**Abstract**

The role of tutorial has become more and more important in the future. Many research have been done related to online tutorial, either by UT’s or by others. Questions on tutorial are always included in many survey conducted by UT, for example in Exit survey, Tracer study, program evaluation, etc. In general, most of the results show that students are satisfy with tutorial, more specifically with online tutorial. While tutorial is always asked in these surveys, the questions are usually asking general opinion on tutorial. Tutorial, specifically online tutorial, has many aspects related to its success, such as the design, the material, the tutor, the interactions, etc. These aspects should be digged deeper to find enough information on aspect/ or aspects that need to be improved.

This research collected data through an online survey and interviewed in a Focus Group Discussion. The questionnaire was attached to the courses so the students who participate in the online tutorial can participate.

The results shows that in general students have positive perception towards online tutorial.

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| **Satisfaction And Perceived Learning Outcomes Of Online Tutorial**  **At Indonesia Open University**  By Rahayu Dwi Riyanti, Ari Juliana, and Djoko Rahardjo  Students satisfaction has become an important factor in the academic success. According to Celia C. Lo (2010) *student satisfaction* is the subjective perceptions, on students’ part, of how well a learning environment supports academic success. There are many aspects that can be taken into consideration to measure student satisfaction, in academic or administration areas. Indonesia Open University (UT) conducts students satisfaction survey every year. One of the areas that is focused on this survey is tutorial. In this survey, students are asked on their satisafction level on some aspects of tutorial, such as; the facility of face to face tutorial, the tutors knowledge on the materials, the role of tutors in asisting students to learn the learning materials, the feedback given by tutors, and the accessibility of online tutorial. Since this survey is conducted to measure several areas, and tutorial is only part of it, the questions asked are not too detail.  Tutotial is offered as one of services to asist students in their learning process.There are two types of tutorial offered by UT, they are face to face tutorial and online tutorial. In this research, it will focus to online tutorial. Students who register for cources can apply for online tutorial for free. Although it is not compulsory, online tutorial has become more and more popular among students. The number of students who participate increase every eear.  The role of tutorial has become more and more important in the future. Many research have been done related to online tutorial, either by UT’s or by others. Questions on tutorial are always included in many survey conducted by UT, for example in Exit survey, Tracer study, program evaluation, etc. In general, most of the results show that students are satisfy with tutorial, more specifically with online tutorial. While tutorial is always asked in these surveys, the questions are usually asking general opinion on tutorial. Tutorial, specifically online tutorial, has many aspects related to its success, such as the design, the material, the tutor, the interactions, etc. These aspects should be digged deeper to find enough information on aspect/ or aspects that need to be improved.  This research is a join research among OU5 participants. It used instruments developed by Prof. Latifah Abdol latif from OUM which was translated into Bahasa Indonesia and added with some additional questions related to UT’s context. |
| There are many studies have been done related to students satisfaction, perceived learning outcome, or both students satisfaction and perceived learning outcome.  Kuo, Walker, Belland, and Schroder (2013) investigated the degree to which interaction and other predictors contribute to student satisfaction in online learning settings. The result of their study showed that some of the predictors contributed to students satisfaction, while other predoctors did not contribute to students satisfaction. The predictors that contributed to students satisfaction are learner-instructor interaction, learner-content interaction, and Internet self-efficacy. Other predictors like interactions among students and self-regulated learning did not play a role in students satisfaction.  Elkins (2015) in her dissertation compared students satisfaction between hybrid courses and traditional face to face courses. Some of the results are in hybrid courses, students who felt connected with their instructor and their classmates stated their satisfaction.  Croxton (2014) examined the role of interactivity in student satisfaction and persistence in online learning. The result of his study showed that interactivity played an important role for online learners’ satisfaction and persistence. Student–instructor interaction was also noted to be a primary variable in online student satisfaction and persistence.  Harvelila (2011) studies the role of prior e-learning experience on student’s perceived learning outcomes. The results showed that prior e-learning experience has significant correlation toward students’ perceiver learning outcome.  Boeglin and Campbell (2002) investigated the effects of students’ readiness and their perceived learning outcomes. The results showed that inexperienced learners gave higher score for the access to the course notes than the discussion forum with their peers.  Glass and Sue (2008) did a study on student preference, satisfaction and perceived learning in an online college mathematics course for business majors. The result of their study showed that homework was the most preferred learning object and the most used. The students felt that it had the greatest impact on their learning.  Eom, Wen, and Ashill (2006) examined the determinants of students’ satisfaction and their perceived learning outcomes in online learning context. The result indicated that course structure, instructor feedback, self-motivation, learning style, interaction, and instructor facilitation have significant effect on student satisfaction. It also indicated that student satisfaction is an important predictor of learning outcome.  Lorenzo (2012) reviewed research papers to find the foundation of students’ satisfaction and factors contribute to positive leaning outcomes. Many research found some obvious result, such as students are satisfied with online learning because it is flexible and convenient. Some research also stated that self-directed and motivated are the primary reason for students’ satisfaction with their learning experience and their success.  This research collected data through an online survey and interviewed in a Focus Group Discussion. The questionnaire was attached to the courses so the students who participate in the online tutorial can participate.  Focus group discussion was conducted to find qualitative information on some aspects related to the courses and the instructor or the tutor.  In this discussion, students are encouraged to reflect on their teaching and learning experiences including reflecting on their contribution to learning.  Focus Group Discussions were conducted in five UPBJJs which offer the courses and which have many students who take the courses. |

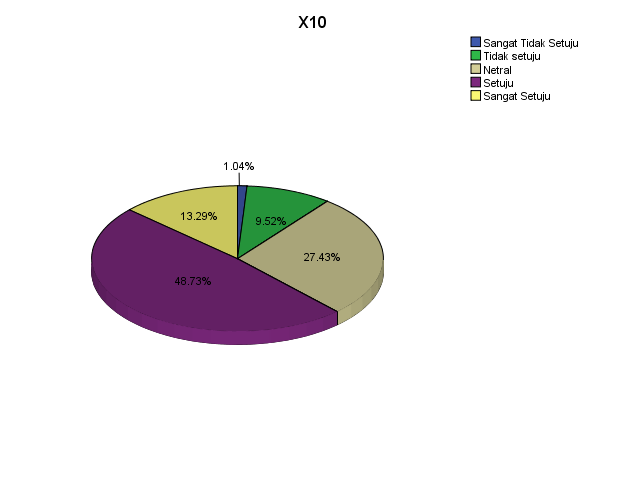
The result shows that in general students have positive perception toward the online tutorial.

| **INDICATOR** | **MEDIAN** | **Percentage of the number of respondents** | | **Conclusion** |
| --- | --- | --- | --- | --- |
| **Percentage of positive perception** | **Percentage of negative perception** |
| X1 | 4 | 83.69% | 16.31% | Positive perception |
| X2 | 4 | 80.77% | 19.23% | Positive perception |
| X3 | 4 | 81.34% | 18.66% | Positive perception |
| X4 | 4 | 83.51% | 16.49% | Positive perception |
| X5 | 4 | 79.45% | 20.55% | Positive perception |
| X6 | 4 | 82.38% | 17.62% | Positive perception |
| X7 | 4 | 81.43% | 18.57% | Positive perception |
| X8 | 4 | 78.04% | 21.96% | Positive perception |
| X9 | 4 | 72.10% | 27.90% | Positive perception |
| X10 | 4 | 62.02% | 37.98% | Positive perception |
| X11 | 4 | 80.11% | 19.89% | Positive perception |
| X12 | 4 | 70.78% | 29.22% | Positive perception |
| X13 | 4 | 77.66% | 22.34% | Positive perception |
| X14 | 4 | 90.86% | 9.14% | Positive perception |
| X15 | 4 | 90.57% | 9.43% | Positive perception |
| X16 | 4 | 93.03% | 6.97% | Positive perception |
| X17 | 4 | 63.52% | 36.48% | Positive perception |

For each of the indicator, it shows that respondents are leaning towards agreeing that they gained benefit from online tutorial. Some aspects that are considered still lacking are:

* The feedback given by tutor
* The tutor facilitation in the tutorial.

Surprisingly, the indicator which received the least positive response is the interaction between peers in the online tutorial.



Based on the results recap shown in the table above, in each indicator is the percentage of the number of students who have a positive perception is greater than the percentage of the number of students who have a negative perception. Positive perceptions here shows that students agree with the points contained in the questionnaire, while the negative perception indicates that the student does not agree with the points on the questionnaire.

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