

# LEVEL OF SATISFACTION OPEN UNIVERSITY STUDENT TO TUTORIAL ONLINE IMPLEMENTATION

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## Abstract

*The development of the education world is so competitive, demanding that universities can provide education in a professional manner so that in accordance with labor market need, as well as the open University (UT) which uses self-learning process, one supplement student learning materials are tutorial online. Thus, the writer wanted to know the Open University student satisfaction on the implementation of the tutorial on-line (studies in subject Koperasi Management EKMA 4442)*

*This research aims to determine the level of student satisfaction on the implementation tutorial online UT. Besides, to know the student responses on the variable which give satisfaction to the student and howmuch influencethe implementatition of these tutorial online for the future development of UT. To knowthe response, influence and student satisfaction level of this tutorial online system used 5 dimention of quality that is, evidence, reability, attentiveness, assurance and empathy.*

*In this research, as many as 40 people were taken respondents UT student who uses a system of tutorial online on subject EKMA 4442 based on random cluster sampling method using the slovin formula. The analysis technigue used is the data analysis quantitatively and qualitatively. The result research showedthat the level of students satisfaction on the implementation of tutorial online UT as a whole, including the satisfactory classification. This is reflected by the analysis and responses to the student satisfaction level that is equal to 52,5%. Of 26 variabel were analyzed as much as 3 variables declared less satisfied. While 23 variables are generally satisfied with the implementation of this tutorial on-line. Influence in the level of students satisfaction in the implementatiton of a tutorial on line, have a strong correlation (0.793 to 0.891). this mean the relationship between dimension of students satisfaction have contributed to the implementatiton of a tutorial online that is equal to 79,3 %. Based on the above research results are expected for UT to maintain the level of satisfaction with the implementation of a tutorial online and if necessary enhanced for the future developoment of tutorial online UT, where the tutorial online system can be used as an example for universities or high school or the other who want to apply the same system.*

**Keyword :** *implementation, responses, influence and student satisfaction.*

## A. Foreword

University of Terbuka is one of state college in Indonesia which apply far distance and open learning system. In accordance with far distance, University Terbuka have region cope all of Indonesia indeed abroad. That is why, created Far Distance Learning Program Unit. Far Distance Learning Program Unit is learning is not be done by face to face, but using media not only hard (book) media but also soft media (audio/video, computer/internet, radio broadcast and television). The meaning of open is there are no restriction of age, diploma year, study period, registration time, frequency follow test and another. The limitation only that every Universtiy of Terbuka student must has finished senior high school level or equivalent.

The student of terbuka university use tutorial on-line facility registration period 2009.1 one of is student that take cooperation management (EKMA 4442) lesson. The student is terbuka university student in all of Indonesia and obroad.

Making schedule this tutorial on-line is done by Terbuka University is initiation from 8 initiations, which every the initiation will uploaded by tutor eevery week based on the schedule that has made. From initiation 1 to initiation 8 consist of literature matter/lesson matter. 3 tasks, discussion forum and others.

Student activity use tutorial on-line facility, that is access terbuka university website which every student have taken lesson of EKMA 4442 registration period 2009.1 will be given own code self by Terbuka University in order to can access tutorial on-line website, which the code only can used by the student. The student hoped active

not only open initiation lesson, task, but also discuss with submit good question to tutor or the others students.

From tutorial on-line activity has been operated on EKMA 4442 lesson, still exist un active students are not active not only discuss but also access website Terbuka University. The un active students are belated in access website, belated in answer task, and the others.

From service activities that given by the Terbuka University, it still exist student probability feel less satisfied, because of service attribute that un optimal reputed, especially in teaching system with use tutorial on-line system.

Tutorial is service to help study for academic student. In tutorial, teaching and learning activities was done by guidance tutor as facilitator.

Looked at input – process – output model, so the tutorial is part of learning process activity. Tutorial is one of interaction shape between teacher and student. These interaction and communication are core of tutorial (Wardhani, 2000). Interaction is done between tutor and student especially for communicate learning lesson and learn problems, so that learning goal can reached well. That is why, tutorial must be designed in such a way in order to can function as booster all at once trigger student learning process. By tutorial is hoped students have want and ability to observe, think, have attitude and act in face a knowledge concept and technology as result a learning process (Tim Universitas Terbuka, 1999).

## **B. Kind of Tutorial**

Student can chose tutorial kind which provided by Terbuka University, appropriate with interest as well as their ability. Tutorial kind that can be followed by student are :

1. Face to face tutorial.
2. Tutorial by radio, television and press media.
3. Online tutorial
4. Online counselling

## **C. E-learning**

e-learning originated alphabet “e” (electronic) and “learning”. So, e-learning is learning use electronic service.

According to Anonimous (2000), make definition e-learning as electronic learning is “...Term covering a wide set applications and processes, such as web based learn, computer based learning, virtual classrooms, and digital collaboration. It induces the delivery of content via internet, intranet/extranet (LAN/WAN) studio and video tape, satellite broadcast, interactive TV, CD room and more...”

Jackson (2002) said rather quiet to define e-learning, but he propose learning online definition or e-learning is learning of delivery to use a computer, because of that they also offer e-learning similarity with Technology Delivered Learning.

Next Soekeartawi, Haryono and Libero (2002) define e-learning, "E-learning is a generic term for all technologically supported, learning using on array of teaching and learning tools as phone bridging, audio and videotapes, teleconferencing, satellite transmissions and the more recognized web based training or computer aided instruction also commonly referred to as online courses".

According Parasuraman, et. All. Cited by Fandy Tjiptono (2004:70) there are some indicators that can be created of online tutorial tribute, those are :

1. The dimension of real evidence (tangibles) variable includes are :
  - a. The website is easy to be accessed.
  - b. The features suitable with student need.
  - c. The website display is easy to be understood.
  - d. The website is coordinated well.
  - e. The website has good quality standard.
  - f. The website help student in the course.
2. The dimension of reliability variable includes are :
  - a. Quick access
  - b. Handling website administration well.
  - c. Website cost based on its benefit
  - d. The website can be accessed from everywhere.
  - e. Lesson on website
3. The dimension of responsiveness, variable includes are :
  - a. Tutor efficiency in online tutorial
  - b. Quick respond for tutor to student service.
  - c. Quick respond for tutor in finishing student gripe.
  - d. Tutor efficiency in answering student question.
  - e. PUSKOM officer efficiency in student service.
4. The dimension of assurance, variable includes are :
  - a. Tutor ability in present college course.
  - b. PUSKOM officer skill in student service.
  - c. Amenity for UT officer in giving online tutorial information.
  - d. Officer attitude in giving online tutorial service.
  - e. Collateral for on time score test.
  - f. Tutor accuracy in answering online tutorial.
  - g. Accuracy in time discipline for tutorial online.
  - h. On tutorial online.
5. The dimension of empathy, variable includes are :
  - a. Tutor attention specially to student.
  - b. PUSKOM service student well.
  - c. UT indifferent to student by website.

#### **D. Methods**

Research object in this research is UT student satisfaction level to online tutorial implication on course of Cooperation Management EKMA 4442 registration period 2009.1.

Technic of sample pulling is done with use cluster random sampling. Pulling technic are : (i) sample decide as many as 40 UT students which take course of Cooperation Management EKMA 4442 as sample, (ii) decide 30 people as sample and 10 people as research instrument specimen, (iii) decide of sample taking schedule about 1 week, sample pulling system is incidental, it is decide of student when tutorial online as sample and ready to fill questioner which has avaiabled.

The instrument that used in this research is questioner addressed to University Terbuka student that use online tutorial facility, exactly on Cooperation Management course EKMA 4442 registration period 2009.1. the instrument is question list about student satisfaction level to online tutorial implementation. The questioner is given to respondent by internet and leaflet. In this questioner arranging use likert scale, score value from 1-5.

## E. Result and Discussion

One of tutorial kind that has been developed by University Terbuka is online tutorial. Online tutorial is tutorial service which based internet or Web Based Tutorial (WBT). This online tutorial is tutorial alternative shape is addressed to University terbuka student that have internet access, not only access with private own telephone connection but also access by general service (Internet café, warposnet, warintek and others internet service). Online tutorial is developed with use moodle software and can be accessed by <http://student.ut.ac.id>. Tutor and online tutorial particiaonts must have email address (must have username and password).

Online tutorial at Terbuka University especially aims for :

1. Optimizing of internet connection utilization in giving learning support service to student.
2. Enable learning process long distance designed more communicative and more interactive.
3. Giving choice alternative to student that have access to internet connection to get learning support service optimally.

Scoring scale are between 0-100 with provision weighting :

**Table 1 : Scoring Scale**

Component	Weight (%)
Passive participation	20
Active participation	30
Tasks	50

Adverb:

Passive : if the student only read initiation, not responding, comment or question.

Active : if the student submit question, comment, respond on others student question.

Task : if the student doing task.

Online tutorial score of course for each contribution 15% to course final exams score. Based on table 2, which show result that average statement as big as 4,0 university terbuka feel satisfy with online tutorial website that easy to be accessed. with the averages statement for 3,4 can be known that stdent feel satisfy with features that presented by Terbuka University has reached their need in doing online tutorial process. In spite of, there were among them that want to increase new features in the tutorial, the feature that include about final exams exercise while its discussion, online registration feature and online exam card, score display feature, feature about initiation course that can be displayed by video, remender feature about tasks which given and has not been finished without must open course sub website before final exam implementation, whereas statement about website display that easy to be understood (4,1); can coordinated well (3,8): havi good quality standard (3,9) and website help student in the course (3,8) for each other give satisfaction statement to these real tangible.

From reliability dimension statement can be known that each other question about (quick access (3,7); accurate website administration (3,6); website cost based on its benefit (4,0); website can be accessed from everywhere (3,9) although about courses in the website, the student giving statement that they feel satisfy averagely with this dimension.

Afterwards responsiveness dimension averagely give satisfaction statement to responsiveness and tutor quick respond in online tutorial not only in student service but also finish gripe or trouble that be faced by student in access this online tutorial system. but, there is one point this dimension that give satisfaction statement to PUSKOM responsiveness in student service where averagely this statement only 3,3.

If looked at from assurance dimension can be told that student feel satisfy to skill averagely, aminess, attitude, on time, discipline for UT tutor and officer in telling to give service and answering student question, average score 3,4 – 4,8 whereas on assurance statement test score will be given on time, student fell enough satisfy with point only 2,8.

Emphaty dimension give statement 3,4 feel satisfy with special interest tutor to student, example : remembering student that has not sent answer task yet and give instruction or directive how to sent the task by e-mail for their student which know and others. As well as concern for the Terbuka University student by website be avowed 3,7 means student feel satisfy to the thing, whereas student feel satisfy enough with PUSKOM in service student, this statement be evidenced with points 3,3.

**Table 2.**  
**Statement of UT Student Level Satisfaction Averagely to Online Tutorial**

Question	Answer					Total	Average	Adverb
	SP	P	CP	TP	STP			
1 a	6	28	5	1	0	159	4.0	Satisfy
b	4	24	7	0	0	137	3.4	Satisfy
c	9	26	5	0	0	164	4.1	Satisfy
d	3	29	6	2	0	153	3.8	Satisfy
e	7	27	3	1	0	154	3.9	Satisfy

	f	12	19	4	1	0	150	3.8	Satisfy
2	a	6	20	10	3	0	146	3.7	Satisfy
	b	3	25	8	2	0	143	3.6	Satisfy
	c	8	27	3	1	0	159	4.0	Satisfy
	d	8	26	3	1	0	155	3.9	Satisfy
	e	5	23	7	2	0	142	3.6	Satisfy
3	a	4	22	9	4	0	143	3.6	Satisfy
	b	5	21	10	2	0	143	3.6	Satisfy
	c	5	21	8	2	0	137	3.4	Satisfy
	d	5	20	8	3	0	135	3.4	Satisfy
	e	3	20	11	2	0	132	3.3	Enough Satisfy
4	a	8	23	6	1	0	152	3.8	Satisfy
	b	3	22	10	1	0	135	3.4	Satisfy
	c	1	27	9	1	1	143	3.6	Satisfy
	d	1	26	8	3	1	140	3.5	Satisfy
	e	1	15	14	1	2	111	2.8	Enough Satisfy
	f	3	22	10	2	0	137	3.4	Satisfy
	g	3	22	9	2	0	134	3.4	Satisfy
5	a	5	19	11	1	1	137	3.4	Satisfy
	b	2	25	6	2	1	133	3.3	Enough Satisfy
	c	8	22	6	1	0	148	3.7	Satisfy

Source : primer data that has been processed (n=40)

Look at statement of above fifth dimension can be taken conclusion that the dimension averagely tell that they feel satisfy generally and that is why this thing must be defended if need to be increased for developing and progress Terbuka University for the future.

**Table 3.**  
**UT Student Satisfy Level to Online Tutorial on EKMA 4442 Lesson Totalityly**

Adverb	Frequency	Percent	Valid Percent
Very Un satisfy	1	3	3
Un satisfy	2	5.0	5.0
Enough satisfy	10	25.0	25.0
Satisfy	21	52.5	52.5
Very satisfy	3	7.5	7.5
<b>Total</b>	<b>37</b>	<b>92.5</b>	<b>93</b>

Source : primer data that has been processed (n=40)

Based on the data, from the data can be known correlation strength level variable X and Variable Y. to know how big the connection influence between variable X and Variable y done rank sperman correlation calculation with use sig test scale ( $\alpha = 0,05$ ).

From the result of calculating known that score of spearman rank correlation coefficient are 0,793. Refer on restrictions which is stated by Sugiono (2004:214), so it can interpreted that variable X and variable Y correlation are on span strong connection correlation (0,793 – 0,891). This means relationship between student dimension satisfy to online tutorial implementation at Terbuka University on EKMA 4442 lesson are on strong relation classification or with relation 79,3%.

## F. Conclusion

Based on above analysis and discuss can be taken conclusion :

1. There are few conclusions to indicator of online tutorial tribute, are :

a. Tangible Dimension

Student score that easy access website, features suitable with student need, website display is easy to be understood, the website can be coordinated, website has good quality standard, and the website can help student in the course can give satisfy for the terbuka university student, although there are among them that want in order to there are few feature increase, like available provided feature about tips Final Exam test as their guide in facing Final Exam later, online registration feature and online test card, complete e-library and others.

b. Reliability Dimension

Student give scoring on this reliability dimension satisfyly, not only quick website access, handling about website administration carefully, outcome match with its benefit (add knowledge and help desire to learn, website is easy to be accessed from everywhere(house, office and internet cafe) and the course is given on each its initiation.

c. Responsiviness Dimension

Student feel satisfy with alacrity and quick respond tutor and UT officer not only in service, finish difficulty which faced by student but also in answer question submitted by student at the discussion forum. In spite of, student feel less satisfy or enough satisfy with PUSKOM respond in service student.

d. Assurance Dimension

Student generally has felt satisfy with knowing ability, hospitality, attitude and discipline which implemented by tutor and UT officer in the tutorial online, but in the their on time scorning test assurance feel less satisfy, because of based on their experience on last semester there are still some tutors are late in giving score based on the schedule by UT management.

e. Empathy Dimension

The student has felt satisfy with special attention and care that given by lecturer and UT officer to student by online tutorial website. In spite of, the student still feel less satisfy with PUSKOM officer seriousness to student interest, it means the student still feel lees easiness in doing communication relation well and less special attention by PUSKOM to student.

2. Research result shows UT student satisfaction level to online tutorial on EKMA 4442 have medium level satisfaction with percentage 52,5% that be evidenced from student satisfaction to service that given by officer and lecturer online tutorial that they accet when taking learning program independently.

3. From the result of data processing variable X (student satisfaction) and variable Y (online tutorial implementation) shows that student satisfaction level that given have

strong correlation relationship (0,60 – 0,799). Based on above discuss, writer make conclusion that student satisfaction have influence to online tutorial implementation, with big influence 39,56%. This means relationship between student satisfaction dimension have contribution to online tutorial implementation, those are 39,56% and 60,44% explained by other variable that have influence and no elaborated in this research.

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