1. **RENCANA PEMBELAJARAN SEMESTER (RPS) BERDASARKAN PERMENRISTEKDIKTI NO. 44/2015 SNPT PASAL 12**

**RENCANA PEMBELAJARAN SEMESTER**

| MATA KULIAH  | : | Aplikasi User Experience |
| --- | --- | --- |
| SKS | : | 3 |
| KODE | : | 1984585 |
| PROGRAM STUDI | : | Magister INFORMATIKA |
| SEMESTER | : | 2 |
| NAMA DOSEN PENGAMPU  | : |  |
| COURSE LEARNING OUTCOMES(Capaian Pembelajaran Mata Kuliah) | : | 1. Students are able to understand and explain the concepts of usability of interactive systems.
2. Students are able to understand and explain the concepts of design.
3. Students are able to understand and explain the concepts of user experience.
4. Students are able to understand and explain the concept of evaluation and the user experience.
5. Students are able to understand and explain the concept of direct manipulation and immersive environments
 |
| Minggu Ke- | Kemampuan yang Diharapkan pada Setiap Pertemuan | Bahan Kajian | Metode Pembelajaran | Waktu Belajar (Menit) | Pengalaman Belajar Mahasiswa(Deskripsi Tugas) | Kriteria, Indikator dan Bobot Penilaian | Daftar Referensi yang digunakan |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| Ke-1 | Mampu memahami dan menjelaskan konsep *usability of interactive systems* | *usability of interactive system* | Daring | 3 x 50 menit  | memahami dan menjelaskan konsep *usability of interactive systems* | Tugas, penyelesaian soal/studi kasus di kelas | Shneirderman, Plaisant, Cohen, Jacobs and Elmqvist, Designing the User Interface, 6th ed, Pearson Education Limited, England, 2018. |
| Ke-2 | Mampu memahami dan menjelaskan *universal usability* | *universal usability* | Daring | 3 x 50 menit  | memahami dan menjelaskan *universal usability* | Tugas, penyelesaian soal/studi kasus di kelas  | Shneirderman, Plaisant, Cohen, Jacobs and Elmqvist, Designing the User Interface, 6th ed, Pearson Education Limited, England, 2018. |
| Ke-3 | Mampu memahami dan menjelaskan konsep UX *lifecycle template*  | 1. *lifecycle terminology*
2. *UX process activities*
 | Daring | 3 x 50 menit  | memahami dan menjelaskan konsep UX *lifecycle template* | Tugas, penyelesaian soal/studi kasus di kelas  | Hartson, R. and Pyla, P., The UX Book Process and Guidelines for Ensuring a Quality User Experience, Elsevier, Waltham, MA, USA, 2012. |
| Ke-4 | Mampu memahami dan menjelaskan komponen pada *UX* | 1. *utility*
2. *functional integrity*
3. *usability*
4. *persuasiveness*
5. *graphic design*
 | Daring | 3 x 50 menit  | memahami dan menjelaskan komponen pada *UX* | Tugas, penyelesaian soal/studi kasus di kelas  | Hartson, R. and Pyla, P., The UX Book Process and Guidelines for Ensuring a Quality User Experience, Elsevier, Waltham, MA, USA, 2012. |
| Ke-5 | Mampu memahami dan menjelaskan konsep *UX principles* | 1. *business strategy*
2. *value innovation*
3. *validated user research*
 | Daring | 3 x 50 menit  | memahami dan menjelaskan konsep *UX principles* | Tugas, penyelesaian soal/studi kasus di kelas  | Levy, J., UX Strategy: How to Devise Innovative Digital Products That People Want, O’Reilly Media, Gravenstein Highway North, Sebastopol, CA, 2015. |
| Ke-6 | Mampu memahami dan menjelaskan konsep *emotional impact* | *potential emotional impact* | Daring | 3 x 50 menit  | memahami dan menjelaskan konsep *emotional impact* | Tugas, penyelesaian soal/studi kasus di kelas  | Hartson, R. and Pyla, P., The UX Book Process and Guidelines for Ensuring a Quality User Experience, Elsevier, Waltham, MA, USA, 2012. |
| Ke-7 | Mampu memahami dan menyelesaikan *design case studies* | 1. *automated teller machine*
2. *design consistency at apple computer*
 | Daring | 3 x 50 menit  | memahami dan menyelesaikan *design case studies* | Tugas, penyelesaian soal/studi kasus di kelas  | Shneirderman, Plaisant, Cohen, Jacobs and Elmqvist, Designing the User Interface, 6th ed, Pearson Education Limited, England, 2018. |
| Ke-8 | **UJIAN TENGAH SEMESTER (UTS)** |
| Ke-9 | Mampu memahami dan menjelaskan konsep *extracting interaction design requirement* | 1. *needs and requirement*
2. *requirement spesification*
 | Daring | 3 x 50 menit  | memahami dan menjelaskan konsep *extracting interaction design requirement* | Tugas, penyelesaian soal/studi kasus di kelas  | Hartson, R. and Pyla, P., The UX Book Process and Guidelines for Ensuring a Quality User Experience, Elsevier, Waltham, MA, USA, 2012. |
| Ke-10 | Mampu memahami dan menjelaskan konsep *extracting interaction design requirement* | *formal requirement extraction* | Daring | 3 x 50 menit  | memahami dan menjelaskan konsep *extracting interaction design requirement* | Tugas, penyelesaian soal/studi kasus di kelas  | Hartson, R. and Pyla, P., The UX Book Process and Guidelines for Ensuring a Quality User Experience, Elsevier, Waltham, MA, USA, 2012. |
| Ke-11 | Mampu memahami dan menjelaskan konsep *mental model and conceptual design* | 1. *introduction to mental model*
2. *designer’s mental model*
3. *user’s mental model*
4. *mapping and the role of conceptual design*
5. *conceptual design*
6. *stodyboards*
 | Daring | 3 x 50 menit  | memahami dan menjelaskan konsep *mental model and conceptual design* | Tugas, penyelesaian soal/studi kasus di kelas  | Hartson, R. and Pyla, P., The UX Book Process and Guidelines for Ensuring a Quality User Experience, Elsevier, Waltham, MA, USA, 2012. |
| Ke-12 | Mampu memahami dan mengimplementasikan konsepd*esign production* | 1. *macro view of lifecycle iteration for design*
2. *intermediate design*
3. *detailed design*
4. *wireframe*
5. *interaction design specification*
 | Daring | 3 x 50 menit  | memahami dan mengimplementasikan konsepd*esign production* | Tugas, penyelesaian soal/studi kasus di kelas  | Hartson, R. and Pyla, P., The UX Book Process and Guidelines for Ensuring a Quality User Experience, Elsevier, Waltham, MA, USA, 2012. |
| Ke-13 | Mampu memahami konsep dan membuat p*rototyping* | 1. *depth and breadth of a prototype*
2. *fidelity of prototype*
3. *interactivity of prototype*
4. *paper prototype*
 | Daring | 3 x 50 menit  | memahami konsep dan membuat p*rototyping* | Tugas, penyelesaian soal/studi kasus di kelas  | Hartson, R. and Pyla, P., The UX Book Process and Guidelines for Ensuring a Quality User Experience, Elsevier, Waltham, MA, USA, 2012. |
| Ke-14 | Mampu memahami dan mengimplementasikan *UX Evaluation* | 1. formative and summative evaluation
2. type of formative and infrormal summative evaluation methods
3. type of evaluation data
 | Daring | 3 x 50 menit | memahami dan mengimplementasikan *UX Evaluation* | Tugas, penyelesaian soal/studi kasus di kelas  | Hartson, R. and Pyla, P., The UX Book Process and Guidelines for Ensuring a Quality User Experience, Elsevier, Waltham, MA, USA, 2012. |
| Ke-15 | Mampu memahami dan mengimplementasikan *Rapid Evaluation Method* | 1. *UX Inspection*
2. *Heuristic evaluation*
 | Daring | 3 x 50 menit  | memahami dan mengimplementasikan *Rapid Evaluation Method* | Tugas, penyelesaian soal/studi kasus di kelas  | Hartson, R. and Pyla, P., The UX Book Process and Guidelines for Ensuring a Quality User Experience, Elsevier, Waltham, MA, USA, 2012. |
| Ke-16 | **UJIAN AKHIR SEMESTER (UAS)** |

**Malang, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Dosen Pengampu Mata Kuliah**

**Dr. Eng. Muhammad Ashar, ST., MT.**

**NIP. 19730709 200801 1 004**