

Students' Satisfaction in Online Tutorial

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Abstract—This study examined the gap extension between reality and student's expectation and satisfaction towards the implementation of online tutorial activities. The study was conducted at the Open University in Chemistry Education courses. That consist of 316 students in Chemistry Education. Data was obtained from 43 students who took online tutorials in 2015. One semester through a questionnaire with 20 items. All of items with a "product moment" correlation technique and obtained the valid questions and the reliability of test results with Cronbach's alpha test was 0.757. The data obtained were analyzed through mean score and Importance Performance Analysis. The results showed students still need more interaction with tutor. Students placed high expectations on how tutor call to follow initiation granted ($M=4.72$), and how the initiation material given by tutor is interesting to learn ($M = 4.72$). Students also placed high expectation on the assignment from the tutor, and presentation of the tutorial's material can be examples and explanations to support understanding of the material concepts of course material. Moreover, students still hoped that tutor motivated and enabled students to express opinions / argument.

Keywords—online tutorial; students' satisfaction; chemistry education

I. INTRODUCTION

The concept of independent learning in the tutorial implies learning support to trigger and stimulate self-reliance, discipline, and self-initiative of students in learning by minimizing intervention from the learner/tutor. The tutor is the person providing knowledge to students directly so that students can better understand the concept and practice of non-formal education better. Tutorial conducted in person or remotely based on the concept of independent learning.

One model tutorials held in the open university is an online tutorial (Tuton). Tuton is a learning support provided to students through information and communication technologies that are not directly (*asynchronous*).

Students of Chemistry Education program at Open University (UT) are teachers that spread throughout Indonesia and reside in urban and remote areas. The Program needed information about its program of an online tutorial. The purpose of this study will assess the gap extension between reality and students' expectations towards the implementation of an online tutorial.

RESEARCH METHOD

There are 316 chemistry student, all of them who took online tutorial were sent questionnaires. Data was obtained through questionnaires to 43 students who return the questioner. Tests were performed by twelve (pilot group $N=12$) students from different respondents to the study sample ($N=43$).

The results showed there were 20 point statements, aimed at 12 students with a "product moment" correlation technique and obtained the valid questions.

The reliability of test results with Cronbach's alpha test was 0.757. The data collected were analyzed through the mean score and Importance-Performance Analysis.

II. RESULT

A. The gap level between reality and students' expectations

The gap between reality and expectations of the online tutorials that have been presented in Table 1.

TABLE I. THE STATEMENT ITEM OF THE GAP BETWEEN REALITY AND EXPECTATIONS ON AN ONLINE TUTORIAL.

Statement	M (R)	M (E)	G	T	Sig
There is a figure/view of the overall contents of the material in <i>online</i> tutorial	3,7	4,56	0,86	-5,99	0
There is a tutor call to follow initiation granted	3,63	4,72	1,09	-9,55	0
The initiation material given by the tutor is interesting to learn	3,63	4,72	1,09	-7,782	0
The initiation material is entirely noted/developed from course materials /modules	3,7	4,56	0,86	-7,29	0
Several online materials are obtained from <i>open educational resources</i> (OER)	3,44	4,6	1,16	-8,25	0
There are some examples of material explanation given by tutor	3,32	4,58	1,26	-10,42	0
There is a tutor call to use OER	3,18	4,48	1,3	-9,92	0

TABLE I, CONT

Statement	M (R)	M (E)	G	T	Sig
Access to gain OER given /suggested by the tutor	3,14	4,58	1,44	-11,07	0
Tutor's invitation to be active in discussion forum	3,79	4,69	0,9	-6,12	0
Tutor's invitation to participate in online tutorial	3,79	4,69	0,9	6,12	0
Tutor's response to students' questions	3,35	4,6	1,25	-8,41	0
Tutor's way in motivating students to express thought, ideas /argue ideas	3,27	4,55	1,28	-8,32	0
Tutor's way in supporting students to do and upload assignments	3,42	4,65	1,23	-7,75	0
The assignment granted by the tutor to deepen understanding material	3,84	4,67	0,83	-5,94	0
Presentation concepts given by the tutor raised curiosity	3,6	4,67	1,07	-7,93	0
The online tutorial trained me to do analysis thinking	3,44	4,62	1,18	-8,58	0
The online tutorial trained me to be able to make conclusion	3,46	4,55	1,09	-8,25	0
The online tutorial trained me to be able to argue systematically	3,65	4,56	0,91	-7,33	0
The online material and assignment prepared me to face examination/ UAS	3,58	4,55	0,97	-7,71	0
The presentation of material and assignment to predict exam	3,25	4,58	1,33	-10,04	0

Table 1 explained that the highest disparity found in access to obtain OER given/recommended by the tutor ($G= 1.44$). The highest students' expectation ($ME= 4.72$) found tutor call to follow initiation granted, and how the initiation material given by tutor is interesting to learn.

While the lower gap was obtained from the item: the tasks assigned by the tutor to deepen material understanding ($G=0.83$); and initiation material is entirely quoted/development from course materials ($G=0.86$). Although there was a gap between reality and students' expectations in all online tutorial activities the presence of the figures given did not indicate a significant difference between the fact and the students' expectation.

B. Students' satisfaction

The data on waste generation and composition from residential sources were collected by direct sampling, using cluster sampling technique, based on their respective income level: Quadrant analysis determined by the students' response on tutorial component plotted based on the level of the importance and performance components. Values *Mean Importance Score* (MIS). This value was as shown in Figure 1.

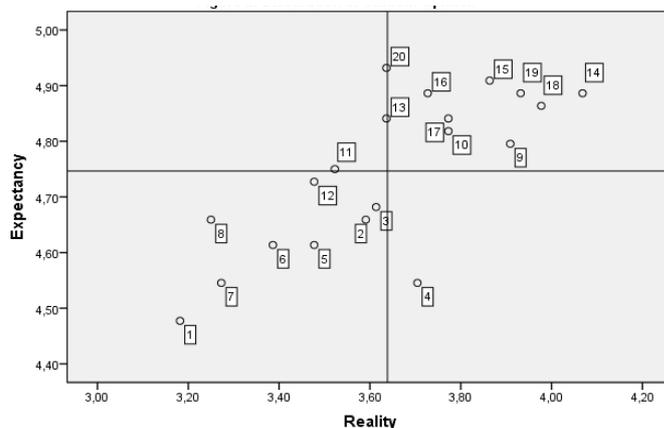


Fig. 1. Distribution of student opinion

Quadrant I (Priority). Item number 11.13 and 20 were in quadrant I. This shows that the points must be considered to meet students' expectation.

Quadrant II. The statement items contained in this quadrant were important and indicated high performance. The items were number 9, 10, 14, 15, 16, 17, 18 and 19. This shows that for the next time, these statement items need to be maintained.

Quadrant III. The items were considered less important by the students and in fact the performance was not too special. The points classified in this quadrant were the items number 1, 2, 3, 5, 6, 7, 8 and 12.

Quadrant IV. This quadrant contained statement items that were considered less important by students. The enhancements performance to the statement items in this quadrant will only lead to a waste of resources. The item was number 4.

III. DISCUSSION

Educational managers can influence students' satisfaction and motivation; it can be seen that the item with the highest student expectation mean score ($M = 4.72$) in how tutor call to follow initiation granted, and how the initiation material given by tutor is interesting to learn ($M = 4.72$). It indicates that the initiation from tutor as student instructor is still required to boost up students learning motivation. [1] said: "the majority of the students showed high levels of satisfaction regarding student-instructor interaction, instructor's performance, and course evaluation."

In the online tutorial activities, tutor's response to students' questions and tutor's way in supporting students to do and upload assignments are top priorities that must be considered to meet the expectations of students. However, students still hope feedback/response tutor in answering their questions, also encourages students to work on and upload assignments, as well as the delivery of content and a given task can predict completion about the exam.

There is three indications of the effectiveness of distance education courses. Those are student outcomes, student

attitude about learning via distance education, and students' satisfaction toward distance learning [2]. Moreover, the ability of educational managers (tutors, course managers, head of departments, etc.), as so-called educational leaders by [3], in managing the teaching and learning process, satisfying and maintaining distance students, may lead to the success of online distance education.

IV. CONCLUSION

Students placed high expectations on how tutor call to follow initiation granted ($M= 4.72$), and how the initiation material given by tutor is interesting to learn ($M = 4.72$). Students also placed high expectation on the assignment from the tutor, and presentation of the tutorial's material can be

examples and explanations to support understanding of the material concepts of course material.

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