Open Education Bridging the Inequality Gap of Higher Education (Opportunity Case: E Learning Strategy Indonesian Open Distance Education)

Devi Ayuni (devi@ut.ac.id)

Andy Mulyana (mulyana@ut.ac.id)

Ginta Ginting (Ginta@ut.ac.id)

Department of Management Faculty of Economic – Universitas Terbuka Indonesia

Abstract

To improve the online tutorial service require deep insight about student satisfaction. This study used two method to measure level of satisfaction (Customer Satisfaction Index/CSI and Importance Performance Analysis/IPA). IPA is used to determine the attributes which services need to be improved, CSI to calculate the level of student satisfaction. This study used survey questionmaire to collect data. Respondent participate in this study is 536. The result showed that the level of satisfaction is good (71,66%). This indicate that online tutorial service is perceived satisfactorily by students.

Keywords: Online Tutorial, Satisfaction, Open Distance Learning

Introduction

The rapid growth of internet-based technology/innovation has resulted in many approach to learning development, manifested in different forms of e-learning. These often supplement or replace traditional methods, enabling students to engange with their learning through various web technologies alongside or instead of face-face delivery (Al-Adwan et. Al, 2013; Shawar and Sarie, 2007). E-learning has been defined according to the context and environment where it operates (Asabera and Enguah, 2012). Universitas Terbuka/UT (Indonesian Open University) within a period of 15 years trying to optimize e-learning through online tutorial that play an important role in improving the quality of learning process (Puspitasari and Huda, 2000; Daulay and Zaman, 2012). Delivering quality learning process for Universitas Terbuka is not easy because Indonesia is an archipelago country that spread from Sabang to Merauke (8.514 Kilometer). Under these such kind of environment, online tutorial is a breakthrough to provide equitable education that is flexible, open and online to face with a challenge of globalization in education.

Online tutorial provide benefits for students as learning more communicative and interactive, the students receives a reply and feedback directly from tutor. Tutor has a very important role such as: 1) manager, who demonstrated commitment and professionalism, 2)

facilitators provide feedback and help students to develop study skills, 3) assessor/evaluator, assessing students assignments, and 4) mentor, to make students enthusiastic and active participation. Successful of online tutorials if student participation is high. Several factors can affect the students participation are the ability to use the internet, motivation and time allocation (Padmo and Juleha, 2007). Reliable information technology is an important basis for supporting adaptive behavioral learning.

Universitas Terbuka has 406.027 students, 68% are female and 32% male (UT's Profile, 2015). To support academics activities and administration UT has 38 branc offices and Foreign branch office handling overseas student (Saudi Arabia, Taiwan, Hongkong, Malaysia, Singapore etc). The number of students participating in online tutorial slightly increased from 108.942 (2013) to 226.479 (2014). The number of courses increased from 11 % (2013) to 52% (2014). Increasing number of participants indicate positive sign of service quality offered. In order to gain a deeper insight about online tutorial services, it is necessary to investigate level of satisfaction. Student satisfaction is an important dispositional factors for withdrawal and persistence in distance education (Zeithalm and Bitner, 2000; Saleh et al 2012; Liaw, 2007; Somers,2005). The purpose of this study are as follows: 1) analyze the level of students satisfaction toward online tutorial services. Customer Satisfaction Index (CSI) and Importance Performance Analysis (IPA) are the two method used in this study.

Methodology

The population used in this study is participants online tutorial period 2015 semester 1 from 4 faculty (Economics, Teacher Training and Education, Social and Politic Science) and post graduate program. This study used nonprobability random sampling (judgemental sampling). Data collection procedure done by distributing questionnaire by Situs Google Docs from May toJune 2015. Number of respondents who participate in this study 536.

Satisfaction level measures by using CSI Method and IPA Method. CSI method is used to determine the level of overall customer satisfaction with an approach that considers the importance degree of variables. CSI is measured by calculating weighting factors, weighted score and calculated satisfaction index using criteria as follows: 0,00- 0,34 (not satisfied); 0,35-0,50 (not satisfied); 0,51-0,65 (fairly satisfied), 0,66-0,80 (satisfied) and 0,81-1,00 (very satisfied) (Stratford, 2007; Uluum, 2007). IPA method using Cartesian Diagram (4 quadrant), the X axis represents the level of performance and the Y axis represent the level of interest. Quadrant I explain areas with levels of performance below expectations of students. Quadrant II describe ideal conditions where high levels of performance capable of meeting the high level student expectation. Quadrant III explain low priority where performance levels are low and less important for student. Quadrant IV describe high level of performance but low expectations of student.

Result and Discussion

Based on the results of the calculation of weighted factors and weighted score, a score of satisfaction level 71.66%. This level indicate that the students were satisfied with online tutorial services (range of 0,61-0,80). The importance attributes online tutorial for students are ease access, discussion, feedback, practice and tasks. To reinforce those finding IPA method used to understand performance online tutorial by mapping into 4 quadrants. The finding is as follows (see chart below)
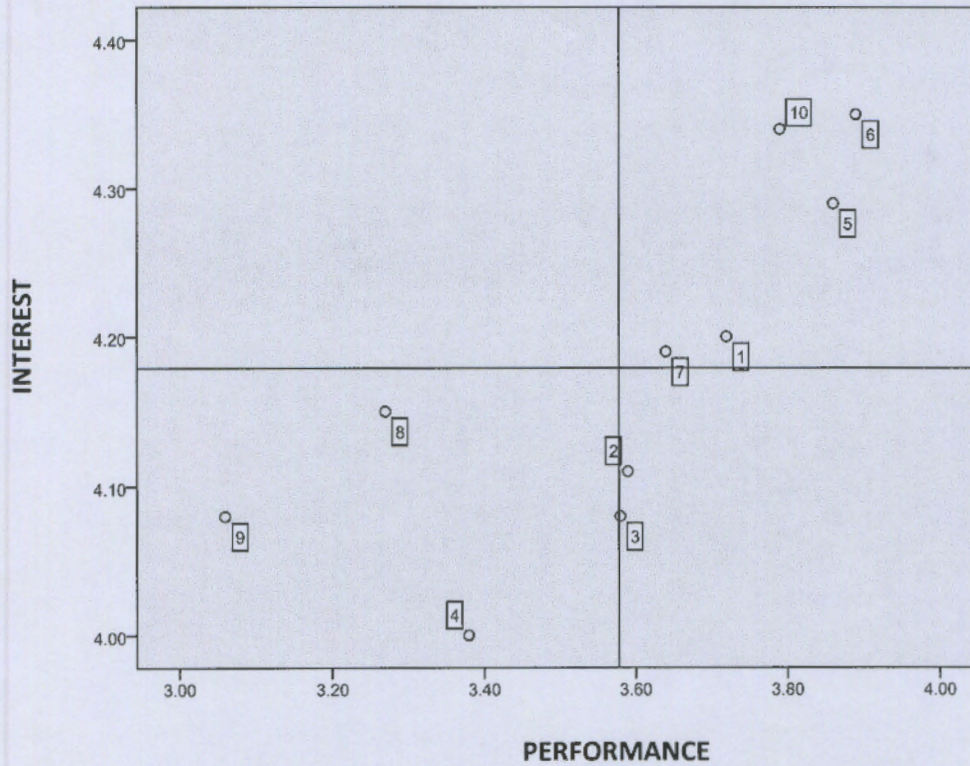
Description:

NO	ATRIBUT
1	Stability and reliability of the application system online tutorial
2	Ease of use online tutorial application (user-friendly)
3	Quality materials of online tutorial
4	Online tutorial materials include enrichment materials such as video, audio, or animation
5	Online tutorial equipped with a discussion forum
6	Online tutorial equipped with practice questions and tasks
7	Online tutorial integrated with Self Exercise
8	Timeliness tutor in providing the materials initiation
9	Tutor speed in giving feedback
10	Ease of access to online tutorials

Quadrant I: This quadrant explain areas with level of performance below expectation of students.There is no attributes in this quadrant.

Quadrant II: This is ideal conditions where high levels of performance capable of meeting the high level of expectation of students. Attribute included in this quadrants are: Stability and reliability of the application system online tutorial (A1) , Online tutorial equipped with a discussion forum (A5), Online tutorial equipped with practice questions and tasks (A6), Online tutorial integrated with Self Exercise (A7) and Ease of access to online tutorials (A 10). These five attributes that have met the high expectations of the students should be maintained and sustained performance. It is necessary to find new ways and new innovations in accordance with changing expectation of students

Quadrant III: Attribute including in this quadrant are Online tutorial materials include enrichment materials such as video, audio, or animation (A4), Timeliness tutor in providing the materials initiation (A8), Tutor speed in giving feedback (A9).

Quadrant IV: this quadrant represent high level of performance but low expectations of students. Attributes that are included in this quadrant are Ease of use online tutorial application (user-friendly) (A2); Quality materials of online tutorial (A3). Allocation of resources in this quadrant should be reduces by allocating attributes that are on the top priority.

Summary

Implementation of an online tutorial has been satisfactorily perceived by studenets. The level of student satisfaction with CSI: 71,66% (Satisfactory level). Although performance of online tutorial and satisfaction showed satisfactory results, but Universitas Terbuka must have an effort to maintain and improve the services. Ease of access is important element that has required high level attention. Increase high bandwith is the most crucial to be implemented to increase the service.

References:

Anderson, E. and Weitz, B.A. (1992), "The use of pledges to build and sustain commitment in distribution channels", Journal of Marketing Research, Vol. 29, Febraury, pp. 18-34.

Asandhimitra dkk. (2004), Pendidikan Jarak Jauh, Universitas Terbuka, Jakarta.

Boediono dorong penerapan "E-Learning" diambil tanggal 21 Februari 2014 dari: http://edukasi.kompas.com/read/2013/09/03/1256460/Boediono.Dorong.Penerapan.E-Learning

Chen-Yu, H. J., Williams, G., and H, D. K. (1999). Determinants of Consumer Satisfaction/Dissatisfaction with the Performance of Apparel Products. *Family and Consumer Sciences Research Journal, 28* (2), 167–192.

Daulay, P. dan Zaman, B. (2012), "Pengembangan Model Penelusuran Diskusi Tutorial Online Melalui Aplikasi FAQ (Frequently Ask Question)", Jurnal Pendidikan Terbuka dan Jarak Jauh, Vol. 13, No. 2, pp. 80 – 93.

Deghan, A., Dugger, J., Dobrzykowski, D., dan Balazs, A. (2014), "The Antecedents of student loyalty in online programs", International Journal of Educational Management, Vol. 28, No. 1, pp. 15 – 35.

Dehghan, A. (2006), Relationship Between Service Quality and Customer Satisfaction: In the Case of CCG (Customer Centric Group) CO, Department of Business Administration and Social Science, Lulea University of Technology, Lulea.

Kahiigi, E.K., Ekenberg, L., Hansson, H., Tusubira, F. and Danielson, M. (2007), "Exploring the e-learning state of art", The Electronic Journal of E-Learning, Vol. 6 No. 2, pp. 77-88.

McKinney, V., Yoon, K., and Zahedi, F. (2002). The Measurement of Web-Customer Satisfaction: An Expectation and Disconfirmation Approach. *Information Systems Research, 13* (3), 296-315.