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Evaluating User Experience of the Unpad Luhung MOOC Platform Using UEQ+

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Abstract
Unpad Luhung is a massive open online course (MOOC) platform developed by Universitas Padjadjaran. This study evaluates the experiences of active university students using the User Experience Questionnaire Plus (UEQ+) and identifies aspects requiring improvement. A quantitative survey was conducted from 16 May to 2 July 2026 using purposive sampling of students who had completed a course or achieved at least 50% progress. Of 101 responses, 96 met the screening and attention-check requirements. Eight UEQ+ scales were assessed using mean performance, importance ratings, an overall key performance indicator (KPI), and importance–performance analysis (IPA). All eight scales received positive mean scores. Trustworthiness of content scored highest (1.86), followed by usefulness (1.79); clarity (1.20) and dependability (1.27) were the lowest but remained positively rated. The overall KPI was 1.50 (SD = 0.85). IPA placed no scale in the high-importance/low-performance quadrant; however, clarity was situated close to this boundary. The findings support maintaining the platform's content credibility while refining course presentation, navigation cues, and system reliability. These conclusions apply to the surveyed student users and do not represent all Unpad Luhung learners.

Keywords: massive open online courses, user experience, User Experience Questionnaire Plus (UEQ+), importance-performance analysis, digital learning platforms

Introduction

Digital connectivity has broadened access to information and online learning in Indonesia. The Indonesian Internet Service Providers Association reported that internet penetration reached 80.66% in 2025, representing approximately 229.43 million users in its 2025 national internet survey (APJII, 2025). DataReportal also identifies information seeking, digital content, and online engagement as important components of internet use (Kemp, 2025). Increased access creates opportunities for educational institutions to provide flexible learning services, especially following the expansion of remote learning during the COVID-19 period (Prasetyanto et al., 2022). Massive open online courses (MOOCs) can support learning at scale and offer flexible pathways for professional development (Castaño-Muñoz & Rodrigues, 2021).

The availability of online courses does not, by itself, guarantee a satisfactory learning experience. User experience (UX) concerns users' perceptions and responses when interacting with digital products and services (Wiwesa, 2021). For MOOCs, navigational clarity, reliable access, credible course materials, and ease of interaction can shape how learners engage with content. A systematic review by Moore and Blackmon (2022) emphasizes the importance of learner-centred course structures and engagement, while Shah et al. (2023) highlight the value

of evaluating MOOC design from the learner's perspective. Empirical work on online learning also demonstrates the relevance of studying learners' experiences and satisfaction (Attan et al., 2024).

Unpad Luhung is a MOOC platform developed by Universitas Padjadjaran to offer online and hybrid courses across multiple subject areas. Preliminary observations identified differences in course-thumbnail proportions, text-heavy images, inconsistent terminology, and unclear visual separation between e-learning courses and seminars. A keyword search for "unpad luhung" on X also identified 59 posts or comments from January 2024 to January 2026, including reports of access interruptions and system errors. The social-media material was used to identify potential issues, not as a systematically sampled or representative dataset. Such observations provide contextual reasons to evaluate how learners perceive the platform, but they do not independently establish the prevalence of individual problems.

Standardized instruments for assessing digital-product experience include the System Usability Scale, the original User Experience Questionnaire (UEQ), and its modular extension, the User Experience Questionnaire Plus (UEQ+). The UEQ+ allows researchers to select dimensions relevant to the product under evaluation (Schrepp & Thomaschewski, 2019, 2023). Its application to Indonesian online learning tools has been examined by Santoso et al. (2022), and another Indonesian application illustrates how domain-relevant content and dependability scales can reveal distinct strengths and weaknesses (Salsabila et al., 2023). Nevertheless, these studies do not describe the specific combination of interface presentation, content characteristics, and perceived reliability experienced by users of Unpad Luhung. The present evaluation addresses that platform-specific gap by examining eight selected UX dimensions alongside respondents' importance ratings and an importance–performance matrix.

Accordingly, the study assesses the perceived user experience of Unpad Luhung among eligible Universitas Padjadjaran students, identifies the comparatively strongest and weakest UEQ+ dimensions, and uses importance–performance analysis to inform practical improvements. Its contribution is a context-specific UX diagnosis, not a claim that the findings generalize to every MOOC learner or that individual interface defects have been experimentally established.

Method

A cross-sectional quantitative survey was used to evaluate the Unpad Luhung MOOC. The target population comprised users of the platform, but the accessible study group was limited to active Universitas Padjadjaran students with direct experience of its courses. Eligible respondents were selected through purposive, non-probability sampling. This design provides descriptive evidence from experienced student users; it does not provide a probability-based estimate for all student users or for the wider public using the platform.

Data were obtained through a Google Forms questionnaire between 16 May and 2 July 2026. Participants were required to be active Universitas Padjadjaran students who had completed at least one Unpad Luhung course or were enrolled in a course with at least 50% progress. The available documentation identifies the online questionnaire and eligibility criteria but does not specify a recruitment-channel breakdown. Reported outcomes therefore describe the respondents who met these criteria.

The evaluation used eight selected scales from the User Experience Questionnaire Plus (UEQ+): quality of content, trustworthiness of content, usefulness, clarity, perspicuity, efficiency, trust, and dependability. Content quality and content trustworthiness address the

relevance and credibility of course materials; usefulness assesses perceived learning value. Clarity concerns how clearly information and interface elements are presented, whereas perspicuity focuses on how readily users understand and learn to operate the platform. Efficiency addresses effort and speed, trust concerns confidence in the platform, and dependability concerns predictable and reliable interaction. Although clarity and perspicuity are related, they are not interchangeable: a course catalogue may be understandable to navigate while still displaying poorly organised information. The modular selection follows the UEQ+ approach to context-specific evaluation (Schrepp & Thomaschewski, 2019, 2023; Santoso et al., 2022).

Responses were processed using the UEQ+ Data Analysis Tool (version 6.0) in Microsoft Excel, with supporting statistical analysis in SPSS. The analysis reported eight performance means, eight importance means, the overall UEQ+ key performance indicator (KPI), and importance-performance analysis (IPA). In the UEQ+ framework, the KPI summarizes performance scores with reference to the relative importance of the selected scales at the respondent level before aggregating responses (Hinderks et al., 2019; Schrepp & Thomaschewski, 2023). The study reports the KPI and its standard deviation as produced by the analysis tool; individual response-level computations are not available in the manuscript. For IPA, each scale is located according to its performance mean (horizontal axis) and importance mean (vertical axis). The plotted crosshairs correspond approximately to the averages across the eight scales (performance = 1.49; importance = 1.62), dividing the matrix into high- and low-relative-performance and importance categories (Hinderks et al., 2020).

Results and Discussion

A total of 101 responses were received; five failed the questionnaire attention check and were excluded. The final descriptive analysis therefore included 96 eligible student respondents. All eight UEQ+ scales were summarized from these responses. The sample permits identification of observed mean-score patterns and relative priorities within this group, but its size and purposive composition do not support population-wide representativeness. No prospective statistical precision calculation was reported for the sample.

Among the 96 respondents, 51 (53.1%) were male and 45 (46.9%) were female. Thirty-nine students (40.6%) were aged 22, and the age range was 18–31 years. Most respondents lived in West Java (64.6%), were undergraduates (90.0%), studied in the Faculty of Economics and Business (64.6%), and had used Unpad Luhung for less than one year (58.3%). The high proportion of Economics and Business students may influence evaluations because course familiarity and programme-specific expectations could differ among disciplines. The results should consequently be interpreted as the experiences of this respondent group, not as the views of every faculty or the broader MOOC audience.

User Experience Evaluation Using UEQ+

Responses from eligible participants were analysed using the UEQ+ Data Analysis Tool (version 6.0). The scale means are presented in Figure 1.

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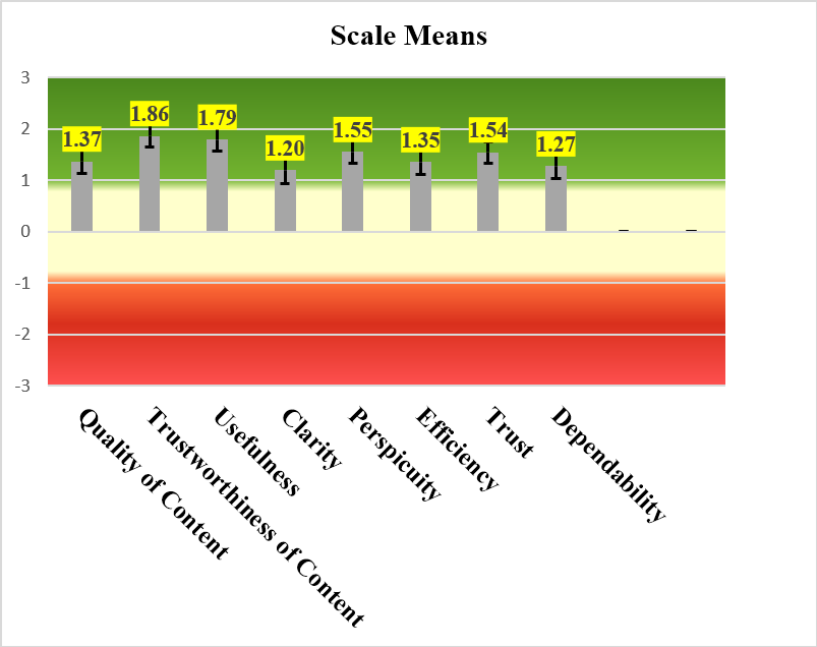


Figure 1. UEQ+ performance scores for Unpad Luhung

All eight UEQ+ dimensions received positive mean performance scores (Figure 1). Trustworthiness of content was highest (1.86), followed by usefulness (1.79), perspicuity (1.55), trust (1.54), quality of content (1.37), efficiency (1.35), dependability (1.27), and clarity (1.20). The ordering identifies comparatively strong and weak aspects within this sample; it does not establish that any particular feature caused a rating or that positive means exclude usability problems.

Trustworthiness of content scored highest, indicating that respondents generally considered the learning materials credible. Usefulness also received a high evaluation, suggesting that the students perceived value in the courses they accessed. This emphasis on relevant and learner-centred course content is consistent with research on MOOC learner experience and pedagogy (Moore & Blackmon, 2022; Shah et al., 2023). The positive evaluations are encouraging but should be interpreted alongside the narrower aspects of interface presentation and reliability.

Clarity received the lowest performance mean (1.20), although the score remained positive. This dimension concerns the presentation and organisation of information, such as the visual consistency of course thumbnails, course-category labels, and the amount of text displayed within interface elements. Those features were noted during preliminary platform observation. The survey score is compatible with concerns about the clarity of presentation, but it cannot establish which particular design feature produced individual responses. A focused interface inspection or usability test would be needed to verify specific causes.

Dependability was the second-lowest scale (1.27) and also remained positive. This result suggests comparatively weaker perceptions of consistent and predictable system behaviour. Reports of access interruptions in the preliminary social-media search provide contextual reasons to monitor reliability, but were not linked to the respondents' individual UEQ+ scores. Future technical monitoring could determine the frequency and severity of errors and help assess improvements over time.

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Mean Importance and Overall KPI

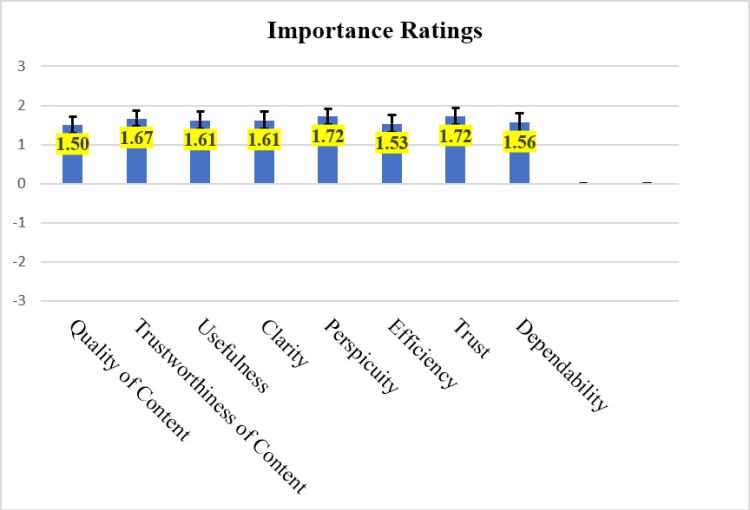


Figure 2. UEQ+ importance ratings for Unpad Luhung

The highest mean importance ratings were recorded for perspicuity and trust (1.72 each), followed by trustworthiness of content (1.67). Usefulness and clarity each scored 1.61, dependability scored 1.56, efficiency scored 1.53, and quality of content scored 1.50 (Figure 2). All means were positive, but their relative ordering is relevant to improvement planning. In particular, clarity was rated comparatively less favourably in performance while its importance was close to the overall importance cutoff shown in the IPA matrix.

The overall UEQ+ KPI was 1.50, with a reported standard deviation of 0.85. The analysis tool combines respondents' scale assessments and their relative importance ratings into an overall summary; the standard deviation describes dispersion in this aggregate indicator (Hinderks et al., 2019; Meiners et al., 2024). Under the benchmark interpretation used in the study, this KPI falls within the positive or good range. Nevertheless, an aggregate KPI should not replace the interpretation of individual scales, particularly clarity and dependability, which have lower performance means.

Importance–Performance Analysis

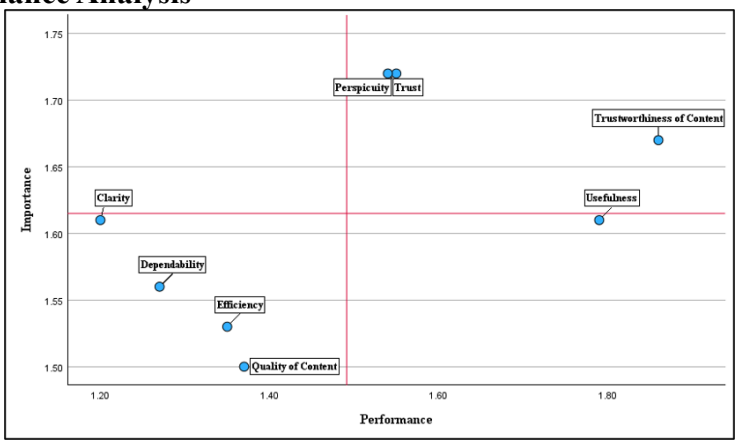


Figure 3. Importance–performance analysis of Unpad Luhung

Figure 3 compares performance with perceived importance using reference lines close to the eight-scale averages (approximately 1.49 for performance and 1.62 for importance). No evaluated scale falls within Quadrant I, defined in this analysis as relatively high importance and relatively low performance. The absence of such a classification means that the matrix does not identify an urgent, high-priority deficiency. It does not imply that every interface feature is free from problems or that smaller improvements are unnecessary.

Perspicuity, trust, and trustworthiness of content fall within Quadrant II, where both performance and importance exceed their respective reference lines. They represent strengths to maintain. For a learning platform, continued attention to understandable interaction, user confidence, and credible materials supports the positive experience reported by participating students.

Clarity, dependability, efficiency, and quality of content fall within Quadrant III, indicating lower relative performance and importance within the selected set of dimensions. Clarity lies close to the importance boundary: its importance mean is 1.61 against an approximate eight-scale average of 1.62. Accordingly, improvements to information presentation can be pursued as targeted, low-disruption refinements, not as interventions demanded by a Quadrant I classification. Usefulness falls within Quadrant IV, with comparatively high performance and lower relative importance. This result suggests reviewing resource allocation carefully but does not, by itself, justify withdrawing support from useful courses.

Taken together, the eight scales suggest a generally positive UX evaluation among the surveyed student users. The highest-rated content-related dimensions should be maintained, while clarity and dependability offer practical directions for incremental monitoring and improvement. This conclusion is consistent with the descriptive pattern of scores and the IPA quadrants, without treating preliminary complaints as independent proof of specific system defects. The results also illustrate the value of pairing UEQ+ performance ratings with importance information rather than relying only on an aggregate score (Hinderks et al., 2020; Meiners et al., 2024).

Conclusion

This study examined the user experience of Unpad Luhung using eight UEQ+ scales among 96 eligible, active Universitas Padjadjaran students. Every scale received a positive mean score. Trustworthiness of content (1.86) and usefulness (1.79) obtained the highest performance values, whereas clarity (1.20) and dependability (1.27) were comparatively lower but still positive. The overall KPI was 1.50 (SD = 0.85), reflecting a generally favourable experience within the surveyed group. Because the sample was purposively selected from active university students, the findings do not represent the full population of Unpad Luhung users.

IPA identified perspicuity, trust, and trustworthiness of content as dimensions with relatively high importance and performance. Clarity, dependability, efficiency, and quality of content occupied the lower-relative-importance and lower-relative-performance quadrant, and usefulness was placed in the high-performance, lower-importance quadrant. No dimension appeared in the high-importance, low-performance quadrant. Thus, the matrix supports maintaining existing strengths while considering smaller targeted improvements, particularly for clarity near the importance boundary.

Practical next steps include standardising course-thumbnail proportions, reducing excessive text in course images, separating seminars from self-paced courses with consistent

labels, and using one coherent approach to Indonesian and English interface text. Platform administrators can also maintain an error log, review failed-access reports, and schedule routine checks of key course functions. These actions should be followed by a new UX evaluation to determine if perceived clarity and dependability improve. Further research could recruit learners beyond the university student population, compare academic disciplines, and combine questionnaires with task-based usability tests.

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