



SP4N-LAPOR!

LEARNING PLATFORM DESIGN

DAFTAR ISI

| | |
|---|-----------|
| DAFTAR ISI | 2 |
| OBJECTIVES | 3 |
| AUDIENCES AND USER CATEGORIES | 4 |
| 1. National Learning Manager (<i>Manajer Pembelajaran Nasional</i>) | 4 |
| 2. Regional and Sectoral Learning Manager (<i>Manajer Pembelajaran Regional dan Sektoral</i>) | 4 |
| 3. Facilitator & Mentor | 4 |
| 4. Learner | 4 |
| the Current state of the platform | 5 |
| Usage Scenario | 7 |
| 1. General Usage Scenario of the Platform | 7 |
| 2. Learning Scenario | 9 |
| a. Self-paced learning | 9 |
| b. <i>Live class</i> dan <i>Webinar</i> | 9 |
| c. <i>Coaching</i> dan mentoring | 10 |
| d. Community of practice | 10 |
| 3. Interaction and communication pattern | 11 |
| a. Learning interaction within a program | 11 |
| b. Interaction outside the program | 12 |
| Main Features of the platform | 13 |
| 1. Dashboard | 13 |
| 2. Programme Catalogue | 15 |
| 3. Programme Details | 17 |
| 4. Learning Activity | 18 |
| 5. Linimasa & Content sharing | 20 |
| 6. Directory of Users | 22 |
| 7. Data Monitoring | 24 |
| Other Technical Requirements | 25 |

OBJECTIVES

The learning platform is developed to support the implementation of SP4N-LAPOR! roadmap, particularly to improve the capacity of the government in implementing the SP4N-LAPOR! system. The learning platform is expected to be a community-based one-stop portal for training and development, knowledge management, and information sharing where learning programs, content and materials can be delivered in various formats, methods, as well as media.

The learning platform is designed and will be built with the following main features:

1. storage and access to the digital learning content,
2. directory of users that includes individual users as well as institutions registered in the platform
3. supporting interaction between facilitators and learners or among learners
4. assessment, monitoring, evaluation, and certification

With the aforementioned features, there are at least four types of learning activities that can happen within the platform, including:

1. online and offline face-to-face interaction between facilitators and learners,
2. content development that enables users to access and generate new learning content whenever needed,
3. supporting the application of learning where learners can plan, monitor, and ask for feedback on their performance improvement as the results of the learning processes,
4. learning enrichment that enables learners to generate meta-content to enrich their understanding and learning experience

The following diagram summarise the four main features of the platform and the learning activities that can be supported in the platform as mentioned earlier.

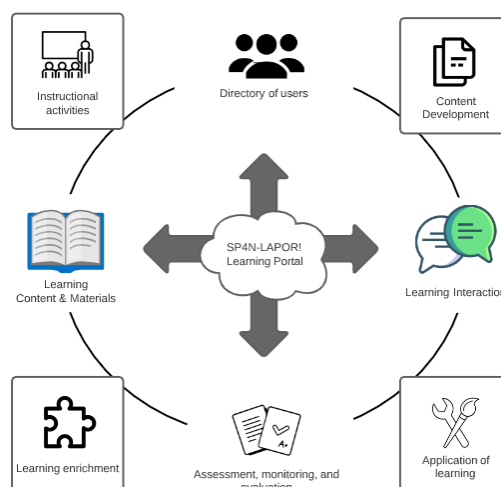


Figure 1. The general features of the learning platform

This project aims to fill the gap between the expected features and the current condition of the SP4N-LAPOR! learning platform in the forms of product requirement documents, mock-ups, and design guidelines where the design and functionalities of the platform are defined. The outputs can be used to guide the development phase to deliver the prototypes and requirements into a working web-based system.

The project is divided into the following steps and outputs:

1. Output 1: The first draft of the learning platform design that includes the usage strategies for different instructional methods, interaction and communication approach, and relevant features
2. Output 2: The final draft of the learning platform that includes product requirement and wireframes of the required features, and
3. Output 3: Final mock-up of the learning platform

AUDIENCES AND USER CATEGORIES

The audiences and user categories below are translated from the SP4N-LAPOR! 2020-2024 Roadmap (Permenpan-RB no 46, 2020).

1. National Learning Manager (*Manajer Pembelajaran Nasional*)

The National Learning Manager is the main person in charge of this platform on the national level. Within this platform, the National Learning Manager is able to perform the monitoring and evaluation process to ensure the effectiveness of the whole capacity development programs using the data reporting feature.

2. Regional and Sectoral Learning Manager (*Manajer Pembelajaran Regional dan Sektoral*)

The Regional & Sectoral Learning Managers are able to monitor the real time data regarding the programs, users, content, and learning progress of the learners under their institutions.

3. Facilitator & Mentor

Facilitators and mentors are responsible in the program development and facilitation. Within this platform, facilitators and mentors are able to develop learning programs with different learning modes, duration, and settings to different target learners as well as to formulate learning activities using various content formats in the program.

4. Learner

Other types of users outside the aforementioned user categories are categorised as Learner. Learners in the platform can choose the suitable programmes, participate in the learning activities, and access different types of learning contents.

The Learner category includes the following stakeholders in the SP4N-LAPOR! platform, according to Permenpan-RB no 62, 2018:

- National administrators (*admin nasional*)
- Institutional/organisational administrators (*admin institusi/organisasi*)
- Ministry/National Institution/Regional Government Work Unit officers (*Staf K/L/D*)
- Public institutions members
- Public

THE CURRENT STATE OF THE PLATFORM

Based on the above mentioned needs, a preliminary study was conducted to asses the current state of the SP4N-LAPOR! learning platform. The learning platform can be accessed via the url: <https://belajar.lapor.go.id/>

From the visual design aspect, the interface is quite simple with the domination of red and white colours which consistently matches the colours of the SP4N-LAPOR! main portal.

The landing page has two main sections. The first section includes the title “PANDUAN LAPOR!”, welcoming message, and short description regarding the portal. The second section contains the list of programs in the form of icons linking to the learning modules. The icons are colour coded based on the target learners.

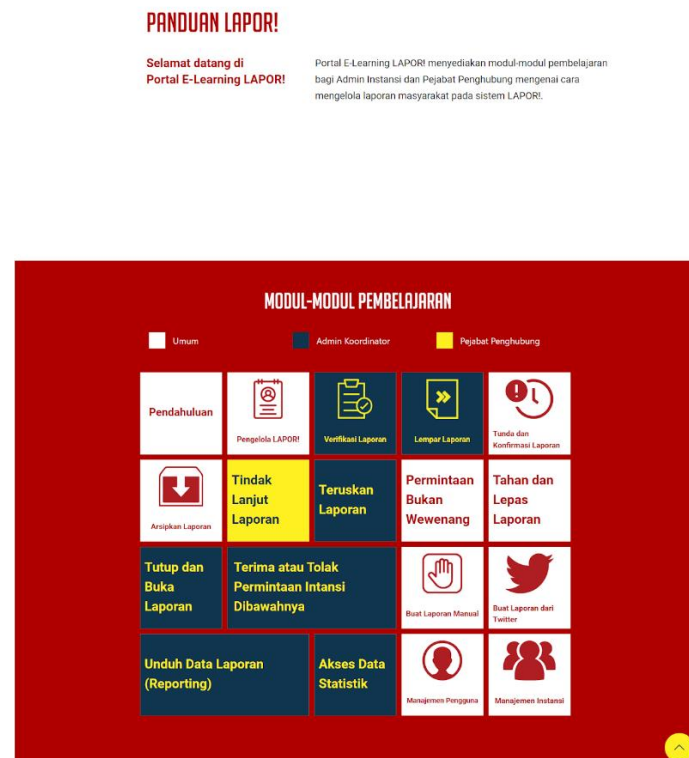


Figure 2. User interface of the existing learning platform

The following **Table 1** describes the comparison between the expected main features of the learning platform with the existing condition of the platform.

Table 1. Observation of features in the existing learning platform

| No | Required Feature | Current availability |
|----|---|---|
| 1. | Learning content and materials | Yes. The platform functions as content repository which enables learners to access the learning materials. However, the current platform is limited only to provide the content in the interactive multimedia and video format. Furthermore, the current platform is not developed with a content management system, therefore any updates of the content requires a re-development process of the platform, where the new content needs to be hard-coded to the system. |
| 2. | Directory of users | Not available. The platform does not have a membership and user management features, therefore learners profiles are not stored in the platform. |
| 3. | Learning interaction | Not available. The interaction that currently happens in the platform is the interaction between learners and the learning materials. The platform currently does not support interaction between facilitators and learners or among learners. |
| 4. | Assessment, monitoring, and learning evaluation | Not available. Learning activities in the existing platform is merely in the knowledge acquisition phase, where learners receive information provided by the facilitators or content and program developers. |

USAGE SCENARIO

1. General Usage Scenario of the Platform

The platform will contain learning programs which stakeholders, from the national, regional, and sectoral level, as well as public can enrol, based on their target audiences. The platform also supports content sharing feature where learners can create, share, and access user-generated content.

Figure 2 depicts the user journey in the platform.

In general, the user journey starts with the user visiting the homepage of the main LAPOR! platform at <https://www.lapor.go.id/>. The visitor then can register or login if the user is already registered, or click a link to the learning platform at <https://belajar.lapor.go.id/> and access the program catalogue. However, the visitor needs to be registered as a user in the main LAPOR! platform to be able to access and enrol to a program.

After being logged in, if the user is assigned to an administrator role in the learning platform, they can go to the administrator panel. The user also can access the user Dashboard to see the courses and related information they already enrolled. User can read articles provided by the E-learning administrators, go back to program catalogue to find programmes, access the Linimasa feature (timeline) to see other users activities and user-generated contents as well as to the Direktori Pengguna (directory of users) to see the users ladderboard, rankings, and their profiles.

From the Dashboard, user can access the learning activities and content in the program. After finishing the program, the learner can see their learning results and obtain a certificate.

There is a content sharing feature in the Linimasa menu, where users can create their own content and share it to their peers. The content can also be used by facilitators in the program if the content is relevant and suitable.

User activities in the platform, such as course completed and content created, are recorded and can be displayed in the user profile. E-learning administrator can determine the points a user will receive after completing an action in the platform, calculated into experience points. The total experience points a user receives then compared with other users in the platform to determine the position and ranks in the ladderboard on Direktori Pengguna page.

Users with National Learning Manager or Regional and Sectoral Learning Managers access can access the Dashboard Reporting feature where they can observe the summaries of the data regarding learners and learning programmes in the platform in a real-time manner as a basis for decision-making.

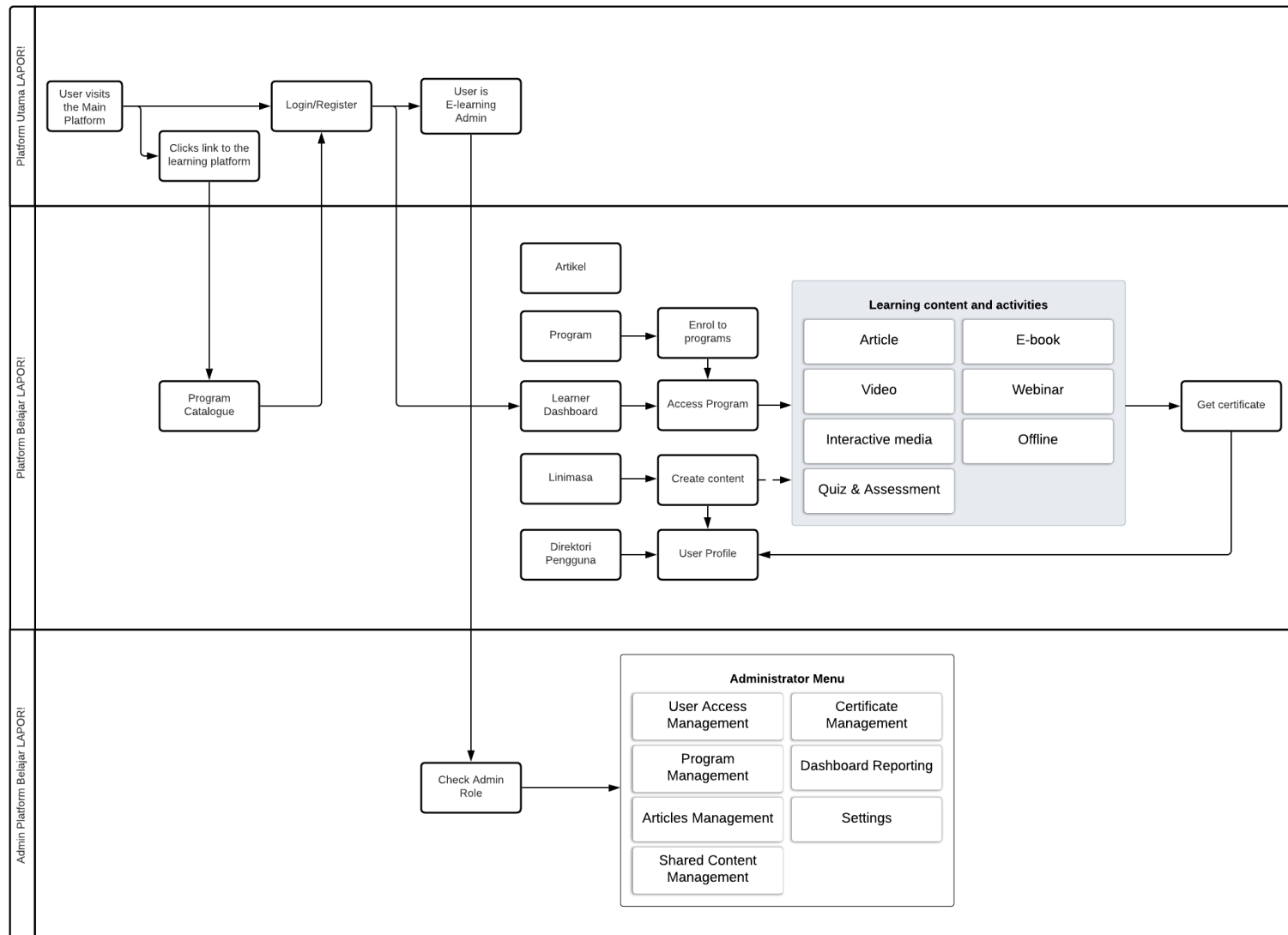


Figure 3. User journey in the platform

2. Learning Scenario

Based on the time it happens, a learning activity can be classified into two main categories, namely synchronous and asynchronous learning. Synchronous learning can be defined as a learning activity in which the interaction between facilitators and learners happens in real-time and same place, both virtually or traditionally meet in an offline setting. Conversely, asynchronous learning happens when interaction between facilitators and learners is not done in real-time and enables learners to access the learning materials and interact in the time that convenient to them.

To support different learning modes and to optimise their implementation, the platform developed needs to have features that support those scenarios.

a. Self-paced learning

Self-paced learning is a learning method that falls into the asynchronous category, where learners can access a learning material and activity in the time and duration as they prefer.

This method has an advantage in the aspect of flexibility as it encourages learners to manage their own learning activities and, for example, repeat the materials until they understand it. However, one of the disadvantages of this method is that learners often feel isolated as a result of the lack of real-time social interaction during the learning process.

Self-paced learning methods usually include the following learning activities:

- Watching learning videos,
- Reading ebook, articles, or infographic materials,
- Listening to podcast or audiobook,
- Accessing multimedia interactive modules,
- Involved in an asynchronous discussion, and
- Taking an automatically graded quiz and assessment

b. Live class dan Webinar

Live classes and webinars are examples of synchronous learning scenario, where the learning process happens in the same time and same room virtually. Webinar, or web seminar, is usually used to deliver information, training, or discussion with a relatively large learners or audience. On the other hand, the learning approach used in a live class usually mimics the learning process in a traditional classroom -- but mediated by the internet technologies, therefore it usually involves a smaller number of learners.

The advantages of this method is the availability of a more interactive discussion as well as direct feedback and help when learners have a hard time understanding the materials. The disadvantage, on the other hand, is that it provides less flexibility because learners have to set their schedule and the lack of time for students to reflect and process information more deeply during the learning process.

The following activities usually are used in live class and webinar scenarios:

- Video conference, presentation, demonstration, and screen sharing
- Live text chat between learners and students, and among learners
- Online polling

c. Coaching dan mentoring

Coaching can be defined as a relationship between learners and a specifically trained coach to give the learners support to optimally achieve their potentials. Mentoring, on the other hand, is the relationship between learners who is currently learning a specific field or skills with mentors that have expertise and experience in the respective fields.

Both coaching and mentoring have an advantage in the intense social interaction aspect between facilitators and learners. However, coaching and mentoring is usually considered inefficient in terms of cost and time compared to other learning methods, because facilitators can only facilitate a very small number of learners, often one-on-one is required for a coaching or mentoring program to be successful.

A coaching and mentoring program can include the following learning activities:

- Video call dan voice call
- Personal live chat
- Offline sessions
- File sharing between facilitators and learners

d. Community of practice

Community of practice refers to a group of people with similar interest or professional fields who interact on a regular basis to improve their knowledge and expertise in the fields. The members of a community of practice usually learn from each other through the process of sharing information and experiences among the group members.

To implement and encourage community of practice in the platform, a large-scale interaction from the whole platform from different learning programs and institutions should be enabled, therefore, the information generated would be richer. The information exchange from users within the platform would generate digital content in a large number. This user-generated content then can be curated and reused in relevant programs to enrich the learning process in the programme and learners understanding towards the materials.

The following activities can be used to encourage community of practice within the platform:

- Content sharing: writing article, uploading videos, PDFs, visual content/images, and audio and tagging the content into relevant topics
- Sending response (like) and comments to other learners' posts
- Following topics or other learners to receive updates on new relevant posts

- Curation feature and attach a content into learning programmes
- Reporting offensive, illegal, or inappropriate contents

3. Interaction and communication pattern

Interaction and communication between learners within the platform can happen within a program – in the form of learning interaction – and outside the program. To ensure the discussions run smoothly and to prevent inappropriate discussions, there should be a moderator role to moderate public interactions.

a. Learning interaction within a program

The learning interaction within a program includes the interaction between facilitators and learners, as well as interaction among learners (between a learner and other learners). The following diagram depicts the interaction that happen in a learning program:

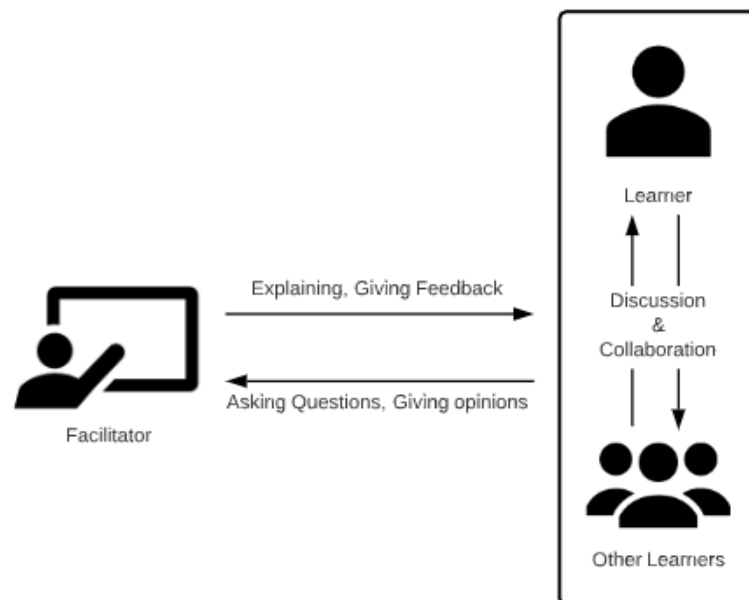


Figure 4. Learning interaction within a program

From the perspective of a learner, learning interaction happens when they get an explanation regarding the materials from the facilitator (information acquisition). This interaction does not usually happen directly, most of the time, especially in the e-learning context, it is mediated by learning contents used, such as videos or text materials. Next, the learner usually ask a question or giving opinions/comments towards the materials which afterwards are responded by the facilitator (feedback).

The interaction among learners can happen in the forms of discussion and collaboration. In a discussion, learners can give their own opinions, questions, or answers that usually are elaboration of the materials provided by the facilitator. In a collaboration, on the other hand, learners interact and work together to create a product.

To support and leverage these interactions, the platform should facilitate by providing discussion opportunity at the activity and content level, instead of in a dedicated messaging board. This encourages learners to directly ask, give opinions, and discuss after following facilitator's explanation through the content. This approach also enables an on-topic discussion because it will be more content-oriented. This also would help facilitators to evaluate the types of activities or content that they use based on the feedback and discussion from the learners on that content.

b. Interaction outside the program

Interactions between users outside the program can be supported by the following features:

- **Personal chat**
User can send a personal message to other users.
- **Institutional information**
Institution e-learning administrator can send an organisation-level information that would go directly to the inbox of users under the institution.
- **Content sharing**
To support the community of practice within the platform, users can comment and give response towards contents posted by other users.

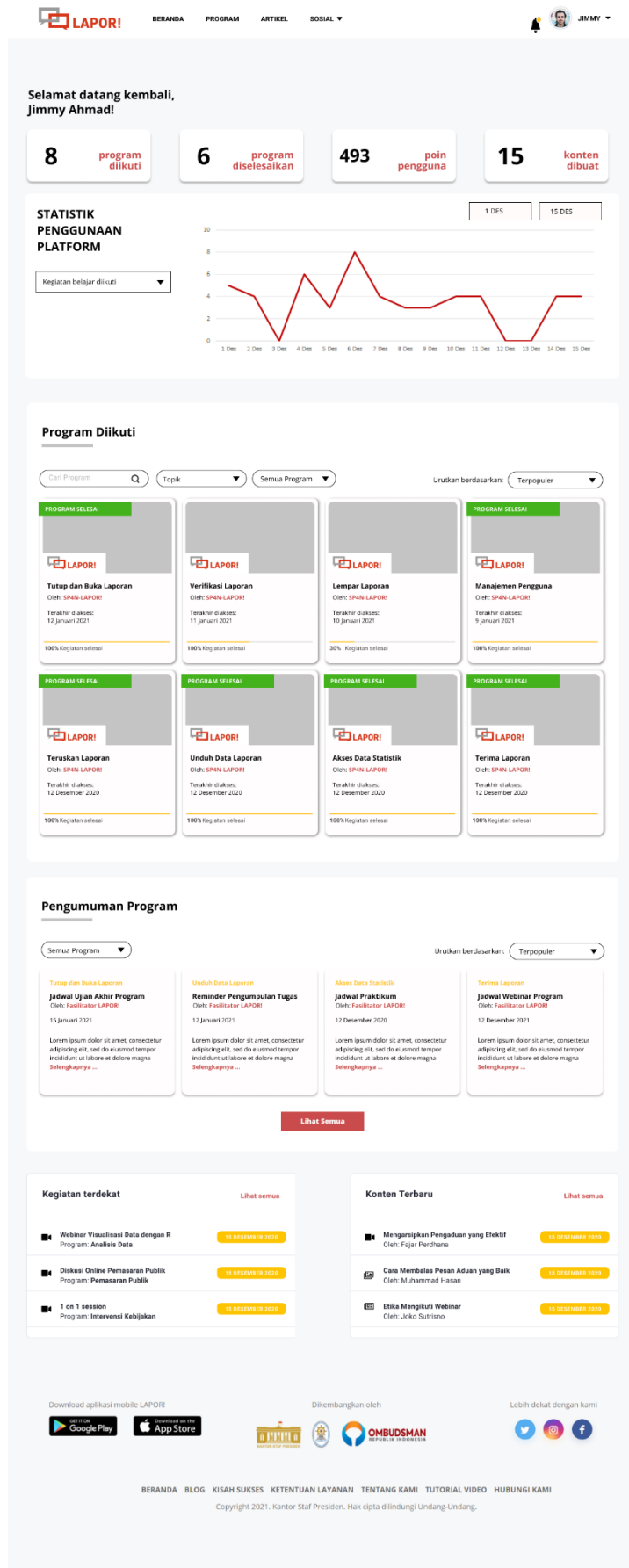
MAIN FEATURES OF THE PLATFORM

1. Dashboard

User dashboard is the first page that a user would see after they are logged into the platform. This feature aims to help students to monitor and continue their learning, and monitor the information and updates from programmes, topics, and users they follow.

The Dashboard includes the following components:

- **Usage statistics**
 - Number of programs enrolled, programmes completed, user points, and content created.
 - Time Series Chart describing the platform activities to help learners monitor their learning activities on the platform within a specific period of time.
Categories that can be chosen:
 - Access/login to the learning platform
 - Learning activities completed
 - Programs completed
 - Content created
 - Social activities (posting comments, discussion, responding to other users' content)
- **Programmes enrolled**
 - Programmes can be sorted based on:
 - Last accessed
 - Progress
 - Last enrolled
 - Announcement/information in the programs enrolled
 - Information regarding upcoming activities
 - New content



2. Programme Catalogue

This page aims to help learners to choose programmes that they want to enrol. It contains the list of programmes that are available to be enrolled by the user. For example, a user with public category can only see programmes for public.

The programme catalogue includes the following components:

- Search feature
- The user's last accessed programmes
- Options to filter and sort the list of programmes
- List of programmes available to the user
- List of articles

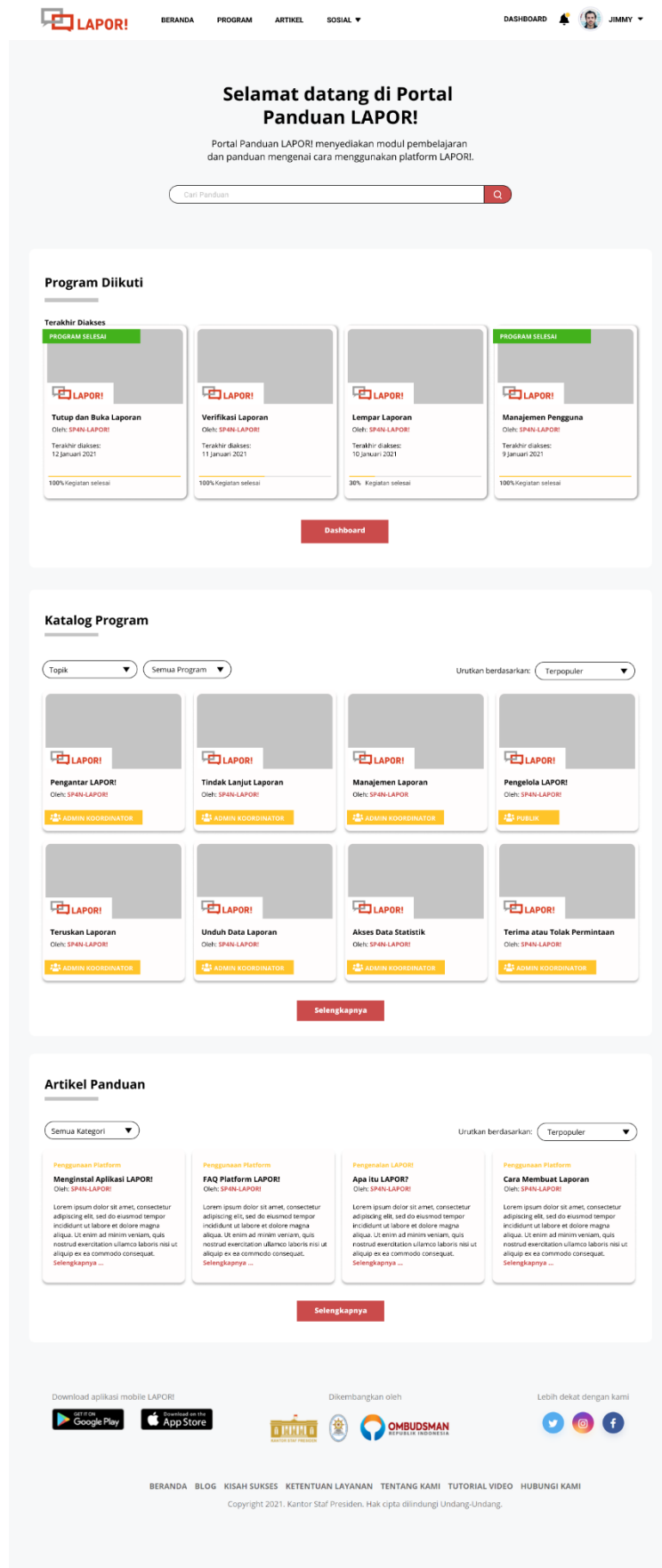





Figure 6. Programme Catalogue

3. Programme Details

This page contains information regarding the program. This includes programme cover image, description, duration, and list of learning activities.




[BERANDA](#) [PROGRAM](#) [ARTIKEL](#) [SOSIAL](#) [▼](#)

[DASHBOARD](#)   [JIMMY](#) [▼](#)

Penanganan dan Monitor Aduan


Pelatihan untuk

 **PUBLIK**

Jumlah Peserta

30 orang

[Ikuti Program](#)



Tentang program





Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

Tujuan Pembelajaran

Setelah menyelesaikan program ini, Anda akan memiliki kemampuan dalam:

1. Lorem ipsum dolor sit amet
2. Consectetur adipiscing elit, sed do eiusmod tempor incididunt
3. Labore et dolore magna aliqua
4. Excepteur sint occaecat cupidatat

Kegiatan Belajar

| | |
|---|---|
| ▼ Topik 1: Pembukaan | |
| 1. Selamat datang di program ini |  3 min |
| 2. Cara Menggunakan Platform LAPOR! |  5 min |
| 3. Apa itu LAPOR!? |  2 min |
| 4. Membuat laporan di LAPOR! |  2 min |
| ▲ Topik 2: Pengelolaan Pengaduan di LAPOR! | |
| ▲ Topik 3: Pengaturan Akun di LAPOR! | |
| ▲ Topik 4: Asesmen Akhir Program | |

Metode
Self-paced
Pelajari kapanpun secara fleksibel

Kredit
1 kredit





Durasi
2 minggu

Penyelenggara
SP4N-LAPOR!

Kategori
[Penggunaan Platform LAPOR!](#)
[Penarikan Data](#)

Tingkatan
Dasar

Prasyarat
Dapat diikuti oleh semua peserta

Bagikan Program
   

Download aplikasi mobile LAPOR!

 GET IT ON
Google Play

 Download on the
App Store

 KANTOR STAF PRESIDEN



 **OMBUDSMAN**
REPUBLIK INDONESIA

Lebih dekat dengan kami

[BERANDA](#) [BLOG](#) [KISAH SUKSES](#) [KETENTUAN LAYANAN](#) [TENTANG KAMI](#) [TUTORIAL VIDEO](#) [HUBUNGI KAMI](#)

Copyright 2021. Kantor Staf Presiden. Hak cipta dilindungi Undang-Undang.

Figure 7. Program details

4. Learning Activity

This page contains the learning content that can be accessed by the learner in the program. The learning content is presented in the main section of the page, followed by a discussion section. Learners can also navigate to a different topic or different activities through the sidebar on the left-hand side.

The learning activities supported in the platform includes:

- Video,
- Text article,
- Ebook,
- Audio,
- Interactive media,
- Webinar, and
- Quiz/assessment

Kegiatan Belajar

▼ Topik 1: Pembukaan

1. Selamat datang di program ini
■ 3 min

2. Cara Menggunakan Platform LAPOR!
■ 5 min

3. Apa itu LAPOR!?
■ 2 min

4. Membuat laporan di LAPOR!
■ 2 min

▲ Topik 2: Pengelolaan Pengaduan di LAPOR!

▲ Topik 3: Pengaturan Akun di LAPOR!

▼ Asesmen Akhir Program

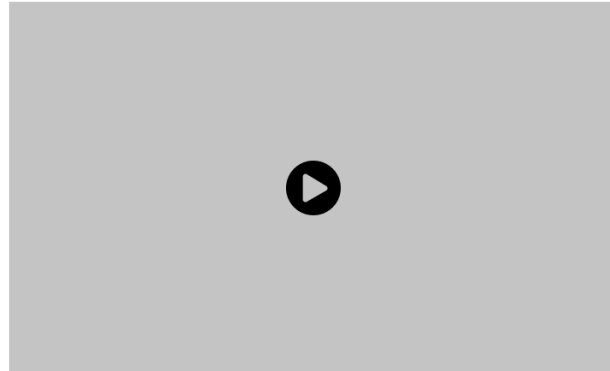
14. Evaluasi Akhir
■ 2 min

15. Bagaimana pengalaman belajar Anda?
■ 2 min

16. Penutup
■ 2 min

E-learning LAPOR! > Program > Penanganan dan Monitor Aduan > **Topik 1: Pembukaan**

2. Cara Menggunakan Platform LAPOR!



Video di atas menjelaskan tentang cara mengakses Platform LAPOR! bagi admin institusi. Simaklah prosedur akses yang benar, kemudian cobalah di halaman latihan Anda.

Setelah menyimak video di atas, bagaimana pendapat Anda terkait platform LAPOR ini?

Silahkan tuliskan pendapat Anda pada kolom diskusi di bawah ini.

MATERI TAMBAHAN

 Slide Presentasi.pdf

<< Materi Sebelumnya

Materi Selanjutnya >>

Diskusi

Kirim

Senin, 11 Januari 2020 - 12:04

Fajar Perdhana

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.

Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum

Senin, 11 Januari 2020 - 12:05

Muhammad Sanders

Menurut saya platform ini mudah digunakan

Download aplikasi mobile LAPOR!



Dikembangkan oleh



Lebih dekat dengan kami



Figure 8. Learning activity page

5. Linimasa & Content sharing

Users can use this feature to create and share content. A user can create a new content and choose the relevant topic. The content created by other users will be displayed on the Linimasa page of users that follow the topic or user that create the content.

Other users then can comment and react (like) to a content shared by other users. Furthermore, content created by a user can also be curated and attached to a program by a program facilitator as a part of learning enrichment.

There is an option in the administrator panel to enable this feature to all users or only allow specific users to post, create a new content, or comment while other users can only see the content and react (like).

Linimasa

[Artikel](#)
[Video](#)
[Audio](#)

Pengetahuan apa yang ingin Anda bagikan kepada pengguna lain?

Pilih Kategori ▼

Kirim

Tampilkan

Dikuti (20 post baru)

Semua post (128)

Konten Saya (4)

Kategori

[Lihat semua kategori](#)

[Keuangan](#)

[Kesehatan](#)

[Sosial](#)

[Pendidikan](#)

Instansi saya

[Pemerintah Provinsi Jawa Barat](#)



Jimmy Muhammad

Senin, 11 Januari 2020 - 12:04

Cara Membuat Pengaduan di LAPOR!

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.

Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

[Selengkapnya...](#)

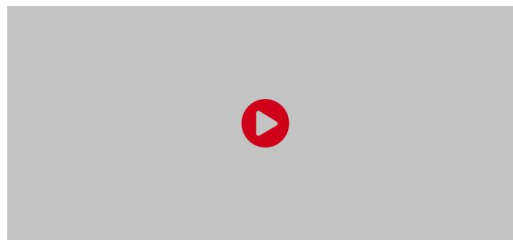
 10
  3



Sonny Kurniawan

Senin, 11 Januari 2020 - 12:04

Cara Mengunggah Konten Video di Linimasa



Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.

[Selengkapnya...](#)

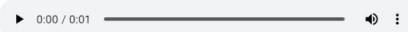
 10
  3



Sonny Kurniawan

Senin, 11 Januari 2020 - 12:04

Cara Mengunggah Konten Video di Linimasa



[Selengkapnya...](#)

 10
  3

Berikutnya

Download aplikasi mobile LAPOR!



Dikembangkan oleh



Lebih dekat dengan kami



[BERANDA](#)
[BLOG](#)
[KISAH SUKSES](#)
[KETENTUAN LAYANAN](#)
[TENTANG KAMI](#)
[TUTORIAL VIDEO](#)
[HUBUNGI KAMI](#)

Copyright 2021. Kantor Staf Presiden. Hak cipta dilindungi Undang-Undang.

Figure 9. Linimasa and content sharing page











6. Directory of Users

This page contains list of individual and institutional users registered in the platform. The list can be functioned as a ladderboard sorted by the points acquired by the users based on activities and points set by e-learning administrator.

Direktori Pengguna

[Pengguna Individu](#)
[Instansi](#)

 Periode Waktu Sepanjang Waktu ▼

| PERINGKAT | PENGGUNA | INSTANSI | TOTAL POIN |
|-----------|--|--------------------|------------|
| 1 |  Jimmy Malik | SP4N-LAPOR! | 1,408 |
| 2 |  Yuniar Fajar Perdhana | Kemenpan-RB | 1,407 |
| 3 |  Muhammad Hasan Abdul Ghofar Prasetyo | - | 1,250 |
| 4 |  Iman Christian Pasaribu | Pemprov Jawa Barat | 956 |
| 5 |  Muzakki | SP4N-LAPOR! | 950 |
| 6 |  Rd. Zulkifli Abdullah | SP4N-LAPOR! | 900 |
| 7 |  Yusuf Ismail | - | 720 |
| 8 |  Billy Muhaimin | Pemprov Jawa Barat | 600 |
| 9 |  Muhammad Sanders | - | 500 |
| 10 |  Iman Christian Pasaribu | - | 459 |

<< < 1 2 3 > >>

Download aplikasi mobile LAPOR!



Dikembangkan oleh



Lebih dekat dengan kami


[BERANDA](#) [BLOG](#) [KISAH SUKSES](#) [KETENTUAN LAYANAN](#) [TENTANG KAMI](#) [TUTORIAL VIDEO](#) [HUBUNGI KAMI](#)

Copyright 2021. Kantor Staf Presiden. Hak cipta dilindungi Undang-Undang.

Figure 10. Directory of users

7. Data Monitoring

This feature can only be accessed by National Learning Manager and Regional & Sectoral Learning Managers. The summary of data that can be accessed are as follow:

- Number of users
- Number of users enrolled in programs
- Number of active users
- Average final score of users
- Top programmes
- Number of content created by users

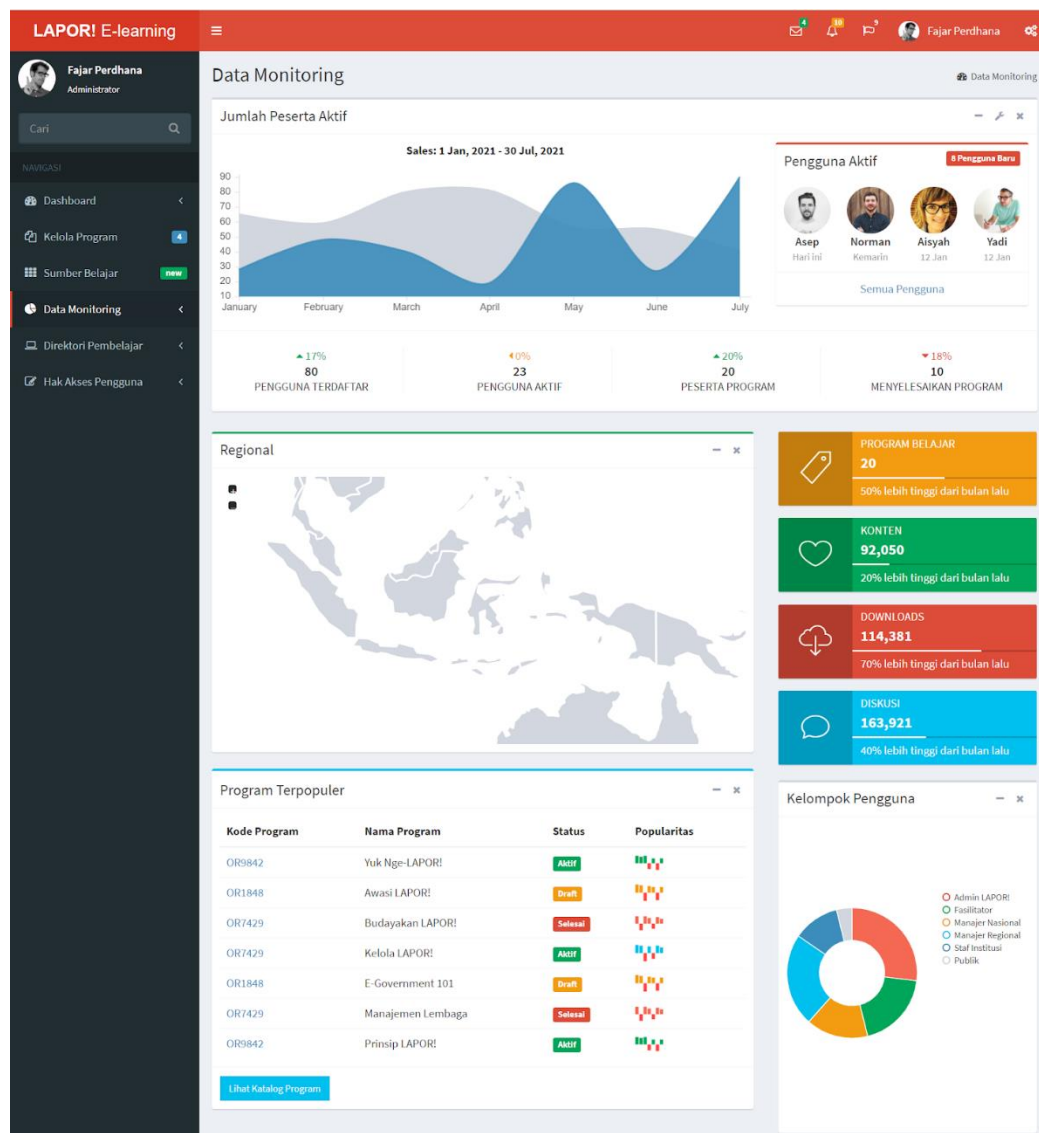


Figure 11. Data Dashboard



OTHER TECHNICAL REQUIREMENTS

Several third party services are required to implement features within the platforms:

- Zoom SDK API, to embed the webinar session on the platform
- Qiscus API, for the messaging feature
- AWS Media Convert, to convert the uploaded videos into a more accessible (lightweight) videos
- LTI Integration, to integrate interactive multimedia content types into the grading and completion data