AN EVALUATION OF STUDENT SUPPORT SERVICES
AT THE INDONESIA OPEN UNIVERSITY (UNIVERSITAS TERBUKA)

by
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We accept this thesis as conforming
to the required standard

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ABSTRACT

The main purpose of this study was to evaluate students' satisfaction with support services provided by Universitas Terbuka (UT), the Open University of Indonesia. Their additional needs for support services also were investigated. These issues were addressed by administering a questionnaire to 700 randomly-selected students who were registered at the Jakarta Regional Centre, and 293 responded.

The results of the study indicated that the response time of support services at UT was a very critical problem. The respondents said that it took too long to get appropriate action from UT service units. In relation to response time, the most crucial problem was the time it took to be informed of examination results.

Regarding course materials provided by UT, the most frequent complaints were about the difficulty of obtaining the materials and the price of materials. Only 30% of the respondents said that they never had a problem obtaining course materials and only 20% of the respondents were satisfied with the price of materials. As to the quality of the course materials, the most frequent complaints cited by respondents were about readability and print quality of the materials.

In relation to tutorials and radio/television programs provided by UT, the lowest level of satisfaction was with the

frequency of the programs. Only 17% of the respondents were satisfied with the frequency of tutorials. For radio/ television programs, only 19% (for radio) and 13% (for television) of the respondents were satisfied with the frequency of the programs. They suggested that UT provide more tutorials and radio/television programs.

Opportunities to take re-tests to improve grades, improved counselling services, and better communications facilities, were expressed as crucial needs of UT students.

Examiners :

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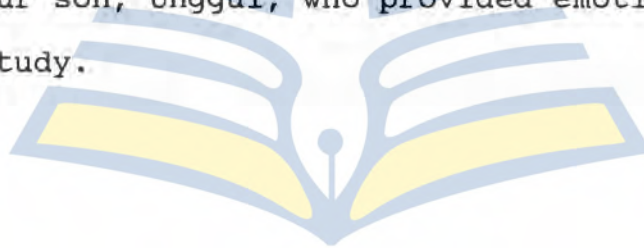
CHAPTER 1

INTRODUCTION

Background

The Indonesia Open University, Universitas Terbuka (UT), was established in September, 1984, by the Indonesian government in order to meet three goals:

1. Expand the opportunities for high school graduates of all ages to study at the university level.

2. Produce experts for various levels of national development.

3. Improve the competence of teachers through upgrading their knowledge and skills.

Presently, Universitas Terbuka has about 36,000 active students and 63,000 non-active students. Active students are defined as students who registered in the last two years and non-active students are those who have not re-registered for at least two years (UT Statistics Book, 1992). From the first year of its operation (1984) until 1991, the total enrollment has been 150,298 students. Through 1991, there have been only 9,303 graduations from degree and certification programs (UT Statistics Book, 1992).

From the data provided by the University, it seems that UT has increased access to higher education, but it faces the problem of high student attrition and a very low graduation rate. More than 50 percent of UT students are non-active students and the graduation rate is less than 10 percent.

A persistent problem for UT, therefore, is the number of students who cannot or do not persist in their studies, so it is important for the university to find out why so many students do not complete their studies.

The International Council for Distance Education (ICDE) and UNESCO in 1990 reviewed five Asian distance education institutions and summarized the situation at UT. ICDE/UNESCO (1990) reported the following:

> UT would appear to be beset by a daunting number of problems of fundamental nature that will require some dramatic, if not traumatic, changes to be made before it can be accepted by the community as a viable alternative to traditional forms of higher education. The educational philosophy and the current organizational arrangements that have been designed to support it are clearly not working. (p. 19)

ICDE and UNESCO cited several problems at UT which included:

1. A very high student drop-out rate combined with a large decrease in new enrollment.

2. Over-centralization of most functions in Jakarta for the supply of services to a geographically dispersed clientele.

3. Difficulties in providing high quality teaching materials.

4. Poorly qualified staff, possessing little motivation to provide a service for students.

5. A system of administration lacking cohesiveness and responsiveness, and the use of a regional centre network purely for administrative purposes.

6. A cumbersome and unreliable material distribution system.

From the report given by ICDE and UNESCO, it clear that student support services are a crucial problem at Universitas Terbuka. The inappropriateness and lack of student support services might will be a contributing factor to the low percentage of successful students. Students need more support services that are appropriate for their studies.

A survey reported by Zainul (1990) indicated that the main reasons for course non-completion at UT were the volume and difficulty of the self-study materials provided, and difficulty of mastering an unguided self-study system leading to loss of confidence and discouragement through repeated on failure examinations.

Support services are an important part of distance education because they are the main link between the teaching institution and its students. According to Fowler (1981) the quality of student support services is a determining factor in the success of distance education programs.

Student support services include a wide range of functions such as admissions, registration and records, tutoring/instructional support, information services, advising and counselling, and examinations (McInnes-Rankin & Brindley, 1986). According to Fowler (1981) student support services include all documents, communications, materials, directives, requests, responses, information, and data which flow from the teaching institution to the students. He divided student support services into two categories: instructional services (e.g. responding to subject matter queries, providing tutorials, evaluating

students work) and administrative services (e.g. providing information, handling admission and registration processes).

The main characteristic of distance education that distinguishes it from conventional universities is the separation of teacher and learner. This separation compels students to study independently, without direct guidance from the instructors or interaction with peers. As stated by Holmberg (1981), distance education students have a great amount of independence and autonomy in determining how they study.

Even though distance education students are more likely to be characterized as independent and autonomous learners who value the opportunity to control the pace at which they learn, this does not mean that they are deprived of student support services for their studies. Distance education students should have an opportunity to decide to what extent they want to make use of learning facilities that should be provided by the teaching institution.

High quality support services can contribute as much to the process of learning as do the learning materials themselves. Distance learners are largely isolated and have a number of distractions arising from their social,

family and occupational responsibilities. Student
support services can provide students with the help and
resources that they need to study successfully. As stated
by Hodgson (1986), support services have an influence on
learners' experience and approaches, and ultimately on the
process of learning.

Sewart (1983), of the British Open University, wrote
that the vast majority of distance education students
cannot succeed in a course through self-instructional
material alone. Beyond the package of materials, there is
a need for advice, support, interpretation and mediation
that should be provided to meet the diverse needs of the
students. The success of distance education depends on a
correct balance between the teaching package and the
advisory and mediating function. Student support services
are part of the distance learning program that students
should expect when they enroll in the program. Distance
education students have chosen to study independently,
without the immediate feedback available from a
instructor, often without the resources of a laboratory or
a library. Thus, they should expect a teaching
institution which is dedicated to fast, efficient, and
high quality support services.

Student Support Services at Universitas Terbuka

In general, student support services at UT can be divided into two categories, administrative support services and academic support services. Administrative support services are related to administrative affairs that students require during their study (e.g. admission, registration, course material delivery). Academic services are related to support that students need to master study materials (e.g. tutorials, radio and TV programs). Administrative support services are provided by the Registration Centre, the Examination Centre, the Regional Centres, and the Student Service Centre. Academic support services such as tutorials, radio and TV programs are provided by the Faculties and the Regional Centres

The Registration Centre provides services that are related to admission and registration. These are services which provides information about UT and its system, registration procedures, and courses or programs offered to all students who enrolled at UT.

The Examination Centre provides all services that are related to the examination process such as producing test booklets, scheduling examinations delivering examination results.

The Regional Centres function as branch offices of UT in remote areas. These Centres are usually located in local universities. UT has 32 Regional Centres that are spread throughout the country. The Centres provide help in administrative affairs such as coordinating tutorials, providing information, and organizing examinations. In coordinating tutorials, the Regional Centres are responsible for selecting tutors and arranging tutorial schedules.

The Student Service Centre is responsible for handling all complaints and problems that students face during their studies, especially problems that are related to administrative affairs. This Centre is located at UT's headquarters in Jakarta. The Centre also provides services for extra-curricular activities and coordinating of study groups.

The four Faculties provide services that are related to academic affairs such as the development of course materials, TV and radio programs, and consultation for students who have difficulties with their courses.

The Purposes of the Study

The main purposes of this study are to measure student satisfaction with support services that are

CHAPTER 2

Review of the Literature

In this chapter the rationale for provision of student support services in distance education is established. The importance of student support services is examined and several criteria for providing such services are presented.

Characteristics of Distance Education

Characteristics of distance education will reflect the importance and function of student support services in distance education. One way to identify these characteristics is by considering the definition of this mode of education that have been given by a number of authors.

Holmberg (1977) suggests that:

> The term distance education covers the various forms of study at all levels which are not under the continuous, immediate supervision of tutors present with their students in lecture rooms or on the same premises, but which, nevertheless, benefit from the planning, guidance and tuition of a tutorial organization. (p. 9)

In Holmberg's definition, there are two basic characteristics of distance education: the separation of teachers and learners, and the guidance provided by the teaching institution. The separation of teachers and learners means that students need support from the institution that provides their distance education programs.

Moore (1973) writes that:

> Distance teaching may be defined as the family of instructional methods in which the teaching behaviors are executed apart from the learning behaviors, including those that in a contiguous situation would be performed in the learner's presence, so that communication between the teacher and the learner must be facilitated by print, electronics, mechanical or other devices. (p. 664)

Moore's definition also indicates that support services are an essential part of distance education programs. He states the possibility of two-way communication between teachers and learners. This communication should be facilitated by media that are possible for the institution to provide.

Keegan (1980) proposed six basic elements of distance education that include the characteristics proposed by Holmberg and Moore. These elements are

1. the separation of teacher and learner, which distinguishes it from face-to-face lecturing;

2. the influence of an educational organization, which differentiates it from private study;

3. the use of print and technical media to link teacher and learner, and carry the educational content;

4. the provision of two-way communication so that the students may benefit from dialogue;

5. the possibility of occasional meeting for both didactic and socialization purposes; and

6. the participation in an industrialized form of education. (p. 33)

Among six elements proposed by Keegan, there are three elements related with student support services: the influence of the educational organization; the provision of two-way communication; and the possibility occasional meeting for both didactic and socialization purposes.

From definitions given, it is clear that the separation of teacher and learner is a fundamental characteristic of all forms of distance education and media to compensate for this separation have to be provided.

The separation of teacher and learner, therefore, requires students to be more independent in their studies. To succeed, students need to be clear about their learning objectives; to have effective reading, writing, study and time-management skills; and to have strong motivation to overcome the inevitable barriers such as competing priorities, lack of interaction with peers, and lack of an ideal environment for study.

It is the function of student support services to help students with the facilities they need so that they can have the skills and resources to succeed in their study. As stated by Fowler (1981), the overall objectives of student support services are to facilitate the learning process, to assist students in reaching their goals, and to insure that students become satisfied graduates.

Student Support Services and Distance Education

Distance education students are expected to achieve a high level of mastery in the absence of teachers through adequate learning materials and appropriate student support services. Mathur (1978) stated that mastery learning requires that the institution use its capacity to provide student support services to the fullest extent. A distance education institution which does not provide student support services properly to its students may not

be able to provide mastery learning opportunities. Croft (1991) wrote "the provision of student services is, in some ways, a reflection of the institution's commitment to its distance students" (p. 6). Siaciwena (1990) noted "distance learners are largely isolated and have a number of distractions arising from their intrusive social, family and occupational responsibilities. The scale, quality and efficient provision of support services are, therefore, an important issue in distance education" (p. 19).

Lack of student support has been seen as the main disadvantage for distance learners, and might be the major cause of failure in this mode of education. Sherman and Wilkinson (1990), in their survey of distance educators' perceptions of academic procrastination, found that over two-thirds of the distance educators reported that they believed academic procrastination was frequently or always caused by cognitive block (e.g. inadequate information, unclear priorities, and failure to appreciate the need for timely action) and environmental conditions (e.g. unmanageable workloads, noise). Both of these causes suggest a lack of student structure and control often associated with poor individual self-management. Because of the difficulties that many distance education students face in their study, the need for support services is very crucial.

Most distance education students are adults who have been away from formal educations for some time. They are often characterized by a lack of confidence in their ability to study academic subjects. For these students, support services are important to help them to develop the ability for independent study.

Many authors have noted the importance of students support services in distance education. Dillon, Gunawardena, and Parker (1992) stated "one important means of analyzing the effectiveness of the teaching-learning experience in a distance education system is through the analysis of the learner support system" (p. 29). Hodgson (1985), in her survey of distance learning literature and research, found that distance learning programs were considered to consist basically of two components: the learning materials; and support system. She argued that the support system contributes to the process of learning just as the learning materials do.

Garrison and Baynton (1987) also stated the importance of support services and developed a model of control in distance education. They defined control as the opportunity and ability to influence, direct, and determine decisions related to the educational process. According to their model, control of the learning process results from the combination of three essential dimensions: independence, competence, and support.

Independence is the opportunity to make choices regarding learning objectives, activities, and evaluation procedures. It is the freedom to make choices without external influence or restriction. This assumes not only that there are alternatives available, but also that the individual is aware of these alternatives and free from coercion regarding their choices. Having independence, students are free to determine their own learning needs and to set their own learning goals. They have the freedom to choose what, when, how , and where to learn.

Competence involves the ability (i.e. knowledge, skills, experience, attitudes) to participate in a learning situation. Without the requisite intellectual ability, study skills, or motivation to be involved independently in the learning process, the individual cannot be in control of the learning situation.

The last component of control is support. This refers to the resources that the learners can access in order to carry out the learning process. Supports refers to the availability and accessibility of courses, learning materials, teachers/facilitators, information, and other learning facilities. Support may be provided by an educational institution or it may be available from other sources within the community.

According to Garrison and Baynton (1987) control is achieved not simply by providing independence or freedom from outside influence, but rather by striking a balance between independence and other elements (competence and support) in the learning transaction through the process of two-way communication between institution and learner.

Baynton (1992) attempted to identify those factors that contribute to the learner's control of the educational process. By using factor analysis, he identified six factors of control: student competency, teacher/tutor support, independence, time flexibility, value orientation, and access to resources. Students in this study mentioned that support services such as library access, guidance, information, tutors, simple bureaucratic procedures and advice will all enhance their control of the learning process.

Another model developed by Powell, Conway, and Ross (1990) indicated that support services will influence student success in distance education. This model suggested that there are three categories of factors contributing to student success in distance education. These categories are: predisposing characteristics, changes in life circumstances, and institutional factors. The relationship between these factors can be seen in Figure 1.

```
                         -------------------
                         ! Institutional !
                         !    Factors      !
                         -------------------
                                  |
                                  |
                                  |
                                  |
-------------------               |                -------------------
! Predisposing   !                V                ! Persistence/ !
! Characteristics of! ------->  Interaction ------> ! Success      !
! the Students   !               Effects            !              !
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                         ! Life Changes in !
                         !  the Students   !
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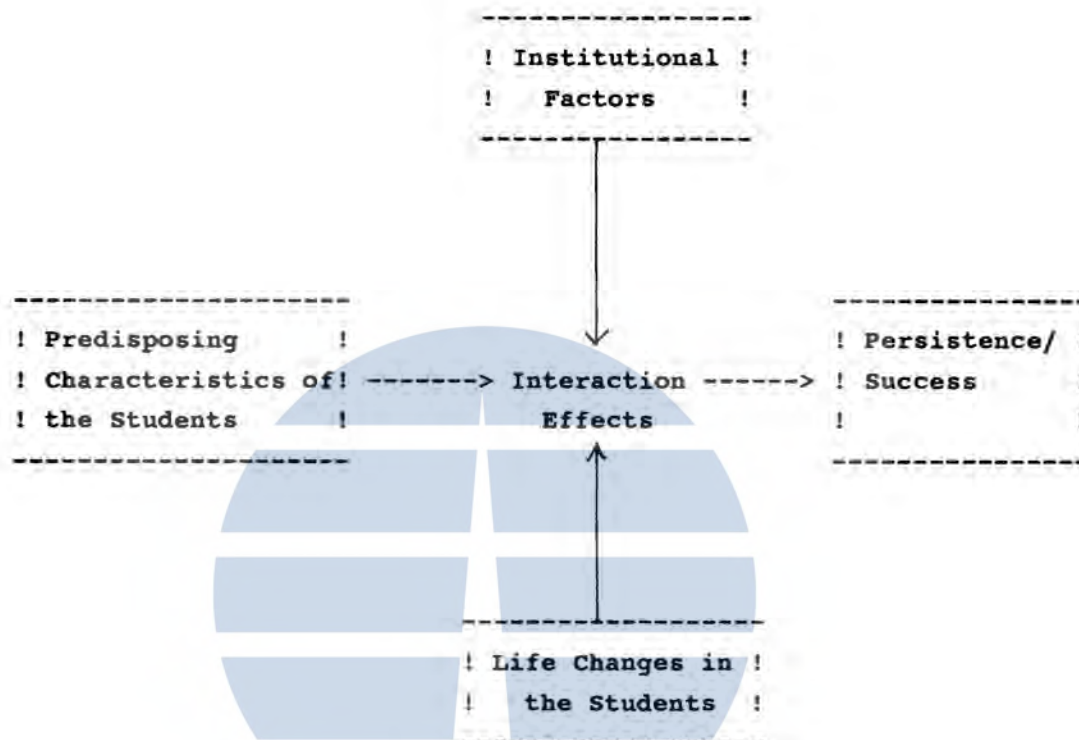
Figure 1. A multivariate framework for analyzing
          success and persistence in distance
          education.
From Powell, Conway, and Ross, 1990.

Predisposing characteristics are conditions that
students bring to the educational process at the time of
entry, such as educational preparation, socio-economic and
demographic status, and motivational and perseverance
attributes. These predisposing characteristics are either
fixed or slowly changing throughout the duration of a
student's involvement with a distance education program
and constantly relate to students' chances of success.

Changes in life circumstances are changes that happen during the involvement of the students with the distance education institution. These changes can disrupt or in some way alter the goals, expectations, and commitments that were set by the students when they began their distance studies. Such life changes are personal illness, relocation, altered employment status, and family problems.

Institutional factors relate to and are under the control of the educational provider. These factors include quality and difficulty of instructional materials, access to and quality of support services, and administrative procedures.

These three factors interact with each other in influencing student success during study. The interaction and its effects will depend on the kind and level of these three factors; different kinds and levels will have different effects on student success. For example, the level of literacy (a predisposing characteristic) among students would likely be more important in determining student success for a distance education institution which relies almost entirely on print-based instruction than for an institution using other modes of instruction in addition.

The model introduced by Powell, Conway, and Ross (1990) suggests that institutional factors are the most effective way for the distance education institution to improve its teaching-learning process because these are the only factors which can be controlled by the institution. Even though it may be still possible to control predisposing characteristics through the enrollment selection, it is contrary to the policy of most distance education institutions which is to provide more opportunity for and accessibility to education. Enrollment selection will reduce the opportunity for and accessibility to education.

Holmberg (1981) has stated that the stronger the students' feelings that the supporting organization is interested in making the study matter personally relevant to them, the greater their personal involvement. The stronger the students' feelings of personal relations to the supporting institution and of being personally involved with the study matter, the stronger the motivation and the more effective the learning. He argued that distance education is self-study but it should not be private study. The distance education institution has a responsibility to prepare course materials and support services that are designed to build up a positive relationship between the students and their supporting system.

The Provision of Student Support Services

There are two main criteria that should be considered in provision student support services for distance education: cost effectiveness and student characteristics.

When budgets are limited distance education institution often require proof that support services will be provided are both cost efficient and effective in increasing student success. Sewart (1989) wrote that

> In distance education at all levels, there will be those whose approach are solely from an economic stand point. This is certainly true if we do not measure the system in educational terms. The measurement has to be made not only in term of quantity of successful students but also the quality of the educational process which they have undergone. (p. 255)

Fowler (1981) stated that good student support services not only help students to reach their educational goals but also provide benefit to the institution. Good, efficient student support services will yield financial rewards for the institution such as higher course completion rates, higher tuition collection rates, increased referral of new students, and higher re-enrollment rates.

Student characteristics also should be considered in providing student support services. Before setting up student support services, it is necessary to have a clear recognition of student characteristics such as academic level, motivation for attending the course, and social and economic background. Different student characteristics may result in different needs for student support services.

Coldway (1986) identified several dimensions in which distance education students differ from their on-campus counterparts. These students tend to be older and have a wider range of educational backgrounds, prior educational experiences, academic abilities, and demographic and personal characteristics (e.g. age, family situation, work experience). The different characteristics of distance education students may result in different requirements for student support services from their on-campus counterparts. Mayo, Lourie, and Lance (1979), in their survey of the needs of re-entry university students, found that such students would like a designated re-entry admission counselor, an appropriate orientation to campus, individual counseling, career exploration, and study skills training.

Thompson (1989) proposed that decisions on the provision of student support services are necessarily connected with decisions about the target population. The selection and provision of student support services in distance education should be determined after a decision has been made about whose needs are to be met. Learner differences should be taken into account in the planning and execution of a certain support system. The best support system for one student may not be the most effective support system for another student because of significant differences between those students. The institution should seek to accommodate significant learner differences and to provide a support system that is suitable for its students in order to optimize the educational outcome for each student. There are three elements that should be considered in providing a support system: assessing the student's needs, identifying the available resources, and linking the students to the resources.

Fowler (1981) proposed the following characteristics of good student support services: facilitating and enhancing learning, ensuring course completion, providing fast and efficient responses to student requests, treating each student equitably, and supplementing independent learning with reinforcement from the institution. He

provided the following criteria to be considered in providing the support services:

1. functional for both the nature of the student enrolled and the subject matter,

2. appropriate for the level of the subject,

3. cost effective and having a good balance between the expenditure of funds and the results gained by providing the services,

4. available and fair to all students (all students have an equal opportunity to utilize the services),

5. compatible with the school's ability to provide them in an effective way,

6. appropriate to the distance education method,

7. able to contribute to the overall goals of learning enhancement and course completion,

Summary

Studies of distance education have shown the need for providing good student support services. The separation of teacher and learner compels students in distance education to be more independent in their study than face-to-face students. But independence does not mean that distance education students do not need support services in their study. The distance education institution should provide adequate support services for

its students in order to assist them to become effective independent learners. As Smith and Small (1982) point out, "external studies will, by definition, continue to be essentially a form of independent study but should never be a sentence to solitary confinement" (p. 138).

The characteristics of distance education learner are also reasons for providing good student support services. Most of the students in distance education tend to be older than on-campus students and study part-time because they are usually employed. McInnis-Rankin and Brindley (1986) noted the following:

> As well as being older than the traditional campus-based students, distance learners differ in other ways. In general, they have a greater variety of educational backgrounds, from less than high school to a university degree. Their most recent educational experience may be some years past. As well as being new to distance education, their study strategies may be rusty, inappropriate or non-existent. (p. 60)

Student support services in distance education can provide the link between course materials and the teaching-learning process at a distance. Potentially, they help students adapt to learning in the distance education system. Student support services can contribute to learner success as much as learning materials do.

CHAPTER 3

METHOD

Respondents

The population sampled in this study consisted of students registered at the Jakarta Regional Centre for the period from 1991 to 1993. This Regional Centre was chosen for this study because it is the largest of the 32 Regional Centres throughout Indonesia and because it is the most accessible. There were 27,427 students (about 28% of all UT students) who were registered at this Regional Centre during period from 1991 through 1992 (UT Statistics Book 1992). It is reasonable to expect that difficulties reported by students in Jakarta, would be at least as problematic in the other centres, and especially for students in rural areas (Sinar, 1993).

The sample for the study consisted of 700 randomly-selected students who had been studying at UT for at least one year (two academic semesters). There were 23,607 students who met this criterion. The choice of this criterion was based on the consideration that students who have been studying at UT for at least one year would have enough experience as distance learners to have formed

opinions about their needs and the quality of services provided to meet them.

Instrumentation and Data Collection

The instrument used for data collection was a questionnaire (See Appendix A for the English version and Appendix B for the Bahasa Indonesia version). The questionnaire consisted of two parts.

Part I contained questions that were related to student satisfaction with the range of support services provided by UT. This part also contained questions about students' personal perceptions of UT as an institution of learning. There were ten sections in Part I, as follows:

1. Registration Services,

2. Course Materials,

3. Faculty Services,

4. Examination Services,

5. Regional Centre Services,

6. Student Service Centre,

7. Tutorial Services,

8. Television Programs,

9. Radio Programs,

10. Respondents' Personal Perceptions about UT.

Part II of the questionnaire contained 26 items that related to perceived needs of UT students as distance learners. Most of items in this part were adapted from the questionnaire that was used by Devlin and Gallagher (1982) in their study of age-related needs at Capilano College, British Columbia.

Most of the items in the questionnaire were on a 5-point scale. At the end of each section, however, there was an open-ended question that was provided for those respondents who wanted to give suggestions or comments about that service. Before the questionnaire was sent to the respondents, it was pre-tested on ten students to find out whether or not it could be understood by the respondents. Only a few editorial changes were needed based on the pre-test.

Other data for this study, such as demographic information and students' GPA, were obtained from UT's files. Students' GPAs were categorized into passing GPA and low GPA. A passing GPA is equal to or greater than 2.00 and a low GPA is equal to or less than 1.50. These categories were chosen based on consideration that a minimum required GPA to complete an academic program at UT is 2.00.

Procedure and Data Analysis

At the beginning of August, 1992, the questionnaires were mailed to respondents' home addresses. Each package contained a questionnaire and a stamped-return envelope to be used by respondents to send back the completed questionnaire. Six weeks from the time they were sent, 293 (42%) completed questionnaires had been returned and these questionnaires were used as the data for this study.

Most of the data analyses in the study were descriptive statistics that used means as the summary measures. Also, t-tests were used to examine whether or not there were differences in satisfaction between students with passing GPAs and students with low GPAs.

Chi-square tests were used to determine whether or not there were differences in the frequency of using the services between students with passing GPAs and students with low GPAs.

CHAPTER 4

RESULTS AND DISCUSSION

The Respondents

Of the 700 questionnaires that were sent to the sample, 293 (40%) were returned. The summary of demographic data of respondents is provided in Table 1.

Table 1.
Demographic data of the respondents.

Item	n	%
1. Ages:		
Less than 26	32	11
26 to 40	195	66.5
Over 40	66	22.5
2. Sex:		
Male	203	69.2
Female	90	30.8
3. Marital status:		
Married	142	48
Not married	151	52
4. Work status:		
Working	232	79.2
Not working	61	20.8
5. Diploma:		
High school	256	88.7
Other diploma	37	11.3

The return rate, while lower than had been expected, was not unusual for a survey of UT's students, most of whom are employed in fulltime jobs. However, the percentages of respondents in the categories of Table 1 are similar to the overall percentages in the total UT student population. According to UT statistics Book 1992, 76% of UT's students were male, 67% were between the ages of 26 and 40, and 78% were working. Hence, it has been assumed that the respondents constitute a reasonably representative sample of UT students.

Registration Services

Registration Services are provided by the Registration Centre which is located at UT's central office in Jakarta. The Centre is responsible for all admissions and registration to UT's programs, and it maintains the student record system. It also supplies information about UT and its programs, and deals with student complaints about administration errors. The Indonesian Postal Service provides the main link between students and the Registration Centre.

Contact with Registration Centre. Respondents were asked whether they ever had contacted the Registration Centre directly and, if so, how satisfied they were with the service they received. Of the 293 who replied, 264 (90.1%) indicated they had contacted

the Centre. Because the registration process is intended to be completed at a designated local post office, any further contact with the Registration Centre usually indicates that the student has encountered a problem that must be resolved by the Centre.

Of the 264 that had contacted the Centre, 197 (74.6%) indicated they were either Satisfied or Very Satisfied with the service they received. However, 56 (21.2%) of those contacting the Centre felt that it took too long to get appropriate action to solve their problems.

Satisfaction with Registration Services. The respondents were also asked about their satisfaction with four aspects of the Registration Services. A summary of these responses is provided in Table 2.

More than 70% of the respondents were either Satisfied or Very Satisfied with aspects related to this service except for "the postal services for registration", where only 51% were either Satisfied or Very satisfied.

The grand mean of respondent satisfaction with the Registration Service was 3.66 on the 5-point scale. Assuming a mid-point of "3", this suggests mild satisfaction with the Registration Services generally.

Table 2.

Satisfaction with Registration Services.

Item	Satisfaction						
	VD	SD	NSD	SS	VS	n	Means
The ease of registration process	5 (1.7%)	15 (5.1%)	59 (20.1%)	191 (65.2%)	23 (7.8%)	293	3.72
The time schedule of registration	5 (1.7%)	12 (4.1%)	59 (20.1%)	199 (67.9%)	18 (6.1%)	293	3.72
The postal services for registration	7 (2.3%)	33 (11.3%)	103 (35.25%)	129 (44.0%)	21 (7.2%)	293	3.42
The guide book for registration	3 (1.0%)	16 (5.5%)	53 (18.1%)	183 (62.5%)	38 (13.0%)	293	3.80

Grand mean = 3.66

Symbols:

VD = Very dissatisfied (weighted 1)

SD = Somewhat dissatisfied (weighted 2)

NSD = Neither satisfied nor dissatisfied (weighted 3)

SS = Somewhat satisfied (weighted 4)

VS = Very satisfied (weighted 5)

Open-ended Comments on Registration Services.

Respondents were asked to give their suggestions or comments for improving Registration Services and a total of 133 out of 293 replied. Their remarks were classified according to the main concern expressed.

Of these 40 (30%), respondents complained about the registration procedure itself. They felt that the procedure was too complicated, and took too much time because students must not only go to the post office to pay the registration fee, but also must go to the Regional Centre to hand in the registration form. However, these respondents seemed to be unaware of the fact that the registration materials are available at the designated post offices, and when completed, and the fee paid, can simply be placed in the mail. No contact with the Regional Centre, therefore, is necessary.

Thirty (23%) respondents commented on the location of post offices designated for registration. These respondents suggested that the location of the post offices were too far from their residences and recommended that the University designate more post offices for registration.

Twenty-two (16%) respondents complained about the UT staff they consulted in the Registration Centre. They said the staff frequently could not give them adequate information.

Nineteen (14%) respondents complained about the availability of registration forms. They often had difficulty in obtaining the forms because the post offices in their areas ran out of them.

Sixteen (12%) respondents commented on the Guide Book for Registration. The respondents said that the guide book was not easy to understand.

There were 6(4%) respondents who commented on the registration fee, saying that it was too high. They suggested the University should have a special policy for students who have financial difficulties paying the registration fee.

Summary. Ninety percent of the respondents had contacted the Registration Centre directly, even though this should not have been necessary, and more than 20% of these experienced difficulty in making this contact. This suggests that the current registration process should be reviewed carefully to minimize the problems experienced by students enrolling in UT's programs.

The relatively low level of satisfaction with the Postal Service indicates that some attention should be given to increasing the number of designated post offices and improving the quality of service provided by post office personnel.

It is possible that many of those respondents who complained about the registration process either did not read the Guide Book for Registration or did not understand what was described therein. The Guide Book should be reviewed and improved.

For those students who have reason to contact the Registration Centre directly, the UT staff should be capable of providing proper solution to their problems, and as quickly as possible.

Course Materials

Most of UT's course materials are distributed in printed form. In addition, some courses, particularly in foreign languages, use audio-cassettes as supplements. To obtain these materials, students must purchase them either from UT's central offices in Jakarta, or from one of the 32 Regional Centres.

Access to Course Materials. In the questionnaire the respondents were asked whether or not they had course materials, read the materials, and had a problem in obtaining the materials. The summary of responses to these questions is provided in Table 3.

Only two-thirds of the respondents indicated that they always had all the materials, and as many as a quarter reported that they only sometimes had all the materials. Assuming that it is important for the learner to have all the materials recommended for its courses, UT should investigate why this situation occurs, and what might be done about it.

Table 3.
Access to Course Materials.

Item	n	%
1. Having course materials.		
Always had	198	67.6%
Usually had	5	1.7%
Sometimes had	71	24.2%
Seldom had	16	5.5%
Never had	3	1.0%
2. Reading the course materials.		
Always read	178	60.8%
Usually read	77	26.0%
Sometimes read	34	11.6%
Seldom read	3	1.0%
Never read	1	0.3%
3. Problems obtaining course materials.		
Always had a problem	2	0.7%
Usually had a problem	12	4.1%
Sometimes had a problem	132	45.1%
Seldom had a problem	59	20.1%
Never had a problem	88	30.0%

In response to the question, "Did you read all the
Course materials you have?", just over two-thirds
indicated that they did. The question remains as to why
almost one-third admitted that they did not?

Part of the answer to the question just posed may
be found in the fact that only 30% of the respondents
indicated that they had never had a problem in obtaining
course materials. This means that the majority of UT's

students had at least some difficulty in getting access
to the essential components of successful learning.
This would seem to add even greater urgency for UT to
determine what improvements are necessary to insure that
all students acquire all course materials they require
to successfully complete their courses.

The difficulty in getting course materials might be
because UT only provides course materials in the
Regional Centres and in the central office in Jakarta.
To obtain the course materials, students have to go and
buy them in these places or to order them by mail. To
handle this problem, UT should consider providing the
course materials in local bookstores which are close to
the students' residences so students can buy their
course materials in these stores.

Satisfaction with Course Materials. Respondents
were asked to rate their satisfaction with five aspects
of course materials. Their responses are summarized in
Table 4. There it can be seen that while 77.2% were
either "Somewhat Satisfied" or "Very Satisfied" with the
"usefulness" of course materials, and only 20.2% reported
similar levels of satisfaction with the "price of course
materials." The grand mean of 3.49 across the five

questions suggests that the overall level of satisfaction with course materials is not high - further evidence that UT needs to review their quality and delivery.

Table 4.

Satisfaction with Course Materials.

Item	Satisfaction						
	VD	SD	NSD	SS	VS	n	Mean
The ease of getting course materials	4 (1.4%)	30 (10.2%)	75 (25.6%)	152 (51.9%)	32 (10.9%)	293	3.60
The readability of course materials	0	28 (9.6%)	97 (33.1%)	147 (50.2%)	21 (7.2%)	293	3.55
The format of course materials	1 (0.3%)	19 (6.5%)	103 (35.2%)	150 (51.2%)	20 (6.8%)	293	3.57
The usefulness of course material	1 (0.3%)	13 (4.4%)	53 (18.1%)	178 (60.8%)	48 (16.4%)	293	3.88
The price of course materials	10 (3.4%)	87 (29.7%)	137 (46.8%)	55 (18.8%)	4 (1.4%)	293	2.85
						Grand mean = 3.49	

Symbols:

VD = Very dissatisfied (weighted 1)

SD = Somewhat dissatisfied (weighted 2)

NSD = Neither satisfied nor dissatisfied (weighted 3)

SS = Somewhat satisfied (weighted 4)

VS = Very satisfied (weighted 5)

As indicated in Table 4, the lowest satisfaction of the respondents was with the price of course material. Their mean satisfaction with this aspect was only 2.85. This may be due to the fact that most of UT students are government employees whose income is relatively lower than the income of people who work in other sectors. Wihardit (1988), in his study of non-active students, reported that UT students who have problems with the cost of study have higher rates of being non-active than do students who do not have financial problems. UT should take this fact into consideration, because the main objective of the university is to provide better access to higher education.

Open-ended Comments on Course Materials. There were 199 out of 293 respondents who gave suggestions or comments related to course materials. These were categorized based on the main concern expressed.

Of these, 62 (31%) respondents complained about the print quality of the course materials. They expressed negative opinions about the quality of the paper, misprints, and the binding of the course materials which tears easily.

Forty-one (20%) respondents commented that they frequently had difficulties in obtaining course materials in their areas. They suggested that the university provide course materials at bookstores close to their areas.

Thirty-eight (19%) respondents commented that they had difficulties in understanding course materials. They said course materials frequently used language and terms that were not familiar to them. This might be because most of UT's course materials were written by instructors from conventional universities; most of these writers might not be familiar with either the distance learning system or the characteristics of its students.

According to Meacham and Evans (1989), course materials for distance learners should be written in a style between popular journalism and esoteric language because they are intended not only to provide knowledge but also to attract or hold reader interest. The course materials should avoid unnecessary jargon and complexity.

Another reason for this complaint might be the nature of UT students itself. Most UT students are adults who have been away from formal education for long time. Sadjati (1989), in her evaluation of some of UT

course materials, found the following weaknesses in UT course materials: the writers used too many foreign and Latin terms and the writers did not explain the application of knowledge to students' daily lives.

The readability of course materials should be a main concern for UT because they are the main resource for students in their study. This is especially true for students in remote areas because, in these areas, it is not easy for students to find other resources.

Thirty-nine (19%) respondents commented that the price of course materials was too high for them.

Nineteen (9%) respondents commented that the amount of course content was too much for the credit associated with courses they were taking.

Summary. Many of the respondents were not satisfied with the course materials they were provided with. Moreover, too many have indicated that they often do not have all the prescribed learning materials available when they study. For at least one-third of the respondents, the cost of purchasing course materials is too high. It is clear that UT must address these matters to insure that all students are able to study under the best possible circumstances.

Faculty Services

There are four faculties in Universitas Terbuka:
Economics; Education; Mathematics and Natural Sciences;
and Social Sciences. These Faculties provide services
that are related to academic and administrative affairs
such as answering questions from students; helping
students who have difficulties with their course
materials, providing written tutorials, arranging
tutors for study groups, and developing courses.

Contact with Faculty. The respondents were asked
whether or not they ever had direct contact with their
Faculties, and whether they had difficulty in making
contact.

Most of the respondents (230 or 78.5%) said they
had contacted with their faculties. Only 28 (12.2%) of
them had problems in contacting their faculties.
However, it is important for UT to review its current
facilities for communicating between students and their
faculties.

Satisfaction with Faculty Services. The
respondents were asked about their satisfaction with
three aspects of Faculty Services. A summary of their
responses is provided in Table 5.

Table 5.

Satisfaction with Faculty Services.

Item	Satisfaction						
	VD	SD	NSD	SS	VS	n	Mean
The quality of the services you have been given	0	12 (5.2%)	85 (37.0%)	115 (50.0%)	18 (7.8%)	230	3.60
The response time to your problems	4 (1.7%)	37 (16.1%)	86 (37.4%)	93 (40.4%)	10 (4.3%)	230	3.30
The usefulness of the responses to your problems	0	15 (6.5%)	76 (33.0%)	121 (52.6%)	18 (7.8%)	230	3.60
						Grand mean = 3.50	

Symbols:

VD = Very dissatisfied (weighted 1)

SD = Somewhat dissatisfied (weighted 2)

NSD = Neither satisfied or dissatisfied (weighted 3)

SS = somewhat satisfied (weighted 4)

VS = Very satisfied (weighted 5)

In Table 5, it is shown that respondents' satisfaction with Faculty Services was generally positive. About 60% of the respondents were either Satisfied or Very Satisfied with these aspects, except for response time where only 45% of the respondents said that they were either Satisfied or Very Satisfied. The grand mean of respondents' satisfaction with aspects related to Faculty Services was 3.50 on the 5-point scale, so it can be assumed that they were moderately satisfied.

From the results in Table 5, it seems that response time is a problem with Faculty Services. It is important for UT to improve Faculty Services so all students who make contact with their faculties can get proper action as quickly as possible.

Open-ended Comments on Faculty Services. There were 61 (21%) out of 293 respondents who provided comments or suggestions on this topic. They were classified based on the main concern expressed.

Of these, 22 (36%) stated that it took too long to get responses from Faculties when they had contact with it. This was in line with respondents' low satisfaction with response time from Faculties.

Fifteen (24%) respondents stated that frequently the staff at Faculty Services were not helpful because they were not skilled in helping students. Considering this fact, there is a need for UT to improve the skills and knowledge of its staff. Staff with good skills and knowledge could be more helpful in serving and encouraging students in reaching their goals.

Fifteen (24%) respondents said that they need more feedback from their faculties to improve their study and suggested that faculties could organize scheduled

meetings. UT might pay attention to this suggestion because scheduled meetings and feedback from Faculty could provide encouragement for students during their study. McInnis-Rankin and Brindley (1986) stated that once a student is in satisfactory courses, there is no guarantee that studies will go smoothly. Students can run into a variety of problems, including those to do with course content and/or design, examinations, their abilities and study skills, and changes in their own circumstances. Again, contact with experienced peers and institutional support personnel could help the situation.

Most of UT's students are products of a face-to-face school system and they are not familiar with the distance learning system; thus scheduled meetings and feedback from faculties could be very helpful in supporting students in their studies. The nature of the Indonesian culture itself does not support the distance education system. According to Dunbar (1991), Indonesian culture has a strong tradition of oral communication that has created a popular perception that learning is a relationship with a teacher that is immediate, oral, and hierarchical. This perception results in a tendency to assume that lectures, group

discussions, and classes can provide greater meaning and pleasure than the solitary and concentrated acts of reading and writing in isolation.

Nine (15%) respondents suggested that Faculties should provide more time for serving students, especially on weekends because most of them work full-time and only have time on the weekends to meet with faculties. UT should consider improving its Faculty Services because the majority UT students are working while they are studying in UT. Additional service time on weekends could be helpful to students.

Summary. Even though the respondents' satisfaction with Faculty services was generally positive, it seems that faculties still do not serve students properly, especially in their response time. Also there is need for UT to improve the skills of the faculty staff members who meet with students.

Examination Services

Examination services are provided by the Examination Centre which is located at UT's central office in Jakarta. This Centre provides all services that are related to the examination process such as providing test booklets, grading, delivering examination results, and providing all information that is related to the examination.

Contact with Examination Centre. The respondents were asked whether they ever had contact with the Examination Centre, how satisfied they were with the services from this Centre, and whether they ever had a problem in contacting the Centre. There were 163 (55.6%) respondents said they ever had contact with the Centre. Of 163 who had contact, 101 (61.9%) said they were satisfied or Very Satisfied with the services provided by the Centre. There were 24 (14.7%) respondents who had a problem in making contact with the Centre. These results suggests that services provided by the Examination Centre are not quite good, less than two-thirds of the respondents satisfied with the services. Moreover, almost 15% respondent who had a contact had a problems in making that contact.

Satisfaction with Examination Services. Respondents were asked how satisfied they were with four aspects of the Examination Services. A summary of their responses is provided in Table 6.

Table 6

Satisfaction Examination Services.

Item	Satisfaction						
	VD	SD	NSD	SS	VS	n	Mean
The ease of examination process	1 (0.3%)	6 (2.0%)	65 (22.1%)	194 (66.2%)	27 (9.2%)	293	3.80
The time schedule of examination	4 (1.4%)	19 (6.5%)	71 (24.2%)	175 (59.7%)	24 (8.2%)	293	3.60
The location of examination	8 (2.7%)	47 (16.0%)	106 (36.1%)	119 (40.6%)	13 (4.4%)	293	3.27
The duration of time to be informed of grade	45 (15.4%)	138 (47.0%)	78 (26.6%)	28 (9.6%)	4 (1.4%)	293	2.33
						Grand mean = 3.25	

Symbols:

VD = Very dissatisfied (weighted 1)

SD = Somewhat dissatisfied (weighted 2)

NSD = Neither satisfied nor dissatisfied (weighted 3)

SS = Somewhat satisfied (weighted 4)

VS = Very satisfied (weighted 5)

As indicated in Table 6, the time needed to inform students of their grades was a crucial part of the Examination Services. For this aspect the mean of respondents' satisfaction was only 2.33. It takes eight

to ten weeks for UT to inform students of examination results. This is relatively too long compared to other distance learning institutions. For example, at the Open Learning Institute, this process usually takes four to six weeks (McInnis-Rankin & Brindley, 1986). This has to be considered by UT to improve its Examination Services. A delay in delivering examination results will cause students to delay their next registration because they usually wait until they get results of their previous term before they register for next term. Another aspect of Examination Services that did not satisfy the respondents was location for examinations. Only 50% of the respondents were satisfied with the locations. The same result was reported by Sinar (1993). He reported that UT students in rural areas encountered some difficulties such as the grading notification was always behind schedule and waiting time of a week in the city to attend examination cost a lot of money for accommodation.

The grand mean of 3.25 for aspects of Examination Services indicates that respondents' satisfaction with the Services was not high. UT must improve these services to meet the needs of its students.

<u>Open-ended Comments on Examination Services</u>. In open-ended question, there were 169 out of 293 respondents who gave their comments or suggestions. They were categorized based on their main concern.

The great majority of respondents (132, or 78%) who provided their comments said that it took too long to get their examination results and this influenced their registration for next term because students usually wait until they get examination results before they register for the next term.

Fourteen (8%) respondents suggested that UT provide more locations for examinations. These respondents said that current locations are too far from their residences. This could be a problem for students especially for them who live in big cities because most of big cities in Indonesia have so much traffic that it takes long time to travel from one place to another.

Ten (6%) respondents commented that UT should provide additional days for examinations so they could have more choice in determining when they take their examinations. UT schedules only two days for examinations at the end of each term. Sinar (1993) reported that many students had a problems with

examinations schedule. In current schedule there were several exams to do in one day so students cannot fully concentrate during the examination.

Eight (4%) respondents suggested that UT could send the examination results to their homes so that they do not have to go to Regional Centres to get their grade.

Five (3%) respondents said they needed additional exams so they could improve their grades.

Summary. The most critical part of Examination services was time needed to deliver the grades. Only 11% of the respondents were satisfied with this aspect. UT might review its procedure for grading process so students can get their grades as quick as possible. Locations for examination also need to be considered. Providing more locations could make much convenience for students in doing their exams.

Regional Centres

These Centres function as UT's branch offices in remote areas. There are 32 Regional Centres spread throughout Indonesia. Regional Centres provide administrative and academic services for students in their areas such as coordinating tutorials,

coordinating study groups, providing information services, organizing examinations, and distributing course materials.

Contact with The Regional Centre. There were 284 (96%) respondents who said they had contact with the Regional Centre and 43 (15.2%) of them said they ever had a problem when they contacted the Centre. The problems that were most frequently stated by respondents were the location and response time of the Regional Centre. In Jakarta, UT only provides one regional centre. This might be not enough for a big city like Jakarta with area of approximately 590 square kilometers.

It seems that access to Regional Centre is still a problem for UT students, more than 15% respondents in Jakarta had a problems in making contact with their Regional Centre. The same problems was encountered by students in rural areas (Sinar, 1993).

Satisfaction with Regional Services. In the questionnaire, the respondents were asked how satisfied they were with four aspects of the service provided by the Regional Centre. A Summary of their responses is provided in Table 7.

helpful, UT did not respond to students' contact immediately, and administration errors caused confusion.

The grand mean of 3.43 across for aspects of regional service also was not high. It suggests that there is a need for improvement of regional services.

Open-ended Comments on Regional Services. In open-ended question, there were 86 out of 293 respondents who provided suggestions or comments.

Forty-one (48%) complained about the staff at the Regional Centre. They said sometimes the staff at the Regional Centre were not very helpful; they do not treat students professionally and also they are not very friendly.

Twenty-eight (32%) respondents commented about the space (the room) at the Regional Centre. They said space at the Regional Centre was too crowded. They suggested that UT provide more spaces at the Regional Centre. In addressing this complaint, UT might have to provide more rooms in Regional Centres, especially for Centres that are located in big cities because they have to serve many students. Jakarta Regional Centre, for example, has to serve about 8,000 students.

Twelve (14%) respondents commented about the location of the Regional Centre. They said that the location of the Regional Centre was too far from their residences so it took too long to go to the Regional Centre. They suggested that the university provide other Regional Centres that are closer to their areas.

Five (6%) respondents suggested that the Regional Centre provide additional time to serve students. The respondents said they frequently have problems going to the Regional Centre because they work full-time. They suggested that the Regional Centre serve students on weekends.

Summary. Response time of Regional Centre was still a problem for the services provided by the Centre. Less than 50% of respondents were satisfied with the response time of the Centre. It was possible that slow response time of the Centre was caused by the quality of the staff in the Centre because only 43% respondents said that they were satisfied with the quality of the staff in the Centre. This suggests that UT has to improve quality of its staff in Regional Centres so they will be capable of providing proper services.

Table 8.

Satisfaction with Student Service Centre.

Item	Satisfaction						
	VD	SD	NSD	SS	VS	n	Mean
The quality of the services	1 (0.5%)	4 (2.1%)	63 (33.2%)	112 (58.9%)	10 (5.3%)	190	3.66
The quality of the staff	0	10 (5.3%)	72 (37.9%)	100 (52.6%)	8 (4.2%)	190	3.55
The responses time to your problems	2 (1.1%)	14 (7.4%)	76 (40.0%)	90 (47.4%)	8 (4.2%)	190	3.46
The usefulness of the services to your problems	1 (0.5%)	3 (1.6%)	48 (25.3%)	117 (61.6%)	21 (11.1%)	190	3.81
							Grand mean = 3.62

Symbols:

VD = Very dissatisfied (weighted 1)

SD = Somewhat dissatisfied (weighted 2)

NSD = Neither satisfied nor dissatisfied (weighted 3)

SS = Somewhat satisfied (weighted 4)

VS = Very satisfied (weighted 5)

As indicated in Table 8, the lowest satisfaction of the respondents was on the response time from the Student Service Centre. The mean of respondents' satisfaction on this item was 3.46. This is the same as other previous unit services; most respondents have low satisfaction on response time. This indicates that the response time of UT's unit services is a crucial problem that should be considered in any plans to improve UT services.

Five (14%) respondents commented that it took too long time to get responses from the Student Services Centre if their contacts were by mail. This is another evidence that response time is a critical problem in UT services.

Summary. Respondents' satisfaction with Student Service Centre was generally positive, except for response time of the Centre. Only 52% of respondents were satisfied with the response time. Staff at the Centre also need to be improved because only 59% respondents were satisfied with the quality of the staff.

Tutorials

UT provides formal tutorials at the 32 Regional Centres. Tutorials are scheduled only twice in each term - once in the middle of the term and again at the end of the terms just before students take their examinations.

Satisfaction with Tutorials. There were 184 (62.8%) respondents who said that they attended tutorials. They were then asked how satisfied they were with five aspects of the tutorials. A summary of responses to these question is provided in Table 9.

Table 9.
Satisfaction with Tutorials.

Item	Satisfaction						
	VD	SD	NSD	SS	VS	n	Mean
The location of tutorial	1 (0.5%)	21 (11.4%)	80 (43.5%)	74 (40.2%)	8 (4.3%)	184	3.36
The frequency of tutorial	15 (8.2%)	73 (39.7%)	64 (34.8%)	29 (15.8%)	3 (1.6%)	184	2.63
The quality of the tutors	2 (1.1%)	46 (25.0%)	71 (38.6%)	60 (32.6%)	5 (2.7%)	184	3.10
The method of tutorial	2 (1.1%)	46 (25.0%)	87 (47.3%)	46 (25.0%)	3 (1.6%)	184	3.01
The usefulness of the tutorial for your program	2 (1.1%)	31 (16.8%)	68 (37.0%)	64 (34.8%)	19 (10.3%)	184	3.36

Grand mean = 3.10

Symbols:
VD = Very dissatisfied (weighted 1)
SD = Somewhat dissatisfied (weighted 2)
NSD = Neither satisfied or Dissatisfied (weighted 3)
SS = Somewhat satisfied (weighted 4)
VS = Very satisfied (weighted 5)

As indicated in Table 9, the lowest satisfaction of the respondents was with the frequency of tutorial. The mean of respondents' satisfaction with the frequency was only 2.63. The same result was reported by Hiola and Moss (1989). Student reasons for dissatisfaction with tutorials were concerned more with the frequency of tutorials and the problems associated with attendance than with the quality of the tutorial itself. This might be because UT only provides tutorials twice in each term.

It seems that UT has to review tutorials have been provided. Frequency of tutorials could influence students in attending tutorials. If the frequency is insufficient students might hesitate to attend the tutorials because they might feel that the tutorial would not be of much benefit to them.

The grand mean of respondent satisfaction across five aspects of tutorials was only 3.10. This indicates that their satisfaction with tutorial was quite low. Less than 50% respondents were satisfied with every aspect.

Open-ended comments on Tutorials. There were 144 out of 293 respondents who provided their suggestions or comments on Tutorials.

There were 72 (50%) respondents who commented on the frequency of tutorials. The respondents said that they need more tutorials than have been provided by the university. This was another evidence that UT has to review frequency of tutorials that has been provided.

Twenty (14%) respondents commented on the location of tutorials. The respondents said that UT should provide more locations for tutorials because the current locations that have been provided for tutorials are too far from their areas. UT only provides tutorial at the

Regional Centres. This is might be not enough for a big city like Jakarta that its area is about 590 square kilometers. Some students who live in the suburbs must travel 40 kilometres and take one hour or more to come to the Regional Centre because of city traffic. Phythian and Clements (1980), in their study on the reasons for students' decisions to attend or ignore tutorials at British Open University, reported that attendance at tutorials is a function of distance of tutorial from student's home. UT should consider the provision of other locations for tutorials close to students' residences so that they can come to tutorials without so many transportation problems.

Twenty (14%) respondents commented on the quality of the tutors. The respondents said that they need tutors who not only can help the students with subject matter but also ones who can give them encouragement.

Sixteen (11%) respondents stated that they needed more information about tutorials. They said that UT should provide a schedule for tutorials at the beginning of the term. They also suggested that information about tutorials should be provided through the local newspaper.

Ten (6%) respondents commented on the schedule of tutorials. The respondents said that they cannot attend

tutorials because the tutorial schedule did not fit their working schedules.

Six (4%) respondents suggested that tutorials should be provided in small groups so they can interact with the tutor more effectively.

Summary. In general, respondents satisfaction with tutorial was very low especially with frequency of tutorials, only 17% respondents were satisfied with frequency has been provided. This suggests that improvement has to be done both on quality and quantity of tutorials. UT also has to review the current location provided for tutorials. More locations might be needed especially for big cities.

Television Programs

Television Programs are provided on National Television System on every Monday. The majority 265 (94.%) of respondents said that they had seen television programs broadcast by UT.

Satisfaction with Television Programs. The respondents were asked how satisfied they were with aspects related to the programs. A summary of their responses is provided in Table 10.

Table 10.
Satisfaction with Television Programs.

Item	Satisfaction						
	VD	SD	NSD	SS	VS	n	Mean
The quality of the programs	7 (2.6%)	24 (9.1%)	105 (39.6%)	112 (42.3%)	17 (6.4%)	265	3.40
The duration time of the programs	12 (4.5%)	109 (41.1%)	90 (34.0%)	48 (18.1%)	6 (2.3%)	265	2.72
The frequency of the programs	16 (6.0%)	125 (47.2%)	89 (33.6%)	30 (11.3%)	5 (1.9%)	265	2.55
The usefulness of the programs for your study	6 (2.3%)	49 (18.5%)	100 (37.7%)	84 (31.7%)	26 (9.8%)	265	3.28
					Grand mean = 2.98		

Symbols:
VD = Very dissatisfied (weighted 1)
SD = Somewhat dissatisfied (weighted 2)
NSD = Neither satisfied nor dissatisfied (weighted 3)
SS = Somewhat satisfied (weighted 4)
VS = Very satisfied (weighted 5)

It seems that interest to Television Program was quite high. Only 28(9.6%) of the respondents said that they never seen the television programs. But the respondents' satisfaction with the programs was not high The grand mean of their satisfaction was only 2.98 on the scale 1 to 5. In all aspects related to Television Programs, less than 50% of the respondents were Satisfied or Very Satisfied. Especially for the frequency of the programs, the mean of respondents' satisfaction for this aspect was only 2.55. This can be understood because UT cannot use TV intensively. Television Programs can only

be transmitted twice a month, with only 25 minutes for each program. UT uses government television station to transmit its programs and this station only provides very limited time for UT.

Open-ended comments on Television Programs. There were 155 out of 293 respondents who provided comments or suggestions about the television programs.

Most of the suggestions were about the frequency of the programs. There were 101 (65%) respondents who suggested that UT should provide more programs on television. They said that the number of programs that have been provided were not sufficient to support their study.

Twenty (13%) respondents commented that the broadcasting times of the programs did not fit with their working schedules. The respondents suggested that the programs be broadcast at night after working hours.

Nineteen (12%) respondents suggested that the schedule for the programs should be provided long before the programs are broadcast so students can set aside the time to watch the programs.

Fifteen (9%) respondents commented on the content of the programs. They said the contents of the programs were too simple compared with the courses they were taking.

Summary. Respondent satisfaction with Television Programs was no high. Less than 50% respondents were satisfied with all aspect of the programs. Especially for the frequency and duration time of the programs, only about 20% respondents were satisfied. This suggests that UT has to improve these aspects. In the last two years, many private television stations have become available in Indonesia. UT should consider the possibility of using these stations to transmit its programs because students' interest in Television Programs is quite high.

Radio Programs

Radio programs are transmitted by the Central RRI (Government Radio System) every Thursday. Only 85 (30%) out of 293 respondents said they ever listened to radio programs.

Satisfaction with Radio Programs. The respondents who had listened were asked how satisfied they were with five aspects of Radio Programs. A summary of their responses is provided in Table 11.

Table 11.
Satisfaction with Radio Programs.

Item	Satisfaction						
	VD	SD	NSD	SS	VS	n	Mean
The quality of the programs	1 (1.2%)	10 (11.8%)	37 (43.5%)	34 (40.0%)	3 (3.5%)	85	3.32
The duration time of the programs	0	24 (28.2%)	34 (40.0%)	24 (28.2%)	3 (3.5%)	85	3.07
The frequency of the programs	0	27 (31.8%)	42 (49.4%)	13 (15.3%)	3 (3.5%)	85	2.90
The time the programs were broadcast	1 (1.2%)	23 (27.1%)	41 (48.2%)	17 (20.0%)	3 (3.5%)	85	2.97
The usefulness of the programs for your study	1 (1.2%)	11 (12.9%)	29 (34.1%)	38 (44.7%)	6 (7.1%)	85	3.43
						Grand mean = 3.13	

Symbols:
VD = Very dissatisfied (weighted 1)
SD = Somewhat dissatisfied (weighted 2)
NSD = Neither satisfied nor dissatisfied (weighted 3)
SS = Somewhat satisfied (weighted 4)
VS = Very satisfied (weighted 5)

It seems that the proportion of the respondents who listened to UT's radio program was very small. This might be because the respondents did not have enough information about the programs.

As with the TV programs, the lowest satisfaction of the respondents was with the frequency of the programs. For this aspect the mean of respondents' satisfaction was only 2.90 and only 19% respondents said they were Satisfied or Very Satisfied. UT transmits its radio

program only once a week. This may be not enough for students to support their study. UT should consider the possibility of increasing the frequency of the programs. For Indonesia, radio could be media with great potential to deliver distance education programs because almost every household has a radio and also radio is a very flexible media; students can elect to pay close attention or listen with half an ear while carrying on other activities like driving or household chores.

Table 11, indicates that respondents' satisfaction with radio programs was not high. The grand mean of their satisfaction with aspects related to the programs was only 3.13 on the scale of 1 to 5. Almost in every aspect of the programs less than 50% of the respondents were Satisfied.

Open-ended Comments on Radio Programs. There were 62 out of 293 respondents who provided comments or suggestions on radio programs.

Thirty-three (53%) respondents said they never listened to the programs because they did not know that UT provided such programs.

Eighteen (29%) respondents suggested that frequency of the programs should be increased.

Eleven (17%) respondents suggested that students should be provided with a schedule and information about the programs.

Summary. Respondent satisfaction with UT's radio programs was quite low. Less than 50% respondents were satisfied with the programs. It seems that many of UT's students did not know that UT provided the programs. UT should provide information about the programs so students can use them to support their study. Radio might be the most reasonable media for UT because it is relatively inexpensive media and can reach all students who live throughout the country.

Respondents' Perception of UT

Three questions focussed on the respondents' personal perception about being students at UT. The questions and a summary of their responses are provided in Table 12. It can be seen that more than three-quarter of the respondents were either "satisfied" or "very satisfied" with UT, and only 4% expressed definite dissatisfaction. Since UT is the best, if not the only, opportunity for most respondents to obtain higher education, it is important to know that they have a positive regard for what UT has to offer. Hiola and Moss (1990) reported that over 92% of the students in their survey felt that, without UT, there would be no possibility for them to enter higher education.

Table 12.
Respondents' Perception of UT.

Item	n	%
1. Feelings about being UT student.		
Very satisfied	71	24.2
Satisfied	156	53.2
Neither satisfied nor dissatisfied	54	18.4
Dissatisfied	10	3.4
Very dissatisfied	2	0.6
2. Being a UT student for self-development.		
Very helpful	142	48.5
Helpful	121	41.3
Neither helpful nor not helpful	19	6.5
Not very helpful	0	0
Not helpful at all	11	3.8
3. UT's program for career development.		
Very satisfied	45	15.4
Satisfied	155	52.2
Neither satisfied nor dissatisfied	81	27.6
Dissatisfied	12	4.1
Very dissatisfied		

The fact that 90% of the respondents felt that they were being helped toward self-development, and more than two-thirds were "satisfied" or "very satisfied" with UT's programs in term of career development, provides additional evidence of their general satisfaction of being UT's students. This suggests that UT has to provide them with all possible facilities so they can reach their goal of being UT's students.

Student Needs

In Part II of the questionnaire, respondents were presented with 26 five-choice items that allowed them to indicate the relative importance of their need as distance education students. A summary of their responses to these items is given in descending order of mean response in Table 13. It is evident that the more important needs are those directed toward academic success. These responses provide UT with several suggestions for improving the way in which courses are delivered.

Table 13.
Respondents' Additional Needs.

Item	Importance					n	Mean
	NI	LI	MI	HI	VI		
Being able to take re-test to improve my grade	0	2 (0.7%)	26 (8.9%)	117 (39.9%)	148 (50.5%)	293	4.40
Learning how to organize my time better	0	2 (0.7%)	27 (9.2%)	126 (43.0%)	138 (47.1%)	293	4.36
Learning to cope with failure	2 (0.7%)	2 (0.7%)	29 (9.9%)	120 (41.0%)	140 (47.8%)	293	4.34
Improving my study skills	0	7(2.4%) (2.4%)	32 (10.9%)	122 (41.6%)	132 (45.1%)	293	4.29
Improving my concentration	0	7 (2.4%)	25 (8.5%)	140 (47.8%)	121 (41.3%)	293	4.28

Table 13 continues

Table 13 (Continued)

Item	Importance					n	Mean
	NI	LI	MI	HI	VI		
Improving my motivation for course work	2 (0.7%)	4 (1.4%)	33 (11.3%)	128 (43.7%)	126 (43.0%)	293	4.27
Telephone service for academic problems	4 (1.4%)	9 (3.1%)	41 (14.0%)	110 (37.5%)	129 (44.0%)	293	4.40
Improving my test-taking skills	5 (1.7%)	11 (3.8%)	41 (14.0%)	125 (42.7%)	111 (37.9%)	293	4.11
Telephone services for administrative problems	4 (1.4%)	14 (4.8%)	54 (18.4%)	117 (39.9%)	104 (35.5%)	293	4.03
Being able to get academic counselling	4 (1.4%)	10 (3.4%)	54 (18.4%)	141 (48.1%)	84 (28.7%)	293	3.99
Having student handbook	2 (0.7%)	18 (6.1%)	59 (20.1%)	130 (44.4%)	84 (28.7%)	293	3.94
Improving my reading skills	13 (4.4%)	6 (2.0%)	63 (21.5%)	112 (38.2%)	99 (33.8%)	293	3.94
A general introduction to Universitas Terbuka before starting my first term	8 (2.7%)	11 (3.8%)	70 (23.9%)	107 (36.5%)	97 (33.1%)	293	3.93
Having opportunities to get information for my study from local newspapers	4 (1.4%)	16 (5.5%)	71 (24.2%)	110 (37.5%)	92 (31.4%)	293	3.92
Opportunities to use library facilities	2 (0.7%)	21 (7.2%)	72 (24.6%)	113 (38.6%)	85 (29.0%)	293	3.88
Knowing other resources for my study instead of resources provided by UT	3 (1.0%)	25 (8.5%)	65 (22.2%)	119 (40.6%)	81 (27.6%)	293	3.85
Newsletter for communicating between students and UT	2 (0.7%)	26 (8.9%)	82 (28.0%)	104 (35.5%)	79 (27.0%)	293	3.79

Table 13 continues

Table 13 (Continued)

Item	Importance						
	NI	LI	MI	HI	VI	n	Mean
Working with other students on my courses	8 (2.7%)	23 (7.8%)	68 (23.2%)	123 (42.0%)	71 (24.2%)	293	3.77
Peer contact with other students	4 (1.4%)	30 (10.2%)	61 (20.8%)	134 (45.7%)	64 (21.8%)	293	3.76
Improving my writing skills	19 (6.5%)	17 (5.8%)	67 (22.9%)	114 (38.9%)	76 (25.9%)	293	3.72
Learning how to library facilities	8 (2.7%)	23 (7.8%)	85 (29.0%)	107 (36.5%)	70 (23.9%)	293	3.71
Knowing how I am doing compared with other students	14 (4.8%)	19 (6.5%)	75 (25.6%)	114 (38.9%)	71 (24.2%)	293	3.71
Opportunities to have study group	14 (4.8%)	38 (13.0%)	98 (33.4%)	91 (31.1%)	52 (17.7%)	293	3.44
Contact with other students who have finished their study	13 (4.4%)	47 (16.0%)	89 (30.4%)	97 (33.1%)	47 (16.0%)	293	3.40
The use of audio-visual materials in a course	28 (9.6%)	40 (13.7%)	84 (28.7%)	94 (32.1%)	47 (16.0%)	293	3.31
Opportunities to have extra-curricular activities	29 (9.9%)	62 (21.2%)	112 (38.2%)	69 (23.5%)	21 (7.2%)	293	2.96

Symbols:

NI = No importance (weighted 1)

LI = Low importance (weighted 2)

MI = Medium importance (weighted 3)

HI = high importance (weighted 4)

VI = Very high importance (weighted 5)

In Table 13, there were nine items with a mean importance greater than 4 on the scale of 1 to 5. These items may be categorized as high importance needs and include:

1. Being able to take a re-test to improve my grade;

2. Learning how to organize time better;

3. Learning to cope with failure;

4. Improving study skills;

5. Improving concentration;

6. Improving motivation for course work;

7. Telephone service for academic problems;

8. Improving test-taking skills;

9. Telephone service for administrative problems.

From the above items, it would appear that improving grades, counselling services, and communicating facilities are crucial needs of UT's students. This is understandable because most UT students get very low grades in their courses. Of the 293 respondents in this study, only 64 (21%) respondents had GPAs equal or greater than 2.0, the minimum passing GPA.

Counselling services and communication facilities are also important needs of students that should be addressed, because most UT students have been away

from formal education for a long time. Counselling
services and communication facilities could help them to
cope with the problems they face during their studies
and encourage them to pursue their goals.

Open-ended Comments on Student Needs. At the end
of this Part, respondents were asked to give their
suggestions or comments about their needs as distance
education students. There were 73 out of 293 respondents
who gave their suggestions.

Twenty six (36%) respondents suggested that UT
provide facilities for communication among the
students.

Twenty one (29%) indicated that the university
should provide information for students in local
newspapers.

Nineteen (26%) suggested that the university
should provide advisors so that the students can obtain
advice when they encounter problems during their study.

Seven (9%) suggested that the University
provide students access to a library.

Student Satisfaction and Grade Point Average (GPA)

One of the purposes of this study was to determine whether or not there are differences in satisfaction with the services between students with passing GPAs and students with low GPAs.

A passing GPA student is defined as a one with a GPA equal to or greater than 2.0, and a low GPA student is one with a GPA of equal to or less than 1.5. (At UT, the minimum GPA required to complete a program is 2.0).

Overall student satisfaction with each service is defined as the mean rating of all items evaluating that service. The comparisons of passing GPA and low GPA students' satisfaction with UT services are provided in Table 14.

Table 14.
Mean Difference of Satisfaction Between Passing GPA and Low GPA Students.

Unit Service	Passing GPA students		Low GPA Students			
	Mean	n	Mean	n	t	p
Registration Centre	3.78	64	3.65	70	-.94	.35
Course Materials	3.76	64	3.41	68	.94	.35
Faculty	3.54	48	3.58	53	.15	.88
Examination Centre	3.90	64	3.75	70	.74	.46
Regional Centre	3.48	63	3.51	63	.12	.90
Student Service Centre	3.68	35	3.54	50	.53	.59
Tutorials	3.33	36	3.46	41	-1.43	.15
TV Program	3.34	58	3.38	65	-.29	.76
Radio Programs	3.11	17	3.13	22	.84	.40

As indicated Table 14, there were no significant differences in overall satisfaction with UT's services between passing GPA students and low GPA students. However, there were differences in satisfaction between passing GPA students and low GPA students in some aspects of the services.

Use of Services and GPA

An attempt was made to determine whether there were differences in the use of UT's support services between passing GPA students and low GPA students. As reported above, respondents were asked whether they had previously been in contact with, or had used the services offered, whether it had been difficult to make contact, and the level of satisfaction with the services provided.

The results indicate that the only significant differences between the two groups were that the passing GPA students more frequently always had all course materials (76.6% vs 50.0%, Chi-square = 10, df=1, p<.001), and had fewer contact with the Student Service Centre (54.7% vs 71.4%, Chi-square = 4.0, df=1, p<.04).

In addition, the low GPA students more frequently had difficulty in obtaining all of their course materials than did the passing GPA group (81.4% vs

65.6%, Chi-square = 4.0, df=1, p<.03). Otherwise,
the differences between the two groups were negligible.

These findings suggest that UT should direct
considerable effort to insuring that all students have
equal access to all support services.

CHAPTER 5

Conclusions and Recommendations

Conclusions

The results of this study indicate that the response time of student support services at Universitas Terbuka is a very critical problem. In almost every student service unit the lowest level of respondent satisfaction was with this issue, and the most severe problem was the time it took to become informed of examination results. Almost half the respondents noted that it took so long to get their examination results that this influenced their registration for the next term, since students usually wait until they get their examination results before they register for the next term. In general, many respondents felt that if they made contact by mail they had to wait too long before they received responses from these unit services.

Many respondents complained about the quality of the staff response to requests for services. Some said the staff did not serve them properly because the staff member was poorly trained. The work of the staff at UT's various student services is very important, especially for new students, because most of these students are not familiar with distance education and lack confidence in their

ability to succeed. A qualified and dedicated staff is essential to help students acquire the skills to be independent learners.

Course materials also pose problems for UT students. The respondents complained about both the quality of course materials and the difficulty in obtaining them. Many respondents were not satisfied with the readability and print quality of the course materials. They said that they frequently had difficulties in understanding UT course materials because there are so many misprints and terms that are not familiar to them. The majority of the respondents had problems in obtaining course materials. Further, 80% of the respondents said that they felt the cost of course materials was too high.

It was found that the ease of obtaining course materials was associated with student achievements. Sixty five percent of passing GPA students said that they had difficulty in obtaining course materials, while 81% of low GPA students said they had difficulty. These percentages are significantly different. In addition, respondents who never had difficulty in obtaining course materials had a mean GPA of 1.81, while respondents who had difficulty in obtaining course materials had a mean GPA of 1.70. These means also are significantly different.

The results of this study indicate that students need more tutorials, radio programs, and television programs. For these support services the lowest level of respondent satisfaction was with the frequency of the programs. Only 17% of the respondents were satisfied with the frequency of tutorials. For the television and radio programs, only 13% (television) and 19% (radio) of the respondents were satisfied with the frequency of the programs. Holmberg (1981) notes that more frequent interactions between tutors and learners in distance education is likely to produce a higher degree of student activity and responsiveness and, by implication, to reduce drop out. Radio and television can also play useful roles in supporting isolated learners, especially those who live in remote areas.

Comments and suggestions of the respondents indicate that many students need more information from UT about all facilities that are provided by the university, and how to use them. Results of this study indicate that many students do not use the facilities, or they do not use them properly because the students do not have information about the facilities. For example, 33 respondents said that they never listened to the radio program because they did not know that the institution provided them.

Centres instead of at UT headquarters in Jakarta. If
the grading process is completed in the Regional
Centers, students can get their examination results
more quickly as it could reduce mailing time by at least
three weeks. In order to improve its services, UT also
has to improve the quality of its staff. This can be
done by providing more opportunities for professional
development so that UT staff members can develop their
expertise.

2. There are many complaints about the quality of UT course
   materials. UT, therefore, has to improve the quality of
   its course materials. Revision of all UT course materials
   is a critical need because these are the main resources
   for students in their study.

3. The pricing of the course materials should be
   reconsidered, and reduced where possible.

4. UT should provide better counselling services for its
   students.

5. Communications facilities have to be improved since
   many students do not use services that have been provided
   because they do not have the information about the
   services.

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APPENDIX A
THE QUESTIONNAIRE (ENGLISH)

PART I - STUDENT SATISFACTION

1. REGISTRATION

1.1. Have you had contact (face-to-face, telephone, letter) with
The Registration Centre for your registration problems?
Yes __   No __

If yes, how satisfied are you with the services in solving
your problem?
Very dissatisfied __
Somewhat dissatisfied __
Neither satisfied or dissatisfied __
Somewhat satisfied __
Very satisfied __

1.2. Did you have any problem contacting The Registration
Centre?
No   __
Yes __   If yes, please comment _____
_____

1.3. The following items represent aspects of registration
process. Please indicate HOW SATISFIED YOU ARE WITH EACH
ITEM. Respond to each item by circling ONE choice
according to the following rating categories:
1 = very dissatisfied
2 = somewhat dissatisfied
3 = neither satisfied or dissatisfied
4 = somewhat satisfied
5 = very satisfied
Item :
The ease of registration process 1 2 3 4 5

The time schedule of registration 1 2 3 4 5

The postal services for registration 1 2 3 4 5

The guide book for registration 1 2 3 4 5

1.4. What suggestions do you have for improving registration procedure?

----

2. COURSE MATERIAL

2.1. When you take courses, Do you have all of course materials for your courses?

Always __   Usually __   Sometimes __

Seldom __   Never __

2.2. Did you read all course materials you have?

Always __   Usually __   Sometimes __

Seldom __   Never __

2.3. Did you have any problems obtaining course materials?

Always __   Usually __   Sometimes __

Seldom __   Never __

2.4. The following items represent aspects of course materials. Please indicate HOW SATISFIED YOU ARE WITH EACH ITEM.

Item :

The ease of getting course materials ... 1 2 3 4 5

The Readability of course materials 1 2 3 4 5

The format of the course materials 1 2 3 4 5

The usefulness of the course materials

for your examination 1 2 3 4 5

The price of course materials 1 2 3 4 5

2.5. What suggestion do you have for improving course materials?

----

3. FACULTY

3.1. Have you had contact (face-to-face, telephone,letter) with your faculty?

Yes __

No __

3.2. If yes, what was your reason for contacting your faculty?

Administrative problems __

Academic problems __

Other __ Please indicate _____

3.2. Did you have any problem contacting your faculty?

No __

Yes __ Please comment _____

_____

3.3. In relation to faculty, how satisfied are you with the following items:

The quality of the services have be given .. 1 2 3 4 5

The response time to your problems 1 2 3 4 5

The usefulness of the response to your

problems 1 2 3 4 5

3.4. What suggestions do you have for improving services from faculty?

----

4. THE EXAMINATION CENTRE

4.1. Have you had contact with The Examination Centre because of examination problems?

No __

Yes __

4.2. If Yes, how satisfied are you with the services have been given?

Very dissatisfied __
Dissatisfied __
Neither satisfied or dissatisfied __
Satisfied __
Very satisfied __

4.3. Did you have any problem contacting The Examination Centre?
No __
Yes __   Please comment _____

_____

4.4. The following items represent aspects of examination.
Please indicate HOW SATISFIED YOU ARE WITH EACH ITEM.
Item :
The ease of examination process 1 2 3 4 5

The time schedule of examination 1 2 3 4 5

The location of examination 1 2 3 4 5

The duration of time to get your grade 1 2 3 4 5

5. THE REGIONAL CENTRE

5.1. Have you had contact (face-to-face, telephone letter) with
your Regional Centre?
No __
Yes __

5.2. If yes, what was your reason for contacting your Regional
Centre?
Administrative problems __
Academic problems __
Tutorial __
All above __
Other __   Please indicate _____

5.3. Did you have any problem contacting Regional Centre?
No __
Yes __   Please comment_____

_____

5.4. The following items represent aspects of The Regional
Centre. Please indicate HOW SATISFIED ARE YOU WITH EACH
ITEM.
Item :
The quality of services provided 1 2 3 4 5

The quality of staffs in The Regional
Centre 1 2 3 4 5

The response time to your problems 1 2 3 4 5

The location of The Regional Centre 1 2 3 4 5

5.5. What suggestions do ypu have for improving services from
Regional Centre?

6。 THE STUDENT SERVICE CENTRE

6.1. Have you had contact (face-to-face, telephone,letter) with
The Student Service Centre?
No __
Yes __

6.2. If yes, what was your reason for contacting The Student
Service Centre?
Administrative problem __
Academic problems __
All above __
Other __   Please indicate _____

6.3. Did you have any problem contacting The Student Service
Centre?
No __
Yes __   Please comment _____

_____

6.4. In relation to The Student Service Centre, how satisfied
are you with the following items :
The quality of the services 1 2 3 4 5

The quality of the staffs 1 2 3 4 5

The response time to your problems 1 2 3 4 5

The usefulness of the services to your
problems 1 2 3 4 5

6.5. What suggestions do you have for improving services from
Student Service Centre?

----

7. TUTORIAL

7.1. Have you ever attended tutorial provided in your area?
No __
Yes __

7.2. If yes, how satisfied are you with the following item :

The location of tutorial 1 2 3 4 5

The frequency of tutorial 1 2 3 4 5

The quality of the tutor 1 2 3 4 5

The method of tutorial 1 2 3 4 5

The usefulness of the tutorial for your
program 1 2 3 4 5

7.3. What suggestion do you have for improving tutorial?

----

8. TV PROGRAMS

8.1. Have you ever watched TV program provided by Universitas Terbuka?

No __

Yes __

8.2. If yes, how satisfied are you with the following items :

The quality of program 1 2 3 4 5

The duration time of the program 1 2 3 4 5

The frequency of the program 1 2 3 4 5

The usefulness of the program for your study 1 2 3 4 5

The time of the program broadcasted 1 2 3 4 5

8.3. What suggestons do you have for improving TV program?

----

9. RADIO PROGRAMS

9.1. Have you ever listened radio program provided by Universitas Terbuka?

No __

Yes __

9.2. If yes, how satisfied are you with the following items:

The quality of the program 1 2 3 4 5

The duration time of the program 1 2 3 4 5

The frequency of the program 1 2 3 4 5

The time of program broadcasted 1 2 3 4 5

The usefulness of the program for your
study 1 2 3 4 5

9.3. What suggestions do you have for improving radio programs?

----

10. SELF-PERCEPTION OF UT

10.1 How do you feel about the fact of being a student at UT?
Very dissatisfied __
Somewhat dissatisfied __
Neither satisfied or dissatisfied __
Somewhat satisfied __
Very satisfied __

10.2 Do you perceive that UT will be helpful for your self-development?
Very helpful __
Helpful __
Not very helpful __
Not helpful at all __

10.3 Do the programs that UT offers to you satisfy your expectations of career development?
Very dissatisfied __
Somewhat dissatisfied __
Neither satisfied or dissatisfied __
Somewhat satisfied __
Very satisfied __

IF YOU HAVE GENERAL COMMENTS OR SUGGESTIONS, PLEASE WRITE IN THE FOLLOWING SPACE.

PART II - STUDENT NEEDS

The following items present features that might be useful to support your study. Please indicate HOW IMPORTANT EACH ITEM IS FOR YOU as a student. Respond to each item by circling ONE choice according to the following rating categories :

        1 = No Importance
        2 = Low Importance
        3 = Medium Importance
        4 = High Importance
        5 = Very High Importance

Item :

1. A general introduction to Universitas Terbuka before starting my first term 1 2 3 4 5

2. Being able to take re-test to improve my grade 1 2 3 4 5

3. The use of audio-visual materials in a course .1 2 3 4 5

4. Telephone services for academic problems 1 2 3 4 5

5. Telephone services for administrative problems 1 2 3 4 5

6. Learning how to organize my time better 1 2 3 4 5

7. Improving my study skills 1 2 3 4 5

8. Working with other students on my course 1 2 3 4 5

9. Improving my concentration 1 2 3 4 5

10. Learning to cope with failure 1 2 3 4 5

11. Improving my writing skills 1 2 3 4 5

12. Improving my motivation for course work 1 2 3 4 5

13. Peer contact with other students 1 2 3 4 5

14. Improving my reading skills 1 2 3 4 5

15. Improving my test-taking skills 1 2 3 4 5

16. Being able to get academic counseling 1 2 3 4 5

17. Opportunities to use library facilities 1 2 3 4 5

18. Learning to use library facilities 1 2 3 4 5

19. Opportunities to have extra-curricular
    activities 1 2 3 4 5

20. Having student handbook 1 2 3 4 5

21. Having opportunities to get information for my
    study from local newspaper 1 2 3 4 5

22. Knowing how I am doing compared with other
    students 1 2 3 4 5

23. Contact with other students who have finished
    their studies 1 2 3 4 5

24. Opportunities to have study groups 1 2 3 4 5

25. Knowing other resources for my study instead of
    resources provided by Universitas Terbuka ... 1 2 3 4 5

26. Newsletter for communicating among students and
    between students and Universitas Terbuka 1 2 3 4 5

**IF YOU HAVE ANY COMMENT OR SUGGESTION, PLEASE WRITE IN THE
FOLLOWING SPACE.**

APPENDIX B

KUESIONER (INDONESIAN)

BAGIAN I - KEPUASAN MAHASISWA

1. REGISTRASI

1.1. Apakah anda pernah berhubungan (melalui surat, melalui telpon, datang langsung) dengan Pusat Registrasi untuk menyelesaikan masalah registrasi anda?

    a. Pernah __   b. Tidak pernah __

    Jika pernah, bagaimana tingkat kepuasan anda terhadap pelayanan yang diberikan?

    a. Sangat tidak puas __
    b. Tidak puas __
    c. Netral __
    d. Puas __
    e. Sangat puas __

1.2. Apakah anda pernah mengalami kesulitan berhubungan dengan Pusat Registrasi?

    a. Tidak __
    b. Pernah __   Jika pernah, tolong jelaskan ----------------

    ----

1.3. Item-item berikut ini berhubungan dengan proses registrasi. Tolong tunjukkan bagaimana tingkat kepuasan anda terhadap tiap item. Berikan jawaban anda dengan melingkari salah satu angka yang diberikan, sesuai dengan kategori berikut ini :

    1 = Sangat tidak puas   4 = Puas
    2 = Tidak puas   5 = Sangat puas
    3 = Netral

Item :

1. Jadwal (waktu) dari registrasi 1 2 3 4 5

2. Prosedur (proces) registrasi 1 2 3 4 5

3. Pelayanan pos untuk registrasi 1 2 3 4 5

4. Buku petunjuk untuk registrasi 1 2 3 4 5

1.4. Jika anda punya saran atau kritik untuk pelayanan registrasi, silahkan tulis pada tempat berikut ini.

----

2. BAHAN BELAJAR (MODUL)

2.1. Jika anda mengambil mata kuliah, apakah anda mempunyai bahan belajar (modul) untuk mata kuliah yang anda ambil?

a. selalu punya __   b. Jarang punya __
c. Biasanya punya __   d. Kadang-kadang punya __
e. Tidak pernah punya __

2.2. Apakah anda membaca semua bahan belajar yang anda punyai?

a. Selalu baca __   b. Biasanya baca __
c. Kadang-kadang baca __   d. Jarang baca __
e. Tidak pernah baca __

2.3. Apakah anda mengalami kesulitan mendapatkan bahan belajar?
a. selalu mengalami kesulitan __
b. Biasanya mengalami kesulitan __
c. Kadang-kadang mengalami kesulitan __
d. Jarang mengalami kesulitan __
e. Tidak pernah mengalami kesulitan __

2.4. Item-item berikut ini berhubungan dengan bahan belajar.
Tolong tunjukkan bagaimana tingkat kepuasan anda terhadap
tiap item dengan melingkari salah satu angka yang diberikan,
sesuai dengan kategori berikut ini :

        1 = Sangat tidak puas   4 = Puas
        2 = Tidak puas   5 = Sangat Puas
        3 = Netral

Item :

1. Kemudahan mendapatkan bahan belajar 1 2 3 4 5

2. Keterbacaan bahan belajar (modul) 1 2 3 4 5

3. Format bahan belajar (modul) 1 2 3 4 5

4. Harga bahan belajar 1 2 3 4 5

5. Manfaat bahan belajar untuk persiapan
   ujian 1 2 3 4 5

2.5. Jika anda punya saran atau kritik untuk bahan belajar
(modul), silahkan tulis pada tempat berikut ini.

      ----

3. FAKULTAS

3.1. Apakah anda pernah berhubungan (melalui surat, melalui
telpon, datang langsung) dengan fakultas?

    a. Pernah __   b. Tidak pernah __

3.2. Jika pernah, apakah keperluan anda berhubungan dengan
fakultas?

    a. Untuk masalah administratif __
    b. Untuk masalah akademis __
    c. Dua-duanya yang di atas __
    d. Lainya __   Tolong tuliskan --------------------------

    ----

3.3. Apakah anda pernah mengalami kesulitan dalam menghubungi
fakultas?
    a. Tidak pernah __
    b. Pernah __   Tolong jelaskan -------------------

3.4. Dalam hubunganya dengan fakultas, bagaimana tingkat
kepuasan anda terhadap item-item berikut. Berikan jawaban
anda dengan melingkari salah satu angka yang diberikan,
sesuai dengan kategori berikut :

    1 = Sangat tidak puas   4 = Puas
    2 = Tidak puas   5 = Sangat puas
    3 = Netral

Item :
1. Kualitas pelayanan yang anda
   peroleh dari fakultas 1 2 3 4 5

2. Respon time (lamanya) fakultas dalam
   menyelesaikan (menjawab) masalah anda .. 1 2 3 4 5

3. Manfaat respon (jawaban) fakultas untuk
   penyelesaian masalah anda 1 2 3 4 5

3.5. Jika anda punya saran atau kritik untuk pelayanan yang diberikan fakultas, silahkan tulis pada tempat berikut ini.

----

4. PUSAT PENGUJIAN

4.1. Apakah anda pernah berhubungan (melalui surat, telpon, atau datang lansung) dengan Pusat Pengujian untuk menyelesaikan masalah-masalah yang berhubungan dengan ujian?

a. Pernah __   b. Tidak pernah __

4.2. Jika pernah, bagaimana tingkat kepuasan anda terhadap pelayanan yang anda terima?

a. Sangat tidak puas __
b. Tidak puas __
c. Netral __
d. Puas __
e. Sangat puas __

4.3. Apakan anda pernah mengalami kesulitan dalam berhubungan dengan Pusat Pengujian?

a. Tidak __
b. Pernah __   Silahkan jelaskan -------------------------

4.4. Item-item berikut ini berhubungan dengan ujian. Tolong sebutkan bagaimana tingkat kepuasan anda terhadap tiap item dengan melingkari salah satu angka yang diberikan, sesuai dengan kategori berikut :

1 = Sangat tidak puas   4 = Puas

2 = Tidak puas   5 = Sangat puas

3 = Netral

Item :

1. Kemudahan dari prosedur ujian 1 2 3 4 5

2. Jadwal (skedul) ujian 1 2 3 4 5

3. Lokasi tempat ujian diadakan 1 2 3 4 5

4. Lamanya waktu menunggu untuk mendapatkan

   hasil ujian 1 2 3 4 5

4.5. Jika anda punya saran atau kritik untuk pelayanan dari Pusat Pengujian, silahkan tuliskan pada tempat berikut ini.

----

5. UPBJJ

5.1. Apakah anda pernah berhubungan (melalui surat, telpon, atau datang langsung) dengan UPBJJ?

     a. Pernah __   b. Tidak pernah __

5.2. Jika pernah, apakah kepentingan anda berhubungan dengan UPBJJ?

     a. Masalah administratif __
     b. Masalah akademik __
     c. Tutorial __
     d. Semua yang disebut diatas __
     e. Kepentingan lainya __   Tolong jelaskan --------

5.3.   Apakah anda pernah mengalami kesulitan dalam berhubungan
       dengan UPBJJ?

       a. Tidak pernah __
       b. Pernah __   Tolong jelaskan -------------------

5.4. Item-item berikut ini berhubungan dengan UPBJJ. Tolong
      sebutkan bagaimana tingkat kepuasan anda terhadap tiap
      item dengan melingkari salah satu angka yang diberikan

           1 = Sangat tidak puas   4 = Puas
           2 = Tidak puas   5 = Sangat puas
           3 = Netral

      Item :
      1. Kualitas pelayanan UPBJJ 1 2 3 4 5

      2. Kualitas petugas di UPBJJ 1 2 3 4 5

      3. Lamanya waktu untuk menyelesaikan masalah
         anda 1 2 3 4 5

      4. Lokasi UPBJJ 1 2 3 4 5

5.5. Jika anda punya saran atau kritik yang berkaitan dengan
     UPBJJ, silahkan tuliskan pada tempat berikut ini.

     ----

6. PUSAT PELAYANAN MAHASISWA (PELMA)

6.1. Apakah anda pernah berhubungan (melalui surat, telpon, atau
     datang langsung) degan Pusat Pelayanan Mahasiswa?

        a. Pernah __   b. Tidak pernah __

6.2. Jika pernah, apakah kepentingan anda berhubungan dengan
     Pusat Pelayanan Mahasiswa?

    a. Untuk masalah administratif __
    b. Untuk masalah akademik __
    c. Dua-duanya yang diatas __
    d. Untuk masalah-masalah lainya __   Tolong jelaskan -------

    ----

6.3. Apakah anda pernah mengalami kesulitan dalam berhubungan
     dengan Pusat Pelayanan Mahasiswa?

    a. Tidak pernah __
    b. Pernah __   Tolong jelaskan ------------------------

6.4. Jika anda pernah berhubungan dengan Pusat Pelayanan
     Mahasiswa, bagaimana tingkat kepuasan anda terhadap item-
     item berikut ini. Berikan jawaban anda dengan melingkari
     salah satu angka yang diberikan, sesuai dengan kategori
     berikut :

        1 = Sangat tidak puas   4 = Puas
        2 = Tidak puas   5 = Sangat puas
        3 = Netral

    Item :
    1. Kualitas pelayanan PELMA 1 2 3 4 5

    2. Kualitas petugas PELMA 1 2 3 4 5

    3. Lamanya waktu yang diperlukan untuk
       menyelesaikan masalah anda 1 2 3 4 5

    4. Manfaat dari pelayanan yang diberikan dalam
       menyelesaikan masalah anda 1 2 3 4 5

6.5. Jika anda punya saran atau kritik untuk PELMA, silahkan
tulis pada tempat dibawah ini.

----

7. TUTORIAL

7.1. Apakah anda pernah mengikuti tutorial yang diadakan oleh
Universitas Terbuka di UPBJJ atau tempat lainya?

    a. Pernah __   b. Tidak pernah __

7.2. Jika pernah, bagaimana tingkat kepuasan anda terhadap item-
item berikut ini. Berikan jawaban anda dengan melingkari
salah satu dari angka-angka yang diberikan.

    1 = Sangat tidak puas   4 = Puas
    2 = Tidak puas   5 = sangat puas
    3 = Netral

Item :

1. Lokasi tempat tutorial diadakan 1 2 3 4 5

2. Frekuensi (banyaknya) tutorial 1 2 3 4 5

3. Kualitas tutor 1 2 3 4 5

4. Metoda tutorial 1 2 3 4 5

5. Manfaat tutorial untuk kelancaran
study anda 1 2 3 4 5

7.3. Jika anda punya saran atau kritik untuk tutorial, silahkan
tulis pada tempat yang tersedia dibawah ini.

----

8. PROGRAM TV

8.1. Apakah anda pernah menyaksikan program TV yang disediakan
Universitas Terbuka?

    a. Pernah __   b. Tidak pernah __

8.1. Jika anda pernah menyaksikan program TV yang disediakan
oleh Universitas Terbuka, bagaimana tingkat kepuasan anda
terhadap item-item berikut. Berikan jawaban dengan
melingkari salah satu dari angka-angka yang diberikan,
sesuai dengan kategori berikut :

    1 = Sangat tidak puas   4 = Puas
    2 = Tidak puas   5 = Sangat puas
    3 = Netral

Item :

1. Qualitas program TV 1 2 3 **4** 5

2. Waktu (lamanya) program 1 2 3 **4** 5

3. Frekuensi (banyaknya) program 1 2 3 **4** 5

4. Manfaat program buat kelancaran
study anda 1 2 3 **4** 5

8.3. Jika anda punya saran atau kritik buat progaram TV yang
disediakan oleh UT, silahkan tuliskan pada tempat yang
disediakan dibawah ini.

----

9. PROGRAM RADIO

9.1. Apakah anda pernah mendengarkan program radio yang disediakan oleh Universitas Terbuka?

    a. Pernah __   b. Tidak pernah __

9.2. Jika anda pernah mendengarkan program radio yang disediakan oleh UT, bagaimana tingkat kepuasan anda terhadap item-item berikut ini. Berikan jawaban anda dengan melingkari salah satu dari angka-angka yang diberikan.

    1 = Sangat tidak puas   4 = Puas
    2 = Tidak puas   5 = Sangat puas
    3 = Netral

Item :

1. Kualitas program 1 2 3 4 5

2. Waktu (lamanya) program 1 2 3 4 5

3. Frekuensi (banyaknya) program 1 2 3 4 5

4. Waktu siaran program 1 2 3 4 5

5. Manfaat program dalam membantu
   study anda 1 2 3 4 5

9.3. Jika anda punya saran atau kritik untuk progaram radio yang disediakan oleh UT, silahkan tuliskan pada tempat yang disediakan dibawah ini.

----

10. PANDANGAN MAHASISWA TERHADAP UT

10.1. Bagaimana perasaan anda sebagai mahasiswa UT?

a. Sangat tidak puas __
b. Tidak puas __
c. Netral __
d. Puas __
e. Sangat puas __

10.2. Apakah merasa bahwa menjadi mahasiswa UT akan membantu dalam mengembangkan diri anda (karier, cara berpikir dll)?

a. Sangat membantu __
b. Membantu __
c. Netral __
d. Tidak begitu membantu __
e. Tidak membantu samasekali __

10.3. Apakah program yang ditawarkan UT memuaskan harapan anda untuk pengembangan karier anda?

a. Sangat tidak memuaskan __
b. Tidak memuaskan __
c. Netral __
d. Memuaskan __
e. Sangat memuaskan __

Secara umum jika anda punya saran atau kritiK untuk pelayanan terhadap mahasiswa oleh UT, silahkan tuliskan pada tempat berikut ini.

PART II - KEBUTUHAN MAHASISWA

Item-item dibawah ini berkaitan dengan kebutuhan-kebutuhan yang mungkin anda perlukan untuk menunjang study anda. Silahkan nyatakan seberapa penting tiap-tiap item menurut anda (sesuai dengan kebutuhan anda pribadi sebagai mahasiswa UT). Berikan jawaban anda dengan melingkari salah satu dari angka-angka yang diberikan menurut kategori berikut ini.

        1 = Tidak penting
        2 = Agak penting
        3 = Cukup penting
        4 = Penting
        5 = Sangat penting

Item :

1. Pengenalan umum pada Universitas Terbuka sebelum
   anda memulai kuliah di UT 1 2 3 4 5

2. Kesempatan ujian ulang untuk meperbaiki nilai .. 1 2 3 4 5

3. Pengunaan audio-visual untuk matakuliah yang
   anda ambil 1 2 3 4 5

4. Pelayanan telpon untuk masalah-masalah
   akademik 1 2 3 4 5

5. Pelayanan telpon untuk masalah-masalah
   administratif 1 2 3 4 5

6. Belajar untuk mengatur waktu lebih baik 1 2 3 4 5

7. Memperbaiki keterampilan belajar 1 2 3 4 5

8. Bekerja sama dengan mahasiswa lain untuk mata
   kuliah yang diambil 1 2 3 4 5

9. Memperbaiki kosentrasi belajar 1 2 3 4 5

10. Belajar mengatasi kegagalan 1 2 3 4 5

11. Memperbaiki kemampuan menulis 1 2 3 4 5

12. Memperbaiki motivasi untuk belajar 1 2 3 4 5

13. Berhubungan (contact) dengan mahasiswa sesama
    mahasiswa UT lainya 1 2 3 4 5

14. Memperbaiki kemampuan membaca 1 2 3 4 5

15. Memperbaiki keterampilan untuk mengikuti
    ujian (test-taking skills) 1 2 3 4 5

16. Kesempatan mendapatkan bimbingan akademik 1 2 3 4 5

17. Kesempatan mengunakan fasilitas perpustakaan .. 1 2 3 4 5

18. Belajar mengunakan fasilitas perpustakaan 1 2 3 4 5

19. Kesempatan melakukan kegiatan extra-kurikuler . 1 2 3 4 5

20. Mempunyai buku panduan umum bagi mahasiswa 1 2 3 4 5

21. Kesempatan mendapatkan informasi yang berkenaan
    dengan study saya lewat surat kabar 1 2 3 4 5

22. Mengetahui prestasi belajar saya dibandingkan
    dengan mahasiswa UT lainya 1 2 3 4 5

23. Kesempatan berhubungan (contact) dengan
    mahasiswa UT yang sudah lulus 1 2 3 4 5

24. Kesempatan untuk mempunyai kelompok belajar ... 1 2 3 4 5

25. Mengetahui sumber-sumber lain yang dapat diguna-
    kan dalam membantu belajar selain sumber-sumber
    yang disediakan oleh UT 1 2 3 4 5

26. Bulletin untuk berkomunikasi dengan sesama
    mahasiswa UT dan dengan UT sendiri 1 2 3 4 5

Jika anda punya saran atau komentar yang berkenaan dengan
kebutuhan anda sebagai mahasiswa UT, silahkan tuliskan pada
tempat berikut ini.

VITA

Surname: _____   Given Name : A b z e n i

Place of Birth: <u>Pagaralam</u> Date of Birth: <u>14 june 1955</u>
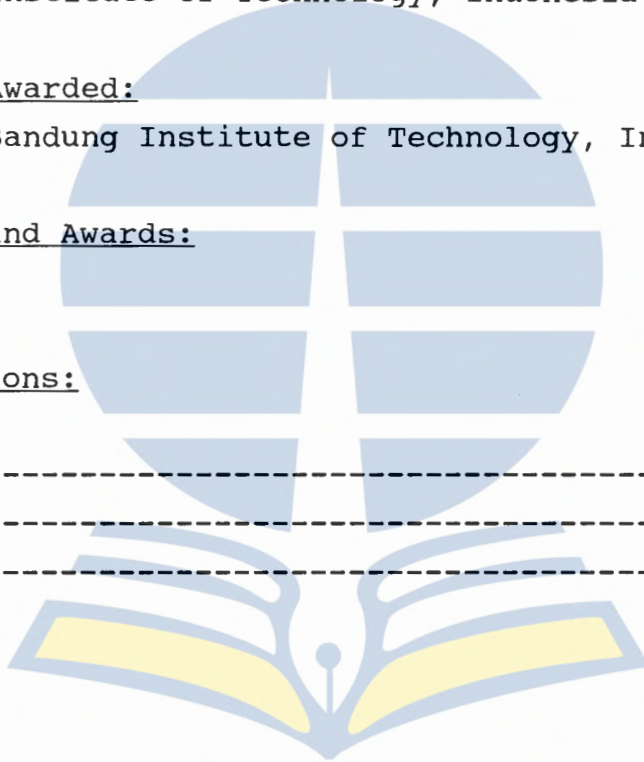
<u>Educational Institutions Attended:</u>
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<u>Honours and Awards:</u>

<u>Publications:</u>

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AT THE INDONESIA OPEN UNIVERSITY (UNIVERSITAS TERBUKA).

Author _____

     A B Z E N I

     _____