

ABSTRACT

In the context of higher education, the implementation of online learning through Learning Management Systems (LMS) necessitates the utilization of effective tools to facilitate the monitoring and enhancement of the learning process. In the Distance Learning Informatics Education Undergraduate Program at Telkom University, lecturers encounter difficulties in comprehending learning data that is presented in isolation and devoid of contextual information. The objective of this study is to develop a Learning Analytics Dashboard (LAD) based on an LMS using a User-Centered Design (UCD) approach to support academic decision-making by Distance Education—also known as PJJ— lecturers, and to evaluate its use using the Park & Jo evaluation instrument. The development method follows the UCD stages, involving PJJ lecturers as the primary users, and testing is conducted using dummy data representing online learning scenarios. The resulting LAD incorporates features such as activity summaries, weekly participation graphs, at-risk student detection, and detailed student views. The evaluation results indicate that the visual design aspect was evaluated as very good, while the usability, organization (understanding level), and perceived usefulness aspects were categorized as fairly good. Some suggestions for improvement were proposed, including design consistency and comparison features. This LAD contributes to providing relevant learning visualizations to support online instructors' academic decision-making more effectively.

Keywords: *Learning Analytics Dashboard, User Centered Design, Learning Management System, Distance Learning*