Usability Analysis of Trello Using the System Usability Scale (SUS) at the UIN Jakarta Career Development Center

Muhammad Willy Wijaya[1*], Bayu Waspodo[2]

Abstract—The UIN Jakarta Career Development Center is a dedicated unit focused on fostering the personal and professional growth of both current students and alumni of UIN Jakarta. Supported by student interns from diverse educational backgrounds and academic programs, the center operates daily to provide comprehensive services. These interns bring varied educational backgrounds and experiences, influencing their readiness to implement software for collaborative and coordinating purposes, replacing the previous system (Trello) at the UIN Jakarta Career Development Center. This study aims to evaluate Trello's effectiveness at the UIN Jakarta Career Development Center, intending to enhance the interns' performance and improve service delivery to uphold UIN Jakarta's reputation. The research methodology employs the System Usability Scale (SUS), with validity and reliability testing conducted using Cronbach's Alpha. Findings indicate that Trello's usability at the UIN Jakarta Career Development Center yields an average total score of 59.625 on the grade scale, categorizing usability as D with an adjective rating of OK and marginally acceptable. However, 37.5% respondents express skepticism regarding others' ability to quickly grasp Trello's use, while 55.5% state a need to acclimate themselves to Trello's usage. These insights underscore the importance of refining Trello's implementation to better support the center's operations and ensure a seamless user experience for interns and staff alike.

Index Terms—Career development center, evaluation, system usability scale, usability, trello.

I. INTRODUCTION

Career preparation organizations are institutions or entities aimed at assisting individuals in preparing for their careers. These organizations play a vital role in providing resources, information, and support to individuals in achieving their career goals. According to research, career preparation organizations play a crucial role in helping individuals acquire the knowledge and skills necessary to embark on their future careers, as well as aiding in the development of professional networks that can assist them in achieving career goals [1]. Career preparation organizations can take the form of educational institutions, community groups, or private companies specializing in providing training and skill development to individuals. For example, educational institutions like UIN Syarif Hidayatullah Jakarta have Career Development Centers offering various programs and services to assist students and alumni in career preparation.

The importance of career preparation organizations lies in the fact that many individuals struggle to determine the right career path or lack the knowledge and skills needed to start their careers. Research conducted by McQuaid & Lindsay [2] shows that career preparation organizations are effective in enhancing work skills, assisting individuals in finding employment, and improving performance in the workplace. Career preparation organizations can assist individuals in several ways, including providing information on available careers, offering training and skill development, facilitating internship or work-study opportunities, and providing support and counseling.

The UIN Jakarta Career Development Center is one such organization aligning information technology developments in its organizational life. It serves as a career and self-development service unit for students, alumni of UIN Syarif Hidayatullah Jakarta, and the general public in preparing excellent careers for themselves. Since 2021, the UIN Jakarta Career Development Center has offered internship opportunities to active UIN Syarif Hidayatullah Jakarta students, providing them with a platform to prepare for their careers by experiencing professional work environments. From 2023 onwards, the internship program organized by the UIN Jakarta Career Development Center has successfully accommodated over 120 students, reflecting the cumulative number of interns from the first to the sixth season.

In controlling and collaborating on the activities of student interns, the UIN Jakarta Career Development Center has adopted Trello as its knowledge management system. Trello is an application designed to facilitate collaboration among teams engaged in project development. One of its primary functions is the ability to record lists of tasks to be

[1]Muhammad Willy Wijaya, UIN Syarif Hidayatullah Jakarta Indonesia (e-mail: willy.wijayas20@mhs.uinjkt.ac.id).
[2]Bayu Waspodo, UIN Syarif Hidayatullah Jakarta Indonesia (e-mail: bayu.waspodo@uinjkt.ac.id).

accomplished during project development. Thus, Trello serves as a project management tool enabling teams to collaborate, plan workflow, and understand each other's work processes, thereby serving as a platform for shared knowledge [3]. Moreover, Trello is accessible via both web and mobile applications. Trello offers numerous features conducive to project management and knowledge sharing. Among these features is a calendar function for scheduling purposes. Furthermore, Trello serves as a repository for various file types, including documents, videos, and images. These files can be stored within Trello and seamlessly integrated with the organization's Google Drive, facilitating knowledge sharing and data storage.

UIN Jakarta Career Development Center utilizes Trello in its operations as a Knowledge Management System. In its process, UIN Jakarta Career Development Center comprises four main divisions, including Project Management Intern, Data Specialist Intern, Administration Intern, and Social Media Intern. However, there has been no specific study evaluating the use of Trello at the UIN Jakarta Career Development Center, thus lacking specific measurements of Trello's shortcomings.

Addressing this issue, this study conducts usability testing to measure the usefulness of a system or tool. According to the International Organization for Standardization - ISO 9241-11:1998, usability refers to the extent to which a product can be used by users to achieve specified goals effectively, efficiently, and satisfactorily. Usability emphasizes creating systems that are easy to learn and use, focusing on behavior, efficiency, effectiveness, flexibility, security, utility, learnability, and memorability [4]. One method that can be used to evaluate the usability of a website is the System Usability Scale (SUS). SUS is a user testing method that provides a "quick and dirty" reliable measure, introduced by John Brooke in 1986 [5] for evaluating various types of products or services, including hardware, software, mobile devices, websites, and applications.

Based on the identified issues at the UIN Jakarta Career Development Center, which include the lack of prior usability evaluation of Trello, the necessity to assess application quality for user satisfaction, and the need for improvement recommendations, the research problem formulated in this study is to determine the results of the Trello site's usability evaluation using the System Usability Scale method. The problem is delimited by focusing on the Trello application used specifically at the UIN Jakarta Career Development Center, employing the System Usability Scale method with 10 statements, and targeting only interns from the first to the sixth season as respondents. The objectives of this study are to measure the usability level of the Trello site and provide recommendations for its improvement based on the evaluation results for the UIN Jakarta Career Development Center.

II. RELATED WORK

Previous studies have focused on evaluating the usability of various websites using the System Usability Scale (SUS)

methodology. In a study by [6], the usability of the STMIK STIKOM Indonesia website was evaluated. The research involved 30 respondents, and the SUS evaluation yielded a total score of 2012.50, with an average score of approximately 67.08. The results indicated that the user acceptance level was in the Marginal High category, the grade scale was categorized as D, and the adjective rating fell into the OK category. The SUS Percentile Rank was in the D category, suggesting the website needed further evaluation and improvement for optimal usage.

Another study by [7] evaluated the usability of the Time Excelindo website using the SUS methodology as part of an action research approach. The evaluation comprised two stages: initially, respondents completed a SUS questionnaire to assess the website's usability. Recommendations for improvement were then generated based on the results. In the second stage, the SUS questionnaire was administered again, incorporating additional statements based on the previous recommendations. The conclusion drawn from the study was that the Time Excelindo website's usability was acceptable, but implementing the recommended improvements could further enhance its usability.

In a study conducted by Situmorang [8], the usability of the UNIMED academic portal was evaluated using the SUS methodology. The research involved active students from the Faculty of Economics at UNIMED, with a sample size of 357 students. Data was collected through the distribution of a questionnaire using Google Form. The evaluation using the SUS questionnaire yielded a score of 76.9, indicating that user acceptance was in the Acceptable category, the grade scale was in the C category, the adjective rating was Good, and based on percentile rank assessment, the SUS score of 76.9 fell into the B category. Overall, respondents' assessment of the UNIMED academic portal using the SUS methodology was considered good and beneficial for students.

III. RESEARCH METHOD

This study utilizes the System Usability Scale (SUS) methodology to assess the usability of the Trello application at the UIN Jakarta Career Development Center. Additionally, validity and reliability tests are employed to measure the questionnaire's validity and consistency. These tests ensure that the questions in the questionnaire effectively capture the intended constructs and that the responses are reliable and consistent, respectively.

The population for this study comprises interns at the UIN Jakarta Career Development Center from season 1 to season 6. The researcher selected a sample size of 40 interns from various seasons and majors at UIN Syarif Hidayatullah Jakarta. This decision was based on Silalahi [9] suggestion that a sample size of around 30 is suitable for statistical analysis. By adding 10 additional samples, totaling 40 respondents, the researcher aimed to enhance the accuracy of the research data.

A. System Usability Scale (SUS)

The data analysis method employed by the author is the System Usability Scale (SUS) Method. SUS can be utilized in

testing independent technology, including hardware, software, applications, and even mobile devices [10]. The SUS method comprises 10 instrument questions as follows from Table 1.

Table 1.
SUS Questions [10]

No	Questions
1	I think I would like to use this system frequently
2	I found the system unnecessarily complex
3	I thought the system was easy to use
4	I think I would need the support of a technical person to be able to use this system
5	I found the various functions in this system were well integrated
6	I thought there was too much inconsistency in this system
7	I would imagine that most people would learn to use this system very quickly
8	I found the system very cumbersome to use
9	I felt very confident using the system
10	I needed to learn a lot of things before I could get going with this system

The SUS scoring is as follows, (1) For each odd-numbered statement, subtract 1 from the respondent's answer scale (2) For each even-numbered statement, subtract the respondent's answer scale from 5 (3) The result ranges from 0 to 4, with 4 being the most positive response (4) Sum up the respondent's answer scale and multiply by 2.5 Determine the average response of all respondents [11].

System Usability Scale (SUS) is a globally perceived subjective assessment aspect of usability by users. The SUS score indicates the level of user acceptance. SUS scores are analyzed and interpreted using acceptance categories, grade scales, and adjective ratings on a scale of multiples of 10. Ratings are categorized as follows: 1 - >10 as worst imaginable, >10 - 20 as awful, 20 - >30 as poor, >30 - >50 as OK, >50 - >70 as good, >70 - >80 as excellent, and >80 - >90 as best imaginable. Meanwhile, for grade scales, 0 - 60 corresponds to F, >60 - 70 to D, >70 - 80 to C, >80 - 90 to B, and > 90 - 100 to A. As for acceptability ranges, 0 - 60 corresponds to not acceptable and >60 - 100 to acceptable as illustrated in Figure 1 [12].

The evaluation of Trello application usability at the UIN Jakarta Career Development Center using the SUS method follows several rules as outlined below: (a) For odd-numbered questions (1, 3, 5, 7, 9), subtract 1 from the score (X-1). For example: Question No. 1 "I think I would like to use this system frequently." If a respondent answers with a score of 3, the calculation formula is X-1, where X is the score given by the respondent. Therefore, the calculation result is 3 minus 1. Thus, the respondent's score for Statement No. 1 is 2. (b) For even-numbered questions (2, 4, 6, 8, 10), subtract the value from 5 (5-X). For example: Question No. 2 "I found the system unnecessarily complex." If a respondent answers with

a score of 1, the calculation formula is 5-X, where X is the score given by the respondent. Therefore, the calculation result is 5 minus 1. Thus, the respondent's score for Statement No. 2 is 4. (c) The weighted results are then multiplied by 2.5. (d) After obtaining the results for each respondent, the overall SUS score can be obtained by calculating the average of all respondent scores. The calculated SUS score ranges from 0 to 100, and a website evaluated is considered to have good usability if the overall SUS score obtained is equal to or above 68. The formula for calculating the SUS score is as follows: $((R1 - 1) + (5 - R2) + (R3 - 1) + (5 - R4) + (R5 - 1) + (5 - R6) + (R7 - 1) + (5 - R8) + (R9 - 1) + (5 - R10)) * 2.5$. Figure 1 below shows the interpretation of percentile comparison, ranking, attributes, acceptance level, and NPS (Net Promoter Score) from the SUS scores.
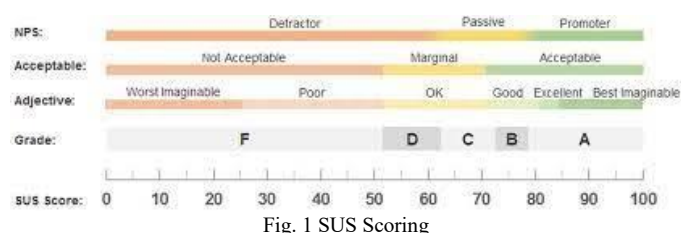

Fig. 1 SUS Scoring

B. Validity and Reliability Testing

Validity testing is conducted to measure whether a questionnaire is valid or not. A questionnaire is considered valid if the questions/statements in the questionnaire are capable of expressing what will be measured by the questionnaire [13]. Validity is measured by creating correlations between item scores of questions and the total construct or variable score. This is done by comparing the calculated r value with the r Table for the degree of freedom (df) = n-k, where (n) is the sample size of the study. If the calculated r value > the r Table and the significance value < 0.05, then the item or question or indicator is considered valid. If the calculated r value < the r Table and the significance value > 0.05, then the item or question or indicator is considered not valid.

Reliability testing is a tool used to measure the consistency of a questionnaire, which is an indicator of a variable or construct. A questionnaire is considered reliable or dependable if a person's answers to questions are consistent or stable over time [14]. A construct/variable is considered reliable if it yields a Cronbach's Alpha value > 0.70. A construct/variable is considered unreliable if it yields a Cronbach's Alpha value < 0.70 [11].

C. Likert Scale

The Likert scale is a commonly used scale in questionnaires, particularly in survey-based research, named after Rensis Likert in 1932. It serves as a measurement tool on an ordinal scale to differentiate between the intensity of attitudes or

objective assessments of individuals towards something [12]. In the Likert scale, respondents indicate their level of agreement with a statement by selecting one of the available options. Typically, the scale options consist of odd choices, ranging from three to nine scaling options. Usually, a five-point scale is provided with options such as: (a) Strongly Agree; (b) Agree; (c) Neutral; (d) Disagree; and (e) Strongly Disagree [13], [17].

IV. RESULT

In this section, there are 4 important points that will be explained based on the results of the research that has been done, namely demographic, validity and reliability results, SUS results, and evaluations.

A. Demographic

The data collection process for the research was conducted by distributing questionnaires indirectly to the respondents. The researcher facilitated the indirect distribution (via online questionnaires) through messaging applications (WhatsApp) and the social media platform Instagram of the UIN Jakarta Career Development Center. These questionnaires were administered using Google Form, a widely recognized tool for online surveys. The distribution of the questionnaires took place over a period of 7 days, starting from February 26, 2024, to March 3, 2024. All collected questionnaire results were processed and classified using Google Spreadsheet. The results of the usability evaluation questionnaire revealed that 72.5% of the respondents were female, totaling 29 individuals, while males accounted for only 27.5% or 11 individuals out of the total respondents, which amounted to 40 individuals. Additionally, from the questionnaire results, 38.5% (15 respondents) are from the Faculty of Science and Technology, 20.5% (8 respondents) are from the Faculty of Economics and Business, 12.8% (5 respondents) are from the Faculty of Adab and Humanities, 10.3% (4 respondents) are from the Faculty of Health Sciences, 7.7% (3 respondents) are from the Faculty of Social and Political Sciences, 5.1% (2 respondents) are from the Faculty of Education and Teacher Training, and 5.1% (2 respondents) are from other faculties such as the Faculty of Da'wah and Communication Sciences. All respondents are from various study programs at the Syarif Hidayatullah State Islamic University Jakarta. Furthermore, all respondents originate from diverse internship seasons, including 30% (12 respondents) from the Project Management Division, 22.5% (9 respondents) from the Administration Division, 20% (8 respondents) from the Data Specialist Division, 15% (6 respondents) from the Public Relations Division, and the remaining 12.5% (5 respondents) from the Social Media Division.

Table 2.
Respondents' Answers

Questions	Data Representations
Question 1	Strongly Disagree (0%), Disagree (25%), Neutral (30%), Agree (35%), Strongly Agree (10%)
Question 2	Strongly Disagree (7.5%), Disagree (52.5%), Neutral (27.5%), Agree (7.5%), Strongly Agree (5%)
Question 3	Strongly Disagree (0%), Disagree (5%), Neutral (22.5%), Agree (57.5%), Strongly Agree (15%)
Question 4	Strongly Disagree (8%), Disagree (35%), Neutral (30%), Agree (12.5%), Strongly Agree (2.5%)
Question 5	Strongly Disagree (0%), Disagree (7.5%), Neutral (17.5%), Agree (60%), Strongly Agree (15%)
Question 6	Strongly Disagree (7.5%), Disagree (37.5%), Neutral (45%), Agree (7.5%), Strongly Agree (2.5%)
Question 7	Strongly Disagree (2.5%), Disagree (35%), Neutral (35%), Agree (17.5%), Strongly Agree (10%)
Question 8	Strongly Disagree (10%), Disagree (57.5%), Neutral (25%), Agree (2.5%), Strongly Agree (5%)
Question 9	Strongly Disagree (2.5%), Disagree (22.5%), Neutral (27.5%), Agree (37.5%), Strongly Agree (10%)
Question 10	Strongly Disagree (2.5%), Disagree (17.5%), Neutral (27.5%), Agree (32.5%), Strongly Agree (20%)

B. Validity and Reliability Results

Utilizing Excel, the researcher adeptly executed a validity test employing the Pearson Product Moment Correlation Two-Tailed method with a significance value of %. The instrument's validity is established when the calculated correlation coefficient (R) surpasses 0.3291, derived from the critical value of R for $df=N$-2, and when the significance value falls below 0.05. Below delineates the meticulous calculation of the validity test outcomes for the research instrument.

Table 3.
Validity Testing using Pearson Correlation

Question	R Calculated	R Table	Validity
1	0.544	0.320	Valid
2	0.114	0.320	Invalid
3	0.106	0.320	Invalid
4	0.659	0.320	Valid
5	0.202	0.320	Invalid
6	0.402	0.320	Valid
7	0.615	0.320	Valid
8	0.244	0.320	Invalid
9	0.369	0.320	Valid
10	0.445	0.320	Valid

After confirming the validity of the instrument, the researcher proceeded to assess its reliability to ascertain its dependability. The reliability test was also conducted in Microsoft Excel utilizing the Cronbach's Alpha method. An instrument is considered reliable if the coefficient of reliability exceeds 0.6. Presented below are the outcomes of the instrument's reliability test.

Table 4.
Varians Calculation for Realibility Test

Resp.	Questions						Total
1	1	4	6	7	8	10	
1	2	1	2	2	2	2	11
2	4	1	3	5	1	1	15
3	2	3	3	2	3	3	16
4	4	2	3	4	2	3	18
5	3	5	4	3	5	5	25
6	5	3	2	5	1	3	19
7	4	4	3	3	3	4	21
8	2	4	1	2	5	5	19
9	4	2	3	4	2	3	18
10	4	3	1	5	2	4	19
11	4	4	3	2	4	5	22
12	3	4	3	3	3	4	20
13	4	3	3	4	2	4	20

14	3	2	2	3	2	3	15
15	2	3	2	3	3	4	17
16	4	2	2	3	2	3	16
17	5	1	2	2	1	3	14
18	2	2	2	3	2	3	14
19	2	1	2	2	2	3	12
20	3	3	3	3	3	3	18
21	3	2	4	2	2	2	15
22	3	3	3	3	3	3	18
23	5	1	1	2	1	2	12
24	2	2	2	3	2	2	13
25	4	1	3	2	2	2	14
26	2	1	3	4	2	2	14
27	3	2	3	2	2	2	14
28	3	3	2	2	2	4	16
29	3	2	2	2	2	5	16
30	4	2	2	3	2	4	17
31	2	2	3	2	3	4	16
32	3	3	3	2	3	5	19
33	4	2	3	4	2	5	20
34	4	3	3	3	3	4	20
35	3	2	3	4	2	5	19
36	4	3	2	4	2	4	19
37	2	1	2	1	2	5	13
38	5	4	4	5	2	4	24
39	4	2	2	3	2	4	17
40	3	3	5	3	3	4	21
Var	0.933	1.071	0.708	1.050	0.797	1.179	10.59
Total				5.740			

After determining that the total variance of the items is 5.740 and the total variance of the valid questions is 10.592, the result of the reliability test is shown in Table 4.

Table 5.
Reliability Test Results

Cronbach's Alpha/Reliability Coefficient	Reference Scale	Interpretation
0.549	0.6	Moderate Reliability

C. System Usability Scale Results

From the converted SUS scores in Table 7, it is evident that the usability of the Trello application at the UIN Jakarta Career Development Center has an average total score of 59.625. The researcher rounded this value to 60. According to the grade scale assessment, the usability of the Trello application at the UIN Jakarta Career Development Center falls into the category D, with an OK adjective rating and marginal acceptability.

Table 6.
SUS Scores

Resp onde nt	Questions										Total	Value
	1	2	3	4	5	6	7	8	9	10		
1	1	3	4	4	4	3	1	3	3	3	29	72.5
2	3	3	3	4	4	2	4	4	4	4	35	87.5
3	1	3	3	2	2	2	1	2	2	2	20	50
4	3	3	3	3	3	2	3	3	4	2	29	72.5
5	2	1	2	0	3	1	2	0	1	0	12	30
6	4	3	4	2	4	3	4	4	4	2	34	85
7	3	2	3	1	3	2	2	2	3	1	22	55
8	1	0	1	1	1	4	1	0	0	0	9	22.5
9	3	3	3	3	3	2	3	3	2	2	27	67.5
10	3	4	3	2	3	4	4	3	3	1	30	75
11	3	2	2	1	3	2	1	1	1	0	16	40
12	2	3	3	1	1	2	2	2	1	1	18	45
13	3	2	3	2	4	2	3	3	3	1	26	65
14	2	3	3	3	3	3	2	3	3	2	27	67.5
15	1	2	2	2	3	3	2	2	3	1	21	52.5
16	3	3	3	3	3	3	2	3	3	2	28	70
17	4	4	4	4	3	3	1	4	3	2	32	80
18	1	2	3	3	3	2	3	2	2	3	24	60
19	1	3	3	4	3	3	1	3	3	2	26	65
20	2	2	2	2	2	2	2	2	2	2	20	50
21	2	3	3	3	2	1	1	3	1	3	22	55
22	2	2	2	2	2	2	2	2	2	2	20	50
23	4	4	4	4	4	4	1	4	3	3	35	87.5
24	1	2	3	3	2	3	2	3	2	3	24	60
25	3	3	3	4	3	2	1	3	3	3	28	70
26	1	2	2	4	3	2	3	3	2	3	25	62.5
27	2	3	4	3	3	2	1	3	1	3	25	62.5
28	2	3	2	2	3	3	1	3	1	1	21	52.5
29	2	2	2	3	3	3	1	3	2	0	21	52.5
30	3	3	3	3	3	3	2	3	1	1	25	62.5
31	1	3	3	3	3	2	1	2	1	1	20	50
32	2	3	3	2	3	2	1	2	2	0	20	50
33	3	3	3	3	3	2	3	3	3	0	26	65
34	3	1	3	2	2	2	2	2	2	1	20	50
35	2	3	3	3	2	2	3	3	3	0	24	60
36	3	3	3	2	3	3	3	3	3	1	27	67.5
37	1	0	1	4	3	3	0	3	1	0	16	40
38	4	3	4	1	4	1	4	3	4	1	29	72.5
39	3	2	3	3	3	3	2	3	3	1	26	65
40	2	1	2	2	1	0	2	2	2	1	15	37.5
Average Total Score												50.625

D. Evaluations

The analysis of the SUS results regarding the usability level of the Trello application at the UIN Jakarta Career Development Center indicates a grade of 60. Based on the respondents' answers to each question provided in the online questionnaire through Google Form, several points need to be considered.

Firstly, despite 14 respondents agreeing to use Trello again, 10 others disagreed, necessitating further identification of interns' usage patterns by the UIN Jakarta Career Development Center. Secondly, regarding question four, although 14 respondents disagreed with the need for technical assistance in using Trello, 5 agreed, and 1 strongly agreed, indicating a need for knowledge transfer or demonstrations to interns for better understanding and optimal usage of Trello. This is supported by the fact that 3 respondents found Trello complicated to use, and 1 respondent found it very complicated (question 2). Thirdly, based on question seven about quickly learning Trello for internship activities, 14 respondents disagreed, and 14 others remained neutral, suggesting that most respondents find Trello challenging to learn quickly, necessitating more extensive demonstrations by

the UIN Jakarta Career Development Center to interns. Fourthly, concerning question nine, 15 respondents agreed that they faced barriers in using the system, despite 11 respondents remaining neutral and 9 disagreeing with the provided question. Lastly, based on the final question, 13 respondents agreed and 8 strongly agreed that using Trello requires familiarization, supporting the findings from the previous points regarding learning the system.

Despite a comprehensive assessment of the usefulness of Trello at the UIN Jakarta Career Development Center using the System Usability Scale (SUS), there is still a gap in research in understanding the specific challenges and obstacles faced by practitioners in adopting Trello for their internship activities. Previous studies focused on evaluating the utility of websites using SUS. However, there is limited research that specifically examines the utility of project management tools such as Trello in educational or organizational contexts, especially internships. Therefore, there are gaps in research exploring aspects of the learning support and training needs of internships, integration with internship activities, and user satisfaction and involvement.

V. CONCLUSION

The discussions on the Trello evaluation used by practitioners at the UIN Jakarta Career Development Center concluded that out of 40 respondents in the accounting field, 45% stated that they agreed to use the system again, while 30% remained neutral and 25% indicated that they would not re-use the system. Furthermore, the analysis of the SUS evaluation results revealed that the UIN Jakarta Career Development Center's Trello application has a total average score of 59,625, placing it in category D on the rating scale, with acceptable adjective values of OK and marginal. But 37.5% of respondents thought others wouldn't learn Trello quickly, and 55.5% said they needed to get used to it..

The study's limitations include focusing solely on evaluating the Trello application used by the UIN Jakarta Career Development Center, employing the System Usability Scale methodology with 10 statements for evaluation, using Google Form, Mendeley, and Microsoft Word for data collection and analysis, and restricting respondents to interns from the first to the sixth season at the Career Development Center. These constraints help define the study's scope and guide the analysis process.

Future research regarding the implementation of Trello at the UIN Jakarta Career Development Center could encompass a longitudinal study to track usability over time, investigating training and support strategies for users, applying UX design principles for interface optimization, conducting comparative analyses with similar tools, exploring integration with existing workflows, implementing feedback mechanisms within Trello, and exploring customization options. These efforts aim to deepen understanding, enhance usability, and tailor Trello to the specific needs of interns and staff, ultimately improving productivity and service delivery at the center.

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