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Implementation of User-Centered Design on the Academic Counseling Website on Campus

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Abstract:

Purpose:
This study aims to design and implement a secure, flexible, and private web-based online counseling system to support more accessible counseling services for the academic community, including students, lecturers, and educational staff.

Methodology:
The study employed the User-Centered Design (UCD) method, which involved analyzing the user context, identifying user requirements through user persona synthesis, designing an interactive prototype using Figma, and implementing the proposed system. The system was developed using React.js with Vite for the frontend and Supabase as a Backend-as-a-Service (BaaS) for database management and user authentication. System evaluation was conducted through formative Usability Testing using the Maze.co platform with five respondents representing the target user groups.

Findings:
The results showed a 100% task success rate, an average task completion time of 31.95 seconds, and a 0% misclick rate, indicating that all respondents were able to complete the assigned tasks without interaction errors. The supporting five-point Likert-scale questionnaire obtained an average score of 4.36, which was categorized as Very Good.

Implication:
The findings indicate that the application of UCD successfully produced an intuitive and responsive web-based counseling system. The system can support more accessible, flexible, private, and user-oriented counseling services for the academic community.

INTRODUCTION

Mental health is one of the aspect important in support sustainability activity academic and professional environment college high. Students, lecturers, and staff education face different pressures, both originating from from demands academic, work, and problem personal. In context students, pressure academic and issues psychological can related with emergence stress, anxiety, and problem emotional. Research Rahayu et al. (2025) in particular special discuss welfare psychological student nursing in Indonesia, while Singh and Kumar discussed pressure students and crisis mental health of perspective institutions education high. Condition the show that college tall need provide service supporters that enable the academic community get help when face problem psychological and academic.

Existence service easy counseling accessible become the more important Because service conventional Still own a number of limitations. Service counseling conducted through face advance require users adapt time and location with timetable services available. In addition constraint time and place, social stigma can also become obstacle for somebody for look for help psychological in a way directly. In study this, the result analysis context users show existence collision between timetable activity campus and time service counseling as well as the emergence of a feeling of reluctance for come in a way direct Because concern to evaluation social.

Problems the become the more relevant when service counseling must reaching the academic community with diverse characteristics and activities. Students own timetable lectures and activities different academics, whereas lecturers and staff education own demands professionals who must filled. In condition mentioned, the mechanism counseling that only depend on meeting face advance can limit flexibility users. Therefore that, is necessary alternative services that can reduce obstacle time, place, and psychological without remove aspect privacy in the counseling process.

Development technology information give opportunity for present service counseling online counseling on line allows users access service without must always come in a way physique to center service counseling. Harahap (2021) discusses counseling on line as one of the solution in face limitations service counseling conventional during the pandemic. In addition that, Alda and Rifdah (2024) developed system information guidance counseling student based directed web for assisting with the registration process, submission schedule and management history counseling. Findings the show that digitalization service counseling own potential for increase flexibility and efficiency of service processes.

Although Thus, development service counseling based technology No only related with provision digital features. Related systems with need psychological users need consider comfort, characteristics, habits, and obstacles experienced users when interact with system. Error in designing channel service or interface can cause users experience confusion and even reduce desire for use service. Therefore that, the development process need put users as source main in determine needs and design system.

One relevant approach for this objective is User-Centered Design (UCD). UCD places users at the center of the design process by involving them in understanding the context of use, determining needs, designing solutions, and conducting evaluations. In this study, the UCD approach was chosen so that the counseling website can be customized to the preferences, habits, and obstacles faced by the academic community in accessing counseling services.

The implementation of UCD in the development of mental health services has been conducted in several previous studies. Indriyani et al. (2024), for example, developed the Peace application as a mobile-based mental health consultation application using the UCD approach. The research used persuasive design to increase users' interest in accessing consultation services. However, the developed platform was a mobile application, requiring users to install the application beforehand.

Another study was conducted by Lestuny (2024) through the development of a counseling website UI/UX at LPKKSK UKDW using the Design Thinking approach. The research emphasized the empathy aspect in understanding students' psychological problems. Although so, the user coverage remained focused on students, whereas this study expands the user group to include students, lecturers, and educational staff.

Saputri et al. (2024) also applied UCD in redesigning the interface of a tutoring and counseling website. The focus of the study was on improving the visual aspects, layout, and typography of an existing website. In contrast, this research does not only focus on interface improvement but also develops a new system with functional features, including online counseling scheduling and consultation through video calls.

A comparison of previous studies shows that there is still room to develop a counseling system that combines the UCD approach with broader user coverage and integrated service features. Previous research has demonstrated the relevance of UCD for developing mental health applications and counseling guidance websites, but differences remain in terms of platforms, user coverage, and service function integration. This research is specifically directed toward developing a counseling website for the academic community, including students, lecturers, and educational staff. This research gap forms the basis for the study entitled "Implementation of User-Centered Design on the Academic Community Counseling Website on Campus." The contribution of this study lies in the comprehensive implementation of UCD, from understanding the user context, identifying user needs, and designing the prototype to evaluating the system. The system also integrates account registration, automatic scheduling, video call communication, and counseling history features within a single website platform. Thus, the designed system is not only intended to provide online counseling services but also to create a more flexible, private, and user-appropriate experience.

In the context of the National University of Education, the results of user analysis show that the academic community needs a digital space that can provide a sense of security when accessing counseling services. Privacy and anonymity are important aspects because users may feel reluctant to disclose psychological problems when they have to seek assistance directly. Therefore, the system design considers authentication, user access, scheduling, online communication, and counseling history records as parts of an integrated service experience.

This study further evaluates the system design and implementation using Usability Testing. The evaluation was conducted through the Maze.co platform by involving five respondents representing students, lecturers, and educational staff. The evaluation parameters included the success rate, misclick rate, average time on task, Maze score, and a five-point Likert-scale assessment. This evaluation approach was used to determine the extent to which the system could be used by users to complete assigned tasks and provide a user experience appropriate to their needs.

Based on the aforementioned problems and research gaps, this study aims to implement the UCD method in the design and development of a web-based online counseling system appropriate to the needs and characteristics of the academic community, design a responsive and easy-to-use website, and evaluate the functionality and usability of the developed system. These objectives are directly directed toward addressing the need for counseling services that are more flexible, accessible, and user-oriented within the higher education environment.

LITERATURE REVIEW

Online Counseling System. Counseling online is a form of utilizing digital technology to provide counseling services without requiring counselors and users to be in the same location. In the context of higher education, this approach is relevant because users have limited time and diverse activities. Harahap (2021) places online counseling as an alternative to conventional services, especially when face-to-face interactions experience limitations.

The development of web-based counseling information systems has also been conducted by Alda and Rifdah (2024). The system was directed to support the student counseling guidance process, including registration, schedule submission, and counseling history monitoring, as well as reducing problems related to manual recording and limited physical space.

In this study, the concept of online counseling is translated into an integrated platform that provides several main functions, namely user authentication, consultation scheduling, communication through video calls, and counseling history recording. These features are designed to allow users to manage the consultation process more flexibly from a single platform.

Thus, the online counseling system in this study is not only viewed as a communication medium between users and counselors but also as an integrated information system covering the stages of service, starting from user access, schedule selection, consultation implementation, and recording of service activities.

User-Centered Design. User-Centered Design (UCD) is a system development approach that places user needs, characteristics, context, and experiences as the basis of the design process. This approach is relevant to counseling systems because user characteristics are highly diverse and their interactions with the system are related to situations that require comfort and privacy.

In this study, UCD is applied through a process that begins with understanding the user context, identifying user needs, designing solutions, creating prototypes, implementing the system, and conducting evaluations. This approach is used so that the developed system is not only technically functional but also appropriate to the interaction patterns and needs of the academic community.

The stage of understanding the user context is carried out by identifying the groups of users who will interact with the system. The main users consist of students, lecturers, and educational staff at the National University of Education. The analysis results show that user needs are related to access flexibility, privacy, ease of navigation, and the system's ability to manage the consultation process. Furthermore, these user needs are translated into system functions. One of the implementations is an authentication mechanism to limit access to authorized users, an official dashboard as the center of navigation, scheduling features to check time availability in real time, video calls for consultation sessions, and counseling history to record service activities.

The approach also allows the design process to be carried out in a more streamlined and iterative manner. The initial design can be evaluated through a prototype before being translated into a more complete system. In this study, the process includes designing the system using Figma and subsequently implementing the design into a web-based system.

User Interface and Usability. User Interface (UI) is the part of a system that directly interacts with users, whereas usability is related to the extent to which users can use a system to achieve certain objectives effectively, efficiently, and satisfactorily. In an online counseling system, both aspects play an important role because users need a service channel that is simple and easy to understand.

The study by Saputri et al. (2024) demonstrated the application of UCD in redesigning a counseling guidance website interface, with a focus on visual aspects, layout, and typography. The research showed that a user-oriented approach can be used to improve the suitability of interface design to user needs.

In this research, usability is evaluated using Usability Testing through the Maze.co platform. The evaluation involves five respondents representing the target user groups, namely students, lecturers, and educational staff. The testing focuses on users' ability to complete task scenarios, completion time, and interaction errors (misclicks).

In addition to interaction testing, this research uses a Likert-scale questionnaire as a supporting metric to obtain users' perceptions of the system. The evaluation results produced an average score of 4.36, which is included in the Very Good category. However, this score is positioned as an initial evaluation indicator and does not represent the entire academic community population because the number of respondents remains limited to formative evaluation.

Research Position. Based on previous studies, the development of digital counseling services has been conducted through various approaches. Indriyani et al. (2024) used UCD to develop a mobile-based mental health consultation application, whereas Lestuny (2024) used Design Thinking to develop a counseling website UI/UX. Saputri et al. (2024) used UCD to redesign a counseling guidance website. This research takes a different position by developing a web-based counseling system intended for a broader user group, namely students, lecturers, and educational staff. In addition to explicitly applying UCD throughout the development process, the system integrates automatic scheduling, video calls, and counseling history functions within a single platform.

With this position, the contribution of this study lies not solely in the development of online counseling technology but also in applying a user-oriented approach to produce a system that can accommodate the needs of various groups within the academic community. Usability Testing is then used to determine whether the developed design can be used effectively by the target users.

Table 1.
Research Gap

Aspect	Penelitian terdahulu	Penelitian ini
Platform	Mobile / website	Website
Target users	Generally students / community	Students, lecturers, staff education
Approach	UCD / Design Thinking / conventional	UCD
Focus	Consulting / UI/UX	System counseling integrated
Scheduling	Limited	Integrated
Video call	No always available	Integrated
Counseling history	Depends system	Available
Evaluation	Various	Usability Testing + Likert

Source: Processed Data 2026

RESEARCH METHOD

Research Design. This study is a system development study that uses the User-Centered Design (UCD) approach in the design and implementation process of a counseling website for the academic community. The UCD approach is used to ensure that the system development process is based on the context, needs, and experiences of users. The research process covers understanding the user context, identifying user needs, designing solutions, developing the system, and evaluating the resulting design.

The study focuses on developing a web-based online counseling system that can be used by the academic community of the National University of Education. The system is designed to support service processes, starting

from user registration and authentication, selection of counseling schedules, implementation of sessions through video calls, and recording of counseling history.

Research Setting and Target Users. The study was implemented in the context of counseling services for the academic community of the National University of Education. The target users of the system consist of three main groups, namely students, lecturers, and educational staff. These three groups are considered because they have different activities and needs in accessing counseling services.

Analysis of the user context shows that users face several obstacles in conventional services, particularly time limitations and the need for more private service spaces. The results of this analysis were then used as the basis for determining the characteristics and requirements of the system.

User-Centered Design Process. The system development process uses the UCD approach. The stages carried out include:

Understanding Context of Use → Specifying User Requirements → Designing Solutions → Implementing the Design → Evaluating the Design

Understanding Context of Use. The first stage is conducted to understand the characteristics and problems of users in accessing counseling services. At this stage, the researcher identifies the needs of students, lecturers, and educational staff.

Several problems were identified, including conflicts between users' activities and counseling service schedules, as well as reluctance to seek services directly due to concerns about social evaluation.

The results of this stage are then used to develop user personas that represent the characteristics of the target users.

Specifying User Requirements. Based on the user context, system requirements are formulated into several main functions. The system must allow users to register and authenticate, obtain information about services, choose counseling schedules, participate in online counseling sessions, and view counseling history.

In terms of security and privacy, authentication is used as a gatekeeper to ensure that only authorized users can access the service.

Designing Solutions. User needs are then translated into user flows, wireframes, mockups, and high-fidelity prototypes. The design process is conducted using Figma before the design is implemented into the system. The design is created by considering navigation simplicity so that users can find the required functions without going through complex flows. One of the implementations can be seen in the dashboard, which is designed as the central access point to the main system features.

Implementing the Design. The completed design is then implemented as a counseling website system using Next.js (React) for frontend development and Supabase as a Backend-as-a-Service (BaaS) for database management and authentication.

The main features implemented include:

1) Registration and login;
2) Dashboard;
3) Counseling scheduling;
4) Schedule availability checking;
5) Counseling sessions through video calls;
6) Schedule confirmation and storage; and
7) Counseling history.

The designed flow integrates the service process from the initial stage to the final stage within a single platform.

Participants. The usability evaluation involved five respondents representing the target user groups, namely students, lecturers, and educational staff. The five respondents were used in the context of formative usability testing, so the number of respondents was intended to identify interaction problems and obtain initial feedback on the design, rather than to statistically represent the entire academic community population.

Data Collection and Usability Testing. Evaluation data were collected through two approaches, namely task testing using Maze.co and a user perception questionnaire using a Likert scale.

In the usability testing, respondents were asked to complete the prepared task scenarios. The testing measured several indicators:

1) Success Rate;

2) Average Time on Task;
3) Misclick Rate; and
4) Maze Usability Score.

Maze.co testing was conducted on May 11, 2026, involving five respondents. In addition to task-based testing, user perceptions were collected using six questions with a five-point Likert scale ranging from 1 to 5. The assessed aspects included flow convenience, clarity of the problems addressed, feature quality, ease of completing tasks, speed of finding information, and user satisfaction.

Data Analysis. Usability testing data were analyzed descriptively. The success rate was used to show the percentage of respondents who successfully completed the tasks, while the average time on task was used to describe the time required by users to complete the tasks. The misclick rate was used to identify interaction errors during the testing process. Questionnaire data were analyzed using the average score for each indicator. The scores were then compared with the interpretation intervals used in the study, where a score of 4.3–5.0 is categorized as "very easy," "very clear," "very good," "very fast," or "very satisfied."

Evaluation Procedure. The evaluation was conducted by combining observations of user behavior and user perceptions. This approach allows the evaluation to not only determine whether users successfully complete the tasks but also examine how users perceive the convenience and satisfaction of the system. The evaluation results were then used as the basis for determining whether the website design had fulfilled the user needs identified during the initial stages of the UCD process.

RESULTS AND DISCUSSION

User Requirements and Design Implementation. Results of the implementation of User-Centered Design show that user needs were translated into a counseling system design that includes several service stages, starting from authentication, counselor search, schedule selection, consultation information submission, confirmation, and counseling history storage. From the user side, the dashboard is used as the center for searching and selecting counselors, while the schedule selection feature provides consultation slots based on operational days and times.

The design also provides a confirmation page after users complete the booking process and a counseling history page to review completed sessions. The history contains information about the counselor, meeting date, and a summary of the session results. From the counselor side, the system provides a dashboard that functions as a center for managing counseling requests. Counselors can monitor the queue in a real-time manner, view proposed schedules, read the initial complaint summary, and decide whether to accept or reject meeting requests. The system also provides counseling session history for counselors. Thus, the implementation results show that user needs are not only translated into visual interface elements but also into an integrated service channel between users and counselors. This is in accordance with UCD principles, namely ensuring that the developed solutions derive from the context and needs of users.

Implementation of the Counseling Website. The designed prototype was then implemented as a counseling website. From the user side, the system integrates authentication, educational content, professional search, schedule reservations, service confirmation, and consultation history.

The main service flow can be summarized as follows:

Login/Registration → Dashboard → Select Counselor → Select Schedule → Submit Consultation Information → Confirmation → Video Call → Counseling History

At the schedule selection stage, the system provides available slots based on working days and operational hours. Users can then select an available slot before continuing to the consultation information submission stage. From the counselor side, the system provides facilities to manage incoming schedules and respond to consultation requests. After the schedule is accepted, the process continues with the consultation session through a video call. The system then stores information related to the session so that it can be traced through the counseling history. The implementation shows that the UCD design was successfully translated into a system that covers the overall service cycle, rather than only information pages or registration interfaces.

Usability Testing Results. The evaluation was conducted using Usability Testing through the Maze.co platform, involving five respondents consisting of representatives of students, lecturers, and educational staff. The study explicitly positioned these five respondents as part of formative usability testing, so the main objective was

to obtain initial insights into navigation, layout, and feature comprehension, rather than to generalize the results statistically to the entire academic community.

The test results show that all respondents successfully completed the assigned tasks, with a success rate of 100%. The average task completion time was 31.95 seconds, while the misclick rate was 0 clicks.

Table 2.
Usability Testing Results

Respondents	Success Rate	Duration	Misclick	Information
R1	100%	22.04 seconds	0	Very satisfied
R2	100%	23.95 seconds	0	Very satisfied
R3	100%	24.65 seconds	0	Very satisfied
R4	100%	51.97 seconds	0	Enough satisfied
R5	100%	37.17 seconds	0	Satisfied
Average	100%	31.95 seconds	0	Very satisfied

Source: Processed Data 2026

The results show that all respondents were able to complete the task scenarios without experiencing click errors. Completion times varied among users, with R4 requiring the longest time, namely 51.97 seconds, while R1 completed the tasks in 22.04 seconds. However, all respondents still achieved a 100% success rate.

From the perspective of usability, these results indicate that the interaction flow in the design was relatively easy for the test users to understand. The absence of misclicks also indicates that the main navigation elements and buttons could be found and used according to their intended functions.

User Perception Results. In addition to task-based testing, this research used a Likert-scale questionnaire to obtain users' perceptions of the website design. Six aspects were evaluated, covering flow convenience, clarity of the problems addressed, feature quality, ease of completing tasks, speed of finding information, and user satisfaction.

The evaluation results show average scores for each indicator of 4.6, 4.2, 4.2, 4.4, 4.4, and 4.4, respectively, with an overall average of 4.36. These values fall within the interval of 4.3–5.0, which is categorized as Very Good.

Table 3.
Perception Users to the Website

Rated aspect	Average	Category
Convenience channel	4.60	Very easy
Clarity solution	4.20	Clear
Quality feature	4.20	Good
Convenience finish task	4.40	Very easy
Speed find information	4.40	Very fast
Satisfaction users	4.40	Satisfied
Overall average	4.36	Very good

Source: Processed Data 2026

This result gives an indication that the website design was well accepted by the test users. The highest score was found in the aspect of channel convenience, with a score of 4.60, while the lowest scores were found in the aspects of solution clarity and feature quality, with a score of 4.20 each. Although so, both scores are still in the positive category based on the scale used in the study.

Maze.co Usability Evaluation. Evaluation using Maze.co was used to complement perception data with behavioral data from users when performing tasks. The platform records task completion time, click patterns, and

user interaction errors. The research used task scenarios that included the counseling website service flow from the initial process to the consultation history.

1) The test results show:
2) Success Rate: 100%
3) Average completion time: 31.95 seconds
4) Misclicks: 0
5) Average perception score: 4.36

The results show consistency between user performance and user perceptions. All respondents were able to complete the tasks without making click errors, while the subjective evaluation was also in the positive category.

Discussion. The research results show that UCD implementation can help translate the needs of the academic community into a more structured counseling service channel. Users' needs for flexibility and ease of access were translated into mechanisms for counselor and schedule selection, while counselors' needs for service management were translated into a dashboard for monitoring and responding to consultation requests.

The results support the research by Alda and Rifdah (2024) on the development of a web-based student counseling guidance information system, which shows that digitalization can be used to support registration, scheduling, and counseling history management processes. The difference in this study lies in the user coverage, which includes not only students but also lecturers and educational staff.

This study also aligns with previous studies that implemented UCD in digital counseling services. However, the contribution of this study is more directed toward the implementation of a website that integrates users and counselors within a single service channel. From the user side, the system allows counselor search, schedule selection, complaint information submission, confirmation, and history viewing. From the counselor side, the system provides management of consultation requests, schedules, and session history.

The usability testing results, with a 100% success rate, show that all respondents successfully completed the task scenarios. An average completion time of 31.95 seconds and the absence of misclicks indicate that the interaction flow could be followed effectively by the test users. These findings are reinforced by the average perception score of 4.36, which falls into the Very Good category.

However, the results need to be interpreted proportionally. Five respondents were used for formative evaluation, so the study results are more appropriately understood as initial evidence of the usability of the design. Future research should increase the number and variety of participants in subsequent testing to obtain more statistically representative data.

From the system development perspective, the research also shows that UCD does not stop at the prototype development stage. The designed plans were tested and then translated into a web-based system so that reservation functions, schedule management, video call sessions, and counseling history could be used within a single flow. This shows that UCD can serve as a bridge between user needs, interface design, and system implementation.

Research Contribution. Based on the results, the contributions of this study can be formulated into three aspects.

1) First, practical contribution. The research produces a website that integrates counseling service processes, from counselor search to counseling history, within a single platform.
2) Second, methodological contribution. The research demonstrates the sequential implementation of UCD, starting from understanding users, identifying needs, designing solutions, implementing the system, and conducting usability evaluation.
3) Third, evaluative contribution. The design was tested using a combination of task performance data and user perceptions. The results show a success rate of 100%, misclicks of 0, an average completion time of 31.95 seconds, and a perception score of 4.36.
4) Thus, this research provides initial evidence that the UCD approach can be used to produce an online counseling system that is appropriate to the needs of the target users and demonstrates positive usability at the formative evaluation stage.

CONCLUSION

This study aims to implement the User-Centered Design (UCD) approach in the development of a counseling website for the academic community of the National University of Education. Based on the research process, UCD can be implemented starting from the identification of user contexts and needs, followed by the

design of user flows, wireframes, mockups, and prototypes, through to system implementation and usability evaluation. The resulting design produces an integrated system with authentication, counselor search, schedule selection, consultation submission, communication through video calls, and counseling history.

The evaluation results show that the website achieved a success rate of 100% among five respondents. The average task completion time was 31.95 seconds, with 0 misclicks during the testing process. Meanwhile, the user perception evaluation produced an average score of 4.36 out of 5, which falls into the Very Good category.

These findings indicate that the website design could be used effectively by respondents at the formative evaluation stage. The combination of task completion success, completion time, absence of click errors, and positive user perceptions shows that the interface design and service flow were able to support user interaction effectively within the tested scenarios.

Thus, the application of UCD in this study provides a systematic approach to connecting the needs of the academic community with the design and implementation of an online counseling system. The main contribution of this study lies in the development of a platform that integrates the needs of users and counselors within a single service channel, while also providing an initial evaluation of the system's usability.

Limitations. This study has several limitations that need to be considered when interpreting the results. First, the usability evaluation involved only five respondents representing students, lecturers, and educational staff. This number is in accordance with the context of formative usability testing; however, it cannot yet be used to generalize the findings to the entire academic community population. The study also suggests increasing the number and diversity of participants in future research.

Second, the evaluation focused primarily on usability, task completion success, interaction efficiency, and user perceptions. This study did not evaluate the impact of system use on users' psychological conditions or the clinical effectiveness of counseling. Therefore, the results cannot be interpreted as evidence that the system is capable of improving users' mental health conditions.

Third, the evaluation was conducted in the context of initial system testing and therefore does not yet describe long-term system use. Aspects such as usage sustainability, actual usage levels, long-term data security, and the effectiveness of counseling services after full implementation still require further investigation.

Future Research. Future studies can increase the number and diversity of participants so that the evaluation covers a wider range of user characteristics and allows summative usability testing to be conducted. In addition, subsequent research can compare the system's usability before and after design iterations to determine the effectiveness of each interface improvement.

Further research can also evaluate the system from broader aspects, such as data security and privacy, system performance, accessibility, long-term user experience, and counseling service effectiveness. Specifically, for mental health service aspects, future research can involve competent professionals to determine appropriate evaluation indicators without equating usability evaluation with clinical evaluation.

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