

USER EXPERIENCE PADA PLATFORM MOOC BERTEMAN.APT (STUDI KASUS: Kelas Kefarmasian dan Kelas Mandiri)

Aji Setiawan¹, Dianing Ratri²

Magister Desain, Fakultas Seni Rupa dan Desain, Institut Teknologi Bandung^{1,2}

Jl. Ganesa No.10, Kota Bandung, 40132, (022) 2500935

e-mail: arah.jia@gmail.com, dianing.ratri@itb.ac.id

Submitted: 20xx-mm-dd

Accepted: 20xx-mm-dd

Published: 20xx-mm-dd

DOI: 10.24036/dekave.v17i1.xxxx

Abstrak

Program Studi Profesi Apoteker (PSPA) memiliki tingkatan jenjang pendidikan untuk mendapatkan sertifikat ijin. Persaingan pada PSPA cukup ketat, sehingga banyak mahasiswa yang mencari lembaga belajar. Adanya pandemi juga mempersulit mahasiswa dalam mendapatkan pembelajaran secara offline yang fokus pada bidang Kefarmasian, sehingga beralih pada pembelajaran online. Di Indonesia platform massive open online course (MOOC) cukup berkembang seperti Ruang Guru dan Zenius, namun keduanya belum ada yang berfokus pada bidang Kefarmasian. Salah satu platform MOOC yang fokus pada bidang Kefarmasian yakni Berteman.appt. Brand ini merupakan memiliki produk kelas Kefarmasian (liveclass) atau sinkron dan Kelas Mandiri yang asinkron. Berdasarkan hal ini perlu diketahui bagaimana pengalaman pengguna (UX) pada produk kelas Berteman.appt. Tujuan dari penelitian ini mengetahui bagaimana pengalaman pengguna serta kebutuhan pengguna selama menggunakan produk Kelas Kefarmasian dan Kelas Mandiri. Metode penelitian ini menggunakan kualitatif dengan pengambilan data berupa wawancara kepada 5 orang pengguna dan Founder Berteman.appt. Data yang diperoleh kemudian dimasukkan kedalam kriteria *Subelements Of User Value*. Berdasarkan data yang diperoleh didapatkan hasil bahwa pengguna Berteman.appt.appt cenderung lebih nyaman menggunakan kelas Mandiri karena ditinjau dari waktunya. Pengguna secara umum menginginkan fitur Jembatan keledai, Bahas kasus, Simulasi wawancara untuk dikembangkan.

Kata kunci: *application, massive open online learning (MOOC), user experience, Berteman.appt*

Introduction

The Pharmacist Professional Study Program has a education level to get a certificate of permission as a Pharmacist. The competition to enter the Pharmacist Profession Study Program is quite tight because there are several conditions and criteria to be able to take education, including writing exams, interviews, basic learning, and English skills. That's problem makes the students looking a learning institutions to prepare the various tests. In Indonesia, distance learning has grow rapidly since the global pandemic. Distance learning is generally accessible with an unlimited number of participants. The learning models doesn't depend on location, price, time and scale called MOOC (Massive Open Online Course). Pappano (2012) explains that (MOOC) is an emerging online learning that disruption of traditional education.

Massive Open Online Course (MOOC) is one of the derivatives of the development of distance learning. The goal of MOOC is create closer learning without being influenced by geographical distance and user economic (Martin, 2020). Stephen Downes and George Siemens (2004) explain that MOOC is based on a distributed or 'connectivist' learning model. MOOC has two approaches: xMOOC (extension) and cMOOC (connectivist). xMOOC is known as a learning like Coursera or edX, while cMOOC focused in a participatory approach where each student conducts his own research and meets on a platform to exchanges information (Pomerol. *et al.* 2015).

Pomerol. *et al.* (2015) explains in his book "Design, Use and Business Models" the characteristics of MOOC. First, organized learning can be accessed or learned by hundreds or thousands people called massive learning. Second, learning that used online devices called online learning, so that it not be affected by the user's geographical distance. Third, open. The learning is not influenced by any institution or college and does not require special requirements such as for admission to the university. Fourth, course. The learning site shared is open and accessible to public even though there are some learnings on a paid basis.

MOOC platforms that have developed in Indonesia such us Ruang Guru and Zenius focused on primary to secondary education. Until now there is no MOOC platform that focuses on pharmaceuticals and pharmacist professions. Data from the Department of Pharmacy FK UB in 2022 shows that 49 public and private universities in Indonesia can graduates 2000 pharmacist every year. Pharmacist needs in Indonesia reached 73,280 people. Based on these data, there is a great opportunity to develop a MOOC platform that focuses on pharmaceuticals and pharmacist professions.

User experience is always related with everything that is felt after, before or while using a product or service (Rex Hartson, 2012). Forlizzi and Ford (2000) explains that there are 3 parts of user experience, there are "experience," "an experience," and "experience as story". Experience is a moment when conscious, while "an-experience" is having a beginning and an ending. The experience changes the user's point of view or experience. Third, experience is used as storytelling material in various situations to other audiences.

Three points the Element of User experience according Park, et al (2013) are usability, affect, and user value. The sub-elements of usability consist of simplicity, directness, efficiency, informativeness, flexibility, learnability, and user support. Usability is the effectiveness, efficiency, and satisfaction that users feel for the spesific purposes and

certain environments (ISO 9241-11). The sub-elements on affect consist of Delicacy, Simplicity, Texture, Luxuriousness, Color, Attractiveness. Russel (2003) gives the understanding that affect is "a neurophysiological state that is consciously accessible as the simplest in moods and non-reflective emotions." Subelements of User Value consist of Self-satisfaction, Pleasure, Sociability, Customer need, and Attachment. According to Kahle (1983) "list value" is something that affects user purchases such as pleasure, satisfaction, warm relationships with others, a sense of accomplishment and self-esteem. This study focused on the sub-element of user value from Berteman.appt products. This is to get insight how the user value aspect such as customer needs.

Berteman.appt or "Berteman Masuk Apoteker" is one of the brands in the education field that focuses on pharmacist science since 2019. Berteman.Appt has a social media platform with 20,000 followers and 1,400 of them are users who have purchased learning products, and launch the book products that have sold more than 2500 exparents. The products that are featured in Bereman.Appt are the Pharmaceutical class and the Mandiri class. Pharmaceutical Class is a class that is live class with pharmaceutical materials, especially the Pharmacist Profession, while the Mandiri class is a class that can be accessed whenever the video is released. A good Platform product certainly bridges the needs of users and the convenience offered. Based on the above exposure, the purpose of this study is to find out the user experience, especially the needs of Berteman.appt users, so that is expected to be a recommendation and reference in preparing MOOC applications in the Pharmaceuticals and Pharmacist Professions.

Method

This study used a data retrieval method with Semi-Structured Interviews. The interview was conducted online. There are two data retrieval techniques in this study. The speakers as a user is selected randomly or random sampling. The selected speakers criteria are pharmaceutical students who ever or using the Berteman.appt product. The speakers was 5 people with age range 21 to 25 years old. This characteristics selected to find out how the user experiences when accessing and learning in Berteman.appt. Second, the speaker is the founder of Berteman.Appt. This founder data collection is a validation data obtained from the speakers of the Berteman.appt user. The data obtained is then analyzed using Table.1.

TABEL 1 DEFINITIONS OF SUBELEMENTS OF USER VALUE

Sub Elements	Definition
Self-satisfaction	To extent a product/service provides user satisfaction with itself or an achievement
Pleasure	User feelings of pleasure or gratitude by interacting with the product/service
Sociability	How far a product/service satisfies the user's desire to socialize
Customer need	How far the functionality or appearance of the product/service meets the needs of the user
Attachment	The user's ability to attach subjective value to a product/service

(source: Park. J.,et al. 2013)

Result and Discussion

Self Satisfaction

The satisfaction of users of the service or product making Berteman.apr has a positive impact. Of the 5 interviewed, 4 of them used the product form Berteman.apr more than once. One of the users revealed that he was willing to register 4 times. User 1, revealed that "the class system is very interesting if there are any question exercises and donkey bridges". The donkey bridge is one of the leading learning strategies of the Berteman.apr product. The founders said the donkey bridge was like "how to memorize antibiotic drugs, how to easily memorize epilepsy drugs, and how to easily memorize arrhythmia drugs". So the donkey bridge is one of the tips and tricks to learn effectively if user join in Berteaman.apr class. Overall, the Founder also said that "usually the discussion also delivered in depth". This underlies users having a fairly high satisfaction with Friends.apr. Where one of the indicators of user satisfaction is the repeat order of the product (class) offered by Berteman.apr.

Pleasure

The feeling of excitement or excitement in taking the class was also shown by the five users of Berteman.apr. Users feel excited when they are taking classes. Two out of 5 users take classes after working full time. User 1 said that "Independent classes are very helpful because they can access classes with flexible time". User 4 said that there were difficulties or there were internet problems in the live class, but it was greatly helped by the recording class. Some users also conveyed that the tutor delivered the material interestingly and humbly, as stated by user 5 "Our teacher (tutor) always invites us to open discuss". Some of the things that users like are flexible classes, tutors who deliver material interestingly, and there are discussion sessions and there are materials that can be accessed at any time. This is in line with what was conveyed by the Founder of Berteman.apr, "optimizing learning in the classroom". This optimization is also carried out by Berteman.apr to distinguish learning in Berteman.apr or other institutions.

Sociability

The user of Berteman.apr who is already an alumnus (has already followed Berteman.apr), has recommends Berteman.apr as a course institution to his closest friends. The users interviewed speeded up that they followed Berteman.apr on the advice or recommendation of their friends. User 2 mentioned " I know Berteman.apr from my friend. The modules given are good, the explanations are good, and the tutors are very clear when exposing the material". This is in line with User 4's statement "I'm Taking a Berteman.apr class because of the recommendation of my friends" and User 3 "I got information from some my seniors who joined Berteman.apr and at that time the pandemic was ongoing, so I was looking for an online course institution". Some of these opinions provide a point of view that they get a course institution that is already appropriate and they are willing to recommend to their friend to study or take classes at Berteman.apr.

Customer Need

Berteman.appt is functionally good enough, however there are some system or platform hangs to be fixed. First, it is about the functioning of the class. 5 users tend to like flexible classes such as learning videos that are accessed at any time without any time limit rather than liveclasses. User 1 revealed that " I more like independent or self classes than live class, because of the flexible timing". User 2 " I prefer self-classes because they can be accessed at any time and hope that the material in long duration". User 4 also said the same thing, because the function of the live class tends to have problems with the internet, the best solution is to look at the video recording provided. "The live class time was a bit difficult but helped by access to the recording class". Based on this, independent classes are preferred over live classes (Pharmaceutical Classes) on Berteman.appt.

Some of the functions of the Class are also conveyed from the wishes of the user such as Donkey Bridge, Discuss Cases, and also Interview Simulation. The three functions that users want to get are as follows. User 1 "the class will be interesting if there are practice questions and donkey bridges", User 5 "if there is a chat room and interview simulation, there will be additional points". User 1 "if in the classroom there is a discussion about pharmacies, how to calculate the arga of drugs and their prescriptions or monitor the side effects of drugs, it will be better". From these opinions, the class developed by Berteman.appt is already good, but there are still some features that need to be developed. Founder of Berteman.appt also presented one example of Discussing Cases such as "there is a patient with a certain background or disease, then students are asked to give an example of what should be done for the patient". Simulated interview sessions in Berteman.appt are conducted by giving students questions, and then given tips and tricks on how to answer them.

Some users also convey their next needs, such as information features about pharmaceuticals, modules that can be accessed at any time, and material about UKAI (Pharmacist Competency Exam) or material after the pharmacist profession. This was conveyed by user 3 "I hope Berteman.appt can discuss about UKAI", user 2 also said "if there is a sharing feature about UKAI about industry or clinical cases, then I will be very interested".

Attachment

User's interest in delivering subjective values in the Berteman.appt class is found in discussion sessions and interview simulation sessions. These two points are very much liked by users if it will be developed, as stated by user 2 "The interview simulation is very good because it can be followed also by alumnus, especially about questions that same as the needs at the University". User 5 "if Berteman.appt has a chat room and a simulated interview I will give you an additional point". Based on this, simulations and interviews have a positive impact on Berteman.appt, but users also want additional features such as chat rooms.

CONCLUSION

Berteman.appt is a brand that has a class or course product that focuses on pharmaceuticals. There are two types of classes, namely pharmaceutical live classes and independent classes. Live classes are in the form of live meetings (synchronous) using zoom, while independent classes are indirect (foreign) classes. Berteman.appt users tend

to be more comfortable using independent classes because users can access classes at any time, but users also want modules that can be accessed easily. The founder of Berteman.apk realizes that the Berteman.apk module/book product still uses google drive, so there are some shortcomings in updates, sharing features, and user readability. In general, users want the donkey bridge feature, Discuss cases and Simulation interviews to develop and there are several features to be added such as Chat room, information, and alumni sharing in Berteman.apk. The products offered by Berteman.apk are already good in terms of the level of satisfaction of alumnus or users who have used Berteman.apk. Based on this research, Berteman.apk can develop the features of independent classes, Donkey bridges, discuss cases.

REFERENSI

Books

- Rex Hartson, P. S. P. (2012). *The UX Book Process and Guidelines for Ensuring a Quality User Experience*. In *Morgan Kaufmann is an imprint of Elsevier 225 Wyman Street, Waltham, MA 02451, USA* (Vol. 1).
- Pomeroy, J. C., Epelboin, Y., & Thoury, C. (2015). *MOOCs: Design, use and business models*. John Wiley & Sons.

Scientific Journals

- ISO 9241-11. (1998). Ergonomic requirements for office work with visual display terminals (VDTs). Part 11: Guidance on usability.
- Martin, F. G. (2012). Will massive open online courses change how we teach?. *Communications of the ACM*, 55(8), 26-28.
- Park, J., Han, S. H., Kim, H. K., Cho, Y., & Park, W. (2013). Developing elements of user experience for mobile phones and services: survey, interview, and observation approaches. *Human Factors and Ergonomics in Manufacturing & Service Industries*, 23(4), 279-293.
- Russel, J. A. (2003). Core affect and the psychological construction of emotion. *Psychological Review*, 110(1), 145-172.
- Pappano, L. (2012). The Year of the MOOC. *The New York Times*, 2(12), 2012.
- Forlizzi, J., & Battarbee, K. (2004, August). Understanding experience in interactive systems. In *Proceedings of the 5th conference on Designing interactive systems: processes, practices, methods, and techniques* (pp. 261-268).
- Siemens, G. (2004). *Connectivism: A learning theory for the digital age*. elearnspace.

Website

- Kebutuhan Apoteker di Indonesia (2022) <http://farmasi.fk.ub.ac.id/apoteker/en/profil/sejarah/>. (Di akses 23 Februari 2022).