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Tutors Performance in Online Tutorial: Lesson Learned from Universitas Terbuka, Indonesia

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Research Background

UT Online Tutorial Participation in 2015-2017

Semester	Number of courses	Number of Participating Students	Number of student courses	Number of Tutors	Increasing of Participants (%)
2014/15.2	926	64.739	258.809	953	-
2015/16.1	941	74.280	292.028	1.105	15.5
2015/16.2	953	84.156	339.948	1.099	13.5
2016/17.1	960	108.544	413.026	1.451	29.0
2016/17.2	965	109.265	449.374	1.473	0.7

Source: Universitas Terbuka Learning Support Center (2017)



Research Background (cont.)

Portraits of UT Online Tutorial in 2017/18.1:

- > 1,000 courses
- > 4,000 classes
- > 100,000 registered students in online tutorial
- > 400,000 registered student courses
- > 1,400 tutors
- ≤ 150 students/class
- ≥ 4 classes for one tutor

Research Objectives

Research Objectives:

- Mapping the performance of UT tutors, seen from meeting the needs of standard activities
- Analysing the main problems faced by tutors
- Exploring the alternative solutions to overcome the problems



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Literature Review

Functions of Instructors in DE

- Elaborating course content
- Supervising and moderating discussions
- Supervising individual and group projects
- Grading assignments and providing feedback on progress
- Keeping students records
- Helping students manage their study
- Motivating students
- Answering or referring administrative questions
- Answering or referring counseling questions
- Representing students with administration
- Evaluating course effectiveness

Moore and Kearsly (2012)



Literature Review

Minimum Standard of UT Tutor Functions

- Activate weekly activities
- Create and upload weekly greetings
- Send a personal greeting through the message feature
- Update and upload weekly course contents
- Create and upload weekly discussion topics
- Responding and rating students' discussion posts.
- Create and upload assignments
- Grading assignment and feedback
- Entry students' tutorial final grade

Source: UT Learning Support Center (2017)



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Methods

- *Research Design:*
Qualitative Exploratory
- *Population and Sample:*
All UT online Tutors of Non Teaching Under Graduate Programs in semester 2017/18.1
- *Data Sources:*
 - *Tutor performance in from UT Online Tutorial Data Base*
 - *Tutors interviews,*
 - *Students interview*
 - *FGD with Assistant Deans*
- *Data Analysis:*
Descriptive qualitative

Discussion Rating by Tutors

No	Level of Discussion Rating (number)	Number of Tutors	%	% Cummulative
1	None (0)	270	19,3	19,3
2	Very Low (1-50)	78	5,6	24,9
3	Low (51-100)	48	3,4	28,3
4	Medium (101-300)	138	9,9	38,2
5	High (301-500)	168	12,0	50,2
6	Very High (501-3000)	697	49,8	100
	Total	1,399	100	

Discussion Posting by Tutors

No	Level of Discussion Posting (number)	Number of Tutors	%	% Cummulative
1	None (0)	65	4.7	4.7
2	Very Low (1-25)	472	33.7	38.4
3	Low (26-50)	316	22.6	61.0
4	Medium (51-200)	371	26.5	87.5
5	High (201-500)	87	6.2	93.7
6	Very High (501-2000)	88	6.3	100
	Total	1,399	100	

Assignment Feedbacks by Tutors

No.	Level of Feedback (number)	Number of Classes	%	% Cummulative
1	None (0)	2842	70.6	70.6
2	Very Low (1-20)	637	15.8	86.4
3	Low (21-40)	251	6.2	92.6
4	Medium (41-61)	208	5.2	97.8
5	High (61-80)	71	1.8	99.6
6	Very High (81-150)	18	0.4	100
	Total	4027	100	



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Results

(cont.)

Interview with Students:

“If the tutor do not active, I don’ t want to do the assignments. I did all the assignment at the end of the tutorial session. If the tutor did not active, I got a poor final exam grade and when the tutor active I got a good final exam score. Initiation course content, discussion topics, and assignments did not appear, some courses even from the beginning. Due dates were not updated. Everything appeared and updated after being complained.”



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Results

(cont.)

Interview with Students

“The Discussion rates and assignment grades do not appear, I feel useless joining Tutor, discouraged. In face to face tutorial I can talk but in Online Tutorial feels ignored. All grades should be raised, as proof of appreciation for participation, as encouragement, know the correctness of the answer”.

“Complaints via email are not responded. But there are two tutor who directly answer, I was surprised, very good tutors. The personal touch is very touching”



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Results (cont.)

Interview Results with Tutors

“I did not activate weekly activities due to negligence. The load of more than four classes is quite heavy and clash with routine tasks. Because of that, I don't rate the discussion every week. Too many students in one class make me difficult in responding and rating discussion”.

“Less focus on tuton due to clash with routine activities and tasks”

FGD with Vice Dean for Students Affairs:

- Agree to reduce the number of students /classes.
- The number of tutorial classes is too big so that it is difficult to determine the Tutors.
- If possible, find solutions to reduce the number of classes because many students are not active in participating.
- There is a weakness of online tutors' data in the Faculty so that the vice dean is having difficulty in tracking down Tutors.

Results (cont.)

- Due to the number of tutors, monitoring of tutors' activities was not entirely possible.
- Tutors selection, enrolment, and monitoring are entrusted to the Head of Study Program.
- Refreshing UT lecturer tutors every semester
- Send reminders every week to the tutor
- Sending email blasts to Tutors who have not uploaded discussions/assignments.



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Conclusion

Tutors performance has not been fully effective in terms of the fact that the number of tutors who have not actively responded and assessed discussions, provided assignment feedbacks. Students feel ignored so they lose their enthusiasm for learning.

The large number of classes handled by a tutor and the large number of students in one class were the major problems for tutors in managing class activities. Managing tutorial activities often clashes with their routine tasks.



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Recommendations

- Gradually reduce the number of students per class.
- Reduce tutor tasks by providing standard tutorials content and an automatic system in activate weekly activities
- Deactivate the students account for those who were not active in entire semester.
- Student participation in online tutorials is not automatically made inline with the course registration but requires them to register every semester if they want to participate in online tutorials.

Recommendations (cont.)

- Giving more intensive attention and remembrance to inactive tutors.
- Faculty and University management need to pay special attention to the implementation of the online tutorial.
- Development of an automatic reminder system for tutors.



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Follow Up of Recommendations

Management Major Policies (Started in 2018/19.1)

- Gradually reducing the number of students per class from 150→100→50 students
- Maximum four classes for one tutor
- Developing standard contents of online tutorial class
- Automatic activation of weekly tutorial activities
- Automatic calculation of students' tutorial final grade
- deactivate tutors who are not accessed in the first two weeks and replace them with new tutors
- Tutors evaluation by students
- Requiring students to register for online tutorial and to fulfill confirmation form
- Deactivate non-active students account



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Comparisson of Tutor Tasks (Before and After 2018)

No.	Before 2018	2018 and after
1	Activate weekly activities	-
2	Create weekly greetings teks	Create weekly greetings teks+video
3	Send a personal message	Send a personal message
4	Up-load weekly contents	Update and enrich weekly contents
5	Up-load weekly discussion topics	-
6	Responding and rating discussion	Responding and rating discussion
7	Up-load the assignments	-
8	Grading the assignments and providing feedbacks	Grading the assignments and providing feedbacks
9	Calculating and submitting students' final grade	-

Participants from Year to Year

Number of UT Online Tutorial Participants from 2016 - 2019

No.	Smt.	Courses	Classes	Students	Student courses	Tutors	Explanations
1	20161	976	2.570	67.820	368.306	1.072	150/class, 1 tutor>4 classes
2	20162	985	3.740	81.494	450.902	1.368	150/class, 1 tutor>4 classes
3	20171	989	3.965	90.322	491.729	1.424	150/class, 1 tutor>4 classes
4	20172	1.037	4.609	104.071	570.414	1.577	150/class, 1 tutor>4 classes
5	20181	1.032	5.708	86.446	489.210	1.795	100/class, 1 tutor>4 classes
6	20182	1.045	10.051	83.444	482.449	2.724	50/class, 1 tutor>4 classes
7	20191	1.050	13.251	123.350	629.270	3.303	50/class, 1 tutor>4 classes
8	20192	1.065	12.580	110.400	596.010	4.096	50/class, 1 tutor<=4 classes



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Further Research

“Implementation of the New Online Tutorial Policies and Its Relationship with Tutors Performance and Student Satisfactions”



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Terima kasih
Thank you