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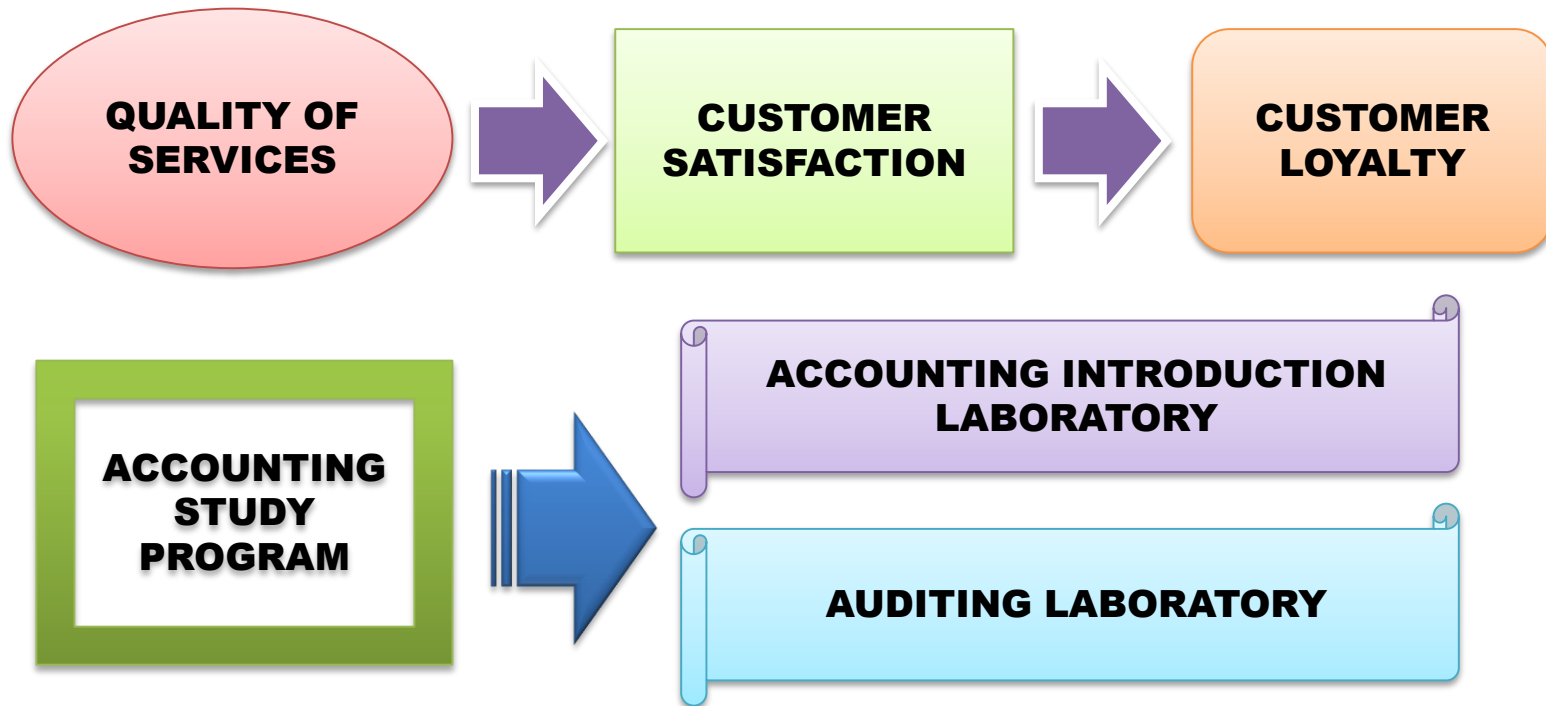
ANALYZING FACE-TO-FACE PRACTICUM AS A LEARNING SUPPORT FOR STUDENTS IN A DISTANCE EDUCATION SYSTEM

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BACKGROUND



WHY I CONDUCT THIS RESEARCH ?

- Because of the monitoring results of FFP managed by UT, there is still lack of tutors/instructors and more student's complaints against the service of FFP.
- This study is obtain to analyze the viewpoint/opinion of the students and tutors/instructor regarding of FFP services quality at Regional Offices, in order to achieve, increase, and explore aspects to be improved or corrected of an ideal FFP implementation.

PREVIOUS STUDIES & LITERATURE REVIEW

NO.	RESEARCHERS	YEAR	STUDIES
1.	Oliver	1981	Satisfaction is a judgment that the features of the product or service, or product / service itself, provide a level of compliance associated with the consumption of delightful included level under -fulfillment and over-fulfillment.
2.	Halstead et al.	1994	Satisfaction is an affective responses that are transaction-specific and is produced from the comparison made between the performance of consumer products with several standard purchase
3.	Rashid and Harun	2004	The quality characteristics of ODL services differ from traditional higher education institutions.
4.	Kotler and Keller	2006	Satisfaction is feeling happy or disappointed someone who is formed from comparing the performance or the outcome of a product based on the perceptions of those expectations.
5.	Hayes	2008	Satisfaction and customer perception of the quality of the labels we use to summarize a range of observed action associated with a product or service

RESEARCH METHODS

Population and Sample

The study used a sample of 326 students and 31 tutors/instructors from Accounting Study Program of Economics Faculty at Regional Offices UT.

Method of Collecting Data

Data used in this study are primary data which were selected randomly to represent the condition of FFP implementation from some Regional Offices.

DISCUSSION & RESULTS

• Table 1. Results of Students' Viewpoint

Indicators	Satisfaction	Expectation	Gap
• quick feedback of complaint (L7)	42.02	77.91	35.89
• smooth communication (L1)	56.44	82.52	26.08
• delivering information of practicum to students clearly (L3)	59.82	84.97	25.15
• quick and accurate of services (L4)	57.98	82.52	24.54
• easy to contact the UT staff (L5)	55.52	79.75	24.23
• practicum schedule information on time (L2)	65.03	87.12	22.09
• completeness of equipment's practicum (LP5)	62.27	82.21	19.94
• easy to contact the practicum tutors/instructors (L6)	63.5	82.21	18.71
• sufficiency of the infrastructure such as classrooms, mosque, toilets, and canteen (SP3)	62.27	80.67	18.4
• case of assignments given by tutor is up to-date (LP4)	64.72	82.52	17.8
• the sanitation (SP4)	67.79	84.36	16.57
• the conducive of FFP environment (SP1)	68.1	83.13	15.03
• tutors assist students to understanding the material of practicum (LP2)	74.23	88.04	13.81
• tutors provide feedback on assignments (LP3)	72.7	86.2	13.5
• the hospitality of UT staff in serving (L8)	73.62	85.89	12.27
• materials of practicum controlled by tutor (LP1)	73.31	85.58	12.27
• easy to access of FFM locations (SP6)	76.38	88.34	11.96
• availability of the facilities of FFP such as blackboards, desks, chairs etc. (SP2)	75.46	86.81	11.35
• the security (SP5)	76.69	86.81	10.12
Mean	65.68	84.08	18.41

DISCUSSION & RESULTS

- Table 2. Result of Tutors' viewpoint**

Indicator	Satisfaction	Expectation	Gap
easy to contact of UT Staff (E6)	70.97	93.55	22.58
the operational services of FFP viewpoint of tutor measured by information from Regional Offices given openly (E2)	77.42	96.77	19.35
UT staff get the feedback and handle complaints quickly (E7)	77.42	93.55	16.13
UT staff delivered quick and accurate of services (E5)	80.65	96.77	16.12
infrastructure such as classrooms, prayer room and toilet provided with adequate and (T3)	70.97	83.87	12.9
the infrastructure such as classrooms, prayer and toilet are comfortable (T4)	70.97	83.87	12.9
UT staff is able to fulfill the needs of tutors (E3),	80.65	93.55	12.9
availability of major facilities such as materials such as text and workbook cases, Tutorial Activity Design, Tutorial Activity Unit and notes of tutorial (T5)	74.19	80.65	6.46
access or transportation to FFM easily (T8)	83.87	87.1	3.23
Mean	76.35	89.96	13.62

CONCLUSIONS

- From the students' perspective show that the quick of complaints feedback from UT staff (L7) need to be improved. Moreover, the role of tutors in assisting the students to understanding the material of practicum and provide feedback on assignments are determined the service quality of FFM.
- From the instructor's perspective show that easily of contact the UT staff, provide solutions in any problems of tutors, and commitment of UT in FFM implementation. Form **infrastructure** dimension, **sanitation** in FFP location and **the conducive of FFP environment** are two determinants of UT service quality. UT staff handles every complaint quickly and appropriates the most important factors that need to be improved in face-to-face practicum implementation **in order to achieve satisfaction of students and tutors.**

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