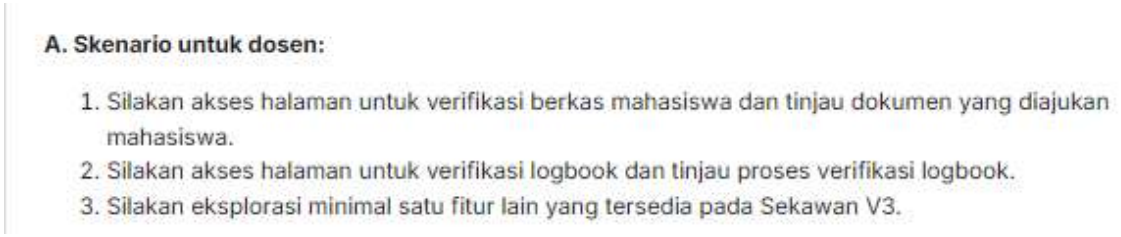
Kuesioner ini bertujuan untuk mengevaluasi pengalaman pengguna (User Experience) pada prototipe redesain (versi perbaikan) website Sekawan V3. Evaluasi ini dilakukan untuk mengukur kesan, persepsi, dan tingkat kepuasan Bapak/Ibu terhadap perubahan alur serta tampilan baru yang telah dirancang berdasarkan kendala-kendala utama pada sistem sebelumnya.

Petunjuk Pengisian:

1. **Isi Identitas:** Silakan lengkapi data identitas Anda terlebih dahulu pada bagian yang telah disediakan
2. **Jalankan Skenario:** Buka tautan (link) Figma yang disediakan. Skenario pengujian sudah tertera di dalam halaman Figma tersebut, silakan diikuti instruksinya langkah demi langkah.
3. **Isi Kuesioner:** Setelah menyelesaikan simulasi skenario, mohon isi kuesioner evaluasi yang terdiri dari Kuesioner UEQ (User Experience Questionnaire) dan beberapa Pertanyaan Terbuka berdasarkan pengalaman Anda selama mencoba prototipe baru ini.

Jaminan Kerahasiaan Data: Seluruh data yang diperoleh dari pengujian prototipe ini hanya akan digunakan untuk keperluan penelitian akademik dan dijaga kerahasiaannya. Terima kasih atas partisipasi dan kontribusi berharga Anda dalam penyempurnaan sistem ini.

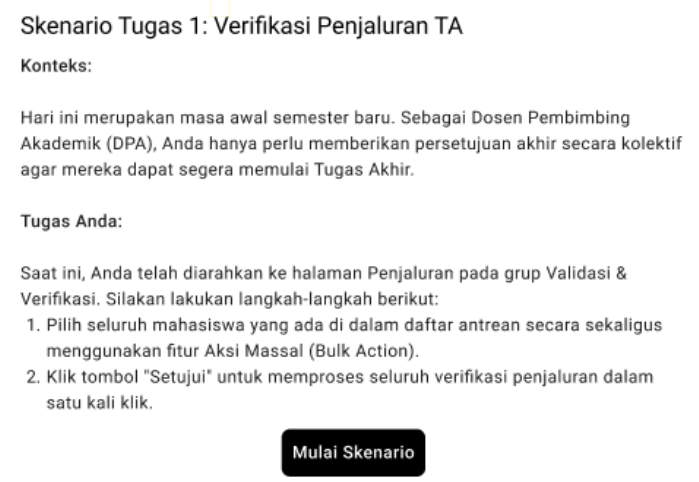
Appendix U: Scenario Testing (Lecturer Initial Evaluation)



A. Skenario untuk dosen:

1. Silakan akses halaman untuk verifikasi berkas mahasiswa dan tinjau dokumen yang diajukan mahasiswa.
2. Silakan akses halaman untuk verifikasi logbook dan tinjau proses verifikasi logbook.
3. Silakan eksplorasi minimal satu fitur lain yang tersedia pada Sekawan V3.

Appendix V: Scenario Testing (Lecturer Prototype Evaluation)



Skenario Tugas 1: Verifikasi Penjaluran TA

Konteks:

Hari ini merupakan masa awal semester baru. Sebagai Dosen Pembimbing Akademik (DPA), Anda hanya perlu memberikan persetujuan akhir secara kolektif agar mereka dapat segera memulai Tugas Akhir.

Tugas Anda:

Saat ini, Anda telah diarahkan ke halaman Penjaluran pada grup Validasi & Verifikasi. Silakan lakukan langkah-langkah berikut:

1. Pilih seluruh mahasiswa yang ada di dalam daftar antrean secara sekaligus menggunakan fitur Aksi Massal (Bulk Action).
2. Klik tombol "Setujui" untuk memproses seluruh verifikasi penjaluran dalam satu kali klik.

Mulai Skenario

Skenario 2: Melihat Daftar Mahasiswa Bimbingan

Konteks Situasi:

Di prototype Sekawan V3 kini terdapat menu baru bernama "Data Mahasiswa". Menu ini berfungsi sebagai pusat data untuk memantau informasi mahasiswa (baik DPA maupun penjaluran). Di sini Anda tidak bisa mengubah data, melainkan hanya bisa melihat dan memantau status mereka.
Sekarang, bayangkan Anda ingin mengecek siapa saja mahasiswa bimbingan Anda yang status Tugas Akhir-nya sudah selesai atau sudah lulus.

Tugas Anda:

1. Masuk ke menu baru Data Mahasiswa.
2. Pilih tab Mahasiswa Penjaluran.
3. Gunakan filter yang tersedia, lalu pilih opsi "Selesai".
4. Klik salah satu mahasiswa yang muncul untuk melihat Detail datanya.

Mulai Skenario

Skenario Tugas 3: Memverifikasi Berkas, Logbook, dan Menyetujui Pendadaran Mahasiswa

Konteks:

Bayangkan Anda mendapatkan pemberitahuan bahwa salah satu mahasiswa bimbingan Anda telah melengkapi berkas persyaratan dan logbook bimbingan secara otomatis di sistem. Sekarang, tugas Anda sebagai Dosen Pembimbing adalah memeriksa kelayakan mereka untuk maju ke ujian pendadaran.

Anda ingin proses verifikasi ini berjalan cepat, sehingga Anda akan menggunakan fitur Bulk Action (centang semua) setelah memastikan semua dokumen aman, lalu memberikan persetujuan akhir agar jadwal ujian mahasiswa tersebut bisa diproses oleh prodi.

Tugas Anda:

1. Masuk ke grup menu Verifikasi dan Validasi, lalu pilih menu Pendadaran.
2. Pada tab Belum Diverifikasi, cari mahasiswa yang bersangkutan lalu klik tombol Detail.
3. Di dalam halaman detail, masuk ke tab Berkas. Anggaplah Anda sudah memeriksa dokumen satu per satu, lalu gunakan fitur Bulk Action (centang semua berkas) untuk memverifikasi seluruh berkas sekaligus.
4. Pindah ke tab Logbook, lakukan hal yang sama dengan menggunakan fitur Bulk Action untuk memverifikasi seluruh catatan logbook mahasiswa secara massal.
5. Setelah berkas dan logbook terverifikasi, klik tombol Setujui Pendadaran untuk memberikan rekomendasi maju ujian.
6. Terakhir, kembali ke halaman utama menu Pendadaran, lalu buka tab Sudah Diverifikasi untuk memastikan mahasiswa tersebut telah sukses berpindah status dan Anda dapat melihat informasi jadwal serta tim pengujinya.

Mulai Skenario

Appendix W: Raw Data UEQ (Lecturer Initial Evaluation)

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
4	5	4	4	2	4	4	5	2	4	5	2	4	4	4	4	4	4	3	4	4	4	5	4	4	4
4	6	5	5	2	3	5	2	2	4	6	2	6	5	3	6	2	2	2	5	5	2	3	7	7	3
4	3	5	3	3	4	3	2	3	3	5	3	4	4	3	4	3	4	5	5	5	5	2	4	5	3
5	5	4	6	2	5	5	6	5	2	6	2	6	5	2	5	2	3	3	5	2	5	3	3	3	5
4	3	5	4	2	4	4	5	5	4	5	3	3	4	5	4	3	4	3	3	4	4	3	4	4	4
4	3	4	5	4	4	3	3	4	4	4	4	3	4	4	4	4	4	5	4	5	4	5	4	5	4

Appendix X: Raw Data UEQ (Lecturer Prototype Evaluation)

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
5	6	6	2	2	5	5	6	2	2	6	2	6	5	4	6	4	3	2	6	2	6	2	3	2	4
6	5	3	3	2	6	5	5	3	2	6	3	6	5	5	6	3	3	3	6	3	6	2	3	2	5
6	6	2	2	2	6	6	6	2	2	6	1	6	6	6	6	2	2	2	6	2	6	2	2	2	6
6	6	4	3	2	4	4	5	5	3	6	2	6	5	2	6	2	2	2	6	2	5	2	2	2	4
5	5	3	2	1	4	5	5	4	4	5	2	5	4	4	4	4	4	3	5	3	5	2	3	3	4
4	6	4	2	2	4	4	6	4	3	4	4	4	4	4	4	4	4	2	4	3	5	3	4	4	4

Appendix Y: Consistency Check (Lecturer Initial Evaluation)

Scales with inconsistent answers						
Attractiveness	Perspicuity	Efficiency	Dependability	Stimulation	Novelty	Critical?
						0
1		1	1			3
						0
	1				1	2
						0
						0

Appendix Z: Consistency Check (Lecturer Prototype Evaluation)

Scales with inconsistent answers						
Attractiveness	Perspicuity	Efficiency	Dependability	Stimulation	Novelty	Critical?
					1	1
						0
						0
						0
						0
						0

Appendix AA: Mean Result (Lecturer Initial Evaluation)

UEQ Scales (Mean and Variance)		
Attractiveness	0,300	0,27
Perspicuity	-0,150	0,46
Efficiency	0,300	0,39
Dependability	0,550	0,86
Stimulation	0,400	0,33
Novelty	-0,050	0,08

Appendix AB: Mean Result (Lecturer Prototype Evaluation)

UEQ Scales (Mean and Variance)		
Attractiveness	1,306	0,60
Perspicuity	1,583	0,14
Efficiency	1,375	0,39
Dependability	1,375	0,22
Stimulation	1,208	0,26
Novelty	0,583	0,74

Appendix AC: Benchmark Result (Lecturer Initial Evaluation)

Scale	Mean	Comparisson to benchmark	Interpretation
Attractiveness	0,30	**Bad**	In the range of the 25% worst results
Perspicuity	-0,15	**Bad**	In the range of the 25% worst results
Efficiency	0,30	**Bad**	In the range of the 25% worst results
Dependability	0,55	**Bad**	In the range of the 25% worst results
Stimulation	0,40	**Bad**	In the range of the 25% worst results
Novelty	-0,05	**Bad**	In the range of the 25% worst results

Appendix AD: Benchmark Result (Lecturer Prototype Evaluation)

Scale	Mean	Comparisson to benchmark	Interpretation
Attractiveness	1,31	**Above average**	25% of results better, 50% of results worse
Perspicuity	1,58	**Above Average**	25% of results better, 50% of results worse
Efficiency	1,38	**Above Average**	25% of results better, 50% of results worse
Dependability	1,38	**Above Average**	25% of results better, 50% of results worse
Stimulation	1,21	**Above Average**	25% of results better, 50% of results worse
Novelty	0,58	**Below Average**	50% of results better, 25% of results worse

Appendix AE: Pragmatic and Hedonic Quality (Lecturer Initial Evaluation)

Pragmatic and Hedonic Quality	
Attractiveness	0,30
Pragmatic Quality	0,23
Hedonic Quality	0,18

Appendix AF: Pragmatic and Hedonic Quality (Lecturer Prototype Evaluation)

Pragmatic and Hedonic Quality	
Attractiveness	1,31
Pragmatic Quality	1,44
Hedonic Quality	0,90

Appendix AG: Raw Response Open-Ended Questions (Lecturer Initial Evaluation)

Bagaimana pengalaman Anda secara keseluruhan saat menggunakan website Sekawan V3?
biasa saja
Saat menggunakan pertama kali agak bingung. Posisi bbrp fitur tidak kelihatan dan susah dicari
Akses hanya saat ujian pendadaran dan ceklist, setiap kali awal buka selalu bingung
Awalnya membingungkan tapi lama-lama sudah terbiasa. Pertama buka, seluruh menu tampak, setelah klik salah satu kemudian terfilter.
Sekawan membantu digitalisasi proses skripsi, tetapi beberapa bagian kurang intuitif dan agak membingungkan
Bingung

Bagaimana pendapat Anda tentang tampilan dan desain visual website Sekawan V3?
cukup baik.
Biasa aja
Minimalis cukup
Seperti pada umumnya.
Biasa saja. Memang tidak butuh tampilan yg menarik, yg penting clean dan fungsional karena ini sistem yg digunakan ketika dibutuhkan,
Terkait desain, perlu kajian user experience lebih lanjut agar lebih intuitif dan tidak membingungkan
Lumayan nyaman

Bagaimana pendapat Anda tentang fungsional fitur yang dimiliki oleh website Sekawan V3?
fitur cukup lengkap jika dari sisi dosen pembimbing
Fitur masih kurang lengkap. Akan lebih baik jika bs terintegrasi dengan proses pemilihan judul TA.
Fitur banyak, seperti ada redudansi, ttp beda fungsi
Beberapa masih ribet.
Fitur yg dimiliki sudah berfungsi, tetapi kadang perlu mencari ada di mana atau butuh beberapa kali klik untuk ketemu/sampai tujuan.
Kalau yg belum dimiliki ya ada beberapa. Misalnya, fitur reminder dosen untuk memberi nilai di akhir semester. Nilai semester awal penjaluran (cth: Penelitian, Kajian Literatur) kadang terlewat dinilai dan baru diberi nilai menjelang yudisium. Atau reminder staf/otomatisasi ke nkmd/gateway untuk input nilai yg sudah diisi dosen di Sekawan.. karena pernah juga sudah isi nilai ke sekawan, tp sampai semester berikutnya belum masuk ke gateway
kurang efisien

Menurut Anda, seberapa mudahkah penggunaan website Sekawan V3? Berikan masukan Anda agar website tersebut menjadi lebih user-friendly.

sebaiknya lebih sedikit klik yang diperlukan untuk approval sesuatu. Selama ini harus masuk ke halaman tertentu baru muncul button approval.
Misalnya dari dashboard, daftar mahasiswa yang mengajukan penjaluran,
saya sebagai DPA tidak bisa mengapprove langsung dari halaman dashboard.

Perlu ditingkatkan lagi UX nya

Mudah jika terbiasa, sedikit kesulitan saat awal akses setelah sekian lama tidak dibuka

Beberapa belum mudah dicerna.

Iterasi pengembangan UX secara berkala agar makin user-friendly..
Karena issue biasanya muncul di kasus2 berbeda

Dashbord dapat disederhanakan agar tidak membingungkan. Ada fitur "select all"
atau select beberapa item untuk approval, jadi tidak perlu satu-satu approve,
misal di menu logbook atau menu dokuemn-dokumen untuk syarat skripsi.
Baberapa dokumen untuk pendaftaran skripsi yang redudansi bisa dihapus.
Perjelas flow, agar pengguna paham, misal siapa yang harus approve,
bisa informasi isian apa yang kurang sehingga tidak dapat muncul di menu
dosen pembimbing TA untuk approval pendadaran.
Menu kurang user friendly, bingung di mana dapat melihat menu mahasiswa yang sudah di-approve.

Apa masalah atau kendala yang paling sering Anda temui saat menggunakan website ini?

Mencari button approval dan penilaian.

Limit File laporan TA terlalu kecil

Mencari dokumen pendadaran mahasiswa

Bingung mencari berkas yang akan dinilai atau saat sidang pendadaran bingung mencari file skripsinya. Masih terlalu ribet dan tidak mudah ditemukan.

Misalnya mau beri nilai penelitian, harus cari dulu di mana
Paling repot ketika butuh akses via mobile, tapi belum mobile-friendly

UX kurang intuitive, lama untuk memehami atau menemukan menu yang diinginkan. Dashboard terlalu penuh.

Menurut Anda, adakah fitur atau fungsi yang seharusnya ada di website ini untuk membuat pengalaman Anda lebih baik atau membantu Anda

pengelompokan mahasiswa yang baru 1 semester, 2 semester, extend, dan selesai.

Idealnya proses awal hingga akhir TA semuanya di sekawan. Termasuk juga lama mengerjakan TA bs dipantau. Misal kalau extend.

Ada

Secara umum Ok.

Reminder pengisian nilai

Ada fitur "select all" atau select beberapa item untuk approval, jadi tidak perlu satu-satu approve, misal di menu logbook atau menu dokuemn-dokumen untuk syarat skripsi.

Secara umum, apa saran Anda untuk perbaikan terhadap website Sekawan V3?
Lebih banyak fitur manajemen untuk pengurus prodi.
Desain ulang UI/UX yang lebih friendly
Kurangi fitur yang redudansi
Lebih diperjelas menu-menunya sesuai dengan pertanyaan/niat pengguna sebelum menggunakan.
Iterasi pengembangan-evaluasi secara berkala.
UX yang lebih intuitive, dashboard yang lebih sederhana

Appendix AH: Raw Response Open-Ended Questions (Lecturer Prototype Evaluation)

Bagaimana pengalaman Anda secara keseluruhan saat menggunakan prototipe redesain Sekawan V3 ini?	Bagaimana pendapat Anda tentang tampilan dan desain visual prototipe redesain Sekawan V3?
Biasa saja... tidak ada kesulitan, tapi juga tidak bersemangat ataupun peningkatan motivasi penyelesaian tugas.. beberapa bagian tidak dapat saya eksplorasi secara utuh karena tidak bisa scroll down	clean... karena memang sistem informasi/administratif tidak perlu aksesori yang beragam.Sayangnya, tidak ada tampilan prototipe dashboard padahal menurut saya itu termasuk yang terpenting dan yang dilihat pertama kali oleh pengguna ketika masuk ke sistem. typo dikit: Tanggah daftar
Secara prinsip sudah ada perubahan dan ada indikasi lebih mudah	Meskipun sederhana, namun lumayan lebih jelas.
secara umum, redesain ini lebih baik dari sekawan saat ini. Sayangnya belum bisa explore semua fitur yang ada.	cukup baik dan simple.
Biasa saja	Simple
Mudah, karena ada panduannya.	Perpaduan warna bagus, desain sederhana, bersih dan terstruktur:
skenario yang diuji hanya sedikit dengan kekurangan untuk eksplorasi menu yang telah didesain, sehingga saya kesulitan dalam menilai. Terdapat pula pertanyaan yang tidak relevan dengan desain prototipe, sehingga saya juga kesulitan dalam menilai, misalnya aspek keamanan, bagaimana menilai keamanan dari sebuah prototipe?	Permasalahan utama yang ada saat ini adalah proses bisnis yang terlalu berbelit-belit, dan saya rasa bukan tentang tampilannya yang perlu ditekankan, tetapi alur prosesnya yang perlu disederhanakan. Tetapi jika dinilai dari desain visual saja, tampilannya bergaya simplistik sehingga tidak sulit untuk diikuti, namun terlalu simpel karena banyak fitur tidak tersedia, bahkan sesederhana filter dan sort pun tidak ada.

Bagaimana pendapat Anda tentang fungsional alur yang dimiliki oleh prototipe redesain Sekawan V3?
Overall, skenario sudah sesuai alur... catatan yang lebih detail: - karena tidak ada prototipe dasbor, jadi tidak tahu apakah ada alur terkait dengan reminder/notifikasi penilaian mata kuliah di tiap semesternya - panduan di skenario 3: melengkapi berkas persyaratan dan logbook secara otomatis? mahasiswa bisa mengisi secara otomatis...? - panduan di skenario 3: "Anggaplah Anda sudah memeriksa dokumen satu per satu" kalau ternyata nggak dicek dan ternyata berkasnya salah, gimana? kalau bisa: harus pernah buka berkasnya dulu baru boleh verifikasi? - "Setujui mahasiswa untuk pendadaran" ada panah ke kanan, kirain trus akan ke suatu halaman lain, ternyata stay di halaman itu aja
Hanya saja, filter pada skenario kedua pemilihan filter selesai sulit ditemukan karena bentuknya seperti menu bukan filter
sudah lumayan baik
Sesuai insting
Belum dapat menjawab, karena belum paham alur apa sebenarnya yang menjadi fokus penelitian (mengelola mahasiswa DPA atau mahasiswa skrips) dan pengujian satu fungsional tersebut tidak urut dari awal sampai akhir
saya kurang bisa menilai hal ini hanya dari 3 skenario bulk action. Saya tidak tau dashboardnya seperti apa, padahal saya ingin informasi penting ada di sana, misalnya kendala saat ini yang saya pribadi rasakan dari dashboard existing adalah ada info hal yang perlu tindakan (menyetujui pengajuan TA oleh DPA), tetapi tidak bisa dilakukan dari dashboard, justru bukan fitur bulk yang saya butuhkan, karena saya ingin mengecek satu per satu juga, tetapi mengecek dengan mudah dari dashboard. Pada desain Anda juga tidak terdapat fitur untuk melihat detail data mahasiswa DPA yang mengajukan penjaluran, lantas saya lihat dimana? Pada halaman data mahasiswa, saya juga ingin ada sort dan filter. Misalnya sistem telah berjalan 3 tahun, data dummy yang ada saat ini sangat sedikit, saya tidak tau apakah konsep anda menggunakan paging, atau semua dalam 1 halaman? Lalu apakah saya harus mencari secara manual karena tidak ada sort dan filter? pemilihan kata Mahasiswa Penjaluran membuat saya bingung, mungkin yang dimaksud adalah mahasiswa bimbingan TA?

Menurut Anda, seberapa mudahkah penggunaan prototipe redesain Sekawan V3? Apabila dibandingkan dengan website Sekawan V3, bagaimana pendapat Anda?	Apakah prototype redesain Sekawan v3 ini sudah mengakomodasi perbaikan kendala yang Anda sampaikan pada pengujian sebelumnya terhadap Sekawan v3?
Penggunaan bulk actions memang mempercepat penyelesaian tugas. Namun, perlu hati-hati ketika bulk action verifikasi berkas pendadaran karena idealnya dosen/staf perlu memastikan bahwa dokumen yang diunggah sudah benar.Judul-judul tab juga sudah jelas. Saya nggak tahu, apakah bisa sort data pada tabel? yang V3 bisa sort data tiap kolom (cmiiw), tapi kalau sort tanggal masih kacau.	Wah maaf saya lupa apakah pernah ikut pengujian sebelumnya atau tidak. Kalaupun ikut, saya juga lupa pernah memberikan catatan/masukan apa saja.
Ya lumayah, sudah ada peningkatan dalam hal kemudahan.	Saya lupa apakah saya mengikuti pengujian sebelumnya.
lebih mudah dan tampilannya lebih clean.	Karena pengujian ini sudah terskenario, jadi blm bisa mencoba semua fitur yang ada. User experience nya belum lengkap.
Lebih mudah redesain	Mungkin
Lebih mudah dari sisi fitur Aksi Massal (Bulk Action), untuk fitur yang lain belum dapat membandingkan.	Belum dapat menjawab, karena saya tidak ingat apa kendala yang saya sampaikan pada pengujian sebelumnya.
saya belum dapat menjawab	saya belum dapat menjawab

Secara umum, apa saran Anda pada prototipe redesain Sekawan V3 ini?
pertahankan yang sudah baik, perbaiki yang perlu diperbaiki. terima kasih
Ok
Menurut saya, alangkah baiknya jika sekawan bisa menjadi pusat semua aktifitas skripsi, termasuk proses bisnisnya. Sekawan digunakan mulai dari proses awal kegiatan penawaran judul TA, pemilihan Judul, persetujuan judul TA, monitoring pelaksanan TA, pendaftaran-pelaksanaan pendadaran, dan masalah keuangan honor pembimbingan skripsi.
-
Dapat memperbaiki sebagian besar masalah atau kelemahan desain Sekawan V3
cukup.

Appendix AI: Open-Ended Categorization (Lecturer Initial Evaluation)

Raw Response	Interpretasi	Category
biasa saja	Pengguna merasa platform berfungsi standar dan tidak memberikan pengalaman atau daya tarik yang berkesan.	Low Engagement
akses hanya saat ujian pendadaran dan checklist, setiap kali awal buka selalu bingung	Platform jarang digunakan (hanya saat momen tertentu), sehingga pengguna selalu merasa asing dan bingung tiap kali kembali mengoperasi	Usability & Clarity Issues
awalnya membingungkan tapi lama-lama sudah terbiasa. pertama buka seluruh menu tampak, setelah klik salah satu kemudian terfilter. sepertinya ada masalah	*Ada kurva pembelajaran bagi pengguna baru, serta terdeteksi potensi anomali/keanehan pada alur penyaringan menu (filtering) saat diklik.*	Usability & Clarity Issues
Sekawan membantu digitalisasi proses skripsi, tetapi beberapa bagian kurang intuitif dan agak membingungkan	Platform dinilai bermanfaat secara fungsi/nilai tambah, namun tata letak atau navigasinya masih terasa kurang ramah bagi pengguna.	Usability & Clarity Issues
bingung	Pengguna mengalami kendala secara mendasar dalam memahami cara kerja atau struktur navigasi platform secara keseluruhan.	Usability & Clarity Issues

Raw Response	INTERPRETASI	Category
cukup baik	Pengguna memberikan respons positif umum yang menunjukkan kepuasan tingkat sedang terhadap platform.	Positive Feedback
seperti pada umumnya	Tampilan atau fungsi platform dinilai standar dan tidak berbeda jauh dari sistem serupa pada umumnya.	Neutral Perception
minimalis cukup	*Gaya desain yang sederhana (minimalist) dinilai sudah memadai dan sesuai dengan kebutuhan pengguna.*	Visual Design Preference
biasa saja. memang tidak butuh tampilan yg menarik, yg penting clean dan fungsional karena ini sistem yg digunakan ketika dibutuhkan, bukan sistem yg perlu menarik agar digunakan. terkait desain, perlu kajian user experience lebih lanjut agar lebih intuitif dan tidak membingungkan	*Menekankan pentingnya tampilan yang bersih (clean) dan fungsional ketimbang estetika, namun menyarankan riset UX lanjutan agar alurnya lebih mudah dipahami.*	Usability & Clarity Issues
lumayan nyaman	Pengguna merasa cukup nyaman saat berinteraksi dan menggunakan fungsi-fungsi dalam platform.	Positive Feedback

Raw Response	Interpretasi	Category
fitur cukup lengkap jika dari sisi dosen pembimbing	Pengguna (dosen) merasa puas karena ketersediaan fitur platform sudah memadai untuk mendukung tugas pembimbingan.	Positive Feedback
fitur banyak, seperti ada redudansi, ttp beda fungsi	*Penataan struktur fitur terasa membingungkan karena terdapat kemiripan yang terkesan tumpang tindih (redundant), walau sebenarnya memiliki fungsi berbeda.*	Information Architecture Issues
beberapa masih ribet	Alur kerja pada beberapa fungsi platform dinilai masih terlampau kompleks dan menyita waktu/tenaga.	Workflow Inefficiency
fitur yg dimiliki sudah berfungsi, tetapi kadang perlu mencari ada di mana atau butuh beberapa kali klik untuk ketemu/sampai tujuan. kalau yg belum dimiliki ya ada beberapa. misalnya, fitur reminder dosen untuk memberi nilai di akhir semester...	*Fungsi utama sudah berjalan, namun navigasi antarfitur tidak efisien (butuh banyak klik). Selain itu, diperlukan penambahan fitur pengingat (reminder) tenggat nilai*	Workflow Inefficiency
kurang efisien	Pengguna merasa kurang efisien	Workflow Inefficiency

Raw Response	INTERPRETASI	Category
sebaiknya lebih sedikit klik yang diperlukan untuk approval sesuatu. selama ini harus masuk ke halaman tertentu baru muncul button approval. misalnya dari dashboard, daftar mahasiswa yang mengajukan penjaluran, saya sebagai DPA tidak bisa mengapprove langsung dari halaman dashboard	*Alur persetujuan (approval) dinilai tidak efisien karena membutuhkan banyak klik/berpindah halaman; pengguna menginginkan fitur persetujuan langsung dari dashboard.*	Workflow Inefficiency
mudah jika terbiasa, sedikit kesulitan saat awal akses setelah sekian lama tidak dibuka	Platform memiliki kurva pembelajaran yang kurang ramah untuk pengguna yang jarang (infrequent) mengakses sistem, sehingga memicu kebingungan berulang.	Usability & Clarity Issues
beberapa belum mudah dicerna	Terdapat informasi, istilah, atau alur dalam sistem yang masih membingungkan dan belum terstruktur secara intuitif.	Usability & Clarity Issues
iterasi pengembangan UX secara berkala agar makin user-friendly.. karena issue biasanya muncul di kasus2 berbeda	Perlunya evaluasi dan pembaruan pengalaman pengguna (User Experience) secara berkelanjutan berdasarkan variasi kasus penggunaan nyata.	Usability & Clarity Issues
dashboard dapat disederhanakan agar tidak membingungkan. ada fitur "select all" atau select beberapa item untuk approval, jadi tidak perlu satu-satu approve... menu kurang user friendly, bingung di mana dapat melihat menu mahasiswa yang sudah di-approve	*Diperlukan simplifikasi tampilan dashboard, penambahan fitur persetujuan massal (bulk approval/select all), serta kejelasan navigasi untuk melihat riwayat data yang disetujui.*	Usability & Clarity Issues

Raw Response	INTERPRETASI	Category
mencari button approval dan penilaian	Pengguna mengalami kesulitan menemukan posisi tombol persetujuan dan penginputan nilai karena tata letak menu yang tidak langsung terlihat.	Navigation Issues
mencari dokumen pendadaran mahasiswa	Pengguna tersendapat kendala navigasi saat harus menemukan lokasi penyimpanan dokumen pendadaran mahasiswa.	Navigation Issues
bingung mencari berkas yang akan dinilai atau saat sidang pendadaran bingung mencari file skripsinya. masih terlalu ribet dan tidak mudah ditemukan	Alur pencarian berkas penilaian/file skripsi dinilai rumit dan tersembunyi, sehingga menyita waktu pengguna saat pelaksanaan sidang pendadaran.	Navigation Issues
misalnya mau beri nilai penelitian, harus cari dulu di mana. paling repot ketika butuh akses via mobile, tapi belum mobile-friendly	*Selain lokasi menu penilaian yang tersembunyi, tampilan platform belum teroptimasi dengan baik saat diakses melalui perangkat ponsel (smartphone).*	Mobile Responsiveness Issues
UX kurang intuitive, lama untuk memahami atau menemukan menu yang diinginkan. dashboard terlalu penuh	*Tampilan dashboard terasa terlalu padat (cluttered), yang memicu tingginya waktu pemahaman pengguna (learning curve) saat mencari menu.*	Usability & Clarity Issues

Raw Response	INTERPRETASI	Category
pengelompokan mahasiswa yang baru 1 semester, 2 semester, extend, dan selesai	*Usulan kebutuhan fitur pengelompokan (filter/categorization) status masa studi mahasiswa agar pemantauan progres lebih terstruktur.*	Feature Requirement
ada	-	Feature Requirement
secara umum ok	Pengguna memberikan penilaian positif secara umum yang menandakan platform sudah berfungsi dengan cukup baik.	Positive Feedback
reminder pengisian nilai	*Permintaan fitur pengingat (reminder) otomatis untuk menagih penginputan nilai agar tidak melewati batas waktu.*	Feature Requirement
ada fitur "select all" atau select beberapa item untuk approval, jadi tidak perlu satu-satu approve, misal di menu logbook atau menu dokumen-dokumen untuk syarat skripsi	Alur kerja persetujuan masih tergolong lambat; pengguna memerlukan fitur aksi massal (bulk approval) untuk mempercepat verifikasi logbook/dokumen.	Workflow Inefficiency

Raw Response	INTERPRETASI	Category
lebih banyak fitur manajemen untuk pengurus prodi		Feature Requirement
kurangi fitur yang redudansi	Mengurangi fitur-fitur yang dianggap redundan	Information Architecture I
lebih diperjelas menu-menunya sesuai dengan pertanyaan/ niat pengguna sebelum menggunakan	Memperjelas menu	Navigation Issues
iterasi pengembangan-evaluasi secara berkala	Evaluasi secara terus menerus	Usability & Clarity Issues
UX yang lebih intuitive, dashboard yang lebih sederhana	Penyederhanaan tampilan pada dashboard	Usability & Clarity Issues

Appendix AJ: Open-Ended Categorization (Lecturer Prototype Evaluation)

Response	Meaning Interpretation	Category
"Biasa saja... tidak ada kesulitan, tapi juga tidak bersemangat ataupun peningkatan motivasi penyelesaian tugas.. beberapa bagian tidak dapat saya eksplorasi secara utuh karena tidak bisa scroll down"	Pengalaman netral terhadap prototype; terdapat keterbatasan eksplorasi akibat masalah pada prototype	Neutral / No Strong Change; Evaluation Limitations
"Secara prinsip sudah ada perubahan dan ada indikasi lebih mudah"	Prototype dianggap lebih mudah digunakan dibanding sebelumnya	Improved Usability & Clarity
"secara umum, redesain ini lebih baik dari sekawan saat ini. Sayangnya belum bisa explore semua fitur yang ada."	Persepsi positif terhadap redesign, namun evaluasi terbatas karena fitur tidak dapat dieksplorasi sepenuhnya	Positive Experience; Evaluation Limitations
"Biasa saja"	Tidak merasakan perubahan yang kuat, baik positif maupun negatif	Neutral / No Strong Change
"Mudah, karena ada panduannya."	Kemudahan penggunaan didukung oleh adanya panduan penggunaan	Improved Usability & Clarity
"skenario yang diuji hanya sedikit dengan kekurangan untuk eksplorasi menu yang telah didesain, sehingga saya kesulitan dalam menilai. Terdapat pula pertanyaan yang tidak relevan dengan desain prototipe..."	Kesulitan memberikan penilaian karena cakupan evaluasi dan eksplorasi prototype terbatas	Evaluation Limitations

Response	Meaning Interpretation	Category
"clean... karena memang sistem informasi/administratif tidak perlu aksesori yang beragam. Sayangnya, tidak ada tampilan prototipe dashboard..."	Tampilan dinilai bersih dan sesuai kebutuhan sistem administratif; dashboard dianggap komponen penting yang belum dapat dievaluasi	Improved Visual Design; Dashboard & Information Visibility Issues
"Meskipun sederhana, namun lumayan ebih jelas."	Desain yang lebih sederhana membuat informasi lebih mudah dipahami	Improved Visual Design; Improved Usability & Clarity
"cukup baik dan simple."	Tampilan dinilai sederhana dan memadai	Improved Visual Design
"Simple"	Tampilan dinilai sederhana dan mudah dipahami	Improved Visual Design
"Perpaduan warna bagus, desain sederhana, bersih dan terstruktur."	Apresiasi terhadap warna, keteraturan layout, dan kebersihan tampilan	Improved Visual Design
"Permasalahan utama ... alur prosesnya yang perlu disederhanakan. ... tampilannya bergaya simplistik sehingga tidak sulit untuk diikuti, namun terlalu simpel karena banyak fitur tidak tersedia, bahkan sesederhana filter dan sort pun tidak ada."	Tampilan visual dinilai mudah diikuti, tetapi masih terdapat kebutuhan fitur dan dukungan navigasi seperti filter dan sort	Improved Visual Design; Workflow Inefficiency; Suggestions

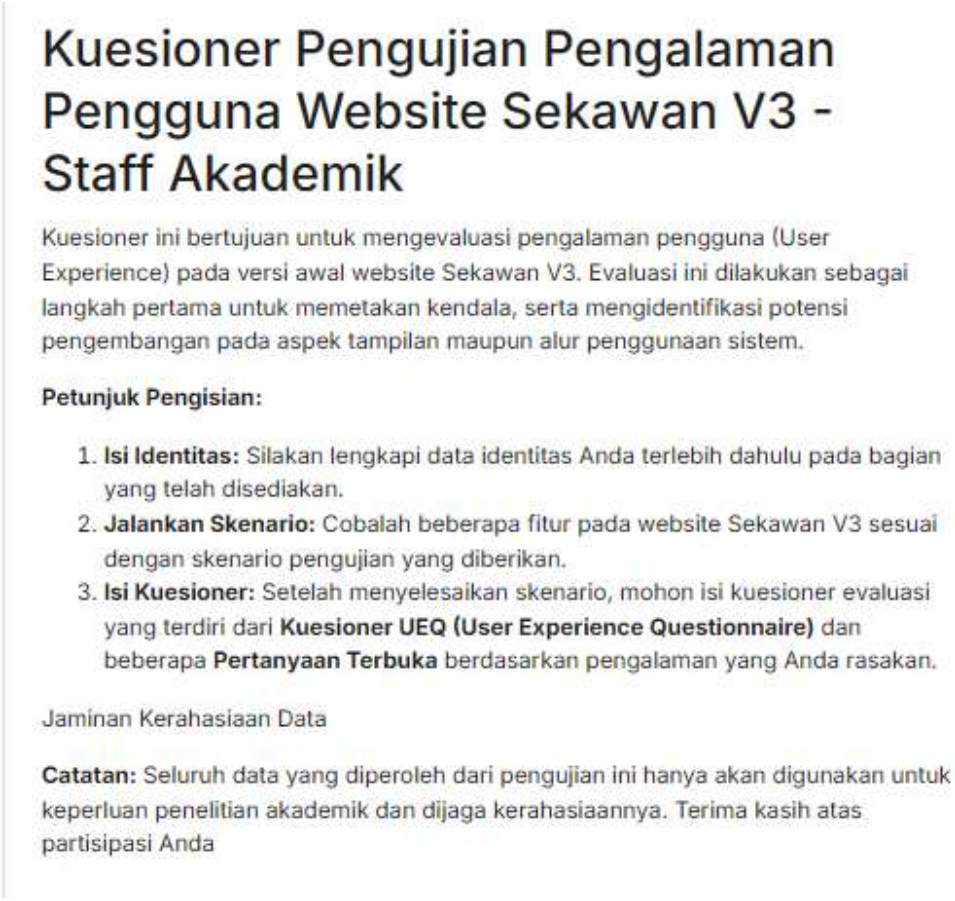
Example of Response	Meaning Interpretation	Category
Overall, skenario sudah sesuai alur... tidak ada prototipe dashboard... mahasiswa bisa mengisi otomatis?... harus pernah buka berkas dulu baru boleh verifikasi?... panah pada tombol pendadaran menimbulkan ekspektasi berpindah halaman.	Responden menilai alur secara umum sudah sesuai, tetapi masih terdapat beberapa kebingungan terkait mekanisme sistem, visibilitas dashboard, proses verifikasi dokumen, dan perilaku elemen antarmuka.	Dashboard & Information Visibility Issues; Improved Usability & Clarity; Verification & Control Concerns; Navigation Issues
Filter pada skenario kedua sulit ditemukan karena bentuknya seperti menu bukan filter.	Fitur filter tersedia tetapi sulit dikenali karena representasi visualnya kurang jelas.	Navigation Issues; Improved Usability & Clarity
Sudah lumayan baik.	Responden memberikan penilaian positif terhadap desain secara umum.	Positive Experience
Sesuai insting.	Interaksi dianggap intuitif dan sesuai dengan ekspektasi pengguna.	Improved Usability & Clarity
Belum dapat menjawab karena belum paham alur yang menjadi fokus penelitian dan pengujian tidak urut dari awal sampai akhir.	Responden mengalami kesulitan melakukan evaluasi karena konteks dan cakupan pengujian dianggap belum cukup jelas.	Evaluation Limitations
Kurang bisa menilai hanya dari 3 skenario bulk action... tidak tahu dashboard seperti apa... ingin melihat detail mahasiswa DPA... membutuhkan sort dan filter... istilah Mahasiswa Penjaluran membingungkan.	Responden menilai evaluasi belum cukup komprehensif serta mengidentifikasi kebutuhan dashboard yang lebih informatif, fitur pendukung pengelolaan data, dan penggunaan terminologi yang lebih jelas.	Evaluation Limitations; Dashboard & Information Visibility Issues; Feature Suggestions & Functional Requirements; Improved Usability & Clarity

Example of Response	Meaning Interpretation	Category
Penggunaan bulk actions memang mempercepat penyelesaian tugas... perlu hati-hati ketika verifikasi berkas... judul tab sudah jelas... apakah bisa sort data pada tabel?	Responden menilai fitur bulk action membantu efisiensi kerja, namun tetap memerlukan mekanisme kontrol saat verifikasi dokumen. Selain itu terdapat kebutuhanfitur sort data dan apresiasi terhadap kejelasan label navigasi.	Improved Task Flow; Verification & Control Concerns; Feature Suggestions & Functional Requirements; Improved Usability & Clarity
Ya lumayan, sudah ada peningkatan dalam hal kemudahan.	Responden merasakan peningkatan kemudahan penggunaan dibanding sebelumnya.	Improved Usability & Clarity
Lebih mudah dan tampilannya lebih clean.	Responden menilai redesign lebih mudah digunakan dan memiliki tampilan yang lebih baik.	Improved Usability & Clarity; Improved Visual Design
Lebih mudah redesain.	Responden menilai redesign memberikan kemudahan penggunaan yang lebih baik.	Improved Usability & Clarity
Lebih mudah dari sisi fitur Aksi Massal (Bulk Action), untuk fitur yang lain belum dapat membandingkan.	Responden mengapresiasi peningkatan efisiensi melalui bulk action, tetapi belum dapat mengevaluasi aspek lain secara menyeluruh.	Improved Task Flow; Evaluation Limitations
Saya belum dapat menjawab.	Responden belum memiliki cukup informasi atau pengalaman untuk memberikan penilaian.	Evaluation Limitations

Example of Response	Meaning Interpretation	Category
Wah maaf saya lupa apakah pernah ikut pengujian sebelumnya atau tidak. Kalaupun ikut, saya juga lupa pernah memberikan catatan/masukan apa saja.	Responden tidak dapat melakukan perbandingan dengan evaluasi sebelumnya.	Evaluation Limitations
Saya lupa apakah saya mengikuti pengujian sebelumnya.	Responden tidak memiliki cukup konteks untuk membandingkan hasil redesign dengan kondisi sebelumnya.	Evaluation Limitations
Karena pengujian ini sudah terskenario, jadi belum bisa mencoba semua fitur yang ada. User experience-nya belum lengkap.	Responden merasa evaluasi belum cukup komprehensif karena tidak dapat mengeksplorasi seluruh fitur yang tersedia.	Evaluation Limitations
Mungkin.	Responden memberikan tanggapan yang tidak menunjukkan penilaian yang kuat terhadap perubahan yang terjadi.	Neutral / No Strong Change
Belum dapat menjawab, karena saya tidak ingat apa kendala yang saya sampaikan pada pengujian sebelumnya.	Responden tidak dapat melakukan perbandingan karena tidak mengingat permasalahan yang pernah dilaporkan sebelumnya.	Evaluation Limitations
Saya belum dapat menjawab.	Responden tidak memiliki cukup informasi untuk memberikan penilaian.	Evaluation Limitations

Example of Response	Meaning Interpretation	Category
Pertahankan yang sudah baik, perbaiki yang perlu diperbaiki. Terima kasih.	Responden memberikan tanggapan positif secara umum dan mendorong penyempurnaan berkelanjutan.	Positive Experience
Ok	Responden tidak memberikan kritik atau saran tambahan dan menunjukkan penerimaan terhadap desain yang diusulkan.	Neutral
Menurut saya, alangkah baiknya jika Sekawan bisa menjadi pusat semua aktivitas skripsi... mulai dari penawaran judul hingga honor pembimbingan skrip	Responden mengusulkan perluasan cakupan sistem agar mendukung seluruh proses bisnis skripsi secara terintegrasi.	Suggestion
-	Responden tidak memberikan saran atau masukan tambahan.	Neutral
Dapat memperbaiki sebagian besar masalah atau kelemahan desain Sekawan V3	Responden menilai redesign telah menjawab sebagian besar permasalahan yang ada pada sistem sebelumnya.	Suggestion
Cukup.	Responden menganggap desain yang diusulkan sudah memadai dan tidak memerlukan tambahan masukan.	Neutral

Appendix AK: Research Information and Informed Consent (Administrative Staff Initial Evaluation)



Kuesioner Pengujian Pengalaman Pengguna Website Sekawan V3 - Staff Akademik

Kuesioner ini bertujuan untuk mengevaluasi pengalaman pengguna (User Experience) pada versi awal website Sekawan V3. Evaluasi ini dilakukan sebagai langkah pertama untuk memetakan kendala, serta mengidentifikasi potensi pengembangan pada aspek tampilan maupun alur penggunaan sistem.

Petunjuk Pengisian:

1. **Isi Identitas:** Silakan lengkapi data identitas Anda terlebih dahulu pada bagian yang telah disediakan.
2. **Jalankan Skenario:** Cobalah beberapa fitur pada website Sekawan V3 sesuai dengan skenario pengujian yang diberikan.
3. **Isi Kuesioner:** Setelah menyelesaikan skenario, mohon isi kuesioner evaluasi yang terdiri dari **Kuesioner UEQ (User Experience Questionnaire)** dan beberapa **Pertanyaan Terbuka** berdasarkan pengalaman yang Anda rasakan.

Jaminan Kerahasiaan Data

Catatan: Seluruh data yang diperoleh dari pengujian ini hanya akan digunakan untuk keperluan penelitian akademik dan dijaga kerahasiaannya. Terima kasih atas partisipasi Anda

Appendix AL: Research Information and Informed Consent (Administrative Staff Prototype Evaluation)



Pengujian Prototype Website SEKAWAN V3 Admin Tahap Ke-2

Kuesioner ini bertujuan untuk mengevaluasi pengalaman pengguna (*User Experience/UX*) terhadap hasil perancangan ulang (*redesign*) antarmuka website SEKAWAN V3. Sebelum mengisi kuesioner, Anda diminta untuk mencoba prototype berdasarkan skenario tugas yang telah disediakan.

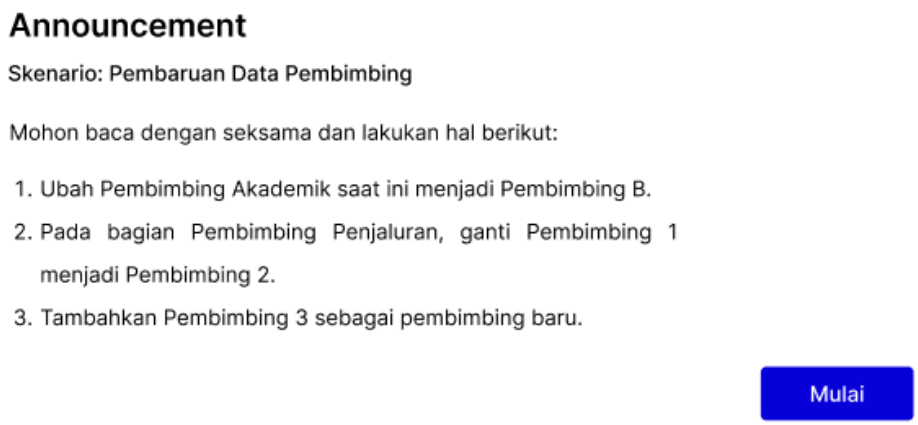
Seluruh data yang diberikan akan digunakan hanya untuk kepentingan penelitian akademik dan dijaga kerahasiaannya. Oleh karena itu, diharapkan Anda dapat memberikan jawaban yang jujur sesuai pengalaman selama menggunakan prototype.

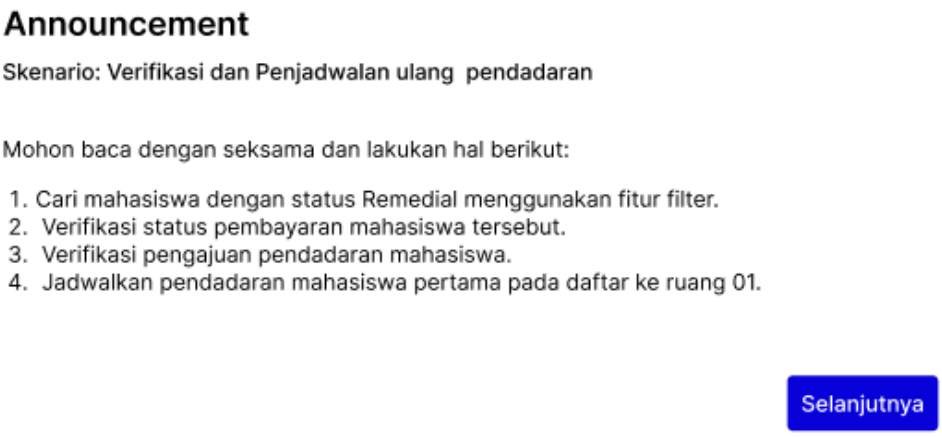
Appendix AM: Scenario Testing (Administrative Staff Initial Evaluation)

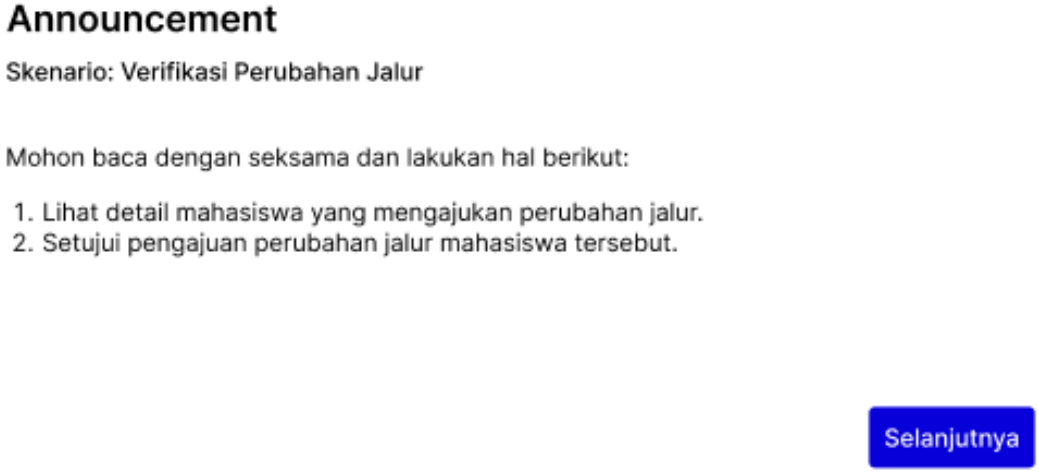
B. Skenario untuk admin:

1. Silakan akses fitur untuk verifikasi pembayaran dan amati alur verifikasi yang tersedia pada sistem.
2. Silakan akses fitur untuk mengatur dosen pembimbing dan amati alur pengelolaan pembimbing pada sistem.
3. Silakan eksplorasi minimal satu fitur lain yang tersedia pada Sekawan V3.

Appendix AN: Scenario Testing (Administrative Staff Prototype Evaluation)







Appendix AO: Raw Data UEQ (Administrative Staff Initial Evaluation)

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	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	3	2	2	2	3	3

Appendix AP: Raw Data UEQ (Administrative Staff Prototype Evaluation)

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
6	6	2	1	1	6	6	6	1	2	6	1	6	7	7	7	2	2	2	6	1	6	1	2	2	6

Appendix AQ: Mean Result (Administrative Staff Initial Evaluation)

UEQ Scales (Mean and Variance)		
Attractiveness	2,667	#DIV/0!
Perspicuity	3,000	#DIV/0!
Efficiency	2,250	#DIV/0!
Dependability	2,750	#DIV/0!
Stimulation	3,000	#DIV/0!
Novelty	2,750	#DIV/0!

Appendix AR: Mean Result (Administrative Staff Prototype Evaluation)

UEQ Scales (Mean and Variance)		
Attractiveness	2,500	#DIV/0!
Perspicuity	2,500	#DIV/0!
Efficiency	2,500	#DIV/0!
Dependability	2,000	#DIV/0!
Stimulation	2,250	#DIV/0!
Novelty	2,250	#DIV/0!

Appendix AS: Pragmatic and Hedonic Quality (Administrative Staff Initial Evaluation)

Pragmatic and Hedonic Quality	
Attractiveness	2,67
Pragmatic Quality	2,67
Hedonic Quality	2,88

Appendix AT: Pragmatic and Hedonic Quality (Administrative Staff Prototype Evaluation)

Pragmatic and Hedonic Quality	
Attractiveness	2,50
Pragmatic Quality	2,33
Hedonic Quality	2,25

Appendix AU: Raw Response Open-Ended Questions (Administrative Staff Initial Evaluation)

Bagaimana pengalaman Anda secara keseluruhan saat menggunakan website Sekawan V3?	Bagaimana pendapat Anda tentang tampilan dan desain visual website Sekawan V3?	Bagaimana pendapat Anda tentang fungsional fitur yang dimiliki oleh website Sekawan V3?
memudahkan sebagian administrasi	sederhana tidak membingungkan	menu yang ada sudah berfungsi dengan baik

Menurut Anda, seberapa mudahkah penggunaan website Sekawan V3? Berikan masukan Anda agar website tersebut menjadi lebih user-friendly.	Apa masalah atau kendala yang paling sering Anda temui saat menggunakan website ini?	Menurut Anda, adakah fitur atau fungsi yang seharusnya ada di website ini untuk membuat pengalaman Anda lebih baik atau membantu Anda dalam menjalankan tugas kepegawaian/akademik?	Secara umum, apa saran Anda untuk perbaikan terhadap website Sekawan V3?
sekawan mudah di gunakan untuk admin,, tapi perlu di tambah beberapa fitur, seperti	admin tidak bisa merubah jadwal ujian pendadaran jika ada perubahan tanggal	1. perlu menu edit jadwal 2. bisa menggganti dosen pembimbing TA	perlu fitur yang saya sebutkan di atas

Appendix AV: Raw Response Open-Ended Questions (Administrative Staff Prototype Evaluation)

Bagaimana pengalaman Anda secara keseluruhan saat menggunakan prototipe redesain Sekawan V3 ini?	Bagaimana pendapat Anda tentang tampilan dan desain visual prototipe redesain Sekawan V3?	Bagaimana pendapat Anda tentang fungsional alur yang dimiliki oleh prototipe redesain Sekawan V3?
sudah bagus	desain sederhana tapi bagus	sudah memadai

Bagaimana pendapat Anda tentang fungsional alur yang dimiliki oleh prototipe redesain Sekawan V3?	Menurut Anda, seberapa mudahkah penggunaan prototipe redesain Sekawan V3? Apabila dibandingkan dengan website Sekawan V3, bagaimana pendapat Anda?	Apakah prototype redesain Sekawan v3 ini sudah mengakomodasi perbaikan kendala yang Anda sampaikan pada pengujian sebelumnya terhadap Sekawan v3?
sudah memadai	hampir sama	sudah

Secara umum, apa saran Anda pada prototipe redesain Sekawan V3 ini?
tambahan sedikit, waktu penjaluran ulang, selain bisa ganti dospem, mungkin admin juga bisa menuliskan judul baru mahasiswa