A Study of Student Success Factors in Distance Education at the Open University of Indonesia

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Mohamad Toha

M.Ed., Simon Fraser University, 1990

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Name: **Mohamad Toha**

Degree: **Doctor of Philosophy (Education)**

Title: ***A Study of Student Success Factors in Distance Education at the Open Univeristy of Indonesia***

Examining Committee: **Chair:** Dr. Milton McClaren
                                    Professor Emeritus

Dr. David Kaufman
Senior Supervisor
Professor

Dr. Allan McKinnon
Supervisor
Associate Professor

Dr. Charles Scott
Supervisor
Ajunct Professor

Dr. Michael Ling
Internal Examiner
Senior Lecturer
Faculty of Education

Dr. Vince Salyers
External Examiner
Interim Associate VP, Research
Associate Dean, Faculty of Health &
Community Studies
Mount Royal University

Date Defended/Approved: May 1, 2015

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Abstract

One of the issues faced by distance education universities is that the number of student who do not complete their programs is quite high. Triggered by the question of why some students are successful and others are not, the purpose of this study was to explore what are the personal, academic, psychological, social, and institutional factors that might contribute to student success. Two categories of successful students were defined: students who completed the program in five years or more (completers) and those who completed in less than five years (high achievers). The participants in this study were former students of Universitas Terbuka (UT; Indonesia Open University) consisting of the successful students and the non-completers. Using a mixed methods approach, data were collected from 835 students through an online survey composed of 44 closed-ended questions and two open-ended questions. The quantitative items were analyzed using Chi-square analysis and 120 comments from one open-ended question were randomly selected for thematic analysis. The results of the comparison between successful students and non-completers showed that 28 of the 44 variables were statistically significant, but only 12 were also considered as having educational impact. Therefore family support, time management, confidence in completing, academic expectations, intent to withdraw, enjoyment of study, benefit of contact with UT personnel, face-to-face tutorial frequency, tutorial contact, attending online tutorial regularly, the program structure, and institutional care were considered as the key factors associated with student success. In the comparison of high achievers with completers, eight of the 44 variables were statistically significant but only three were considered as having educational impact. The three variables that appeared to contribute to high achievement were family income, academic expectation, and face-to-face tutorial frequency. The results of the qualitative analysis were consistent with the quantitative results. The findings of this study suggest that distance education universities such as UT need to better understand their students from the distance learners' success perspective. Two suggestions to increase the probability of student success in a distance education system are the creation and distribution of a distance learners' guidebook and the development of a philosophy and policy of institutional total care for its students.

Dedication

This dissertation is dedicated to

Ang Tay Hang alias Hadi Suhanto Anggoro alias Sukandar

Sutjiki alias Patimah

and for the ones who performed prayers or good things for me

Acknowledgements

Being a graduate student at the age of over fifty in a developed country, for a person like me who came from developing country, was a great experience. I felt like a little naughty boy who came to the night market for the first time. Colorful lights are everywhere. It was so beautiful and I am so interested to visit every booth with my glittering eyes, wondering what is inside. I admitted I was so excited and almost forgot of going back to my home country. Probably it sounds like a merely different environment, yet it mattered so much for me as there was a long period in my academic and social life when I could not distinguish between fight or fly or between escape from or enjoy reality. Knowing my own personality well, culture shock, and some familiar terms for graduate students such as impostor syndrome, night-owl or early-bird type of students, procrastination habit, and student success factors and tips didn't help me much as finally I realized that without the help of wonderful individuals who provided invaluable supports I would not be able to complete this work.

First and foremost, I would like to express my sincerest gratitude to Dr. David Kaufman, my senior supervisor, the most patient, compassionate, and caring educator that I have ever known. Never have I experieced before witnessing a teacher like him who had an extremely strong commitment to student success; and he dedicated his valuable time to guide me despite his hectic schedule in his professional and personal life. It was from him I learned that beyond academic reason there is also another reason: i.e., human reason in encouraging and helping the students to succeed in their academic journey because students are not merely statistical numbers in a school management perspective. I also extend my gratitude to Dr. Alan McKinnon, my supervisor, who believed that I could complete this study whenever I was in a kind of rumbling situation; to Dr. Charles Scott, my supervisor and one of my best teachers, who showed and allowed me to experience by myself that *process in education* in terms of dialogue and its meaning is the heart of education; to Dr. Milton McClaren was the wisest chair in my defense; to Dr. Vince Salyers, my external examiner, to whom I indebted much for his thorough feedback and thoughtful critiques; and also to Dr. Michael Ling, my internal examiner, for his valuable questions and suggestions.

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List of Acronym

CP   Completers

HA   High Achievers

IOU   Indonesian Open University

NC   Non-completers

SS   Successful Students

UT   Universitas Terbuka

Glossary of Terms

Completers

Student who completed their program at UT in more than five years.

Educational Impact

A second level analysis that is used as a rule to indicate the practical importance of the statistical findings. A variable is considered as having educational impact if at least two thirds (66%) of the successful students or high achievers answered positively while the comparison group (non-completers and completers) had less than half (50%) of respondents who answered positively. A margin of error of 10% was allowed in applying this rule.

High Achievers

Students who completed their program at UT in less than five years.

Non-completers

Students who for unknown reasons do not go back to being enrolled at UT. Theoretically, they can be categorized as (1) 'dropouts' (the term that is used in conventional education in assuming that they have made final decision to withdraw from UT and do not go back), or (2) passive students (UT's term for students who may go back to UT someday).

Passive students

Students who do not enroll at UT for four semesters (two years) in a row, but there is a possibility for them to return to UT to enroll in the courses in order to complete their program.

Successful Students

Students who completed their program or finished their study at UT and who were either high achievers or completers with the GPA minimum 2.0.

Chapter 1.

Introduction

The distance education system basically is a form of breakthrough to expand the access to higher education not only because of its flexibility in terms of place and time of study for its students but also its capacity to accommodate a large number of students. It is not surprising that it is widely adopted in many countries today, not only in the developed countries where the distance education system itself was invented but also in developing countries such as Indonesia. Distance education is a viable alternative form of education (Kales, 2014), and in Indonesia, the only distance education university, Indonesia Open University or Universitas Terbuka (henceforth UT), has played an important role in providing access to higher education to all levels of society, regardless of social or economic status, age, gender, educational background, job, and location which might be scattered throughout the Indonesian archipelago.

UT has more than 500,000 students and despite its demonstrated ability to recruit students, UT is concerned with its students' success. This is because, in essence, student success is the universal core mission of any educational institution in the world, regardless of whether it is a face-to-face traditional university, or a distance education university like UT. In addition, the percentage of student completion, or the ratio of completers to non-completers, can be used as a yardstick for measuring success in distance education. Since the number of non-completers (known as dropouts in a conventional university) in distance education is quite high (Kreideweis, 2005), this is a worthy and challenging problem to be studied for the benefit of distance education. In this study, I was interested in exploring what factors were involved in student success in distance education programs as there are likely some characteristics that can be attributed to both the successful students (i.e., high achievers or completers) and non-completers.

As the milieu of distance education university students is relatively unique compared to the conventional university student's experience, the distance education context will be described in the beginning in this chapter, offering a brief history of distance education, the basic elements of distance education, the variation of distance education practices, the stigma of distance education, distance education as it exists today, and the measurement of distance education success in which one of its touchstones is student success. The next three sections, statement of the problem, significance of the problem, and the importance of research on student success in distance education programs raise and address the issue of student completion and non-completion in distance education programs.

The participants of this study were former UT students, namely, the succesfull students (the alumni) and non-completers. A general view of Indonesia as the context and the background of this study, including UT and its students, are also highlighted and then followed by a description about the purpose of this study. The limitation of the study, my subjectivity, and organization of the study are the last three sections in this chapter.

1.1. Distance Education

Distance education, through its development history, has been associated with several terms, such as correspondence education, home study, adult education, independent study, and continuing education. Kanuka and Conrad (2003) underlined that the emergence of other terms—such as distance learning, blended learning, open and flexible learning, e-learning, and visual learning— blurred the boundary of distance-instruction and face-to-face instruction. They warned that unclear definitions of these terms could lead to semantic ambiguity and non-productive discourse.

The origin of distance education that we have today, according to Holmbeg (1995), was rooted in the teaching and learning by correspondence. In its evolution, however, the term "distance education" often used interchangeably with the other three terms "open learning," "flexible learning," and "online learning" even though there is a significant different among them (Bates, 2008). Upon examining the nine existing of distance education definitions, Kanuka and Conrad (2003) highlighted the common denominator

among the distance education definitions, such as the separation of teachers and learners and the use of communication technology to facilitate learning transactions.

As since the 18th century distance education has transformed itself into a modern educational institution, a complex organization equipped with sophisticated technology to facilitate teaching and learning activities in the 21st century. Moore and Kearsley's (2012) definition of distance education is: "Distance education is teaching and planned learning in which teaching normally occurs in a different place from learning, requiring communication technology as well as specific institutional organization" (p.2). Although e-learning and online learning have dominated the current landscape of education, arguably these are simply variations of distance education as described by Moore and Kearsly (2012).

1.1.1. The Basic Elements of Distance Education

The separation of teachers and learners, which implies the lack of face-to-face or direct contact between the teachers and the learners, is only one out of the six distance education features identified by Keegan (1996). The other five are: the influence of the educational organization, the use of media to link teacher and learner, a two way exchange of communication, the learners as individuals rather than as a group, and the educators as an industrialized form. The practice of distance education today, in essence, is actually still dominated by those features; from a management point of view, there are some differences in terms of the degree to which those features are being implemented in distance education institutions. Those differences could refer to: (1) the type of the distance education institutions, such as whether they are a single mode, dual mode, or consortium; and (2) the status of the country (in terms of its economic growth and the level of industrialization) where the distance education institution itself is established and operates.

1.1.2. The Variation of Distance Education Practices

The degree of variation of the implementation of Keegan's concept of distance education is obvious if the distance education practice is viewed from those two

perspectives: namely, the type of institution and country. However, behind those variations, the educational philosophy and the historical contexts behind the establishment of the institution itself are two important elements in shaping the distance education practice in a country. The variation of the distance education practice is referred to in Moore and Kearsley's (2012) conceptual model of distance education. They illustrate that the distance education system is essentially resting on the foundation of the larger national education system where several macro-factors or what they call the "big forces"—culture, history, philosophy, economy, psychology, and sociology—are significant. As an illustration, referring to the Open University in the United Kingdom and to the German Fern Universitat, Simonson, Smaldino, Albright, and Zvacek (2012) conclude that even though those distance education institutions "share numerous similarities, they were not identical in their mission and practice" (p. 41).

1.1.3. Stigma of Distance Education

From a historical perspective, the tradition of distance education started in the UK around 1840 (Simonson, Smaldino, Albright, & Zvacek, 2012). It then struggled for its existence in the U.S., Canada, Australia, Africa, and Asia. It is worth noting that in the earliest time when distance education was introduced, it was not only viewed as an alternative and unconventional way of education which is not in line with the mainstream educational system, but its existence was also questioned in terms of its academic or educational practice standards. From the perspective of most educational providers, distance education has become a mainstream of delivery and is accepted as being at the equivalent level of quality as face-to-face education. Tucker (2001) in her study conluded that distance education is neither better nor worse than face-to-face or conventional education and it can be an acceptable alternative. According to Shachar (2010), students who enrolled in courses by distance education performed better compared to the ones who took courses in conventional eduction. However, the issue of quality still exists even today as it is raised by students in developing countries who continue to question the quality of distance education. These questions have emerged because some distance education institutions do not require an entry test and do not even conduct a test or examination for their students in order to complete their courses (DegreeInfo, 2012). On the other hand, in addition to the concerns of some distance learners, some educators still

voice concerns about distance education quality. Heerema (2001), for example, mentioned that high academic standards in distance education programs are difficult to realize as there is a fundamental trade-off between quality and quantity or between personalized and mass education. Ironically, there are also some distance education institutions worsening the image of distance education by serving as "diploma mills" (Mahmud, 2010), and, worst of all, Young (2010) notes that a dog named Lulu received a degree from a distance education institution! Regardless of the bad and irresponsible practices that occur in some distance education institutions, Wright (2011) admits that quality in distance education is an elusive concept. Even though a distance education institution may have the best and gifted people who are involved in course creation, the remaining essential question is whether the courses are of a good quality if the distance learners are unable to learn and to apply what they know from the courses.

Most of the issues and views on the quality of the distance education system and its subsystems cannot be historically separated from people's experiences with conventional education. Because by tradition the conventional education system has been dominant, distance education systems keep on struggling to survive which is a reflection of the ongoing development of distance education theories and practices. The variations in distance education theories and practices are also indications of how distance education keeps on improving and refining itself to respond to the critical questions related to educational quality standards; however, the poor practices are like a stigma that has existed since the distance education movement was born. The variation, the stigma, and the struggle to survive seem even greater across distance education institutions in the world today due to cultural differences. In this case, Zawacki-Richter (2009) strongly suggests addressing the cultural aspects in global distance learning programs as an important element in contemporary distance education research agendas.

1.1.4. Distance Education Today

Regardless of the stigma that distance education has, the acceptability of distance education is growing significantly, probably due to its noble mission in providing wider access to education for disadvantaged people with respect to their abilities to enter conventional education because of financial, time, and commuter or geographic

constraints. The open access concept offered by distance education, at any rate, could be seen as one of the breakthroughs in channeling the basic human right and need for education in democratic societies, especially in the developing countries that are characterized mostly by high population, low GNP, and less access to higher education. The acceptability of distance education through time, in fact, has been increasing contagiously within the US, UK, and Canada. McIsaac and Gunawardena (2001) illustrate that the US now has many public and private organizations, school districts, universities, the military, and large corporations offering distance education courses.

Distance education also has become a global movement, not only in Europe and other Western countries, but also in developing countries, such as Pakistan and some countries in Asia including: India, China, Thailand, and Indonesia. The emergence of distance education councils or associations, such as the International Council of Distance Education (ICDE), Commonwealth of Learning (COL), and Asia Association of Open University (AAOU), are indications of: (1) distance education being globally well accepted, and (2) the existence of interdependency and the importance of sharing experiences of the best practices among the distance education institutions to improve their services.

In line with the technology advancement, distance education has evolved through time, and according to Moore and Kearsley (2012) distance education has reached its fifth generation and is now characterized by the use of the Internet in the teaching and learning process. It was in the third generation that distance education had undergone significance transformation in terms of its organizational structure and the use of the existing technology, as can be seen in the form of the emergence of open universities. Walsh (2009) highlights that this transformation is marked by the creation of more than 50 open universities since the 1970s. In its fifth generation, utilizing technology to reduce or remove situational, institutional, and dispositional barriers (Cahil, 2014), distance education today now leads to forms which become: (1) prevalent among educational institutions, especially in conventional universities where distance education has become one of their course delivery modes, (2) a proven marker associated with mass education for its openness in recruiting its students, as shown by several universities that have hundreds of thousands of students, and (3) ubiquitous, even though its essence takes many forms as it is characterized and described by many differing terms, such as open

education, online learning, blended learning, flexible learning, open course learning, and massive open online course (MOOC).

With the use of synchronous communication technology today, Enriquez (2010) finds that there are no significantly different outcomes for online and on-campus students. However, with the recent development of Massive Open Online Courses (MOOCs), this issue needs to be revisited. It is true that communication technology is one of the essential elements in the distance education system (Keegan, 1985; Moore, 2012); however, there are also other elements that contribute to quality practice in distance education. Good distance education practices can be reflected in the satisfaction of the stakeholders' point of view. This is true not only from the perspectives of the internal institutional management, consultants, course writers, tutors, researchers, government officials, and sponsors, but also from the perspectives of local communities or society, and last but not least from the perspectives of the students themselves. Basically, the student is the main stakeholder whose main concern is to survive or succeed in the distance education system. From the students' point of view, if quality, satisfaction, and success are interrelated, then the success of the students could be eventually attributed to the success of the distance education institutions where they study.

1.1.5.   Distance Education Success Measurement

There are some parameters that can be used as the yardsticks to measure the success of distance education programs. According to Lockee, Moore, and Burton (2002), the success of distance education systems could be measured by using both formative and summative evaluation. The external stakeholders are usually interested in summative evaluation because it reflects the accountability and the level of success of the distance education institutions in terms of running their programs. Lockee et al. (2002) mention that the area of concern in summative evaluation in distance education consists of: (1) program inputs (budget and personnel information), (2) performance outcomes (expected learning outcomes such as knowledge, skills, and attitudes), attitude outcomes (expected and unexpected attitudes, program or product design perception, and social interaction concerns), (3) programmatic outcomes (market reach, professional impacts, such as promotion or job change, faculty incentives, faculty time, and organizational change), and

(4) implementation concerns (technological stability and maintenance, student support, faculty concerns, learner concerns, and organizational concerns, such as quality assurance and accreditation criteria). Measuring distance education success in these ways is valid in terms of representing its expectations and needs in order to improve its quality and services. However, it should be noted that the distance education stakeholder is not only the researcher. Student experience, student completion rates, and the user experience with distance education graduates are the other complementary yardsticks to measure distance education quality in a broad sense. For example, many students may be deemed "successful" in spite of barriers they may enccounter through their distance education programs.

Wagner (1995) views the success of the distance education enterprise by referring to what he sees as the critical factors, such as the capability of anticipating the needs of the users of the technologies, programs, and services. In addition, some of the principal stakeholders, such as the instructors, learners, site facilitators, and administrators are also holding the keys to program success. Specifically, she notes some variables affecting program success, such as needs assessment, instructional design, course selection, course reconfiguration, lesson planning, interactive instructional strategies, instructional delivery system, adapting media and materials for distance delivery, developing effective graphics, using a facilitator at distance education sites, learner and instructor support services, and program evaluation and learner assessment. Both Lockee et al. (2002) and Wagner (1995) do not view the completers/graduates as the measurement of success, even though they are concerned with the success of distance education systems from the perspective of the stakeholders. It should be noted that besides the external and internal stakeholders, the students are supposed to be viewed as the main stakeholders who contribute to the reputation and of the distance education itself if they are successful or able to complete their programs. When they enter the distance education system, and because they invest their time, money, and energy, students strive to complete their program of study: i.e., non-completion is out of the question,

1.2. The Statement of the Problem

From a systems perspective, Moore and Kearsley (2012) illustrate that a distance education system with its various elements, such as organization, policy, management, teaching, learning, program/course design and technology, basically rests on the larger system they call the 'parent' or national educational system, where culture, philosophy, history, economy, psychology, and sociology play their roles. Among the existing distance education institutions in many countries today, however, there is a common characteristic, which is referred to in Renee Erdos' model in Holmberg (1995, p. 30), as depicted in Figure 1.1 which consists of four sub-systems: (i.e., courses, students, logistics, and decision-making and control).

Figure 1.1   Erdos' Model: Distance Education as a System. From *Theory and practice of distance education* (p. 30), by Holmberg, 1995, London: Routledge.
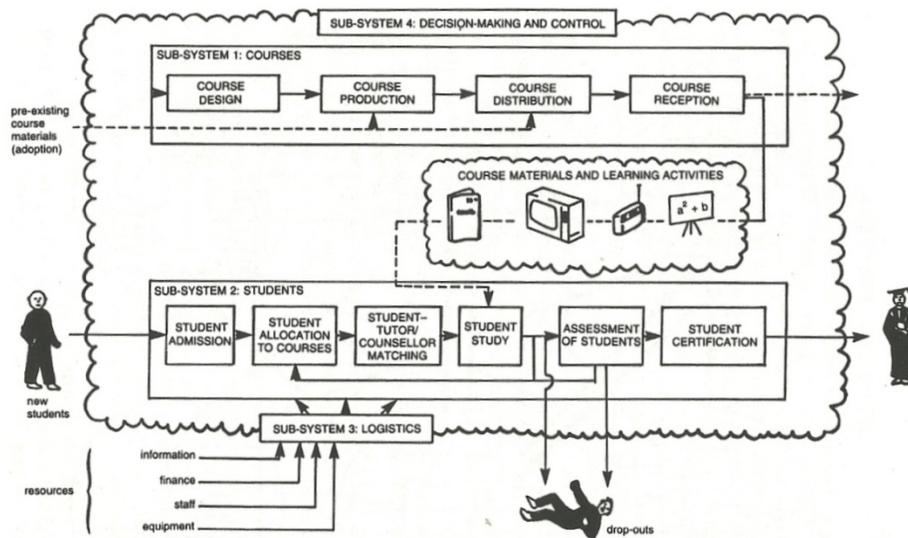
Note: Image used by permission from Taylor and Francis, publisher (See Appendix H).

One way of looking at Erdos' model of a distance education system is from the perspectives of input, process, and output. From the external distance education stakeholders' point of view and without simplifying the essence of education itself in distance education practices, the output and the reputation of the distance education institution in Erdos' model could be seen in terms of the number of completers and non-completers. On the one hand, the successful students are the students who are able to

succeed in and graduate from the distance education system, regardless of their time or the duration of study. On the other hand, non-completers are the ones who for any reason withdraw themselves from the system before completion or graduation.

The mathematical relationship between successful students and non-completers in education is an inverse one, which means that if we assume the body of students is the same, then the bigger the number of the graduates of a student cohort means the smaller the number of the non-completers or 'dropouts' and vice versa. A large number of completers, from the external stakeholder's point of view, can be interpreted as the success of a distance education institution. Unfortunately, the rate of non-completion in many distance education institutions is very high. Most of the time, this is actually an important issue that is usually avoided by the management to be exposed explicitly and widely in the public domain even though it is a critical factor in the institution's accountability.

The number of non-completers is the most significant problem in any educational institution because it is one of the most tangible educational goal achievement yardsticks for all the stakeholders (such as parents, students, teachers, and administrators) who are involved in the educational system. According to Kuh, Kinzie, Schuh, Whitt, and Associates (2010), the real challenge of educational institutions is to help the students to achieve their educational goals, meaning to complete the programs, because for decades the student completion rates in distance education have hovered around 50%. This is the problem that I address in my research. This study investigated the factors and variables associated with success in distance education programs offered at UT. The significance of the problem of non-completion and its relation to student success and the importance of research on distance learner success is also explored.

1.3. The Significance of the Problem

The problem of non-completers in the distance education system is a latent problem, as it has happened not only in an earlier time when distance education systems started to grow but has also happened across the five generations of distance education and across countries. Essentially, the dropout phenomenon occurs both in conventional

and distance education. In higher education, Tinto (1982), in his research of postsecondary education across several states in the U.S., noticed that the dropout rate was quite surprising; as the rate itself "remained strikingly constant over the past 100 years" (p. 694), which indicated that nearly 45% of university students did not complete their degree programs. Berge and Huang (2004), as quoted from The Consortium for Student Retention Data Exchange (CSRDE) report, indicated that the percentages of college students who dropped out in one, two, and three years or later are 21%, 11%, and 10%, respectively. The report also suggested that the number of the successful students or the completers was only 58%.

The dropout rates reported in distance education are higher than in conventional universities (Keegan, 1990; Morgan & Tam, 1999; Pierrakeas, Xenos, Panagiotakopoulos, & Vergidis, 2004). Even though the numbers vary across distance education programs and countries, the percentage of non-completers could reach as high as 50%, as has happened in distance education in Asian countries (Narasimharao, 1999; Shin & Kim, 1999) which is higher than in North America and Europe, where the rates vary from 20% to 30% (Rumble, 1992; Schlosser & Anderson, 1994). The significance of the problem of distance learner non-completers itself could be justified from both: (1) the investment point of view, such as the resources invested (time, money, and energy), and (2) from the expectations of the students, the institutions, and the stakeholders. This assumes that all stakeholders have a common interest: that students would survive in the distance education system and complete their degree programs, meaning they are successful students.

That the issue of non-completion is significant can be seen at the individual, institutional, community/societal, even at national levels. As non-completion is a kind of mirror of student success or completion, a higher non-completion rate can be associated with a greater loss. On the contrary, a higher completion rate means more benefit for the stakeholders who invest in the distance education system. At the individual level, becoming completers may indicate that students have developed their critical thinking (Seidman, 2012), have greater opportunities to enter the job market, and in the long run may have better incomes (Tinto, 2012). In this case, the impact of becoming successful students also means having an opportunity to contribute to society as they obtain

employment in organizations. Their success also benefits the reputation of the universities where they study, including the accountability of those universities in carrying out their missions and using their resources as educational institutions. At a national level, student success may reduce government budget inefficiency in the educational sector.   In contrast, becoming non-completers can be interpreted as the loss of all those benefits and investments for all the stakeholders. In terms of investment, Seidman (2012) highlights that there is a loss of "non-renewable resources," such as time which is, in this case, the most precious commodity.

1.4. The Importance of Research in the Success of Distance Learners

Kember (1989) admits that the non-completers problem "is an undoubtedly complex one" (p. 280) and basically its complexity is similar to the phenomenon of the completers. Behind the successful students and non-completers, there are number of potential factors contributing to their success or failure in the distance education system. The classic theory of the non-completers is the one that was proposed by Tinto (1975), and it is depicted in his model consisting of four main elements: individual commitment, institutional commitment, the academic system, and the social system. In Tinto's model, the process of dropping out could be viewed as a longitudinal process, where the interaction of those four elements, through time, keeps on modifying individuals' perceptions and individuals' considerations as to whether they would end as either quitters or survivors.

In Tinto's (1975) theoretical longitudinal dropout model, academic and social mal-integration could lead to a dropout decision. From a psychological perspective, it seems that part of his model could be explained through Bean's (1981) findings showing that the 'intent to leave' is the most significant predictor among the other 24 variables in his quantitative research on student attrition. The other flip side of mal-integration in Tinto's model, academic and social integration, could reduce the student's decision to drop out, meaning that integration could lead to student retention or student success in college. Even though there is quite a lot of research in student retention and attrition or dropout, the research on student success in distance education, however, is not directly,

specifically, and adequately addressed because it does not appear explicitly as a significant concern in the distance education research area. This situation could be seen in the landscape of the distance education research area, as the following discussion demonstrates.

The preferable research areas in distance education, according to Zawacky-Richter (2009), can be categorized into several categories, ranging from six (Lee, Driscoll, & Nelson, 2005) to 22 areas of research (Jegede, 1994). This means that there are a lot of ways in categorizing the area of research in distance education at any time. For example, according to Holmberg (1985), there seven essential areas (philosophy, students, subjects, communication, administration, economics, and systems), while other researchers mention nine areas (Panda, 1992; Scriven, 1991), 22 areas (Jegede, 1994), 10 areas (Sherry, 1996), seven areas (Koble & Bunker, 1997; Mishra, 1997), nine areas (Rourke & Szabo, 2002), and six areas (Lee, Driscoll, & Nelson, 2004). Even when different researchers who do the mapping come up with the same number of research area categories, the categories themselves are different; for example, the seven categories in Koble and Bunke (1997) and Mishra (1997). These differences actually are unavoidable because of: (1) the complexity and multifaceted aspects of distance education itself, and (2) the researchers' interests, subjectivity, preferences, emphasis, and sense of leveling while they do the mapping. A research area category proposed by one researcher could be placed as a subcategory by another researcher. In this case, the 'umbrella' category proposed by Lee, Driscoll, and Nelson (2004) seems able to accommodate the other categories because there are 34 subcategories under their six research categories in distance education. Regardless of the existing number of research areas that have already been mapped, the research on student success has not appeared as a specific, preferable research field for some researchers, and it does not appear even in the subcategories of the research areas.

Addressing student success in the distance education research area is important for two reasons: (1) it could be assumed that all of the stakeholders in distance education have a concern for student success, and (2) students are the main stakeholders in whose main interest it is to be successful in completing their degree programs, as their success will be reflected in their ability to pass each of the courses in their program until they finish

all the courses so that they graduate from their institutions. Even though one of the important aims of educational research in distance education is to develop knowledge for improving distance education practices, the context of conducting research itself is not supposed to be conical or limited to only the researchers', academicians', or administrators' interests. The research also needs to be aimed at serving the students who could benefit by having opportunities to learn directly from the research findings. By conducting research on student success from the perspective of the successful students themselves, hopefully the findings of this research could contribute to distance education knowledge, inform both external and internal stakeholders, and provide lessons learned from and for the distance education students themselves.

Because the research described here was conducted at UT, in Indonesia, any interpretation of the implementation of distance education theories and practices, including the data related to student success, will be placed in and are also confined by an Indonesian and UT context. The following sections describe the particular contexts in which the study occurred.

1.5. Context of the Problem

1.5.1. Indonesia

Indonesia is an archipelago country consisting of more than 17,500 islands and is located between the Asian and Australian continents. The land area is 2 million sq. km and the maritime area is 7,900,000 sq. km. The population is 237.6 million and the official language is Bahasa Indonesia (Indonesia (01/20/12), 2012). However, since the inhabitants live scattered throughout the archipelago, across the islands of Indonesia we find 300 distinct native ethnicities and 742 different languages and dialects! The GDP per capita is USD $3,475.3 (World Bank, 2015) which ranks Indonesia 119th. In terms of education, Indonesia can be categorized as the fourth largest education system in the world, as it has around 51 million students, 260,000 schools, 3.4 million teachers, and 3000 universities according to (Indonesia (01/20/12), 2012).

The brief history of Indonesia can be divided into three periods, namely pre-colonial, colonial, and post-colonial. The pre-colonial period was marked by the emergence of the Hindu, Buddhist, and Islamic kingdoms, consecutively, whereas the colonial period was a time when the peoples of Europe, such as the Portuguese and the Dutch, were entering Indonesia in the 16th and 17th centuries, respectively, to dominate the spice trade in Indonesia. The post-colonial period or the era of independence began in 1945 when Indonesia freed itself from the grip of 300 years of Dutch colonialism and 3 years of Japanese occupation. The impact of a long period of colonialism can be seen in today's Indonesian culture and language, such as in the form of architecture, clothing, and words.

In education, colonialism has shaped an inferiority mentality, which can take form in passiveness, shyness, fear, and reluctance to start or express disagreement directly; colonialism created a hidden curriculum. Tilaar (2003) mentioned that the long period of colonialist power had domesticated, dumbed down, and indoctrinated Indonesians for the benefit of the colonial governments. As that process happened from generation to generation, then it also took generations to discard that kind of inferiority complex. In fact, this reversal has already started and can be seen in the young Indonesian generations today who have more self-confidence to play their roles in a modern global world by investing themselves in postsecondary education.

In postsecondary education, Indonesia has 3151 higher education institutions consisting of 3068 private universities and colleges and 43 state universities. The capacity of these institutions is only capable of absorbing less than 50% of the 2 millions high school graduates (Nazaruddin, 2012). In the meantime, one of the missions of postsecondary institutions as stated in the educational regulation is to provide availability, affordability, and equity in accessing good quality higher education. The government policy to establish distance education universities like UT actually is a kind of breakthrough to overcome the limited capacity of face-to-face or conventional universities.

1.5.2. Universitas Terbuka (UT)

UT was the 45th university created in Indonesia when it was established in 1984 with a mission to provide access to world class higher education for all elements of society through the management of distance learning in the university's numerous programs. Since it was established, UT has become the only single mode, higher distance education provider for more than 25 years until there was a new policy from the Ministry of Education (MOE) allowing the conventional university to open distance education programs.

The most important values at UT which distinguish UT from conventional universities are its long life and flexibility philosophy to respect students' freedom in managing their studies at UT. It means there is no concept of 'dropout' at UT because the student can 'come and go' as they wish as there is no time limit to complete a course of study. In addition, students also have their own freedom and autonomy to manage their pace, time, place, and other learning resources that they have.

UT has 4 faculties—Faculty of Math and Natural Sciences, Faculty of Economics, Faculty of Politics and Social Science, and Faculty of Education—that are offering 36 study programs consisting of 32 undergraduate and 4 graduate programs. All of the courses are in the Indonesian language and UT serves the Indonesians who live scattered throughout the Indonesian archipelago and overseas. The UT headquarters is in Tangerang, 25 km from Jakarta, the capital city, and there are 36 UT Regional Centers mostly located in the capital cities of the 28 provinces in Indonesia. The function of the UT regional centers is to manage student administration services, such as student registration, tutorial activities, and examinations.

1.5.3. UT Students

Most of the UT students are adult working people and 80% of them are teachers taking courses in the Faculty of Education. In an archipelago country that has more than 17,000 islands, it is worth noting that UT students represent a wide variety of different backgrounds in terms of ethnicity, language, religion, and culture, including age, educational background, social economic status, information and communication technology literacy, and residency, such as living in rural, sub-urban, or urban areas.

Considering 'these uniquenesses' of the Indonesian UT distance learners' as a context, this research yielded new perspectives in understanding student success in the distance education system. Although the distance education theories, systems, and assumptions themselves originated from developed countries and may themselves impact student success, results from this study lay the groundwork for important future discussions about distance education at UT. Related to the cultural dimension, some of the assumptions about distance learners from developed countries, such as student's independence and reading habits or culture, for example, needed to be viewed closely within the context of Indonesian culture and history, especially in understanding UT student success.

1.5.4.   Purpose of the Study and Research Question

The purpose of the study was to explore and to map out student success factors, and to illustrate a model for success for the distance education students. An additional aim was to offer a glimpse into the significant factors that contribute to student success, as measured by the completion of degree programs. The participants of this study consisted of both: (1) successful students (i.e., high achievers or completers), and (2) non-completers. Three dependent variables, completion; high achiever completion; and non-completion were investigated. Research questions that guided the study were:

1. What are the personal, academic, psychological, social, and institutional factors[1] associated with completion of distance education degree programs from the perspectives of high achievers, completers, and non-completers?

2. Which specific factors do distance learners report as being the most important to their experiences as high achievers, completers, and non-completers in the distance education degree program?

3. How can success be facilitated by the distance education institution?

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[1] These are the five primary influences that I was investigating: all my independent variables arose from these five factors.

The study, however, focused on the successful students' factors that impacted success for two reasons. First, the non-completers, if they are viewed from a conventional university perspective, could mean failure or dropouts because they do not re-register and there is no information or reasons as to why they left the system. The term dropouts also can mean that they are expelled from the university because they are rejected by the system; for example, perhaps they have exceeded the maximum years allowed to study in a university (not the case at UT). Second, since the term dropout or failure has a negative connotation, then it could be assumed that the non-completers probably do not enjoy studying or are having personal problems in dealing with distance education like the UT system. This could be because the UT system never expels them as they could come back to UT any time they want. In this case, there is a probability that the data collected from the successful students is less biased or more credible than the data from non-completers due to the psychological barriers that they might have; for example, reluctance in revealing their experiences, as doing so might trigger or cause them to be hindered by their own self-concept as the 'leavers' or 'quitters'. To minimize their reluctances and to avoid that self–concept I did not give any hint in the questionnaire if they themselves are non-completers.

1.6. Delimitations

Success was defined as students who completed their UT distance education program, fully completing a degree within a designated period of time. The focus of this study is an attempt to understand the UT student success factors from five perspectives: the personal, academic, psychological, social, and institutional factors that contribute to success. All the data related to these factors gathered in this study rest primarily within the context of the high achievers, completers, or non-completers,. Some data from the non-completers, however, were also collected for the purpose of exploring how the identified factors might work for both types of distance learners, the high achievers, completers or non-completers.

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1.7. Organization of the Dissertation

The organization of the dissertation will be presented as follow:

1. Chapter 1 introduces the background contexts, the importance and context of the problem, the purpose and research questions, and study delimitations..

2. Chapter 2 presents a review of the literature and relevant research associated with the problem addressed in this study.

3. Chapter 3 presents the methodology and procedures used for data collection and analysis.

4. Chapter 4 contains an analysis of the data and presentation of the results.

5. Chapter 5 offers a summary and discussion of the researcher's findings, implications for practice, and recommendations for future research.

1.8. Summary

Distance education is growing in its application around the world, and some countries have established distance education institutions to create accessibility and equality for their citizens who wish to pursue study in higher education. Distance education differs from conventional education in terms of the interactions between teachers and students. As in conventional universities, student retention and completion are problems for institutions that offer distance education programs. As systems are implemented to strengthen distance education offerings, however, these issues may be reduced. For those students who are high achievers, it is their drive and motivation, not how the program is delivered, that often allows them to complete their educational programs. The purpose of this study was to explore five factors—personal, academic, psychological, social, and institutional—and how they might contribute to students' success in the UT system.

Chapter 2.   Literature Review

The issue of completion and non-completion is latent and universal in education because, to some extent, the student who is entering university life can be viewed as someone who is entering a system consisting of inputs, process, and outputs. A high number of completers means large outputs, indicating that a lot of students academically survived in that system. The number of completers, whether in a conventional or distance education system, can be used as a measure of success, both from the institution's and student's point of view. In terms of process, however, distance education universities are rather different from conventional ones because of the way the students interact with the university. The ways they manage their study, academic life, and social life are different because most of the time they study by themselves and have very limited face-to-face interaction, either with instructors or other students. Since I am interested in the completers' and non-completes' issues in distance education, in beginning this section I will discuss the brief history of distance education, including the theories of distance education, facts and critiques of distance education, its acceptance, and the quality and common characteristics of distance education students. The second section highlights the advantages of being a distance education student, and what is behind the student success and how we measure success in the distance education system. Section three will describe the role of educational philosophy behind the educational practices, as there is a slight difference between conventional education and distance education in viewing the meaning of student success. The definition of student success and an illustration of distance learners' positions in distance education systems are also presented in this section. Section four describes distance learners' characteristics and their relationships to student success, consisting of personal, academic, psychological, social, and institutional factors.

2.1. Distance Education: Brief History, Critique, and Facts

The idea of distance education had its beginning about three hundred years ago from the initiative of people who wanted to share and teach their knowledge and skills to a part of the community that was not local and immediately available. They are the ones

who, unfortunately, did not have access to conventional education due to financial, time, and space constraints. As a part of society, they still exist in today's 21st century. For some people, the cost of education is less affordable, the time available is perceived as being less because the individuals' time is occupied by economic-related activities, and, as well, their mobility is quite dynamic in terms of either moving from one place to another place due to job assignment or finding convenient places to overcome their commuting problems. These are some of the aspects of human beings who strive for success in their lives and who believe that education could help them. They will take a closer look at distance education as a worthy alternative to conventional education. The core expectation of the students or those who prepare themselves to enter a distance education system is to be successful. It means that they can complete their program by finishing their course work while they are inside the distance education system. They experience the learning process and manage their academic success that finally leads them to earn their degrees.

As an educational service provider, distance education institutions throughout history have already transformed: (1) from probably around ten students with one or two teachers to hundreds of thousands of students and hundreds of tutors, and in the 20th century became what Daniel (1998) calls a 'mega university', (2) from a simple organization (probably managed by the two teachers who functioned as the 'institution/organization') to a big and complex organization, what Peter and Keegan (1994) call an industrialized form of education, and (3) from a correspondence system or mail to e-mail or even more advanced technology such as a webcam or real time "face-to-face communication". Taylor (2001) marks 21st century distance education as the 5th generation of distance education. Moore (2012) asserts that the five generations of distance education could be marked by the use of various forms technology, as reflected in the terms used for each generation, such as the correspondence model, multimedia model, tele-learning model, and flexible model. Taylor (2001) refers to the 5th generation as "The Intelligent Flexible Learning Model", which is characterized by the use of interactive multimedia, internet-based access to World Wide Web resources, computer mediated communication using automated response systems, and campus portal access to institutional processes and resources, such as scholarly databases.

2.1.1. On the Definition of Distance Education

The five generations of distance education itself has engendered an abundance of terms related to the origin of distance education that Holmberg (1995) identified have stemmed from correspondence education. These terms include correspondence education, home study, independent study, external studies, continuing education, distance learning, distance teaching, self-instruction, adult education, technology-based or mediated education, learner-centred education, open learning, open access, flexible learning and distributed learning. These are some of terms that are commonly used to describe distance learning activities (Commonwealth of Learning, 2000). In fact, some of these terms also have been used not only to describe distance learning, the terms used in Europe, but also to describe distance education, thee term used in North America. Willis (1993) in Kanuka and Conrad (2003) distinguished between these two terms by viewing distance learning as the outcome or product and distance education as the process.

For the terms such as open learning, flexible learning, online/virtual learning, and distance education, Bates (2008) admitted that these terms are often used interchangeably even though there are significant differences among them. For example, he clarified that open learning signifes an educational policy of the removal barrier for learning while distance education is more a method of education in which technology becomes the critical element in distance education practice. More recently, the terms online learning, e-learning, and blended learning have come into widespread use. Petrova (2007), defined online learning as the implementation of e-learning and e-learning, and, according to Ellis, Ginns, and Piggott (2009), e-learning is the use of information and communication technology to support students to improve their learning. Bonk (2012) used e-learning and online learning as synonymous terms. In Chapter 1 I use Moore and Kearsley's (2012) recent definition of distance education: "Distance education is teaching and planned learning in which teaching normally occurs in a different place from learning, requiring communication technology as well as specific institutional organization" (p.2). This definition seems capable of accommodating most of the existing definitions of distance education as some loosely terms such as online or e-learning could be mistakenly interpreted as distance education. Online learning and e-learning basically

refer to common parts of distance education features in which the learning materials and interaction occur on the Internet.

2.1.2.   Theories of Distance Education

In its development, distance education has been characterized by trial and error approaches and the lessons learned obtained from the distance education practices gradually leads to the formation of the body of knowledge of distance education. In its earlier development, it was Holmberg (1995) who raised the issue of the importance of theory in distance education by examining the elements that constitutes a discipline and he argues it is adequate to justify distance education as a discipline. Rumble (1988) felt that distance education was not sufficient yet to have its disciplinary status due to its lack of autonomy and independence. Besides, it is also not easy to define the boundaries of the distance education; as Shale (1987) argues, distance education is just another form of education if distance education is viewed from the educational process perspective.

While the discourse on whether distance education needs to exist as a discipline or not is still going on, what happens in the field, meaning distance education practices and research around the globe, indicates that the need for distance education theory is unavoidable. Simonson et al. (2012) affirm that "theory is important to the study of distance education because it directly impacts the practice of the field" (p. 40). The theory of distance education can be classified into several categories. For example, Keagan (1996) classified it into three streams while Simonson et al. (2012) categorize it into four groups even though some of them are overlapping, as it is a matter of grouping and emphasising the different aspects of the distance education facades.

According to Keegan (1996), the three main theories of distance education are as follows. First are the theories of autonomy and independence of the learners proposed by Wedemeyer (1977) and Moore (1973). Second is the theory of industrialization offered by Peter (1971) who looks at distance education not from the institutional point of view but from the student's point of view. He describes that distance education is an industrialization form of teaching and learning as its institutional management itself deals with the division of labour, mass production of course materials, and serves a large

number of students. Third are the theories of the integration and interaction and communication coined by Garrison and Shale (1987).

Even though distance education relatively has already reached maturity in terms of its 5th generation, the existing theories in distance education are complementary to each other. The knowledge accumulation of the body of distance education, whether it comes from the research findings or lessons learned from the best practices and sharing experiences between the education institutions around the world, gradually and steadily develops to find its form. If all this knowledge could be claimed as the theory of distance education, then it could guide the distance education practices; and, as part of the process of the theory formation itself, the application of some of its principles in the field as a kind of "try out" and as a feedback system for the nature of the theory itself is an evolving process, consisting of analysis and scrutiny (Bentz and Saphiro, 1998).

While Keegan (1996) classified the theory of distance education into three categories (i.e., independence, industrialization, and interaction), Simonson et al. (2012) identified that there are eight theories of distance education built up from different perspectives. These are (1) Theory of Independence Study—Charles Wedemeyer; (2) Theory of Transactional Distance—Michel Moore; (3) Theory of Industrialization of Teaching—Otto Peter; (4) Theory of Interaction and Communication—Bortje Holmberg; (5) Andaragogy—Malcom Knowles; (6) Synthesis of Existing Theories—Hillary Parton; (7) Equivalency Theory—Keagan's Theoretical Framework of Distance Education; and (8) Fordian, Neo-Fordian, Post Fordian. All of those theories illuminate various distance education practices even though there is no distance education institution subscribed totally to any one of those theories because of the sociocultural, historical, and political contexts where the distance education institution itself exists. The choice and the degree of application of those theories could be reflected in the institutional management in aiming to facilitate the student's success in the distance education system.

Even though there are some differences among those theories, there are also some similarities. The emphases of Holmberg and Wedemeyer' are more student oriented compared to Peter's and the Fordism's which are institutionally oriented. Moore's and Garrison's models seem like a bridge between those theories as they proposed that

the degree of dialogue and structure can vary in distance education as it depends on the degree of distance learners' autonomy and control.

The "teaching and planned learning" and "institutional organization" elements in Moore and Kearsley's (2012) definition of distance education, as quoted in the previous section, basically can be interpreted within student-oriented perspective by positioning distance learners as the customers who have the opportunity to experience the enjoyment of learning and pursuing academic achievement. Some elements in the existing theories of distance education in line with this way of seeing can be found in Holmberg's (1995) guided didactic conversation. He mentioned the importance of feeling and interpersonal relationship in teaching and learning as he believed that "real learning is primarily an individual activity and attained only through internalizing process" (p.47). According to Simonson et al. (2012), Wedemeyer (1981) with his independent study theory believed that the key of success in distance education was "the development of the relationship between student and teacher" (p.44). Keegan (1993) highlighted Moore's "transactional distance" and Garrison's "educational transaction," where the primary focus in these theories was (1) perceived needs and (2) desires of the adult learners and facilitation of the educational transaction.

Simonson et al. (2012) summarized that distance education theory can be classified into two categories: i.e., the traditional distance education theories in which some their elements emphasize independence and autonomy of the learners and the recent emerging theories that are based on the capabilities of information and communication technology. Among the existing theories, however, Holmberg's perspective, viewing the distance learner teaching-learning process as the human interaction, could be one of the common denominators in distance education theories. It is reflected even in the most recent theories, such as Post-Fordism. According to Simonson et al. (2012), the term Fordism (Fordism, Neo-Fordism, and Post-Fordism) referred to Henry Ford's concept of mass production and mass consumption of automobile. The post-Fordist paradigm in distance education is to implement "decentralized, democratic administration that focuses on the consumer" (p. 59). Positioning the distance learners as consumers and the teaching learning process in

distance education as human interaction, I believe that it is an indication that Holmberg's guided didactic conversation is highly relevant in distance education.

Holmberg's (2007) entitled his works as a 'Theory of Teaching-Learning Conversation" even though distance eduation experts, such as Simolson et al. (2012), called it as "Theory of Interaction and Communication". Holmberg himself is very consistent in using the words 'conversation' since he introduced the term "guided didactic converstion" which became classic in distance education literature. The term 'conversation' itself connotes human exchange as it means: "A talk, especially an informal one, between two or more people, in which news and ideas are exchanged" ("Conversation", 2015). Basically, Holmberg's title is more relevant because it represents his approach in characterizing the distance education according to his observations and experiences. It seems it could not be reduced to and categorized into general communication, because according to Holmberg (2007), the 'conversational way' itself matters. He believed that the interaction in distance education is supposed whether the interaction itself is in writing, on the phone, by computer, and so forth, as it based on the following six postulates:

 "(1) feelings of a personal relation between the learning and teaching parties promote study pleasure and motivation, (2) such feelings can be fostered on the hand by well-developed self-instructional material and on the other hand by interaction (3) intellectual pleasure and study motivation are favourable to the attaintment of study goals and the use of proper study process and method (4) the atmosphere , language, and conventions of friendly conversation favor feelings of personal realations according to postulat 1, (5) messages given and received in conversational form are easiy understood and remembered, and (6) the conversation concept can be sucessefully applied to distance education and the media available to it" (p.70)

Holmberg's classical approach is worth considering in distance education practice because, at any rate, it one of the salient points in education practice at its best.

2.1.3. Critique and Facts of Distance Education

Even though in terms of its maturity distance education has already reached its 5th generation as an alternative to conventional education, distance education is not the most preferable form of education for some people. This preference could be triggered by two perceptions: the interaction myth and reputation stigma.

Interaction Myth. Some people strongly believe that face-to-face interaction in conventional education is much better even when compared to an online course using the most advanced real time communication methods, such as webcams that we have today. This argument is admitted by Kaku (2011), the world class physicist, who argues that "The one-to-one encounter with professors, who can give individual attention and answer personal questions, is still preferable to online courses" (p. 15). What these scholars write sounds plausible if distance education, especially in a developing country like Indonesia, relies primarily on printed learning materials as the main learning resources. In such a case, reading by the students themselves could be the only path to understand a course of study as there are probably no other learning recourses, such as tutors, available in their remote areas.

The concern about the lack of interaction is also expressed by Hellman (2003) who mentions that "the loss of direct face-to-face interactions among students and between students and their instructor is certainly one of the most serious drawbacks of the distance formula" (p. 8). Some researchers, such as Brown and Duguid (2000), for example, even have a strong view that distance education is reinforcing isolation. However, their opinions, including what they said about distance education are an oxymoron, and are responded to by Twigg (2000) who claims that there is no evidence that distance education promotes isolation; on the contrary, distance education even puts a priority on overcoming the potential of the student's isolation.

The interaction components in learning activities and the potential for student isolation are not the only reasons why some people do not prefer distance education, as they perceive that there are some inherent disadvantages of distance education systems. Hansen (2011), for example, warns that some aspects could be pitfalls and negatively affect students' success, such as an absence of a campus atmosphere, little support for

students, and perception or reputation fo the distance education institution iteslf. Related to the issue of the distance education's reputation, he notices that "while slowly changing as more and more mainstream colleges and universities embrace distance learning, there is still a stigma attached to distance education" (p. 2).

Reputation Stigma. Reputation basically refers to quality and according to Reid and Robertshaw (1991, as cited in Garcell, García, Glogauer, and Hobson, 2007) quality in distance education is defined as "fitness for the purpose of successful learning by means of distance education" (p. 21). It is Garcell et al. (2007) who interpret that the 'the fitness for the purpose' is usually from the point of view of the customers, which in this case are the students. However, they highlight the context of education, as it is important to distinguish the supplier-purchaser relationship and the distance education institution meeting the needs of the students. What Garcell et al. (2007) are concerned about is if the 'fitness for the purpose' is interpreted from the distance education institution's point of view; they argue that such a point of view it could lead to what Brown and Duguid (2000) refer to as the "wrong goal to pursue," which means allowing the administrators to expand distance education in the direction of maximum distance at a minimum cost.

Their concern seems to be that education could become like a commodity that focuses on the number of students, profits, and the number of diplomas issued annually. This phenomenon could happen especially in a developing country like Indonesia, and that is why Mahmud (2002) advices that potential students need to be careful of the practice of diploma mills because distance education is a lucrative market. He mentions: "These mills are simply a piece of paper to confer, [a] title that dishonest people can try to use to advance their career" (n.p). The reputation of distance education is also sometimes negatively influenced by the practice of diploma forgery. UT diplomas are considered as among the most vulnerable to forgery. There are some cases in which some fake diplomas have been used by politicians such as legislative candidates, regents, or regional house members and even also used by teachers to advance their careers.

To contrast these perceptions, I turn now to a review of some of the factual data we have with regard to distance education.

2.1.4. The Wide Acceptance of Distance Education

Even though there are some issues around distance education's quality that refer to the learning process/interactivity and perceived reputation, in fact, the number of students served by a distance education institution is growing significantly. The increase of various types of programs being offered and the growing number of students could be an indication that distance education itself has its captive market. It also could be interpreted that on one hand, there is a successful dynamic and mutual shaping in the supply and demand process in terms of what the distance education institution could offer and what the society and students need. On the other hand, it also means that the generic mission of distance education, "to reach the outreached", has been, at any rate, successfully accomplished. For example, British Open University (BOU) has served 1.6 million students since was it established in 1969 (Facts and Figures, 2011) and Universitas Terbuka has already had 1.5 million alumni and has 500,000 active students since it was established in 1984 (Zuhairi & Budiman, 2009).

2.1.5. Quality in Distance Education

The issue of the quality of distance education through time thus seems to need to be viewed from a different angle and probably it is not fair to judge its quality based on those who have no experience as distance learners, just as some people also underestimate the difficulty in becoming a student in a distance education system. There is a case at UT where a student who was personally known to me who told me he had already graduated from a reputable conventional university and took a second degree at UT. He was surprised because he found himself failing a course that he did well in at his previous university where he had successfully graduated.

Therefore, if there are some critics who emphasize the disadvantages of the distance education system, such as a lack of interactivity, promoting isolation, cheap education, and diploma mill practices, then such judgments appear like a 'distant observation' by comparing distance education to their education or learning experiences in a conventional university. There are probably some cases of poor quality in the distance education system practices that do occur in some distance education universities, but

these also occur in the conventional education system, as well, and that is why conclusions about quality in the distance education system cannot be generalized.

Critiques on distance education need to be revisited due to the fact that, firstly, the increasing and the great number of students, such as the students served by BOU or UT, is an indicator that there is trust in the distance education system. Secondly, the use and acceptability of the various types of interactive technology in course delivery to support the learning process can be interpreted as an indication that the issues of interactivity and isolation have been gradually addressed and the quality of interaction will increase with the advancement of information and communication technology. Thirdly, the distance education institution as a system has become a learning organization, as the system has several international institutions as a forum for information exchange, sharing the best practice experiences, and exploring new possibilities for improving the quality of both the management and the academic aspects of the distance education system.

2.1.6.   Assumptions of Distance Education Students

The challenges of the active students' in the distance education system could be assumed to be different from the challenges of conventional postsecondary education students. Most of them are expected to be more independent because the distance education system mostly relies on the students themselves managing their learning process with the provision of limited tutors and tutorials. For the student's social life perspective, it is also possible that distance education students do not have classmates or do not know their classmates if they do not join face-to-face or online tutorials, which are often not compulsory components in distance education like UT. If they have any difficulties while they are studying the printed learning materials or modules, they may not have a teacher or a friend to ask and this could happen especially for the students who live in remote areas. Any problems related to their study, whether administrative or academic, need to be solved by students themselves with limited support compared to students in a conventional university.

2.2. The Advantage of Distance Education for Students

Compared to face-to-face education (henceforth conventional education), distance education is a good alternative for some people who wish to pursue a further education because of its flexibility that makes it possible for students to learn 'anywhere' and 'any time'. This feature seems very attractive for many students, as it is reflected in the huge number of students in distance education institutions compared to conventional education institutions. For example, UT has almost 600.000 students, the Open University of Thailand has more than 160,000 [http://www.icde.org/en/] students, and The Open Universty in Britain has approximately 250,000 students. [http://www.open.ac.uk/]. Even a small developing coutry such as Bangladesh has more than 300,000 students [http://www.bou.edu.bd/]. However, both in distance and conventional education, there are some students who are able to complete their programs and some of them are not.

No Dropouts in Distance Education. According to Seidman (2012) dropout is "a student whose initial eduational goal was to complete at least a bachelor's degree, but did not" (p.12) and he also mentioned some terms that have a connotation related to dropout such as attrition, disimisal, mortality, stopout, and withdrawal. These kind terms are usually used in conventional education. The UT system does not use the term 'dropout' for students who are not able to complete their programs because UT allows its student to re-enroll any time they want because the UT student record is never deleted and remains open to be updated. UT uses the terms active and passive students and passive here means non-completers which refers to the students who do not re-enroll in four semesters sequentially; they are considered as dormant students that at any time could again become active students. The terms completers and non-completers were used in this study.

Never Lose the Chance for Success in Distance Education. Not all students could survive in a distance education system and some of them decide to quit or withdraw from the system; nevertheless, at the same time, there are some students who are able to complete their programs. Referring to the term 'passive student' used by UT, actually each student in distance education never loses their chance for success if success at UT means they are able to complete their programs or graduate from a distance education system.

There are 30 study programs consisting of undergraduate and Master degree programs at UT under the four faculties: i.e. Faculty of Education, Faculty of Economics, Faculty of Political and Social Science, and Faculty of Mathematics and Natural Sciences. There are no professional schools like nursing, medicine, engineering or law. However, there is a Faculty of Education and approximately three-quarters of UT's students are teachers. To maintain its recency, UT revises its learning materials every five years. For the students who step out for more than five years and then step back in, they will get the lmost up-to-date learning materials.

2.2.1. Behind the Success of Students in the Distance Education System

Even though from an economic point of view the transaction between the students and the distance education institution is like a customer-seller or supply-demand relationship, the whole dimension of how the distance education system works involves a lot of stakeholders. Its existence and survival could be characterized on the basis of what Reid and Robertshaw (1991, as cited in Garcell, 2007) refer to as "fitness for the purpose of successful learning" (p. 21) which means fitness for the purpose of the stakeholders, who are assumed to have an interest in successful learning. The stakeholders of distance education consist not only of students, the community, and teachers as was conceptualized in the earliest of history of distance education, but also include other players. For example, a survey conducted by Commonwealth of Learning (COL) (Spaven, 2010) involved some outside or external stakeholders, such as institutional partners, project partners, consultants, governing boards, country focal points, and commissioning partners. In a developing country where most of the distance education institutions were established by government policy (as for example UT), the government is part of the stakeholders. All of the stakeholders basically have the common interests that aim for the success of the distance education system.

2.2.2. Measuring Success of the Distance Education System

The success of the distance education system, according to Lockee at al, (2002), can be measured from different perspectives by using formative and summative

evaluation. From the summative evaluation perspective, for example, it is supposed to be concerned with four aspects: (1) program inputs (budget and personnel information), (2) performance outcomes (expected learning outcomes such as knowledge, skills, and attitudes), attitude outcomes (expected and unexpected attitudes, program or product design perception, and social interaction concern), (3) programmatic outcomes (market reach, professional impacts such as promotion or job change, faculty incentives, faculty time, and organizational change, and (4) implementation concern (technological stability and maintenance, students support, faculty concern, learner concern, and organizational concerns such as quality assurance and accreditation criteria.

Wagner (1995) refers to critical factors in distance education success such as the capability of anticipating the needs of the users of technologies, programs, and services. In terms of stakeholders, she believes some of the principal stakeholders such as instructors, learners, site facilitators, and administrators are also holding the keys to a program's success. Specifically, she also notes some variables affecting program success, such as needs assessment, instructional design, course selection, course reconfiguration, lesson planning, interactive instructional strategies, instructional delivery system, adapting media and materials for distance delivery, developing effective graphics, using a facilitator at distance education sites, learner and instructor support services, and program evaluation and learner assessment. Both Lockee et al. (2002) and Wagner (1995) seem to not view the graduates as a measurement of distance education systems. Even though they are concerned about the success of the distance education system from the perspective of the stakeholders, it should be noted that besides the external and internal stakeholders, the student is supposed to be viewed as the main stakeholder.

2.3. Students' Success in Distance Education

It is the students who invest their money in distance education and are the ones who are struggling to survive in the distance education system, regardless of the claim of the other stakeholders that they have already done their best promoting the success of the distance education system from their point of view or emphatically from the student's point of view. Once the students choose to enter the distance education system, what they have in mind is a wish to complete the courses one by one until they finally graduate. This

kind of motivation or the wish to be successful needs to be the main concern of the distance education internal stakeholders because the success of the student in graduating is one of the important indicators of the success of the distance education enterprise and meets the expectation of the internal and external stakeholders. Otherwise, the external stakeholders could be disappointed if the distance education institution does not meet their expectations, as happened at the University of Phoenix distance learning institution. According to Oseid (2011), the University of Phoenix is a famous and a relatively expensive distance education institution that has more than 100 programs and 250,000 students, but its graduation rate is categorized as one of the lowest in the US. In 2000, 2004, and 2008 this university spent $6 million, $9.8 million, and $218 million in fines due to violating the instructional and federal government financial guidelines, recruitment practices, and standard and public information regulations. (Gilbertson 2004; Kahn, 2008; and Oseid, 2011)

According to Heacock (2011), the word "success" is both an uncountable and a countable noun meaning "the achieving of results wanted or hoped for" and "something that achieves positive results" (n.p.), respectively. There are three elements in this definition: wish, achievement, and positive meaning. From the distance education point of view, success reflects the achievement of all the stakeholders. In this section, success will be discussed from the perspective of distance education as a system because it is influenced by the educational philosophy behind the educational practices and this will influence how the institution defines success for its students.

2.3.1.   The Philosophy Behind the Educational Practices

According to Ornstein and Pajak (2007), there are four main educational philosophies (perennialism, essentialism, progressivism, and reconstructionism) that are rooted in the general philosophical streams such as idealism, realism, pragmatism, and existentialism. Theoretically, at least one of these educational philosophies is implicitly or explicitly subscribed to and practiced by any educational institution. This philosophical dimension in educational practice could be the reflection of the educational philosophy that is subscribed to by the president of the institution (which is exercised through his power) or by most of the faculty members. In practice, those four educational philosophical

views compete with each other and what actually happens in an educational institution will more or less reflect the dominant view.

As a philosophical consideration in educational practices, however, Ornstein and Hunkins (2009) classifies perennialism and essentialism as traditional philosophies, while progressivism and reconstructionism fall into the category of contemporary philosophies. These traditional and the contemporary educational philosophies can be differentiated by their emphasis on 15 unique elements (i.e., direction in time, values, educational process, intellectual emphasis, the worth of the subject matter, curriculum content, learning, grouping, teachers' roles, social roles, citizenship, freedom and democracy, quality, and society).

Since any educational institution subscribes either to a traditional or contemporary educational philosophy, then the way it runs its educational practice will be slightly different due to differences in the orientation of those 15 elements and this could lead the way in how it defines the meaning of success for their students. For example, from the educational aims perspective, Ornstein and Pajak (2007) makes a contrast between traditional and contemporary philosophies as excellence in education versus equity of education. In a traditional philosophy the purpose of the programs will be based on "excellence and high standards, and special consideration for high achievers" (Ornstein and Hunkins, 2009, p. 58) while in a contemporary philosophy, the aims will refer to "equality and flexible standards, special consideration for low achievers" (Ornstein and Hunkins, 2009, p. 58).

In Conventional Education

It seems that for educational institutions that subscribe to the traditional educational philosophy instead of the contemporary one, the term 'merit' becomes a central point and such a philosophy could lead to the standardization of the terms for measuring success. Eisner (2009) shows dissatisfaction with this approach by describing the 'school that is doing well' that uses rationalization characterized by specific intended outcomes, quantification in assessment, a control and prediction model, downplaying interaction, and promoting comparison that requires "consumerability." In terms of consumerability, he

highlights that it is extremely questionable to compare the outcomes of the school without taking into account their curricula, time for instruction, and cultural contexts. Compared to the contemporary philosophy, the orientation of the traditional philosophy will be slightly different because in contemporary philosophy the school will leave "room for surprise, for imagination, for improvisation, or for cultivation of productive idiosyncrasy" (p. 329). It means that while the traditional measure of success is based on the merit, the progressivist philosophy refers to success as not only whether the student is performing well in school. He asserts that: "The function of schooling is not to enable students to do better in school. The function of schooling is to enable students to do better in life" (p. 329).

In Distance Education

In being characterized by some as an 'industrialized form of education', distance education seems to be adopting the educational philosophy considerations of traditionalism and pragmatism, and the way to define students' success in distance education could be a mixture from both of those two philosophical streams. On the one hand, from the management perspective, distance education needs to be practical in terms of providing learning materials, administering examinations and grading, and managerial activities in running the system will refer to the standard operation procedures in a distance education office. On the other hand, from the learning process point of view, the students have the freedom to manage their individual learning approach in terms of using their own time, pace, and learning style. Both traditionalism and progressivism play their roles in distance education as it is like a mixture of quantitative and qualitative dimensions, strict and loose, and complying with set standards yet still having space for 'improvisation' whenever the student deals with the distance education system. For example, to graduate from the distance education system, the student should comply with the academic standard which has two possibilities: failure or success in each course they take during their study. However, UT has a much more flexible policy because the students can leave and re-enter the system any time they want. Then they still have the chance to succeed which means they could complete their program whenever they choose to return. From this perspective, their opportunity is never closed as long as they stay and make progress in the system, and this is different from a conventional education where the students have a maximum time to stay until they graduate, otherwise their

opportunity for success is closed because the system will not accept them anymore. In distance education, the student success opportunity is almost a lifetime guarantee: their status in the distance education system as a student will never expire unless they graduate (success) or pass away.

2.3.2. The Definition of Student Success

There are several ways to define student success because education is about the results or learning gains and learning process. The literature reports on various criteria to measure success. Upcraft, Barefoot, and Gardner (2005) suggest that the first year students succeed when they make progress toward developing academic and intellectual competence, establishing and maintaining interpersonal relationships, exploring identity development, deciding on a career and lifestyle, maintaining personal health and wellness, developing civic responsibility, considering the spiritual dimensions of life, and dealing with diversity. Hunter (2006) noted that defining student success is not easy because students, institutions, and external agency might have different definitions so their success cannot be defined or marked by a single marker. In this thesis, success is viewed practically as something tangible/observable which can be measured, such as an indication of academic performance or completion. This means that the impact of education is not only short term but also long term. In the short term, the word success in student success could mean success in the form of completing the course or program; while in the long run, it could be in the form of having a good career and contributing something meaningful to society.

By viewing success from the short term perspective, the measurement for completing the courses is indicated by academic performance in the form of the grade while completing the program is indicated by earning the degree. According to Bell (2015), the grade itself reflects how well the student meets the standards set out by the university. Therefore, success can be defined by using multiple criteria, for example, at least stay in the program for eight semesters (4 years) with a GPA 3.00 (Bain, 2011), and completing the degree on time (Finn,1997). From this perspective, student success at UT can be defined as the students who complete their program or who earn the degree, in which it implicitly means that their GPA is not less than 2.0 as the sole criteria.

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Even though the term 'dropouts' does not apply to UT students as described in the previous sections, in this paper the term dropouts refers to UT's passive students and is used for the sake of convenience because the other educational institutions still use that term. From an examination of several models of dropouts and successful students, both in conventional and distance education, whether it is Tinto's (1975), Park and Choi's (2009), Kuh, Kinzie, Buckley, Bridges, and Hayek (2006), or Erdos' model (as cited by Holmberg, 1995), all of them basically view the educational system from the input-process-output perspective. In Erdos' model of the distance education system it is clear that the output of the system is the graduates. From this point of view, then the student's success in distance education can be represented by the graduates as they survived and experienced the process in the distance education system.

The student's success in distance education also can be viewed from a different perspective even though in this case I try to limit the angle by not including, for example, Orr's (2004) definition of a successful or educated person that refers to the level of ecological consciousness or a high ethical standard toward the environment that requires adequate ecological literacy. One of the perspectives to look at the graduates includes time completion, the GPA, or the number of 'failed' courses or the course that have been taken twice or more. Therefore, the successful student in this case can be determined using those parameters and can be categorized into several levels of success, such as high achievers, mid-achievers, and low achievers. In this thesis, successful students are described as either high achievers or completers and these definitions are provided in Chapter 3..

2.3.3. Distance Learners in Distance Education System: An Illustration

One of the good illustrations of who the distance learners are can be found in Terry Evans' *Understanding Learners in Open and Distance Education*. It was a qualitative study, but the portraits of distance learners described in his study quite reflect most distance learners' actual situations. Evans (1994) provided an illustration of how to understand the distance learners by showing the exchange of ideas between two passengers, Don and Liz, on their flight from Melbourne to Manchester. Don is the staff

training and development manager and Liz is a teacher in primary school. What Don learns from his dialogue with Liz is how deep Liz's care is for her students regardless of their different capabilities (naughtiness, disabilities, and specific learning difficulty) and their family backgrounds (single parent, immigrant, occupation, income, and social and educational background). The lesson learned from that conversation is that Don found himself as a kind of teacher who focused more on the content/subject or "what" is to be taught while Liz more paid attention to the students or "who" is to be taught. What Liz does is to learn more about the profile of her individual students.

In distance education, even though it is labeled as an industrialized form of education, the institution is supposed to have a balance between providing services—"the what" (the quality of the content and the delivery of the courses)—and managing with care of "the kan mwhom" (the learners). It means that, regardless of their fantastic student numbers, distance education institutions need to not treat their students like numbers or as merely the consumers of educational services within the input output or "GIGO" system perspective. Despite the prevailing circumstances, such as the institution or university's philosophical stream in running their educational practices (either as traditionalism or progressivism), the issue of understanding the students as distance learners needs to be addressed deliberately and explicitly because it is the responsibility of the institution not to take such responsibility for granted or do 'business as usual' in simply focusing on numbers of graduates.

The importance of understanding the distance learner is part of the essence of education, whether it is rooted in the educational philosophy stream of perennialism, essentialism, progressivism, or reconstructionism. Ornstein and Hunkins (2009) mention that the roles of the teacher in those four schools of thought as they manifest in conventional education are facilitating rational thinking with a Socratic dialogue approach, having authority in a particular subject area, guiding the students through problem-solving and scientific inquiry, and helping the students to become aware of problems confronting human kind. If those teacher' roles could be treated as an analogy for distance education institution's roles then it means that the distance education system needs to transform itself to a care-based system which implies it is important for a distance education institution to actively understand its students. Understanding the distance learners,

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therefore, is the first entry point for distance education institutions to guide and to facilitate their students to be successful in the distance education system.

2.4. Student Success Factors

From the system approach or input-process-output perspective, student success factors can be categorized into two primary groups: before and after they enter the distance education system, which in this case could be called 'static' and 'dynamic' factors that refer to pre-college and in-college experiences, respectively. The static factors are any elements that might contribute to the student's success but these are seen as given and relatively fixed (such as GPA and learning style), while the dynamic factors could be taken as any factor that dynamically keeps on changing over time while the student experiences the process or learning activities in the distance education system. For example, student motivation and the level of interaction with the institution. Those two primary factors consist of several additional factors and can be labeled with the different names, for example, internal and external factors (Park & Choi, 2009). The following description is an overview about how those factors are categorized and labeled differently. It is worth noting that the findings of the student's dropout factors seemingly could also be considered as the success factors that work in the opposite direction for students. For example, one important factor of dropouts in Bean's (1981) findings is 'intent to leave'; it seems that the absence of that factor could be interpreted as contributing to the students' success as there is no seed to grow.

Jones (2008) describes some factors considered to have effects on both sides: dropouts and successes. On one hand, he uses the term "factors contributing to early withdrawal" (p. 9) that consist of preparation for higher education, institutional and course match, academic experience, social integration, financial issues, and personal circumstances. On the other hand, he refers to "factors enhancing student retention and success" (p. 14) that consist of pre-entry information and preparation, induction and transition support, curriculum development, social engagement, student support, and data and monitoring.

It seems that Jones' (2008) views of the withdrawal factors are from the student's point of view while for the student success factors he emphasized the role of the institution in creating Herzberg's 'hygiene' or in this context creating a condition for facilitating the students to perform optimally while they study. Koontz (2010) mentions that in Herzberg's theory of motivation-hygiene factors, hygiene factors refer to the job context, such as supervision and working conditions that could lead to job dissatisfaction. In distance education, hygiene factors could be in the form of student orientation, supports, facilities, and services.

Even though Jones (2008) mentions that social engagement is one factor in enhancing student success, he refers to the effort of the university in facilitating an environment that makes it possible for students to interact or make friendships with each other by, for example, by providing social space. However, Kuh, Kinzie, Buckley, Bridges, and Hayek (2006), in terms of engagement, claim that 'student engagement' is the central or probably the core factor in students' success. They view that the student's engagement factor is the interaction between student behavior and the institutional conditions and contexts that the students are placed within. The element of student behaviors itself, in Kuh's et al. (2006) "What Matters to Student Success" model, consists of study habits, peer involvement, interaction with the faculty, time on task, and motivation; while the elements of the institutional condition include the first year experience, academic support, campus environment, peer support, and the teaching and learning approach. Compared to Jones' model, the model of Kuh's et al. is more complete as they also focus on the external forces that affect both the students and instructors (such economic forces, globalism, and state policy) and the institutional conditions (such as the state of facilities, demographics, accountability, and federal policies). In addition, in their model there are also 'other main factors' they categorized as pre-college experiences consisting of enrollment choices, academic preparation, aptitude and college readiness, family and peer support, motivation to learn, and demographic factors, such as race, gender, and social economic status.

Kreideweis (2005), who focuses his study in distance education, notices there are four factors that influence the student's potential for success: predisposing characteristics, life changes, institutional factors, and additional factors. She defines life changes as

"variances from homeostasis or the balanced, steady state that allows the individual to perform at the most consistent level" (p. 70) while additional factors refer to the factors that do not easily fit into the other three previous categories; for example, technological skills or computer literacy.

The main factors described by Jones (2008), Kuh et al. (2006), and Kerideweis (2005) actually are the results of meta-analysis and the way they categorize the factors is very useful in terms of providing a map of student success factors. These factors still can be compared to each other because each main category in their model consists of several factors and some of these factors actually refer to the same element. For example, Jones' primary factors in academic experience refer to any elements that help the student to succeed as they are struggling to survive in their critical first year (learning environment and relations between staff and student). These elements, however, appear in Kuh's et al. (2006) model under the category of institutional conditions with the name of teaching and learning approach and academic supports.

Any attempts of re-inventorying, re-mapping, and re-discovering the success factors of distance education students are still relevant because: (1) there is a possibility that a different 'label' (factor or variable name) signifies the same element (Appendix A), (2) the effect of the element, individually, is not always consistent as it probably is a contextual based, (3) the interaction between the elements (within the group/category and/or between groups) and their contribution to student success is complex, and (4) the elements could be discovered through quantitative and/or qualitative approaches.

2.4.1. Distance Learners' Characteristics and Their Academic Success

Distance learners' characteristics consists of a wide range spectrum of the life aspects of the individuals starting from the individuals' attributes, such as age and educational backgrounds to the individuals' personalities (i.e., motivation and learning styles). The individual learning process whether it occurs in the conventional or distance education system involves the interaction between all of the individuals' characteristics and their learning environments. The distance education system that uses printed learning materials (modules) as the main mode of course delivery, like UT, implies that UT students

will spend most of their time by interacting with the modules. In this case, the students' individual characteristics could play a big role in shaping their learning effectiveness that would lead to either success or failure in their study in the distance education system. There are some indications that the same characteristics, for example, age and educational background, as personal factors, might contribute to student retention or withdrawal.

The factors associated with success have been categorized in numerous ways. For example, success has been associated with internal and external factors (Park and Choi, 2009), personal (cognitive and non-coginitive), demographic, and insitituional variables (Monk, 1998), academic integration and social integration (Tinto, 1975). These factors consist of several variables and some researchers have described the same variables with different names. Based on a review of the existing literature, five factors— personal, academic, psychological, social, and institutional—were identified as factors to be considered as part of this dissertation research.

The following sections will discuss the description and the elements of each of these factors.

2.4.2. Personal Factors

By positioning distance learners as a point of concern in the distance education learning environment, the personal factors are one facet of the distance learners' profile that contributes to their success. Sakraida (2010) defined a personal factor as a distinguishing characteristic that might affect behavior. From the distance learners' point of view, however, personal factors could mean the individuals' attribute, characteristics, habits, and micro environment might personally matter to their academic performance during their study in the distance education system. These factors might play a role in whether they will succeed or not. Some of the elements of the personal factors might consist of age, gender, marital status, educational background, father's education, mother's education, family income, family support, sleep hours per night, workout hours per week, working out regularly, living conditions, and financial situation.

Age. One of the personal attributes that seems typical for distance education students is their age. In the United States of America, 30% of the students who are aged 30 years and over went to a distance education program, while 26% of the students who are aged 24 to 29, and only 15% of students who are 15 to 23 years old took a distance education program (Radford, 2012). In Asia the situation is almost the same as in UT: 54.15% of the students are at the age of 30 and over. The relationship between age and distance education student success has been addressed, and according to McGivney (2004) the older learners are likely to complete the program in less time than the younger ones. Matheswaran (2010), however, found that age plays a role in dropping out of distance education, but age is an unlikely factor in online courses, as Willging and Hohnson (2009) found that age does not appear to contribute to the students' dropout decision making process in that situation. The relationship between student age and student success is mixed (Whittington, 1995), with little consensus among researchers (Kaur et al., 2010). Some studies showed that age has a contribution to academic performance or student success (Jansen & Bruinsima, 2005; Ragothaman, Carpenter, & Davies, 2009) and in some studies age does not appear as an important factor (Ergul, 2004; Wang & Newlyn, 2002). Koch (2005), using a large sample (76,866 students), concluded that age is statistically significant as a determinant of student success. In a post-graduate program, however, such as an MBA, Sulaiman and Mohezar (2006) found that age has no bearing on academic performance. Even though age relates to academic performance differently for undergraduate and graduate students, Alstete and Beutell (2004) found that age significantly related to overall course performance.

Gender. In some distance education universities the female students outnumber the male students. Historically, it seems that it is not different from the time when the distance education institution had its place as the new system or as an alternative to conventional education in the early days of distance education. In the past, women had relatively more time than men. In today's situation if more females enrol in distance education, it might be related to the feminist movement that has offered women more freedom and options. Patterson (2009) mentioned that distance education has obviously played an important role in providing access to women's education and she emphasized that "gender must take center stage as an important category worthy of scholarly inquiry." According to Tekeli (2014), many women benefit from the distance education institution

because it positions itself in providing wide access for women's choices of professional field selection. On the relationship between gender and academic performance, some research findings show that any relationships are not significant statistically. Hancock (1999), Kaur et al. (2010) and Feldhaus (1999) found that gender was not a barrier to the learning process in distance education. However, Stoessel, Ihme, Barbarino, Fisseler, and Stürmer (2014) warned that the risk to drop out was higher for female students in higher education. According to Jung and Hong (2014), there was a different form of support needed from the male and female students' perspectives; Taniguchi and Kaufman (2007) discovered that a male parent student might have different challenges than a female with children.

Marital status. Most of the distance education students (24%-39%) are adult learners and married people (Radford, 2012). Miles (2014) in her conceptual framework depicted a model of student success and its relation to the marital status and she found that there is no significant relationship between marital status and students' grades. However, Bean (1981) found that being unmarried could be considered as a good predictor of success while Xiong (2009) reported that being a mature student and a single parent were statistically significant as predictors for student academic performance.

Family education. Family education plays an important role for the distance learner. Alberta (2009) mentions that a lot of evidence shows "the importance and the impact of family engagement, early childhood experiences, and education, and literacy development" (p. 1). It is an epistemological belief that the education level of the parents has an influence on the way they value education (Guven, 2009). Randsdell, Hawkins, and Adams (2001) found that family background was a consistent predictor for nonverbal ability and GPA, while Monk (1998) found that if the education of the parents is very weak it is considered as a predictor for the student's performance in terms of GPA. Family education can be referred to the father's and/or mother's education. Bean (1981) found that the mother's education was significantly related to dropout while the father's education was not. However, his findings suggested that the parents' education was linked to gender for the dropout students, as the father's education had an influence on daughters while the mother's education had an influence on sons. This finding appearsd as a challenge to

the stereotypical view that the mother was perceived as the role model for the daughter and the father as the role model for the son.

Family support. Family support can be in the form of encouragement from the family and it could even begin before the student decides to engage in a distance education program. Due to the fact that some people doubt the quality of distance education, a second opinion from the family, such as parents, spouse, and children might influence students' decisions, not only in the short term but also in the long term in their academic journeys as distance learners. The positive support might lead them to strengthen their resilience in completing the program. Monk (1988) found that support from the family did helped significantly in the student's success.

Sleep hours per night. Most distance education students are working adult people and, at any rate, it is quite typical if some of them are having difficulty in managing their time, including sufficient time for healthy sleep. Sleep plays a role in academic performance (Gruber, Wiebe, Wells, Cassoff, & Monson, 2010). Sleep quality might be related to sleep duration. In analyzing 208 distance education students, Miles (2014) found that poor quality sleep was associated with the students' grades and Gomes, Tavares, and de Azevedo (2011) mentioned that frequency of sufficient sleep was among the predicators of academic performance. For distance learners, especially the working adult students, sufficient sleep duration is important. Fischer, Nagai, and Teixeira (2008) found that students who attended school and worked had less time to sleep. This is a kind of reminder for distance learners, especially the working adult student. The effect of sleep deprivation could impair human functioning (Pilcher & Huffcutt, 1996). According Curcio, Ferrara, and De Gennaro (2006), both sleep quality and sleep quantity are closely related to the student's learning capacity and academic performance.

Workout hours per week. Physical health is one of the personal factors that can be assumed, at any rate, within the individual's control, and taking care of physical fitness is a necessity for distance learners. Some students may have the attitude that physical health is taken for granted while other students put forth a deliberate effort to maintain or improve their physical fitness by exercising. The amount of time spent on working out may vary from student to student and it may have an effect on their academic performance. In

the short term, the benefits of good physical conditioning might appear as study endurance and concentration that help them in the examinations and in the long run it might benefit them in being able to succeed from semester to semester and then to graduate. Even though Hart and Shay (1964) discovered that physical fitness is not a general predictor of academic success, they said that it is very important to be considered for the improvement of academic performance in the general education of the college students. And Grissom (2005) found that there is a consistent positive relationship between physical fitness and academic achievement.

Living situation. Living situation is the distance learners' micro learning environment (i.e., home, library, a room in the office, or any place where they can use for study). Some students might have a private study room in their home, and for the ones who do not have one, they might study in another room such as the living room, dining room, or probably even in the bedroom. Such rooms might be convenient for study because they are clean, neat, and quiet. Basically, a conducive living situation for study (learning conduciveness) is not only determined by its physical attributes, such as cleanliness, neatness, or quietness, but also the psychological atmosphere between the distance learner and the other occupants in the house, such as the spouse, children, parents, or relatives. Ojokheta (2010) found that learning conduciveness was an important predictor for enhancing persistence and students' success. For the distance learners, the perceived living situation might lead to a different mood and attitude toward learning.

Financial situation. Some students might take a program in distance education due to financial reasons because distance education, especially in developing countries, is considered as a less expensive postsecondary education compared to conventional universities. Even though at first their cost of study may be affordable, there is no guarantee that the cost will continute to be affordable because the cost of study includes the cost of living. When they are on the way toward completing their study, students' cost of living might increase due to life changes such as getting married, having children, family education expenses, or health problems. Saad (2014) mentioned that financial problems vary among ages and the cost of postsecondary education is the chief financial concern for young adults from the ages of 18-49 years. Some of the distance learners will face a difficult financial situation if the increase in their income cannot cover the increase in their

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cost of living. This situation might affect their decision to continue or to leave their program of study either temporarily or permanently.

2.4.3.   Academic Factors

Becoming a student in a distance education university actually is a continuation of the previous education journey (e.g., senior high school) and some of the academic experiences, habits, and perceptions of a course load may play a role in the background while they are in the distance education system. Senior high school GPA, high school rank, self-study hours, study regularly, course difficulty, course workload, time management, and study goal are some of the academic factors that reflect the students' experiences, habits, skills, and perceptions, and these factors might be associated with their success in distance education.

High school GPA. In conventional education, research on the relationships between high school GPA and academic performance in college has suggested that there was a strong relationship between those variables. High school GPA is an effective predicator for the first year of college academic performance (Noble & Sawyer, 2002; Klomegah, 2007; Kokkelenberg & Sinha, 2010). Furthermore, Zwick, and Sklar (2005) found that high school GPA was a statistically significant influence on study completion. As a good predictor, Hall, Smith, and Chia (2008) found that high school GPA contributed to cumulative GPA at the time they completed their study.

High school standing. To some extent, the student's academic quality also could be reflected in the student's high school standing or rank. It is closely related to the semester GPA but contains information about the students' academic performance relative to their classmates. Cohn, Cohn, Balch, and Bradley (2004) reported that high school class rank was a predictor for college performance, and Baron and Norman (1992) reported that among the three variables (SAT, achievement test, and high school class rank), high school ranking of the student contributed significantly as a predictor of uncompleted courses and attrition in college performance.

Self-study hours per week. In assessing conventional education, one of the oldest studies in predicting the student's success and its relationshiop with the hours per week

of study was conducted almost a century ago. May (1923) found that study hours per week was the second best predicator after intelligence. Ballard (1993) reported that the number of hours spent in the class was one of the best predictors for student persistence and study completion. For the distance learners, since the number of class meetings (face-to-face tutorials) is very limited, the number of hours of study in class would be substituted by the number of hours for self-study.

Studying regularly. Managing time could be viewed as an academic skill; and for the distance learners who study regularly, this means that they allocate a specific time for study. It is also one of the students' good habits because behind regularity there are factors such as commitment, discipline, and persistence that, at any rate, imply student engagement.

Course difficulty. The learning materials in distance education are standardized and designed for a wide range of students. In terms of their difficulty, distance education courses are supposed to be not significantly more difficult than the courses delivered in the face-to-face classroom in conventional education. Part of the students' perceptions about the course difficulty could come from the distance learners' capability in understanding the courses and it could be enhanced by the problem or the frustration of finding a 'partner' to discuss the courses. Even though both face-to-face and online tutorials are available, for some students, the amount of time and the number of tutorials could be perceived as not sufficient for them. Different perceptions about course difficulty might be a determining factor for successful students and non-completers.

Couse workload. Basically distance learners have flexibility in determining how many courses they take for one semester. In some distance education universities, including UT, two options for the students are provided as they: (1) can take one package of courses for each semester, or (2) decide by themselves what courses and how many courses/credits they would like to take in one semester. The perception of the course workload, such as whether it is very light, light, medium, heavy, or very heavy, will appear during and after experiencing the courses. For the students who choose the second option, they have flexibility in terms of adjusting the course workload that matches their own perceived capability in working with the courses.

Time management. Time management is one of the key factors for success in college. There were a number of findings that showed the positive relationship between time management and academic performance (Britton & Tesser, 1991; Gortner Lahmers & Zulauf, 2000; Macan, Shahabni, Dipboye & Philips, 1990; Ndiritu, 2014; Powel, Conway & Ross, 1990). Even though distance learners are often assumed to have more flexible time, not all them are able to manage their time as college students in distance education because they might not have the same level of time management skills. Since time management is a skill that can be learned, universities have the opportunity to intervene to enhance the students' awareness of the importance of time management for their success. Chickering and Gamson (1987) asserted that emphasizing time on task is one principle of good practice for faculty and students.

Set study goals. A goal can be viewed as a point of arrival, and for distance learners it means that they arrive at the graduation ceremony as a mark that they have succeeded as completers. If the whole academic journey in the distance education system is put in a time frame with their first day in the college as the time of departure and the day they pass their final examination as the time of arriving at their final destination or ultimate goal, then along the way they have various intermediate goals. These intermediate goals can take the form of completing each semester's assignments or examinations. Depending on how students place value on their studies, some students might have a clear short and/or long term goal in mind (i.e., becoming completers). Some students also might have more specific and detailed goals as they do not merely want to be completers but also want to graduate as distance learners with a high GPA within a specific minimum period of study for completion. The goal clarity might lead to such students being more engaged in their academic lives so that their probability of succeeding as completers would be higher.

2.4.4.   Psychological Factors

The intention of taking a program in distance education is a reflection of the individuals' preferences that are developed by their views on the meaning of education itself in their lives. The young distance learners who arrive at a university as new high school graduates and those who are adult working individuals might be psychologically

different in their views of the value of distance education in their lives. The way they look at the program they choose serves as a starting point that may influence their attitudes and behaviors when they are in the process of completing their study in a distance education learning environment. The following sections describe some psychological factors that might contribute to the distance learner's success in the distance education system, such as: reasons for study, importance of completion, importance of a program for career, stress caused by the workload, confidence in completing a program, academic expectations, GPA at the start of a program, achieved GPA targets, intent to withdraw, and enjoyment of study.

Reasons for study in distance education. For young distance learners, especially the ones who have just graduated from high school, the motivation to enroll in a program in a distance education university is generally not significantly different from their fellow classmates who go to a conventional university (i.e., to get a job or launch a career after completing their studies). The mature, adult students might have different motivations, as some of them may already have jobs or careers. These students might be motivated by financial reasons (affordability), flexibility, job security, promotion, or personal interest. Even though some students may have more than one reason, there is usually at least one dominant or strong reason in their minds before they decide to enroll.

Importance of completion. The goal oriented distance learners will have a sense of the importance of completion because the completion itself is supposed to be the main goal. The students who embody the importance of completion in their minds while they are in the process of completing their studies will keep themselves in an alert situation as the value of completion itself becomes a reminder in their academic goals. It is possible during their studies that they may face a lot of unexpected or unpleasant experiences, such as having difficulty passing an examination, even though they have already made the effort of enrolling and taking the same course several times. In this case, by having a sense of the importance of completion, the students could be more resilient because they are able to see their challenges or even 'failures' as a part of the whole process.

Importance of the program for a job or career. Psychologically, some distance learners who decide to stay in the program might be driven by the sense of the importance

of the program for a job or career, regardless of any difficulties that they face when they are in the program. The importance of the program for a job or career could mean that when they succeed as completers, their new educational background status will help them either to find a new job or career or to upgrade their position in the same organization where they work because they are now qualified for more advanced positions. For some students this rationale is a motivating factor because it offers another opportunity both to upgrade their education status and job or career position. In this case, a distance education university becomes a place where they can pursue further study to get their educational qualification without leaving their current job positions. It depends on the students' view and awareness of the importance or the relevancy of the program they take for their career advancement in the future as some students might think that this factor is not relevant, slightly relevant, moderately relevant, or highly relevant.

Stress caused by the workload. The relationship between stress and academic performance has been addressed by some researchers, and Shields (2001) found that stress has a negative effect on GPA among persisters. The sources of stress could come from any aspect of the students' life and course workload is one of the sources of stress that directly relates to their situation as distance learners. Some students might overestimate their abilities in working with a certain number of courses that are actually beyond their own capabilities. This situation might lead to stress or even create additional stress because students will experience an un-enjoyable learning process if they perceive the work it is too much for them and then they will be disappointed when they get an unsatisfactory result at the end of the semester, thus compounding the original stress. The repetition of such experiences could increasingly deteriorate their motivation to complete their programs.

Confidence in completing. The degree of belief or confidence in completing the program refers to self-efficacy, which Vodde (2009) describes as one's belief in one's own capability to execute a task successfully. Zayacova (2005) found that, compared to stress, self-efficacy was a robust predictor for academic success. Even though self-efficacy is a kind of individual trait or a part of students' personalities, their confidence in completing the program can vary from before and throughout the learning process in the distance education learning environment. For distance learners who have a high confidence in the

beginning, the success that they achieve from semester to semester could serve as a confirmation of their own sense of confidenc in being able to complete the program. According to Ormrod (1995), "students who believe that they can do a task are more likely to accomplish it than those who do not believe they are capable of success" (pp.150-151).

Academic expectation. Before deciding to study in university, prospective students usually have a sense about the quality of a preferable university regardless of whether they are well informed or not. There are a lot of considerations in selecting the university that fits with their situation, not only in terms of affordability but also whether it meets their expectations or not; for example, with respect to the university's academic quality. Distance learners would feel proud and more confident if they perceive they are going to a high quality university, as they expect that they will get a good education from that university. They will perceive their engagement there as a worthwhile investment as they might expect and imagine themselves as high quality graduates when they succeed as completers. The expectation of academic quality might play a role in distance learners' retention as otherwise they might leave to attend another (conventional) university if the perceived academic quality of the university where they study does not meet their expectation.

GPA target at start. The goal oriented distance learners will be characterized by the students who have clarity on the measurable salient point for what they do as students: their attainment of a specific GPA. Some students might know that the GPA, whether they like it or not, is in most cases the only yardstick of success in completing the courses from semester to semester. However, some students might take the GPA for granted and not treat it as an important indicator of success in their perspectives as distance learners. The GPA serves as a blurry reminder that works in the background while their minds are occupied by their struggle to survive from course to course. Clarity implies different meanings and perspectives, and distance learners who have clarity with respect to their goals as completers and have clarity that a semester's GPA is a stepping stone to accomplishing their ultimate goal, will put the minimum GPA as the clear living reminder. Thinking of the minimum GPA in order to pass the courses might serve as one level of motivation in the distance learners' awareness, while setting a certain GPA target higher

than the minimum is another type or level. The latter implies that they have a greater level of optimism in becoming completers by their own standards.

Achieved their GPA targets. Even though some students set their GPA targets, not all of them (high achievers, completers or non-completers) meet their targets. The semester GPA target is a kind of feedback and gives the students the opportunity to evaluate whether their target is realistic or not. If their GPA target was met or they achieved above the target GPA, this would serve as a positive feedback that might increase their motivation. Depending on the students' resilience, the ones who often miss their targets might find a missed target to be a discouraging factor and end up by withdrawing from the program. Or else they might see a missed target as a challenge because they realize that in the distance education system they always have a chance to become completers regardless of how many times they miss their own GPA targets.

Intent to withdraw. Distance learners' experiences are shaped when they are in the process of completing their studies in the distance education system. Any experience is kind of a feedback loop for their academic journey and their cumulative experiences contribute to what Tinto (1975) called an academic integration and social integration. In his classical model of the dropout, he underlined the importance of those two major elements in their roles in the student's withdrawal in higher education. The failure of social integration and academic integration could trigger the intention to withdraw. Intention to withdraw is like a seed that could grow if the 'initial failures' are not handled properly by both the students themselves and the institution. From his longitudinal study in working with 23 independent variables as predictors for dropouts, Bean (1981) discovered that the intent to withdraw was the strongest predictor. Psychologically, it seems that the intent to withdraw is a self-fulfilling prophecy that manifests itself when the time is due. For distance learners, this kind of intention might present itself more than once due to the dynamic ups and downs in their academic experiences when they study in a distance education system.

Enjoyment of study. If the intent to withdraw is a factor that pulls students to retreat and withdraw, in contrast, enjoyment of the study may serve as a push factor that helps the distance learners to move forward. The sources of enjoyment could be internal because the students are interested in learning and being studious distance learners, or

the enjoyment could be external, coming from their experiences in the distance education system, such as having flexibility, good grades, or realizing that the chance to become the successful students (as high achievers or completers) is always open because there are no dropouts and they can come back to complete their study whenever they want. Enjoyment of study might lead to student engagement and satisfaction that could contribute to student success and could function as a differentiating factor between completers and non-completers.

2.4.5.   Social Factors

Compared to conventional education, social factors are probably the 'weakest feature' in distance education as historically by design distance education is characterized by the separation of teachers and learners with a lack of or minimal face-to-face interaction. This separation gap is even wider for distance education that is primarily based on printed learning materials as the mode of course delivery, as in the era of correspondence study. Fortunately, in line with the advancement of information and communication technology, the communication gap (in terms of time, space, and psychological components) has been narrowed. The use of online or real time communication with internet technology today can enhance the social presence in distance education. Nevertheless, some distance learners might have found that there are no substitutes for real or face-to-face interaction, especially those who are culturally raised within an oral tradition or the ones who perceive themselves as technologically-illiterate. In this case, from the distance learners' point of view, any contact or real or face-to-face interaction could be considered as a social factor even though the course content being taught might be something that is purely academic without a social component. The following section describes some social factors that might have an association with the distance learners' success in the context of UT.

Contact with Central or Regional Center. Distance learners generally have two channels to contact their institution: the headquarters or Regional Centers that are available in the country. Regional Centers provide different functions across various countries. For example, the model used at the Open University (OU) in the UK has been emulated by many other distance eduation insititutions. Advice and conselling are

available to all OU applicants and students, as are tutorials and day schools. Also, the OU Regional Centers help to support the disable students (Johnsons, 2003). Other Regional Centers provide students primarily with administration and academic services, such as managing the face-to-face tutorial. By default, students are encouraged to consult or solve their problems in the closest Regional Center to save time and reduce transportation and communication costs. However, since most of the Regional Centers are located in the capitals of the provinces, some students who live in the remote areas might only rarely come to the Regional Centers If there are some students who more frequently come to the Regional Center, they may either have a lot of problems and/or enjoy socializing with the Regional Center staff; they might get a lot of information that could help them achieve success as distance learners..

Benefit of contact with Central or Regional Center. Since all problems cannot necessarily be solved at the either *Central or* Regional Center, students' experiences in dealing with *Central or Regional Center* services will vary from perceiving them as not helpful, slightly helpful, helpful, or very helpful. In the social interaction context, the quality of the interaction itself could be helpful both for the *Central or Regional Center* staff and the students who engage in friendly communication. It means that the manner in which the *Central or Regional Center* staff serves the students could be a salient point from the distance learners' point of view. Even though all their problems might not be technically solved, a good social interaction itself could be felt as something psychologically beneficial for the students; the students might feel supported and cared-for. A good experience or a feeling that as distance learners they are not alone and they have the presence of a qualified or competent *Central or Regional Center* staff member as their partner in solving a problem could motivate them to stay in the program.

Face-to-face tutorial courses. Some distance educators mentioned the importance of the face-to-face tutorial as it could serve the need of natural social presence in the learning environment (Simonson et. al, 2012). The face-to-face tutorial is one academic service to help distance learners understand the learning materials. In some institution such as UT, it is managed by the Regional Center and the maximum number of face-to-face meetings is eight times per semester. Face-to-face meetings are not mandatory and some students do not join the face-to-face tutorials for various reasons, such as having a

conflicting schedule, or the tutorials not being affordable or being inaccessible in their place of residence. Some students might become disappointed, even though they are eager to join the tutorial, because the tutorial itself is unavailable due to a lack of tutors or there is not a sufficient number of students for such a tutorial. The face-to-face tutorial is one of the student academic activities that has a social function because students and tutors have the best opportunity to get to know each other and share their experiences as distance learners.

Face-to-face Tutorial Frequency. The number of tutorial meetings in distance education insitutions ranges typically from once to multiple times per semester. This is important because research has shown that time-on-task (engaged time) is the most impotant influence on academic achievement (Slavin, 2003). At UT, if the students take the face-to-face tutorial for one course, they have the opportunity to attend a tutorial for a maximum of eight sessions per semester, and some ambitious students might take more than one face-to-face tutorial per semester. Nevertheless, even for the ones who take one tutorial, not all of them attend all eight sessions. Some students might attend one or two times and there are some who, for whatever reason, do not come back even though they already have paid for that tutorial. This may be because of their experiences with the social atmosphere of tutorial itself or its effectiveness in helping students with course content. Such a social atmosphere might be encouraging or discouraging and it is related to the tutors' competency, preparation, and pedagogical approach.

Time spent in the online tutorial. This variable is closely related to the previous one since it reflects time spent on learning online. Some distance education insitiutions provide online tutorials while others do not. UT provides online tutorials which are not mandatory, but students' participation in this tutorial could contribute to their final grades. Even though there are some assignments that students need to submit on specific deadlines, there is no limit on how much time they will spend in the tutorial online. Even though it is called an online tutorial, it actually consists of both asynchronous and synchronous types of communication. Besides its main function as a forum to discuss the courses, the online tutorial also functions as a virtual social meeting where the students have the opportunity to discuss or share other interesting information or experiences, just

as happens in face-to-face tutorials. The amount of time they spend in the online tutorial might contribute to their success as distance learner completers.

Attending online tutorials regularly. The distance learners who attend the online tutorials regularly indicate that they might have a strong commitment, good time management skills, self-discipline, or a combination of these three aspects. The literature suggests that "high motivation and self discipline can be even more important than how much previous education you have" (Canadian Virtual University, 2009). There is also a possibility that regularity is an indication of students receiving something beneficial that is highly relevant to their courses or merely enjoying the online tutorial because of its social benefits, such as engaging in conversation with new friends. Since regularity could be considered as part of the distance learners' good practices (commitment, time management, and self-discipline), it might be related to the distance learners' success.

Tutorial expectations. Since both the face-to-face and/or online tutorial are not mandatory, the students who participate in those tutorials could be assumed to have expectations for the tutorials. Their expectation might vary, and some students might expect or imagine that getting a score from the tutorial is a relatively easier means of maintaining or improving their examination scores because they have more time to work on the tutorial assignments compared to the time they have when they do their final examinations. In this case, their chance of getting a maximum score is higher. If face-to-face and online tutorials activities are viewed from the perspective of social interaction, the students might have expectations as to whether their interactions with the tutors could contribute to their success as distance learners at UT. The literature suggests that whether students have low or high expectations, this will be a self-fullfiling prophecy (Nieto, 1996). The higher achievers, the completers, and non-completers might have different opinions on this matter; for example, they might rate such social interations such as not helpful, slightly helpful, or very helpful in achieving their educational goals.

Tutor contact. Basically, the interaction between the tutors and the distance learners is not limited in the face-to-face and online tutorials. The students enrolled in the courses have a right to contact their tutors and the tutors also have a right and responsibility to take care of their students. Such care could be indicated by the number

of contacts made by the tutors via phone, e-mails, or other social media applications. Some tutors might be active by contacting their students several times in a semester to check on or to remind them about their assignments. Building a semi-formal good relationship and initiating interaction with the students as the manifestation of the tutors' care might contribute to the students' success in the distance education system.

Study group. Basically, a study group can be considered as an answer for the distance learners' academic social life needs. Students who have the same interests, such as the need for a partner in discussing and understanding the courses, can create a study group. Study groups could be held using various media and as one of their functions is to overcome distance learners' isolation, face-to-face study group meeting could be the most preferable even though it may be inaccessible for some students because of their difficulties in traveling (Simpson, 2013). At UT, the creation of study groups happens whether it is facilitated by the Regional Center or is initiated by some students who have a strong motivation to have a study group. As a place or forum for the distance learners to learn and teach each other, a study group sometimes hires tutors to enhance its effectiveness.

Importance of study group. Joining a study group might help the distance learners improve their academic performance and in the long run might contribute to their success as distance learners. In some distance education institutions, e.g., Open Learning Insititute of Hong Kong (OLIHK), the value or the importance of the study group is explicitly introduced in students' course guidance (Simpson, 2013). High achievers, completers, and non-completers might have different views on the importance of a study group in their academic lives.

2.4.6. Institutional Factors

Unlike in a conventional university where the institution mostly deals with general and student administration, from the students' point of view, the roles of the institution in the distance education university are central because the relationships are student-institution relationships rather than student-teachers relationships. From a management point of view, the distance education institution covers a wider area as the academic side

and the administration side are blended in the distance education management system and that is why Peter (1993) viewed distance education as an industrialized form of education. The success of the distance education institution comes from maintaining the relationship in the form of 'institution intervention' and this success could be reflected in numbers such as the student retention rate. Some institutional factors, such as the program structure, the degree of care, and reminders, could play a role in shaping the distance learners resilience and in helping them to move forward to become completers.

Program structure. Study in distance education requires students' awareness of the program structure; it functions like a road map for the distance learners. The program structure might give them an insight about their academic journey, including the workload and the procedures or the plan of how to become a completer. This information might be available in the university catalog where the study program and types of courses are listed. Being aware about the program structure might make the distance learners more careful in managing their resources (time, cost, and learning capability) and in finding the best strategies aimed at their own success as distance learners.

Institutional care. The only way to maintain the academic relationship and to narrow the geographic and psychological gap between distance learners and their teachers in the distance education system is communication and care. Institutional care means putting the distance learners' success as the center or main target for the whole process in distance education services management. There would be a difference between the university staff members who just solve the students' problems and the university staff who do the same thing but with care about the students' success in mind; it is likely not enough if tasks are done mechanistically. Distance learners, whether they are high achievers, completers, or non-completers are likely to sense the degree of the university's care about their success.

Passive student policy. Since some distance education institutions such as UT implement an open policy (students can return to continue their study anytime), becoming passive students is an option and they are never counted as dropouts. Some students decide to become passive students for a number of reasons and, at any rate, their reasons are not different from the students who decide to dropout from college, what Willging

(2009) identified as personal, job-related, program-related, and technological-related reasons.

Institutional reminder. One of the manifestations on institutional care could take the form of an institutional reminder. It might be very helpful for distance learners as reminders could function like a wakeup call. There is a possibility to revive the students' motivation who those who have doubts about their capabilities in completing their studies and decide to become passive, indecisive students even though their chance to be completers is always open. As part of the institutional's care about the students' success, UT has tried to implement this policy by sending friendly reminder e-mails to its passive students and some of them go back to continue their study.

2.5. Summary

Distance education theory and practice continues to evolve, already having reached its 5th generation, characterized by web-based learning interactions. Distance education remains as a viable alternative for students to pursue further education due to its flexibility related to time, place, and cost-effective study. Student success in distance education programs can be seen from many perspectives and in this study, student success was characterized based on completion or non-completion. There are many personal, academic, psychological, social, and institutional that might impede or facilitate student success and these were explored in this study.

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Chapter 3.   Methods

3.1. Background on Methodology

One of the first studies on student success can be traced back to a research report titled "Predicting Student Success". This seminal work was conducted around nine decades ago by May (1923), who used multiple regression to determine a predictive model for student success. He defined academic success as intellectual achievement which refers to grades or marks, while some factors considered as contributing to academic success were: general intelligence as reflected on the score of the standard intelligence test, course workload, and number of hours each week spent on studying.

Since student success became a big concern for individuals in the education field (including the government in which in some countries became the stakeholders of the educational institution), the number of studies related to student success has emerged to include terms such as dropout, retention, academic resilience, academic achievement, and academic performance.

The coverage of the student success study is very broad because it is of interest to all the stakeholders of an educational investment. In this case, the meaning of student success itself basically could be seen from their perspectives. It is possible that there will be numerous definitions about student success even though there are also some overlapping elements in many definitions. While it may be limiting to define student success based on elements such as completion of a program, earning a degree, or graduation, from the input-process-output perspective in any educational system these elements signify that the students have been successful.

Many studies are guided by qualitative approaches, while other are guided by quantitative methods. According to Creswell (2009), the quantitative approach means "testing the objective theories and examining the relationship between variables" (p. 4) while the qualitative approach means "exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (p. 4). Referring to these definitions, it is interesting that the qualitative approach contains the word 'human' while

this word does not appear in his quantitative approach definition. It is also interesting that most studies on student success seem to prefer to use the quantitative approach instead of the qualitative one as represented by the terms independent variable, dependent variable, and predictors. To some extent, this seems to be the reflection of mainstream educational practice wording as what Kincheloe's (1985) called FIDUROD which stands for: Formal, Intractable, Decontextualized, Universalistic, Reductionistic, and One Dimensional. This kind of mainstream 'philosophy' under the global educational practices rooted in positivism also becomes the bedrock of hard science inquiry that sees the world as causal relationships and depicts those relationships into (mathematical) modeling.

There are also studies that attempt to understand student success by attempting to map the relationship of factors affecting student success through modeling and most of them employ a quantitative approach. In terms of modeling, some of them can be constructed through the result of the experimental research and some of them could be developed using the meta-analysis approach based on the previous findings. A summary of studies on student success employing a quantitative approach with their independent variables and statistical tools is presented in Appendix A. This summary was adapted from Monk's (1998) work. Appendix B also describes studies with their statistical tools and the purposes of the studies.

Most of the studies on student success were conducted by employing the quantitative approach as most of them deal with predictive characteristics and their relationship to student success. Appendix A demonstrates that only one out of 13 studies was conducted using a qualitative approach; for quantitative studies, both Appendix A and B demonstrate that most of the statistical tools used to examine the relationship between the independent and dependent variables was through multiple regression, although some of them used ANOVA or t-tests to evaluate the data.

Mixed Methods

Understanding the student success factors may be best measured using both quantitative and qualitative approaches, so many researchers utilize a mixed methods design. Creswell (2009) defined mixed methods as an approach where researchers, "employ aspects of both quantitative methods and qualitative procedures" (p. xxiv). In

studying student success, the use of mixed methods sounds more appropriate because, first, these approaches deal with the human beings as the subjects. McKinnon (personal communication, 15 September 2011) mentioned that "success is a contingency" because the meaning of being successful itself refers to human experiences through one's lifetime or in this case is one's academic life. Even though the research questions will address the success factors by limiting the meaning of success as 'students graduated from the distance education institution', yet the factors that affect their success are the perceived factors that happened within the minds of the students through their experiences while they were studying. That is why it is important to use the qualitative approach to understand the success factors of the distance students as the learners who experience the process through the in-depth dialog with them to reveal their tacit knowledge about themselves as the successful students in the distance education system.

Second, according Braud and Anderson (1998), the classification of the quantitative and qualitative approaches is not rigid as it is subject to flexible rearrangement and modification. Different from Creswell (2009) who uses the term mixed methods in which there is still clear distinctions between quantitative and qualitative as can be seen in his 6 types of mixed methods, Braud and Anderson (1998) view the qualitative and quantitative methods of inquiry as a 'continuum'. As an illustration, they put the qualitative with the mark idiographic on the left side and connected with the dash to the right side where the quantitative resides with the mark nomothetic. Under the dash from left to right, there is the continuum with the four notions, i.e.: 'understand', 'explain', 'predict', and 'control'; and under these 4 notions there are another four words, 'experience', 'conceptualization', 'process', and 'fruits'. In his illustration, the first two notions/words (understand-explain or experience-conceptualization) appear as belonging to qualitative methods while the last two notions such as predict-control or process-fruit refer to the quantitative approach. However, their point is actually on the dash from left to right as they represent the continuum method of inquiry. He also added the continuum from qualitative to quantitative can be represented by phenomenological, theoretical, correlation, and experimental types of approaches.

Based on the description mentioned above, in this study a mixed methods approach was utilized. Creswell (2009) identified their terms, such as integrating,

synthesis, quantitative and qualitative methods, multi-method, and mixed methodology, that must be considered for this method. He also mentions that the term mixed methods is used more frequently now than in the past.

3.2. Mixed Methods and Research Context

A mixed methods approach was utilized for this study. There are some assumptions that need to be considered because the philosophies, histories, and traditions underlying western education that exist today have a long history that are different from those of Indonesia. The reading habits and the understanding or attitude towards academic literacy including self discipline, time perspective, and goal commitment were deemed as highly important considerations for this study. Therefore, by utilizing a mixed methods approach to data collection, one aim was to reveal and validate factors that impacted student success.. Qualitative data was used to inform, to enrich, and to improve the findings obtained using quantitative methods.

Hesse-Biber (2010) indicated that mixed methods research could be used to triangulate, complement, develop, and initiate findings. According to him, with mixed methods approaches, complementary means "allows the researcher to gain a fuller understanding of the research problem and/or to clarify a given research result. This is accomplished by utilizing both quantitative and qualitative data and not just the numerical or narrative alone…" (p. 4). He also mentioned that the term development in this context could be used as an effort to a construct synergic effect as he cited from Green et al. (1989) who mention that the result from one method actually could help to inform the other method.

3.3. Research Design

Creswell (2009), categorized mixed methods into seven categories which he calls "alternative and visual models" (p. 208). Those seven models are as follows: sequential explanatory design, sequential exploratory design, sequential transformative design,

concurrent triangulation, concurrent embedded design, and concurrent transformative design. This study used a Concurrent Embedded Design as depicted in Figure 2 below.

Figure 3.1   Concurrent embeded design. Adapted from Research design: Qualitative, quantitative, and mixed methods approaches (p.210), by J.W. Cresswell, 2009, Los Angeles: Sage. Copyright (2009)
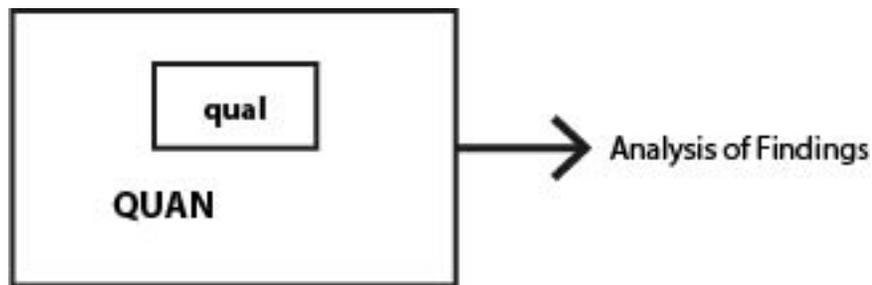
3.4. Setting

This research took place in Indonesia at the UT. Additional information regarding the UT context, student body, and programmatic offerings is found in section 1.5.2 of this dissertation. This research was conducted in the Indonesian context involving the UT students from UT Regional Centers that are mostly located in the capital province of Indonesia, not including the UT graduates who live overseas. The composition of the subjects consisted of various Indonesian ethnicities, located both in the urban and rural areas, of various social and economic status, and all of them are students teachers

3.5. Population and Sample

UT distance education students were divided into three groups: completers who were high achievers, completers, or non-completers. They consisted of different ethnic groups and subcultures, social economic status, urban and rural areas, and ages. Nevertheless, they live in Indonesia and share Indonesian cultures and values.

The total sample size (*n*) is 48,000 consisting of 32,000 completers and 16,000 non-completers that were assigned randomly as the participants. In this study, there was a modification of the original sampling plan in terms of sample categories due to the

response rate obtained after the online survey was closed. The transistion from the original to the final modified sampling plan is discussed below.

As part of the original plan, six sample groups were defined by the researcher, i.e., (1) four groups were completers (C), two groups were non-completers (NC), and they were randomly selected using the following criteria. Completers (C) were categorized as: C1 (GPA $\geq$ 3.5 and time of study < 5 years), C2 (GPA $\geq$ 3.5 and time of study > 5 years), C3 (2.0 $\leq$ GPA <3.5 and time of study $\leq$ 5 years), and C4 (2.0 $\leq$ GPA <3.5 and time of study > 5 years). For the Non-Completers (NC), the main criterion was based on UT's defintion, i.e., the students who did not re-register consecutively for four semesters (two years). There were two categories of NC, i.e., NC1 (GPA $\leq$ 2.0) and NC2 (GPA $\geq$ 2.0). The original sampling plan is depicted in Figure 3.2.

Figure 3.2   The original sampling plan
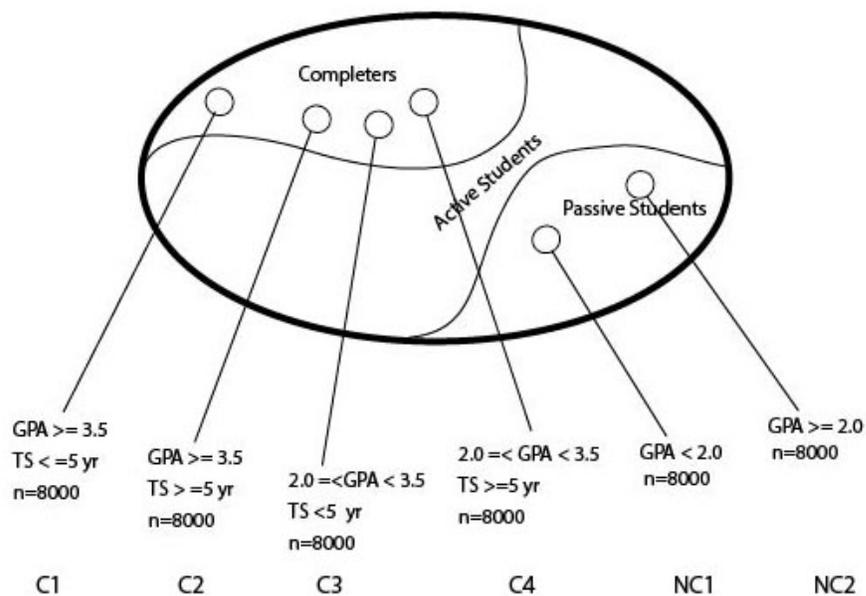
The data collection was conducted through an online survey and when the initial step was taken (i.e., sending the invitation via e-mail), it was found that not all of the students had e-mail addresses. Table 3.1 contains the number of eligible students for each category, as well as the number of the students who had e-mail access for each

category. All students in categories C1, C2, C3, C4 and NC2 received the email invitation to participate, while only 8,000 students in NC1 received the email invitation.

Table 3.1   The Modified Sampling Plan

Group	Criteria	Population	Sample w/ Email Access	Response
C1	GPA $\geq$ 3.5 YoS $\leq$ 5 yrs	381	381	25
C2	GPA $\geq$ 3.5 YoS $>$ 5 yrs	202	202	3
C3	2.0 $\leq$ GPA $<$ 3.5 YoS $\leq$ 5 yrs	5,251	5251	296
C4	2.0 $\leq$ GPA $<$ 3.5 YoS $>$ 5 yrs	2,416	2416	238
NC1	GPA $<$ 2.0	14,783	8000	377
NC2	GPA $\geq$ 2.0	3,801	3801	3
Total		26,834	20,051	942

Table 3.1 also shows that the number of responses varies from 3 to 377. Since there were a small number of responses in C2 and NC2, re-categorization was required. Three new categories, HA (High Achievers), CP (Completers), and NC (Non-Completers) were developed and the recategorizations were used for data analysis. In this case, students in the HA and CP categories were considered "successful".Table. 3.2 further clarifies the new categories that were used for data analysis purposes.

A total of 936 responses were received using Fluid Surveys, an online survey software tool. After checking and cleaning the data, 835 responses were analyzed.

Table 3.2   The Sample and Student Response

Type	Criteria	Population	Sample	Response
High Achievers* [C1+C3] =**HA**	$2.0 \leq GPA <= 4.0$	5,632	5,632	321
	YoS $\leq$ 5 yrs			
Completers* [C4] = **CP**	$2.0 \leq GPA < 3.5$	2,416	2,416	238
	YoS > 5 yrs			
Non-Completers NC1=**NC**	GPA < 2.0	14,783	8,000	377
Total				936

* The term "successful students" (SS) refers to the students who are either high achievers (HA) or completers (CP).

3.6. Research Instruments

This study used a web-based questionnaire consisting of 45 closed and two open-ended questions. The questionnaire was developed by adopting and adapting questions from a UT questionnaire in the Indonesian language as well as English language questionnaires available in the literature. An English version was created for submission to the Office of Research Ethics and for use in this dissertation. An Indonesian version also was created for survey participants to complete in this study. The participants answered the questions about factors that might lead them to become successful students (completers or high achievers) or non-completers in the distance education system. The questions were grouped into five categories (i.e., personal, academic, psychological, social, and institutional factors). The questionnaire is provided in Appendix F. A pilot test of the questionnaire was conducted with six participants to determine the amount of time needed for completion and the clarity of the questions. As a result, some minor adjustments were made.

Construct validity was established by ensuring that each item directly reflected the particular variable that was being measured. Also, committee members reviewed the questionnaire for construct validity. As this questionnaire was not a scale leading to a total score, and a common set of response categories was not used, reliability was not determined.

Each closed question provided a different set of response categories. An example of a question for each factor is shown below:

Personal example: On average, how many hours per week did you spend in self-study in your program?

☐ 15 hours or less
☐ 16-20 hours
☐ 21-25 hours
☐ More than 25 hours

Academic example: How would you rate the level of difficulty of the courses in your program?

☐ Very easy
☐ Easy
☐ Neutral
☐ Difficult
☐ Very difficult

Psychological example: How important was/is completing the program?

☐ Not at all important
☐ Slightly important
☐ Moderately important
☐ Very important

Social example: To what extent did you believe that having communication with people at UT is helpful for your success at UT?

☐ Not helpful
☐ Slightly helpful
☐ Helpful
☐ Very Helpful

Institutional example: To what extent did UT care about your success?

☐ Did not care at all
☐ Cared slightly
☐ Cared moderately
☐ Cared very much

Two open-ended questions were included at the end of the questionnaire. These questions were: (1) What is your suggestion to become a successful student at UT? (2)

Your experiences (ups and downs) while studying at UT are very valuable not only for yourself but also for UT's current and passive students, and UT staff. We would be very grateful if you could share your experiences here. Please feel free to write your experience here as there is no limit of words you can write on this page. You can write about bitter and sweet experiences or make suggestions from your experience that might be able to help other UT students to perform better.

3.7. Data Collection Procedures

Ethics approval (Appendix C) was obtained from the SFU Office of Research Ethics (ORE) upon submitting the required documents, such as study details, questionaries, and approval letter from UT indicating permission to collect the data from students, consent form, and invitation to the students to participate. The participants who completed the survey went through the following steps. First, they received an invitation by e-mail to participate in the survey consisting of brief information about the purpose, importance of the research, their valuable contribution by participating in this research, and the chance of winning the drawing.

The e-mail invitations were sent to the participants by the IT department at UT based on criteria provided by the Principal Investigator who has already been granted permission by UT to follow this procedure. The names were selected at random by the IT department according to the criteria provided by the Principal Investigator. These names and e-mail addresses were not available to the Principal Investigator nor the general public.

At the end of this invitation e-mail, there was a clickable link and by clicking that link the participants were directed to the FluidSurveys.com website. The first page on this site was the consent form (Appendix F) that they read first to decide whether to participate in this survey. Upon having finished reading the consent form, the participants were offered two radio button options, namely: "No/I don't agree to participate/Exit" and "Yes/I agree to participate." Clicking "Yes" means that each participant understands and has signed the electronic consent form so they will be directed to the following pages consisting of the questionnaire.

Upon answering all of the questions, the participants had the options either to submit their answer and exit or submit and join the drawing. If they chose the latter then they were directed to the separate page asking them to fill in the additional information (i.e., name, e-mail, and phone number).

To increase the participation rate in this survey, the participants were offered a chance to win a drawing for $25 for each of 10 winners. . All of the participants' identities and contact information in the server was kept confidential and it was deleted after the drawing had been completed.

The survey took about two months to obtain the data and a second pass of sending out the same invitation e-mails to other participants occurred two or three weeks later as the response rate was very low (below 5%).

3.8. Data Analysis Procedures

3.8.1 Quantitative Data Analysis

The data collected were analyzed using the IBM-SPSS, Version 21, software. Descriptive statistics and Chi-Square techniques were used to describe and examine the data. All analyses applied a statistically significance level of p=.001 in order to minimize Type I errors due to the large number of statistical tests required plus the very large sample size.

In order to establish the practical importance of a statistical finding, a second level of analysis was conducted. If a statistically significant finding (p=.001) was found, a test for educational impact was conducted. In order to demonstrate educational impact, a group needed to have at least two thirds (66%) of respondents answering positively while the comparison group needed to have less than half (50%) of respondents answering positively. A margin of error of 10% was allowed for this decision rule (Table 3.3)

Table 3.3   Decision Rule

Significance	Group	
	SS vs NC	HA vs CP
Statistically significant	p <.001	p <.001
Educational impact	Positive response SS $\geq$ 62.7% and NC $\leq$ 52.5 %	Positive response HA $\geq$ 62.7% and CP $\leq$ 52.5%

The open-ended (qualitative) data were analyzed by coding the responses and generating the themes that emerge from the data. 3.8.2 Qualitative Data Analysis

Surprisingly, very few students responded to the first qualitative question. However, most students responded to the second question. In consultation with committee supervisors, it was determined that a random sample of 40 responses from each of the three groups (HA, CP, and NC) to each qualitative question would be used for thematic analysis. These 120 responses were sent to a professional translator for translation from Indonesian to English. Coding was done for this question and key themes were developed.

The open-ended (qualitative) data were analyzed by coding the responses and generating the themes that emerged from the data. Forty responses (15%-20%) for each group (i.e., HA, CP, and NC) were randomly selected. Two people involved in sorting and coding the responses and then the codes were checked and discussed until come to an agreement. The most frequent codes were highlighted as the potential themes. Theme was defined when at least 6 codes from the respondents emerged for each group.

3.9. Summary

A mixed methods approach to data collection was undertaken for this research using Creswell's (2009) Concurrent Embedded design. The sample population consisted of UT completers and non-completers. Data from 45 closed ended and 2 open ended questions were collected and categorized; the responses of high achievers (HA), completers (C), and non-completers (NC) were then compared. Chi square analysis compared data obtained from HA, C, and NC, while thematic analysis generated themes for these same groups.

Chapter 4.   Results

The results of both the quantitative and qualitative data analyses are presented in this chapter. First, the quantitative comparison between the successful students (i.e., high achievers or completers combined) and non-completers is presented. This is followed by the quantitative comparison between the high achievers and the completers. The results are given for each individual question that is measuring one of the variables, organized by the five factors: personal, academic, psychological, social, and institutional. A table is presented for each individual question which provides the detailed results for that question. After the results have been presented for each question included within a particular factor, a summary table and discussion is presented for that factor.

As described in Chapter 3, comparisons between groups were done at the p=.001 level for statistical significance. If a comparison was found to be significant, a test for educational impact was applied. A statistically significant result was judged to have educational when: (1) the proportion of the successful students responding positively was approximately greater than two thirds (62%) and (2) the proportion of non-completers responding positively was approximately less than half (53%).

For the qualitative analyses, each comment provided in the open-ended question at the end of the survey has been coded and themes generated for a random sample of 40 students in each of the three groups. The analyses were done separately for the high achievers, completers, and non-completers. The themes generated for each group were then compared. The individual analyses and comparisons are presented later in this chapter.

4.1. Quantitative Results

4.1.1.   Successful Students Compared with Non-Completers

Thirteen tables are presented below comparing the successful students and non-completers on the questions that were included within the personal factors category. Successful students were the students who completed their program or finished their study

at UT; while non-completers were the students who didn't enroll in a course at UT in four semetesters (two years) in a row.

Personal Factors

Age

Table 4.1   What was your age when you enrolled at UT?

Response option	Successful Students	Non-Completers	Chi-square	p-value
Less than 20	38(7.6%)	20(6.2%)	5.979	.113
20-39	397(79.6%)	275(85.7%)		
40-49	56(11.2%)	21(6.5%)		
50 or more	8(1.6%)	5(1.6%)		

There was no statistically significant difference at the .001 level between the completers and non-completers with respect to their age when they enrolled at UT ($p=.113$).

Gender

Table 4.2   What is your gender?

Response option	Successful Students	Non-Completers	Chi-square	p-value
Female	200(40.2%)	113(34.9%)	2.393	.122
Male	297(59.8%)	211(65.1%)		

There was no statistically significant difference at the .001 level between the successful students and non-completers with respect to their gender ($p=.112$).

Marital status

Table 4.3   What is your marital status?

Response option	Successful Students	Non-Completers	Chi-square	p-value
Unmarried	162(32.5%)	113(34.6%)	1.697	.428
Married	324(65.1%)	210(64.2%)		
Divorced	12(2.4%)	4(1.2%)		

There was no statistically significant difference at the .001 level between the successful students and non-completers with respect to their marital status (p=.428).

Educational background

Table 4.4   What was your last education completed before entering UT?

Response option	Successful Students	Non-Completers	Chi-square	p-value
Senior high school	287(57.4%)	154(47.1%)	16.375	.000
College	164(32.8%)	111(33.9%)		
University degree	49(9.8%)	62(19.0%)		

There was a statistically significant difference at the .001 level between the successful students and non-completers with respect to their education completed before entering UT (p=.000). The percentage of the successful students who hold a senior high school diploma was reported higher (57.4%) compared to non-completers (47.1%). This may be due to the higher motivation of successful students to obtain their university degree since a greater percentage of the non-completers entered UT with a university degree (19.0% compared to 9.8%).

Father's education

Table 4.5   What is your father's educational level?

Response option	Successful Students	Non-Completers	Chi-square	p-value
Illiterate	12(2.4%)	2(0.6%)	22.744	.000
Elementary school	140(28.1%)	57(17.6%)		
Junior high school	81(16.3%)	41(12.7%)		
Senior high school	170(34.1%)	139(43.0%)		
University	95(19.1%)	84(26.0%)		

There was a statistically significant difference at the .001 between the successful students and non-completers with respect to their father's educational level (p=.000). This variable could be considered as having educational impact due to: (1) the higher percentage of the non-completers (69%) compared to the successful students (53.2%) whose fathers hold a senior high school diploma or university degree and (2) the

percentage of successful students whose fathers completed only junior high school, elementary school, or were illiterate (46.8%) compared to non-completers (30.9%).

Mother's education

Table 4.6   What is your mother's educational level?

Response option	Successful Students	Non-Completers	Chi-square	p-value
Illiterate	25(5.0%)	12(3.7%)	16.447	.002
Elementary school	194(39.0%)	89(27.4%)		
Junior high school	93(18.7%)	61(18.8%)		
Senior high school	128(25.7%)	107(32.9%)		
University	58(11.6%)	56(17.2%)		

There was no statistically significant difference at the .001 level between the successful students and non-completers with respect to their mother's education (p=.002).

Family income

Table 4.7   How much is your family's income per month?

Response option	Successful Students	Non-Completers	Chi-square	p-value
Less than 3million rupiah	246(49.4%)	111(34.3%)	18.762	.000
3,000,000 - 5,999,000 rupiah	137(27.5%)	115(35.5%)		
6,000,000 – 8,999,000 rupiah	65(13.1%)	51(15.7%)		
9,000,000 –11,999,000 rupiah	50(10.0%)	47(14.5%)		

There was a statistically significant difference at the .001 level between the successful students and non-completers and their family's income per month (p=.000). This difference may be due to the higher percentage (49.4%) of the lower family income (less than 3 million rupiah) of the successful students compared to the non-completers.

Family support

Table 4.8   What is your family's (spouse, parents, and relatives) view on your decision to study at UT?

Response option	Successful Students	Non-Completers	Chi-square	p-value
Strongly oppose	20(4.0%)	8(2.4%)	69.192	.000
Somewhat oppose	13(2.6%)	19(5.8%)		
Neutral	97(19.4%)	127(38.8%)		
Somewhat favor	215(43.1%)	138(42.2%)		
Strongly favor	154(30.9%)	35(10.7%)		

There was a statistically significant difference at the .001 level between the successful students and non-completers with respect to the support from their family (p=.000). The percentage of neutral support was higher (approximately double) for non-completers compared to the successful students. The percentage of successful students whose family strongly favor their studying at UT was higher (30.9%) which is almost triple compared to the non-completers (10.7%).

Sleep hours per night

Table 4.9   How many hours per night do you usually sleep?

Response option	Successful Students	Non-Completers	Chi-square	p-value
5 hours or less	74(14.8%)	80(24.8%)	14.483	.002
6 hours	170(34.0%)	109(33.7%)		
7 hours	192(38.4%)	98(30.3%)		
8 hours or more	64(12.8%)	36(11.1%)		

There was no statistically significant difference at the .001 level between the successful students and non-completers with respect to the number of hours for sleeping per night (p=.002).

Workout hours per week

Table 4.10   How many hours per week, if any, do you usually spend exercising [e.g., jogging, sport, fitness, etc.]

Response option	Successful Students	Non-Completers	Chi-square	p-value
0 hours	75(15.0%)	65(20.0%)	6.682	.154
2-3 hours or less	349(69.9%)	207(63.7%)		
4 hours	39(7.8%)	22(6.8%)		
5 hours	16(3.2%)	10(3.1%)		
More than 5 hours	20(4.0%)	21(6.5%)		

There was no statistically significant difference at the .001 level between the successful students and non-completers with respect to the number of hours spent exercising per week (p=.154).

Workout regularly

Table 4.11   During your study at UT, did you exercise on a regular basis?

Response option	Successful Students	Non-Completers	Chi-square	p-value
Yes	200(41.2%)	123(39.8%)	.160	.689
No	285(58.8%)	186(60.2%)		

There was no statistically significant difference at the .001 level between the successful students and non-completers with respect to their exercise on a regular basis (p=.689).

Living situation

Table 4.12   To what degree does your living situation distract you from your studies?

Response option	Successful Students	Non-Completers	Chi-square	p-value
Not at all	282(58.0%)	157(50.5%)	13.162	.001
A little	185(38.1%)	123(39.5%)		
A lot	19(3.9%)	31(10.0%)		

There was a statistically significant difference at the .001 level between the successful students and non-completers with respect to the distraction due to their living situation (p=.001). This difference is due to the higher percentage of successful students reporting that they are not at all distracted by their living situation (58.0%) and the greater percentage of non-completers reporting that their living situation distracted them a lot from their studies (10%). The percentage was almost triple compared to the successful students (3.9%).

Financial situation

Table 4.13   During your study at UT how would you rate your financial situation related to your study?

Response option	Successful Students	Non-Completers	Chi-square	p-value
Not at all a problem	346(70.8%)	194(63.0%)	11.848	.008
Minor problem	124(25.4%)	85(27.6%)		
Moderate problem	14(2.9%)	23(7.5%)		
Serious problem	5(1.0%)	6(1.9%)		

There was no statistically significant difference at the .001 level between the successful students and non-completers with respect to their financial situation related to their study (p=.008).

Summary of personal factors

The table below provides a summary of the results for comparing successful students and non-completers for 13 personal variables. In every case the results favored the successful students over the non-completers.

Table 4.14   Summary of Results for Personal Factors

Variable	Question	p-value	Educational Impact**
Age	What was your age when you enrolled at UT?	0.113	No
Gender	What is your gender?	0.122	No
Marital status	What was your marital status?	0.428	No
Educational background	What is your last education before entering UT?	0.000*	No
Father education	What is your father's educational level?	0.000*	No
Mother education	What is your mother's educational level?	0.002	No
Family income	How much is your family's income per month?	0.000*	No
Family support	What is your family's (spouse, parents, and relatives) view on your decision to study at UT?	0.000*	Yes
Sleep hours per night	How many hours per night do you usually sleep?	0.002	No
Workout hours per week	How many hours, if any, do you usually spend working out per week [e.g. jogging, sport, fitness, etc.]	0.154	No
Workout regularly	During your study at UT, did you workout on a regular basis?	0.689	No
Living situation	To what degree does your living situation distract you from your studies?	0.001*	No
Financial situation	During your study at UT how would you rate your financial situation related to your study?	0.008	No

* Indicates that the comparison between the successful students and non-completers on a particular variable is statistically significant at the p = .001 level.

** A statistically significant result was judged to have educational impact when: (1) the proportion of the successful students responding positively was approximately greater than two thirds (62.5%) and (2) the proportion of non-completers responding positively was approximately less than half (52.5%).

Five out of 13 variables (i.e., educational background, father's education, family income, family support, and living situation) were statistically significant at the p=0.001 level. This indicates that these variables have an association with the completion of the program for the successful students. Since the proportion of students who responded positively was more than approximately two thirds (62%) for the successful students and less than approximately half (53%) for the non-completers, then four variables (i.e.,

educational background, father's education, family income, and living situation) can be considered as not having educational impact. The family support variable, however, was both statistically significant and had educational impact because almost three quarters (73.4%) of the successful students responded that their families somewhat or strongly favored their decision to study at UT. This percentage was quite high compared to the non-completers (52.9%).

Academic Factors

Eight tables are presented below regarding the comparison of the successful students and non-completers on the questions that were included within the academic factors category.

High school standing

Table 4.15   What was your standing (in your class) when you graduated from Senior High School?

Response option	Successful Students	Non-Completers	Chi-square	p-value
Low 1/3	21(4.4%)	17(5.5%)	7.335	.026
Middle 1/3	155(32.2%)	126(40.8%)		
Top 1/3	305(63.4%)	166(53.7%)		

There was no statistically significant difference at the .001 level between the successful students and non-completers with respect to their senior high school background (p=.026).

Self-study hours per week

Table 4.16   On average, how many hours per week did you spend in self-study in your program?

Response option	Successful Students	Non-Completers	Chi-square	p-value
15 hours or less	357(73.2%)	250(80.9%)	6.682	.083
16-20 hours	86(17.6%)	41(13.3%)		
21-25 hours	28(7.8%)	16(5.2%)		
More than 25 hours	7(1.4%)	2(0.6%)		

There was no statistically significant difference at the .001 level between the successful students and non-completers with respect to their hours per week spent for self-study (p=.083).

Studying regularly

Table 4.17   Did you allocate specific times/dates for your study?

Response option	Successful Students	Non-Completers	Chi-square	p-value
Yes	114(23.5%)	30(9.6%)	24.434	.000
No	372(76.5%)	281(90.4%)		

There was a statistically significant difference at the .001 level between the successful students and non-completers with respect to specific time/dates allocated for study (p=.000). This difference is due to the high percentage (90.4%) of non-completers reporting that they didn't allocate a specific time for study. Even though the percentage of the successful students who mentioned that they allocated a specific time for study was higher than the non-completers, that percentage only represented about one quarter (23.5%) of the non-completers group. However, less than ten percent (9.6%) of non-completers allocated specific times/dates for study.

Course difficulty

Table 4.18   How would you rate the level of difficulty of the courses in your program?

Response option	Successful Students	Non-Completers	Chi-square	p-value
Very easy	15(3.1%)	8(2.6%)	26.138	.000
Easy	63(12.9%)	27(8.7%)		
Neutral	244(50.1%)	131(42.1%)		
Difficult	153(31.4%)	115(37.0%)		
Very difficult	12(2.5%)	30(9.6%)		

There was a statistically significant difference at the .001 level between the successful students and non-completers with respect to the level of difficulty of the courses in their program (p=.000). The percentage of neutral responses was the highest reported category by both successful students (50.1%) and was a little higher than the non-completers (42.1%). However, the percentage of very easy and easy were lower in favor of successful students (16.0%) and the percentage of difficult and very difficult reported was higher for the non-completers (46.6%) compared to the successful students (33.9%). This indicates that the successful students tended to rate the courses less difficult or easier than the non-completer.

Course Workload

Table 4.19   How would you rate the level of the course workload in your program?

Response option	High Achievers	Non-Completers	Chi-square	p-value
Very light	4(0.8%)	5(1.6%)	3.403	.493
Light	20(4.1%)	7(2.3%)		
Medium	354(72.7%)	224(72.0%)		
Heavy	102(20.9%)	69(22.2%)		
Very heavy	7(1.4%)	6(1.9%)		

There was no statistically significant difference at the .001 level between the successful students and non-completers with respect to the level of the course workload in their program (p=.493).

Time management

Table 4.20   How well did you organize your time so that you had plenty of time to study?

Response option	Successful Students	Non-Completers	Chi-square	p-value
Very poorly	6(1.2%)	30(9.8%)	66.303	.000
Poorly	120(24.7%)	127(41.4%)		
Fairly well	339(69.9%)	145(47.2%)		
Very well	20(4.1%)	5(1.6%)		

There was a statistically significant difference at the .001 level between the successful students and non-completers with respect to how well they organized their time so that they had plenty of time to study (p=.000). This difference may be due to more than two thirds of the successful students reporting that they did fairly well in organizing their time (69.9%) or about three quarters reported fairly well or very well (74.0%) compared to the non-completers which was less than half in the same categories (48.8%).

Study goal made

Table 4.21   How often did you make study goals for yourself to help you better learn?

Response option	Successful Students	Non-Completers	Chi-square	p-value
0 (Never)	25(5.3%)	34(11.5%)	26.195	.000
1-2 times	149(31.4%)	127(42.9%)		
3-4 times	103(21.7%)	47(15.9%)		
5 times or more	198(41.7%)	88(29.7%)		

There was a statistically significant difference at the .001 level between the successful students and non-completers with respect to how often they made study goals to help themselves learn better (p=.000). The percentage of successful students who made study goals 3-4 times or 5 times or more was higher (62.8%) compared to the non-completers (46.6%).

Summary of Academic Factors

The table below provides a summary of the results for comparing successful students and non-completers on the academic variables. In every case the results favored the successful students over the non-completers.

Table 4.22   Summary of Results for Academic Factors

Variable	Academic	p-values	Educational Impact**
High school GPA	What was your Senior High School GPA?	na	na
High school rank	What was your standing (in your class) when you graduated from Senior High School?	0.026	
Hours of study	On average, how many hours per week did you spend in self-study in your program?	0.083	
Studying regularly	Did you allocate specific times/dates for your study? If yes how many days per week on average?	0.000*	No
Course difficulty	How would you rate the level of difficulty of the courses in your program?	0.000*	No
Course workload	How would you rate the level of the course workload in your program?	0.493	
Time management	How well did you organize your time so that you had plenty of time to study?	0.000*	Yes
Study goal made	How often did you make study goals for yourself to help you better learn?	0.000*	No

* Indicates that the comparison between the successful students and non-completers on a particular variable is statistically significant at the p = .001 level.

* * A statistically significant result was judged to have educational impact when: (1) the proportion of the successful students responding positively was approximately greater than two thirds (62.5%) and (2) the proportion of non-completers responding positively was approximately less than half (52.5%).

Four variables (i.e., studying regularly, course difficulty, time management, and study goals) were statistically significant at the p=0.001 level. Among these variables, only time management can be considered having educational impact because more than two thirds of the successful students (69.9%) responded that they organized their time fairly well so they had adequate time to study, while for the non-completers the proportion was less than half (47.2%). Four out of eight personal variables (studying regularly, course difficulty, time management, and study goals) were not statistically significant at the

p=0.001 level and this indicates that those variables have no association with student success.

Psychological Factors

Ten tables are presented below regarding the comparison of the successful students and non-completers on the questions that were included within the psychological factors category.

Reason for study at UT

Table 4.23   Why did you decide to study at UT?

Response option	Successful Students	Non-Completers	Chi-square	p-value
Inexpensive	15(3.1%)	21(7.0%)	11.882	.036
Flexible(time & place)	247(51.7%)	146(48.8%)		
Secure my job	12(2.5%)	14(4.7%)		
Promotion	32(6.7%)	27(9.0%)		
Personal interest	120(25.1%)	63(21.1%)		
Other	52(10.9%)	28(9.4%)		

There was no statistically significant difference at the .001 level between the successful students and non-completers with respect to their reason of why they decided to study at UT p=.036).

Importance of completion

Table 4.24   How important was completing the program?

Response option	Successful Students	Non-Completers	Chi-square	p-value
Not at all important	8(1.7%)	24(8.0%)	70.145	.000
Slightly important	32(6.6%)	59(19.7%)		
Moderately important	183(38.0%)	127(42.5%)		
Very important	259(53.7%)	89(29.8%)		

There was a statistically significant difference at the .001 level between the successful students and non-completers with respect to how important was completing the program (p=.000). More than three quarters (91.7%) of the successful students

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reported that completing the program was moderately important and very important while for the non-completers only 72.3% reported the same thing. The percentage of non-completers who thought that completing the program was not important at all was four times higher (8%) compared to the successful students which was less than two percent.

Importance of program

Table 4.25   How relevant is this program for your job?

Response option	Successful Students	Non-Completers	Chi-square	p-value
Not at all relevant	24(5.0%)	54(18.0%)	71.300	.000
Slightly relevant	83(17.4%)	83(27.7%)		
Moderately relevant	207(43.3%)	123(41.0%)		
Highly relevant	164(34.3%)	40(13.3%)		

There was a statistically significant difference at the .001 level between the successful students and non-completers with respect to how relevant the program they took was for their job (p=.000). More than three quarters of the successful students (77.6%) mentioned that the program they took was moderately and highly relevant to their job compared to 54.3% of the non-completers.

Stress caused by workload

Table 4.26   How often did you feel there were so many things to get done in your program that you were stressed?

Response option	Successful Students	Non-Completers	Chi-square	p-value
0 (Never)	166(34.6%)	93(31.0%)	5.297	.151
1-2 times	218(45.4%)	127(42.3%)		
3-4 times	58(12.1%)	44(14.7%)		
5 times or more	38(7.9%)	36(12.0%)		

There was no statistically significant difference at the .001 level between the successful students and non-completers with respect to how often they felt that there were so many things to get done in their program that they were stressed (p=.151).

Confidence in completing

Table 4.27   When you started, to what extent did you believe that you could complete the program?

Response option	Successful Students	Non-Completers	Chi-square	p-value
Unlikely	1(0.2%)	14(4.7%)	171.800	.000
Not sure	55(11.5%)	141(47.5%)		
Fairly sure	198(41.4%)	99(33.3%)		
Very sure	224(46.9%)	43(14.5%)		

There was a statistically significant difference at the .001 level between the successful students and non-completers with respect to what extent they believed they could complete the program (p=.000). More than three quarters (88.3%) of successful students believed that they were fairly sure or very sure that they could complete the program. This percentage is higher compared to less than half (47.8%) of the non-completers who believed the same thing.

Academic expectation

Table 4.28   What level of academic expectation did you have for yourself?

Response option	Successful Students	Non-Completers	Chi-square	p-value
Low	7(1.5%)	22(7.4%)	51.804	.000
Moderate	131(27.4%)	136(45.5%)		
High	265(55.4%)	112(37.5%)		
Very high	75(15.7%)	29(9.7%)		

There was a statistically significant difference at the .001 level between the successful students and non-completers with respect to what level of academic expectation they had for themselves (p=.000). Almost three quarters (71.1%) of the successful students had high or very high academic expectations compared to less than half (47.2%) from the non-completer group.

GPA target at start

Table 4.29   Did you have any specific target of achievement (a certain GPA) when you started to study at UT?

Response option	Successful Students	Non-Completers	Chi-square	p-value
Yes	315(66.0%)	160(53.7%)	11.784	.001
No	162(34.0%)	138(46.3%)		

There was a statistically significant difference at the .001 level between the successful students and non-completers with respect to a specific target of achievement or a certain GPA when they started to study at UT (p=.001). Two thirds (66%) of the successful students reported having a specific target compared to 53.7% in the non-completer group.

Met their GPA target

Table 4.30   Did you meet your GPA target?

Response option	Successful Students	Non-Completers	Chi-square	p-value
Yes, as I expected	54(17.1%)	17(10.8%)	16.925	.000
No, lower	215(68.0%)	134(84.8%)		
Yes, even higher	47(14.9%)	7(4.4%)		

There was a statistically significant difference at the .001 level between the successful students and non-completers with respect to meeting their GPA target (p=.001). The percentage of the non-completers reporting they did not meet their GPA target was quite high (84.8%) while for the successful students this was more than half (68.0%). Those who reached their GPA either as high as they expected or even higher, however, were the successful students. For the successful students, the percentage was triple (14.9%) compared to the non-completers (4.4%).

Intent to withdraw

Table 4.31   How often did you consider withdrawing while you studied at UT?

Response option	Successful Students	Non-Completers	Chi-square	p-value
0 (Never)	381(80.4%)	91(30.7%)	211.167	.000
1 – 2 times	76(16.0%)	109(36.8%)		
3 – 4 times	11(2.3%)	39(13.2%)		
5 times or more	6(1.3%)	57(19.3%)		

There was a statistically significant difference at the .001 level between the successful students and non-completers with respect to how often they considered withdrawing while they studied at UT (p=.001). The percentage of successful students reporting never considered withdrawing while they studied at UT was high (80.4%). This is more than three quarters compared to the non-completers which was only less one third (30.7%) reporting the same thing. More than 69.3% of the non-completers mentioned that they had considered withdrawing at least one time while they studied at UT.

Enjoyment of the study

Table 4.32   To what extent did you enjoy your study at UT?

Response option	Successful Students	Non-Completers	Chi-square	p-value
Not satisfied	21(4.4%)	99(33.6%)	164.397	.000
Slightly satisfied	119(25.1%)	107(36.3%)		
Satisfied	272(57.4%)	82(27.8%)		
Very satisfied	62(13.1%)	7(2.4%)		

There was a statistically significant difference at the .001 level between the successful students and non-completers with respect to what extent they enjoyed their study at UT (p=.001). More than two thirds of the successful students (70.5%) mentioned that they were satisfied and very satisfied while they studied at UT while for the non-completer the number was less than a third (30.1%). The percentage of the non-completers reporting that they were not satisfied was 33.6% compared to the successful students which was only 4.4%.

Summary of psychological factors

The table below provides a summary of the results for comparing the successful students' and non-completers' with the psychological variables.

Table 4.33   Summary of Results for Psychological Factors

Variable	Psychological	p-values	Educational Impact**
Reason for study at UT	Why did you decide to study at UT?	0.036	
Importance of completion	How important was/is completing the program?	0.000*	No
Importance of the program for job	How important is this program for your job?	0.000*	No
Stress caused by workload	How often did you feel there were so many things to get done in your program that you were stressed?	0.151	
Confidence in completing	When you started, to what extent did you believe that you could complete the program?	0.000*	Yes
Academic expectation	What level of academic expectation do you have for yourself?	0.000*	Yes
GPA target at start	Did you have any specific target of achievement (a certain GPA) when you started to study at UT?	0.001*	No
Met their GPA target	Did you meet your GPA target?	0.000*	No
Intent to withdraw	Did you consider withdrawing at any time?	0.000*	Yes
Enjoyment of the study	To what extent did you enjoy your study at UT?	0.000*	Yes

* This indicates that the comparison between the successful students and non-completers on a particular variable is statistically significant at the p = .001 level.

* * A statistically significant result was judged to be have educational impact when: (1) the proportion of the successful students responding positively was approximately greater than two thirds (62.5%) and (2) the proportion of non-completers responding positively was approximately less than half (52.5%).

Among the ten variables of the psychological factor, eight of them were statistically significant at the p=0.001 level (i.e., importance for completion, importance of the program for job, confidence in completing, academic expectation, GPA target at start, met their GPA target, intent to withdraw, and enjoyment of their study). This indicates that those variables were associated with the program completion for the successful students. On one hand, four out of eight variables (importance of completion, importance of the program

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for job, GPA at start, and met their GPA) could be considered not having educational impact because they did not meet the criteria above. On the other hand, the other four statistically significant variables (i.e., confidence in completing, academic expectation, intent to withdraw, and enjoyment of the study) can be considered as having educational impact. In terms of confidence in completing the program, more than three quarters (88.3%) of the successful students responded that they were fairly sure or very sure they could complete the program compared to less than half (44.8%) of the non-completers.

Social Factors

Ten tables are presented below regarding the comparison of the successful students and non-completers and the questions that were included within the social factors category.

Contact with UT office

Table 4.34   How often, on average, did you make contact with the people at the UT office per semester?

Response option	Successful Students	Non-Completers	Chi-square	p-value
0 (Never)	24(5.0%)	57(19.3%)	128.607	.000
1 – 2 times	128(26.9%)	155(52.5%)		
3 – 4 times	95(20.0%)	38(12.9%)		
5 times or more	229(48.1%)	45(15.3%)		

There was a statistically significant difference at the .001 level between the successful students and non-completers with respect to how often, on average, they made contact with the people at the UT office per semester (p=.000). More than two thirds of the successful students (68.1%) made contact at least 3 times and almost half (48.1%) made contact 5 times or more. This latter percentage (48.1%) was triple compared to the non-completers (15.3%).

Benefit of contact with UT

Table 4.35   To what extent did you believe that having communication with people at UT is helpful for your success at UT?

Response option	Successful Students	Non-Completers	Chi-square	p-value
Not helpful	25(5.5%)	43(18.1%)	66.511	.000
Slightly helpful	91(20.2%)	80(33.6%)		
Helpful	180(39.9%)	87(36.6%)		
Very helpful	155(34.4%)	28(11.8%)		

There was a statistically significant difference at the .001 level between the successful students and non-completers with respect to what extent they believed that having communication with people at UT is helpful for their success at UT (p=.000). Almost three quarters (74.3%) of the successful students reported that having communication with the UT staff was helpful or very helpful and the percentage of successful students who reported it was very helpful was three times higher (34.4%) compared to the non-completers (11.8%).

Face-to-Face tutorial courses

Table 4.36   Did you attend a face-to-face tutorial?

Response option	Successful Students	Non-Completers	Chi-square	p-value
Yes	192(40.4%)	66(22.7%)	25.426	.000
No	283(59.6%)	225(77.3%)		

There was a statistically significant difference at the .001 level between the successful students and non-completers with respect to face-to-face tutorial attendance (p=.000). The percentage of successful students reporting they did not attend face-to-face tutorials was quite high (59.6%) and for the non-completers, this was even higher (77.3%).

Face-to-Face tutorial frequency

Table 4.37   How often did you attend the face-to-face tutorial for one course? (Pick the one in which you attended the most)?

Response option	Successful Students	Non-Completers	Chi-square	p-value
1-2 times	18(9.5%)	9(14.1%)	48.623	.000
3– 4 times	22(11.6%)	25(39.1%)		
5 – 6 times	20(10.5%)	17(26.6%)		
7-8 times	130(68.4%)	13(20.3%)		

There was a statistically significant difference at the .001 level between the successful students and non-completers with respect to how often they attended the face-to-face tutorials for one course (p=.000). More than three quarters of successful students (78.9%) attended the face-to-face tutorial at least five times compared to the non-completers (46.9%). The percentage of successful students who attended 7-8 times was triple (68.4%) compared to the non-completers (20.3%).

Time Spent for the Online Tutorial

Table 4.38   On average, how much time did you spend in the online tutorial per week?

Response option	Successful Students	Non-Completers	Chi-square	p-value
0 hour	55(11.7%)	79(28.3%)	56.763	.000
1 hour	62(13.2%)	57(20.4%)		
2 hours	109(23.2%)	59(21.1%)		
3 hours	78(16.6%)	39(14.0%)		
More than 3 hours	166(35.3%)	45(16.1%)		

There was a statistically significant difference at the .001 level between the successful students and non-completers with respect to how much time they spent in the online tutorial per week (p=.000). More than half of the successful students (51.9%) reported that they spent at least three hours per week in the online tutorial compared to less than a quarter (20.1%) of the non-completers.

Attended online tutorial regularly

Table 4.39   Did you attend your online tutorial on a regular basis (on certain dates and/or times)?

Response option	Successful Students	Non-Completers	Chi-square	p-value
Yes	269(64.8%)	97(47.3%)	17.381	.000
No	146(35.2%)	108(52.7%)		

There was a statistically significant difference at the .001 level between the successful students and non-completers with respect to online tutorial attendance on a regular basis (p=.000). Almost two thirds of the successful students (64.8%) attended tutorials on a regular basis compared to less than half (47.3%) for the non-completers. The percentage of the non-completers reporting they did not attend the online tutorial was quite high (52.7%).

Tutorial expectation

Table 4.40   To what extent did you believe that having interaction with tutors (online and face-to-face tutorial) could help your success at UT?

Response option	Successful Students	Non-Completers	Chi-square	p-value
Not helpful	10(2.1%)	11(4.0%)	45.381	.000
Slightly helpful	42(8.9%)	45(16.3%)		
Helpful	122(25.9%)	93(33.7%)		
Very helpful	280(59.4%)	99(35.9%)		
Do not know	17(3.6%)	28(10.1%)		

There was a statistically significant difference at the .001 level between the successful students and non-completers with respect to the extent they believed that having interaction with tutors could help their success at UT (p=.000). More than half (59.4%) reported that interaction with tutors was very helpful compared to about one third (35.9%) of the non-completers.

Tutor contact

Table 4.41   How often did your tutors contact you during your program?

Response option	Successful Students	Non-Completers	Chi-square	p-value
0 (Never)	164(35.2%)	170(61.6%)	52.760	.000
1 – 2 times	170(36.5%)	72(26.1%)		
3 – 4 times	69(14.8%)	20(7.2%)		
5 times or more	63(13.5%)	14(5.1%)		

There was a statistically significant difference at the .001 level between the successful students and non-completers with respect to how often their tutor contacted them while they were in the program (p=.000). Almost two thirds (61.60%) of non-completers reported that tutors never contacted them while they studied at UT compared to about one third (35.2%) of the successful students.

Study group

Table 4.42   Did you join a study group?

Response option	Successful Students	Non-Completers	Chi-square	p-value
Yes	165(35.4%)	68(24.6%)	9.334	.002
No	301(64.6%)	208(75.4%)		

There was no statistically significant difference at the .001 level between the successful students and non-completers with respect to whether they joined a study group or not (p=.002).

Importance of the study group

Table 4.43   How important was the study group in helping you to succeed in completing your program?

Response option	Successful Students	Non-Completers	Chi-square	p-value
Not at all important	61(13.1%)	22(8.0%)	9.136	.058
Slightly important	64(13.7%)	51 (18.6%)		
Moderately important	142(30.5%)	96(35.0%)		
Very important	93(20.0%)	44(16.1%)		
Do not know	106(22.7%)	61(22.3%)		

There was no statistically significant difference at the .001 level between the successful students and non-completers with respect to the importance of the study group in helping them to succeed in completing their program (p=.058).

Summary of Social Factors

The table below provides a summary of the results for comparing successful students and non-completers on the social variables.

Table 4.44   Summary of Results for Social Factors

Variable	Question	p-value	Educational Impact**
Contact with UT office	How often did you make contact with the people at the UT office?	0.000*	No
Benefit of contact with UT	To what extent did you believe that having communication with people at UT is helpful for your success at UT?	0.000*	Yes
face-to-face tutorial courses	How many courses did you attend with face-to-face tutorials?	0.000*	No
face-to-face tutorial frequency	How often did you attend the face-to-face tutorial for one course? (Pick the one in which you attended the most)	0.000*	Yes
Time spent in online tutorial	On average, how much time did you spend in the online tutorial per week?	0.000*	No
Attended online tutorial regularly	Did you attend your online tutorial regularly?	0.000*	Yes
Tutorial expectation	To what extent did you believe that having interaction with tutors (online and face-to-face tutorial) could help your success at UT?	0.000*	Yes
Tutor contact	How often did your tutors contact you during your program?	0.000*	No
Study group	Did you join a study group?	0.002	
Importance of study group	How important was the study group in helping you to succeed in completing your program?	0.058	

* This indicates that the comparison between the successful students and non-completers on a particular variable is statistically significant at the p = .001 level.

* * A statistically significant result was judged to have educationally impact when: (1) the proportion of the successful students responding positively was approximately greater than two thirds (62.5%) and (2) the proportion of non-completers responding positively was approximately less than half (52.5%).

Eight out of ten social variables in the social factors (contact with UT office, benefit of contact with UT, face-to-face tutorial courses, face-to-face tutorial frequency, time spent in online tutorial, attended tutorial regularly, tutorial expectation, and tutor contact) were statistically significant at the p=0.001 level. This indicates that these variables have an association with the program completion for the successful students. Among these eight variables, four of them (i.e., face-to-face tutorial, benefit of contact with UT office, and attended tutorial regularly) can be considered as having educational impact. On the question about face-to-face tutorials, more than two thirds (68.4%) of the successful

students and less than half (50%) of non-completers reported that they attended face-to-face tutorials 6-7 times. The proportion of successful student who attended online tutorials regularly was almost two thirds (64.8%) compared to less than half (47.3%) of the non-completers. Almost three quarters of the successful students (74.3%), compared to less than half of non-completers (48.4%), believed that having communication with people at UT was helpful or very helpful for their success in their study at UT.

Institutional Factors

Satisfaction with the program structure

Five tables are presented below regarding the comparison of the successful students and non-completers on the questions that were included within the institutional factors category.

Table 4.45   In general, were you satisfied with the way UT structured the program?

Response option	Successful Students	Non-Completers	Chi-square	p-value
Not satisfied	9(1.9%)	50(18.3%)	94.919	.000
Slightly satisfied	115(24.7%)	105(38.5%)		
Satisfied	291(62.6%)	108(38.8%)		
Very satisfied	50(10.8%)	12(4.4%)		

There was a statistically significant difference at the .001 level between the successful students and non-completers with respect to their satisfaction with the way UT structured the program (p=.000). Almost three quarters of the successful students (73.4%) reported they were satisfied or very satisfied compared to only 43.2% for the non-completers. Almost one fifth (18.3%) of the completers reported that they were not satisfied with the program and this percentage was very high compared to the successful students which was less than two percent (1.9%).

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Institutional care about success

Table 4.46   To what extent did UT care about your success?

Response option	Successful Students	Non-Completers	Chi-square	p-value
Did not care at all	1(0.2%)	17(6.2%)	162.759	.000
Cared slightly	18(3.8%)	75(27.5%)		
Cared moderately	158(33.6%)	118(43.2%)		
Cared very much	293(62.3%)	63(23.1%)		

There was a statistically significant difference at the .001 level between the successful students and non-completers with respect to what extent they felt that UT cared about their success (p=.000). Almost two thirds (62.3%) of successful students, compared to less than one quarter (23.1%) of non-completers felt that UT cared very much about their success.

Becoming a passive student

Table 4.47   Have you ever become a passive student? (Did not register 4 semesters in a row?)

Response option	Successful Students	Non-Completers	Chi-square	p-value
Yes	431(91.5%)	223(80.8%)	398.823	.000
No	40(8.5%)	53(19.2%)		

There was a statistically significant difference at the .001 level between the successful students and non-completers with respect to their status as passive students (p=.000). Both successful students and non-completers had experienced becoming passive students when they studied at UT; the percentage was quite high (91.5%) for the successful students and 80.8% for non-completers.

Institutional reminder

Table 4.48   **Did UT send you a reminder telling you that it would be good to stay in the program to continue your study by re-registering?**

Response option	Successful Students	Non-Completers	Chi-square	p-value
Yes	4(10.3%)	32(14.4%)	.482	.487
No	35(89.7%)	190(85.6%)		

There was no statistically significant difference at the .001 level between the successful students and non-completers with respect to their confirmation in receiving the reminder from UT that asked them to stay in the program (p=.487).

Summary of Institutional factors

The table below provides a summary of the results for comparing successful students and non-completers with the institutional variables.

Table 4.49   **Summary of Results for Institutional Factors**

Variable	Question	p-value	Educational Impact**
The program structure	In general, were you satisfied with the way UT structured the program?	0.000*	Yes
Institutional care	To what extent did UT care about your success?	0.000*	Yes
Became a passive student	Have you ever become a passive student? (Did not register 4 semesters in a row?)	0.000*	No
Institutional reminder	If yes, did UT send you a reminder telling you that it would be good to stay in the program to continue your study by re-registering?	0.487	

* This indicates that the comparison between the successful students and non-completers on a particular variable is statistically significant at the p = .001 level.

** A statistically significant result was judged to have educational impact when: (1) the proportion of the successful students responding positively was approximately greater than two thirds (62.5%) and (2) the proportion of non-completers responding positively was approximately less than half (52.5%).

Three out of four institutional variables (program structure, institutional care, and became passive students) were statistically significant at the p=0.001 level. This indicates that these variables have associations with study completion of the successful students.

The program structure and institutional care variables can be considered as having educational impact since almost three quarters (73.4%) of the successful students, compared to less than half (43.2%) of non-completers, were satisfied or very satisfied with the way IT structured the program. In responding to what extent UT cared about their success, almost two thirds of the successful students (62.3%) thought that UT cared very much compared to less than a quarter (23%) of the non-completers.

4.1.2.   High Achievers Compared with Completers

Tables are presented below comparing the higher achievers and completers on the questions that were included within the personal factors category. Higher achievers were the students who completed their programs or finished their study at UT within five years or less; while completers were the students who completed their programs at UT in more than five years

Personal Factors

Age

Table 4.50   What was your age when you enrolled at UT?

Response option	High Achievers	Completers	Chi-square	p-value(2-sided)
Less than 20	28(10.0%)	10(4.6%)	7.018	.071
20-39	223(79.4%)	174(79.8%)		
40 or more	30(10.7%)	34(15.6%)		

There was no statistically significant difference at the .001 level between the high achievers and successful students with respect to their age (p=.071).

Gender

Table 4.51   What is your gender?

Response option	High Achievers	Completers	Chi-square	p-value
Female	114(40.7%)	86(39.6%)	.060	.807
Male	166(59.3%)	131(60.4%)		

There was no statistically significant difference at the .001 level between the high achievers and successful students with respect to their gender (p=.807).

Marital Status

Table 4.52   What is your marital status?

Response option	High Achievers	Completers	Chi-square	p-value
Unmarried	110(39.4%)	52(23.7%)	14.074	.001
Married	162(58.1%)	162(74.0%)		
Divorced	7(2.5%)	5(2.3%)		

There was a statistically significant difference at the .001 level between the high achievers and successful students with respect to their marital status (p=.001). The percentage married were high in both groups; almost three quarters of the successful students were married compared to slightly more than half for the high achievers.

Educational Background

Table 4.53   What was your last education completed before entering UT?

Response option	High Achievers	Completers	Chi-square	p-value
Senior high school	170(60.7%)	117(53.2%)	8.599	.014
College	92(32.9%)	72(32.7%)		
University degree	18(6.4%)	31(14.1%)		

There was no statistically significant difference at the .001 level between the high achievers and successful students with respect to their last education completed before entering UT (p=.428).

Father's Education

Table 4.54   What is your father's educational level?

Response option	High Achievers	Completers	Chi-square	p-value
Illiterate	6(2.2%)	6(2.7%)	1.322	.858
Elementary school	83(29.9%)	57(25.9%)		
Junior high school	44(15.8%)	37(16.8%)		
Senior high school	91(32.7%)	79(35.9%)		
University	54(19.4%)	41(18.6%)		

There was no statistically significant difference at the .001 level between the high achievers and successful students with respect to their father's education level (p=.858).

Mother's Education

Table 4.55   What is your mother's educational level?

Response option	High Achievers	Completers	Chi-square	p-value
Illiterate	13(4.7%)	12(5.5%)	11.353	.023
Elementary school	115(41.2%)	79(36.1%)		
Junior high school	46(16.5%)	47(21.5%)		
Senior high school	63(22.6%)	65(29.7%)		
University	42(15.1%)	16(7.3%)		

There was no statistically significant difference at the .001 level between the high achievers or completers with respect to their mother's education level (p=.028).

Family income

Table 4.56   How much is your family's income per month?

Response option	High Achievers	Completers	Chi-square	p-value
Less than 3million rupiah	171(61.1%)	75(34.4%)	39.468	.000
3,000,000 - 5,999,000 rupiah	65(23.2%)	72(33.0%)		
6,000,000 – 8,999,000 rupiah	29(10.4%)	36(16.5%)		
9,000,000 –11,999,000 rupiah	15(5.4%)	35(16.1%)		

There was a statistically significant difference at the .001 level between the high achievers and completers with respect to their family's income per month (p=.000). This difference was due to the high percentage (61.10%) of the high achievers reporting their family's income was less than 3 million IDR (approximately 300 CAD per month). This percentage is almost double compared to the completers (34.4%).

Family Support

Table 4.57   What is your family's (spouse, parents, and relatives) view on your decision to study at UT?

Response option	High Achievers	Completers	Chi-square	p-value
Strongly oppose	12(4.3%)	8(3.7%)	3.449	.486
Somewhat oppose	6(2.1%)	7(3.2%)		
Neutral	49(17.5%)	48(21.9%)		
Somewhat favor	119(42.5%)	96(43.8%)		
Strongly favor	94(33.6%)	60(27.4%)		

There was no statistically significant difference at the .001 level between the high achievers and completers with respect to the support from their family (p=.486). Sleep hours per night

Table 4.58   How many hours per night do you usually sleep?

Response option	High Achievers	Completers	Chi-square	p-value
5 hours or less	46(16.4%)	28(12.8%)	1.807	.613
6 hours	93(33.1%)	77(35.2%)		
7 hours	109(38.8%)	83(37.9%)		
8 hours or more	33(11.7%)	31(14.2%)		

There was no statistically significant difference at the .001 level between the high achievers and completers with respect to the number of hours sleeping per night (p=.613).

Workout hours per week

Table 4.59   How many hours per week, if any, do you usually spend exercising [e.g., jogging, sport, fitness, etc.]

Response option	High Achievers	Completers	Chi-square	p-value
0 hours	39(14.0%)	36(16.3%)	2.598	.627
2-3 hours or less	199(71.6%)	150(67.9%)		
4 hours	20(7.2%)	19(8.6%)		
5 hours	7(2.5%)	9(4.1%)		
More than 5 hours	13(4.7%)	7(3.2%)		

There was no statistically significant difference at the .001 level between the high achievers and completers with respect to the number of hours spent exercising per week (p=.627).

Workout regularly

Table 4.60   During your study at UT, did you exercise on a regular basis?

Response option	High Achievers	Completers	Chi-square	p-value
Yes	96(35.6%)	104(48.4%)	8.114	.004
No	174(64.4%)	111(51.6%)		

There was no statistically significant difference at the .001 level between the high achievers and successful students with respect to their exercise being on a regular basis (p=.004).

Living situation

Table 4.61   To what degree does your living situation distract you from your studies?

Response option	High Achievers	Completers	Chi-square	p-value
Not at all	162(60.0%)	120(55.6%)	3.172	.205
A little	101(37.4%)	84(38.9%)		
A lot	7(2.6%)	12(5.6%)		

There was no statistically significant difference at the .001 level between the high achievers and completers with respect to the distraction due to their living situation (p=.205).

Financial situation

Table 4.62   During your study at UT how would you rate your financial situation related to your study?

Response option	High Achievers	Completers	Chi-square	p-value
Not at all a problem	182(66.9%)	164(75.6%)	5.948	.114
Minor problem	79(29.0%)	45(20.7%)		
Moderate/serious problem	11(4.1%)	8(3.7%)		

There was no statistically significant difference at the .001 level between the high achievers and completers with respect to their financial situation related to their study (p=.114).

Summary of personal factors

The table below provides a summary of the results for comparing the high achievers and the successful students on the 13 personal variables.

Table 4.63   Summary of Results for Personal Factors

Variable	Question	p	Educational Impact**
Age	What is your age when did you enroll at UT?	0.071	
Gender	What is your gender?	0.807	
Marital status	What is your marital status?	0.001*	No
Educational backround	What is your last education before entering UT?	0.014	
Father's education	What is your father's educational level?	0.858	
Mother's education	What is your mother's educational level?	0.023	
Family income	How much is your family's income per month?	0.000*	Yes
Family support	What is your family's (spouse, parents, and relatives) view on your decision to study at UT?	0.486	
Sleep hours per night	How many hours per night do you usually sleep?	0.613	
Workout hours per week	How many hours, if any, do you usually spend working out per week [e.g. jogging, sport, fitness, etc.].	0.627	
Workout regularly	During your study at UT, did you workout on a regular basis?	0.004	
Living situation	To what degree does your living situation distract you from your studies?	0.205	
Financial situation	During your study at UT how would you rate your financial situation related to your study?	0.114	

*Indicates that the comparison between the high achievers and completers on a particular variable is statistically significant at the p = .001 level.

* * A statistically significant result was judged to have educational impact when: (1) the proportion of the successful students responding positively was approximately greater than two thirds (62.5%) and (2) the proportion of non-completers responding positively was approximately less than half (52.5%).

Among the personal variables (age, gender, marital status, educational background, father's education, mother's education, family income, family support, sleep hours per night, workout hours per week, workout regularly, living situation, and financial situation), two of them (i.e., marital status and family income) were statistically significant at the p=0.001 level. This indicates that these two variables have an association with study completion for the successful student. Between these two variables, however, family income can be considered having educational impact as almost two thirds of the successful students (61.1%), compared to less than half of non-completers (34.4%) mentioned that their family income was less than 3 million rupiah.

Academic Factors

High school standing

Table 4.64   What was your standing (in your class) when you graduated from Senior High School?

Response option	High Achievers	Completers	Chi-square	p-value
Low 1/3	17(6.3%)	4(1.9%)	5.724	.057
Middle 1/3	83(30.9%)	72(34.0%)		
Top 1/3	169(62.8%)	136(64.2%)		

There was no statistically significant difference at the .001 level between the high achievers and completers with respect to their senior high school background (p=.057).

Self-study hours per week

Table 4.65   On average, how many hours per week did you spend in self-study in your program?

Response option	High Achievers	Completers	Chi-square	p-value
15 hours or less	193(71.2%)	164(75.6%)	1.878	.598
16-20 hours	52(19.2%)	34(15.7%)		
More than 21 hours	26(9.5%)	19(8.7%)		

There was no statistically significant difference at the .001 level between the high achievers and completers with respect to their hours per week spent in self-study (p=.598).

Study regularly

Table 4.66   Did you allocate specific times/dates for your study?

Response option	High Achievers	Completers	Chi-square	p-value
Yes	64(23.7%)	50(23.1%)	.021	.886
No	206(76.3%)	166(76.9%)		

There was a statistically significant difference at the .001 level between the high achievers and completers with respect to specific time/dates allocated for study (p=.886).

Course difficulty

Table 4.67   How would you rate the level of difficulty of the courses in your program?

Response option	High Achievers	Completers	Chi-square	p-value
Very easy	10(3.7%)	5(2.3%)	9.068	.059
Easy	44(16.2%)	19(8.8%)		
Neutral	137(50.4%)	107(49.8%)		
Difficult	76(27.9%)	77(35.8%)		
Very difficult	5(1.8%)	7(3.3%)		

There was no statistically significant difference at the .001 level between the high achievers and completers with respect to the level of difficulty of the courses in their program (p=.059).

Course workload

Table 4.68   How would you rate the level of the course workload in your program?

Response option	High Achievers	Completers	Chi-square	p-value
Very light	3(1.1%)	1(0.5%)	1.529	.821
Light	12(4.4%)	8(3.7%)		
Medium	198(73.3%)	156(71.9%)		
Heavy/very heavy	57(21.1%)	52(23.9%)		

There was no statistically significant difference at the .001 level between the high achievers and successful students with respect to the level of the course workload in their program (p=.821).

Time management

Table 4.69   How well did you organize your time so that you had plenty of time to study?

Response option	High Achievers	Completers	Chi-square	p-value
Very poorly/Poorly	67(24.8%)	59(27.4%)	0.797	.671
Fairly well	193(71.5%)	146(67.9%)		
Very well	10(3.7%)	10(4.7%)		

There was no statistically significant difference at the .001 level between the high achievers and completers with respect to how well they organized their time so that they had plenty of time to study (p=.671).

Study goals made

Table 4.70   How often did you make study goals for yourself to help you learn better?

Response option	High Achievers	Completers	Chi-square	p-value
0 (Never)	18(6.9%)	7(3.3%)	5.248	.154
1-2 times	88(33.6%)	61(28.6%)		
3-4 times	52(19.8%)	51(23.9%)		
5 times or more	104(39.7%)	94(44.1%)		

There was no statistically significant difference at the .001 level between the high achievers and completers with respect to how often they made study goals to help themselves learn better (p=.154).

Summary of Academic Factors

The table below provides a summary of the results for comparing high achievers and successful students on the academic variables.

Table 4.71   Summary of Results for Academic Factors

Variable	Question	p-value	Educational Impact
High school GPA	What was your Senior High School GPA?	na	na
High school rank	What was your standing (in your class) when you graduated from Senior High School?	0.057	
Self-study hours per week	On average, how many hours per week did you spend in self-study in your program?	0.598	
Study regularly	Did you allocate specific times/dates for your study? If yes how many days per week on average?	0.886	
Course difficulty	How would you rate the level of difficulty of the courses in your program?	0.059	
Course workload	How would you rate the level of the course workload in your program?	0.821	
Time management	How well did you organize your time so that you had plenty of time to study?	0.671	
Study goals made	How often did you make study goals for yourself to help you learn better?	0.154	

* This indicates that the comparison between the high achievers and the completers on a particular variable is statistically significant at the p = .001 level.

** A statistically significant result was judged to have educational impact when: (1) the proportion of the successful students responding positively was approximately greater than two thirds (62.5%) and (2) the proportion of non-completers responding positively was approximately less than half (52.5%).

Seven of the variables in academic factors (i.e., high school standing, hours of study, studying regularly, course difficulty, course workload, time management, and study goal) were statistically not significant at the p=0.001 level and this means that none of these variables have an association with the completion of the study for the high achievers.

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Psychological Factor

Reason for study at UT

Table 4.72   Why did you decide to study at UT?

Response option	High Achievers	Completers	Chi-square	p-value
Inexpensive	9(3.4%)	6(2.8%)	10.403	.065
Flexible(time & place)	141(53.6%)	106(49.3%)		
Secure my job	4(1.5%)	8(3.7%)		
Promotion	14(5.3%)	18(8.4%)		
Personal interest	59(22.4%)	61(28.4%)		
Other	36(13.7%)	16(7.4%)		

There was no statistically significant difference at the .001 level between the high achievers and completers with respect to their reason why they decided to study at UT (p=.065).

Importance of completion

Table 4.73   How important was/is completing the program?

Response option	High Achievers	Completers	Chi-square	p-value
Not at all important	2(0.7%)	6(2.8%)	7.462	.059
Slightly important	14(5.2%)	18(8.4%)		
Moderately important	96(36.0%)	87(40.5%)		
Very important	155(58.1%)	104(48.4%)		

There was no statistically significant difference at the .001 level between the high achievers and completers with respect to the importance of completing the program (p=.059).

Importance of program for job

Table 4.74   How relevant is this program for your job?

Response option	High Achievers	Completers	Chi-square	p-value
Not at all relevant	14(5.3%)	10(4.7%)	2.393	.495
Slightly relevant	40(15.2%)	43(20.1%)		
Moderately relevant	120(45.5%)	87(40.7%)		
Highly relevant	90(34.1%)	74(34.6%)		

There was no statistically significant difference at the .001 level between the high achievers and completers with respect to how relevant the program was that they took for their job (p=.495).

Stressed caused by workload

Table 4.75   How often did you feel there were so many things to get done in your program that you were stressed?

Response option	High Achievers	Completers	Chi-square	p-value
0 (Never)	86(32.5%)	80(37.2%)	3.900	.273
1-2 times	127(47.9%)	91(42.3%)		
3-4 times	35(13.2%)	23(10.7%)		
5 times or more	17(6.4%)	21(9.8%)		

There was no statistically significant difference at the .001 level between the high achievers and completers with respect to how often they felt that there were so many things to get done in their program that made them stressed (p=.273).

Confidence in completing

Table 4.76   When you started, to what extent did you believe that you could complete the program?

Response option	High Achievers	Completers	Chi-square	p-value
Unlikely/Not sure	33(12.5%)	23(10.7%)	5.195	.158
Fairly sure	98(37.1%)	100(46.7%)		
Very sure	133(50.4%)	91(42.5%)		

There was no statistically significant difference at the .001 level between the high achievers and completers with respect to what extent they believed that they could complete the program (p=.158).

Academic expectation

Table 4.77   What level of academic expectation do you have for yourself?

Response option	High Achievers	Completers	Chi-square	p-value
Low	0(0.0%)	7(3.3%)	21.753	.000
Moderate	56(21.2%)	75(35.0%)		
High	162(61.4%)	103(48.1%)		
Very high	46(17.4%)	29(13.6%)		

There was a statistically significant difference at the .001 level between the high achievers and completers with respect to what level of academic expectation they had for themselves (p=.000). This difference was due to more than three quarters (78.2%) of the high achievers reporting that they had a high or very high level of academic expectation for themselves compared to only less than two thirds (61.7%) of the completers.

GPA target at start

Table 4.78   Did you have any specific target of achievement (a certain GPA) when you started to study at UT?

Response option	High Achievers	Completers	Chi-square	p-value
Yes	192(72.7%)	123(57.7%)	11.796	.001
No	72(27.3%)	90(42.3%)		

There was a statistically significant difference at the .001 level between the high achievers and completers with respect to a specific target of achievement or a certain GPA when they started to study at UT (p=.001). Almost three quarters (72.70%) of the high achievers reported that they had a specific GPA target compared to more than a half (57.7%) of the completers.

Met their GPA target

Table 4.79   Did you meet your GPA target?

Response option	High Achievers	Completers	Chi-square	p-value
Yes, as I expected	32(16.8%)	22(17.6%)	6.101	.047
No, lower	123(64.4%)	92(73.6%)		
Yes, even higher	36(18.8%)	11(8.8%)		

There was no statistically significant difference at the .001 level between the high achievers and completers with respect to their GPA target at UT (p=.047).

Intent to withdraw

Table 4.80   How often did you consider withdrawing while you studied at UT?

Response option	High Achievers	Completers	Chi-square	p-value
0 (Never)	227(87.3%)	154(72.0%)	18.903	.000
1 – 2 times	29(11.2%)	47(22.0%)		
3 times or more	4(1.6%)	13(6.0%)		

There was a statistically significant difference at the .001 level between the high achievers and completers with respect to how often they considered withdrawing while they studied at UT (p=.000). Most of the higher achievers (87.30%) stated that they never considered withdrawing while they were studying at UT compared to almost there quarters (72.0%) of the compmleters.

Enjoyment of the study

Table 4.81   To what extent did you enjoy your study at UT?

Response option	High Achievers	Completers	Chi-square	p-value
Not satisfied	10(3.8%)	11(5.2%)	3.121	.373
Slightly satisfied	60(23.0%)	59(27.7%)		
Satisfied	152(58.2%)	120(56.3%)		
Very satisfied	39(14.9%)	23(10.8%)		

There was no statistically significant difference at the .001 level between the high achievers and completers with respect to the extent they enjoyed their study at UT (p=.373).

Summary of psychological factors

Table 4.82 provides a summary of the results for comparing the high achievers and completers with respect to the psychological factors.

Table 4.82   Summary of Results for Psychological Factors

Variable	Question	p-value	Educational Impact**
Reason for study at UT	Why did you decide to study at UT?	0.065	
Importance of completion	How important was/is completing the program?	0.059	
Importance of program for job	How important is this program for your job?	0.495	
Stress caused by workload	How often did you feel there were so many things to get done in your program that you were stressed?	0.273	
Confidence in completing	When you started, to what extent did you believe that you could complete the program?	0.158	
Academic expectation	What level of academic expectation do you have for yourself?	0.000*	Yes
GPA target at start	Did you have any specific target of achievement (a certain GPA) when you started to study at UT?	0.001*	No
Met their GPA target	Did you meet your GPA target?	0.047	
Intent to withdraw	Did you consider withdrawing at any time?	0.000*	No
Enjoyment of the study	To what extent did you enjoy your study at UT?	0.373	

*Indicates that the comparison between the high achievers and completers on a particular variable is statistically significant at the p = .001 level.

* * A statistically significant result was judged to have educational impact when: (1) the proportion of the successful students responding positively was approximately greater than two thirds (62.5%) and (2) the proportion of non-completers responding positively was approximately less than half (52.5%).

Three among ten of the psychological factor variables (i.e., academic expectation, GPA target at start, and intent to withdraw) were statistically significant at the p=0.001 level. However, only one out of these three (i.e., academic expectation) can be considered as having educational impact as almost two thirds (61.4%) of the high achievers, compared to less than half (48.1%) of the completers, responded high to the question on what level of academic expectation they had for themselves.

Social Factors

Contact with UT Office

Table 4.83   How often, on average, did you make contact with the people at the UT office per semester?

Response option	High Achievers	Completers	Chi-square	p-value
0 (Never)	16(6.1%)	8(3.8%)	3.558	.313
1 – 2 times	65(24.7%)	63(29.6%)		
3 – 4 times	49(18.6%)	46(21.6%)		
5 times or more	133(50.6%)	96(45.1%)		

There was no statistically significant difference at the .001 level between the high achievers and completers with respect to how often, on average, they made contact with the people at UT office per semester (p=.313).

Benefit of contact with UT

Table 4.84   To what extent did you believe that having communication with people at UT is helpful for your success at UT?

Response option	High Achievers	Completers	Chi-square	p-value
Not helpful	13(5.3%)	12(5.8%)	.536	.911
Slightly helpful	52(21.2%)	39(18.9%)		
Helpful	95(38.8%)	85(41.3%)		
Very helpful	85(34.7%)	70(34.0%)		

There was no statistically significant difference at the .001 level between the high achievers and completers with respect to the extent they believed that having communication with people at UT is helpful for their success at UT (p=.911).

Face-to-face tutorial courses

Table 4.85   Did you attend a face-to-face tutorial?

Response option	High Achievers	Completers	Chi-square	p-value
Yes	123(46.8%)	69(32.5%)	9.857	.002
No	140(53.2%)	143(67.5%)		

There was no statistically significant difference at the .001 level between the high achievers and completers with respect to face-to-face tutorial attendance (p=.002).

Face-to-face tutorial frequency

Table 4.86   How often did you attend the face-to-face tutorial for one course? (Pick the one in which you attended the most?)

Response option	High Achievers	Completers	Chi-square	p-value
1-2 times	4(3.3%)	14(20.6%)	23.314	.000
3– 4 times	16(13.1%)	6(8.8%)		
5 – 6 times	8(6.6%)	12(17.6%)		
7-8 times	94(77.0%)	36(52.9%)		

There was a statistically significant difference at the .001 level between the high achievers and completers with respect to how often they attended the face-to-face tutorial for one course (p=.000). More than three quarters (77.00%) of the high achievers attended the tutorial 7-8 times compared to about half the completers (52.90%).

Time spent in the online tutorial

Table 4.87   On average, how much time did you spend in the online tutorial per week?

Response option	High Achievers	Completers	Chi-square	p-value
0 hour	19(7.3%)	36(17.1%)	12.329	.015
1 hour	35(13.5%)	27(12.9%)		
2 hours	68(26.2%)	41(19.5%)		
3 hours	42(16.2%)	36(17.1%)		
More than 3 hours	96(36.9%)	70(33.3%)		

There was no statistically significant difference at the .001 level between the high achievers and completers with respect to how much time they spent in the online tutorial per week (p=.015).

Attended the online tutorial regularly

Table 4.88   Did you attend your online tutorial on a regular basis (on certain dates and/or times)?

Response option	High Achievers	Completers	Chi-square	p-value
Yes	162(67.2%)	107(61.5%)	1.453	.228
No	79(32.8%)	67(38.5%)		

There was no statistically significant difference at the .001 level between the high achievers and completers with respect to online tutorial attendance on a regular basis (p=.228).

Tutorial expectation

Table 4.89   To what extent did you believe that having interaction with tutors (online and face-to-face tutorial) could help your success at UT?

Response option	High Achievers	Completers	Chi-square	p-value
Not helpful	4(1.5%)	6(2.8%)	6.300	.178
Slightly helpful	22(8.5%)	20(9.4%)		
Helpful	62(23.9%)	60(28.3%)		
Very helpful	165(63.7%)	115(54.2%)		
Do not know	6(2.3%)	11(5.2%)		

There was no statistically significant difference at the .001 level between the high achievers and completers with respect to the extent they believed that having interaction with tutors could help their success at UT (p=.178).

Tutorial contact

Table 4.90   How often did your tutors contact you during your program?

Response option	High Achievers	Completers	Chi-square	p-value
0 (Never)	81(31.8%)	83(39.3%)	6.479	.091
1 – 2 times	90(35.3%)	80(37.9%)		
3 – 4 times	45(17.6%)	24(11.4%)		
5 times or more	39(15.3%)	24(11.4%)		

There was no statistically significant difference at the .001 level between the high achievers and completers with respect to how often their tutor contacted them while they were in the program (p=.091).

Study group

Table 4.91   Did you join a study group?

Response option	High Achievers	Completers	Chi-square	p-value
Yes	110(43.0%)	55(26.2%)	14.200	.000
No	146(57.0%)	155(73.8%)		

There was a statistically significant difference at the .001 level between the high achievers and completers with respect to whether they joined a study group or not (.000). The percentage of the high achievers who joined a study group was higher (43.0%) compared to the completers (26.2%).

Importance of the study group

Table 4.92   How important was the study group in helping you to succeed in completing your program?

Response option	High Achievers	Completers	Chi-square	p-value
Not at all important	21(8.2%)	40(19.0%)	12.743	.013
Slightly important	34(13.3%)	30(14.2%)		
Moderately important	81(31.8%)	61(28.9%)		
Very important	57(22.4%)	36(17.1%)		
Do not know	62(24.3%)	44(20.9%)		

There was no statistically significant difference at the .001 level between the high achievers and completers with respect to the importance of the study group in helping them to succeed in completing their program (p=.013).

Summary of Social Factors

Table 4.92 provides a summary of the results for comparing high achievers and successful students on the social variables.

Table 4.93   Summary of Results for Social Factors

Variable	Question	p-value	Educational Impact**
Contact with UT office	How often did you make contact with the people at the UT office?	0.313	
Benefit of contact with UT	To what extent did you believe that having communication with people at UT is helpful for your success at UT?	0.911	
face-to-face Tutorial course	How many courses did you attend with face-to-face tutorials?	0.002	
face-to-face Tutorial Frequency	How often did you attend the face-to-face tutorial for one course? (Pick the one in which you attended the most)	0.000*	Yes
Time spent in online tutorial	On average, how much time did you spend in the online tutorial per week?	0.015	
Attended online tutorial regularly	Did you attend your online tutorial regularly?	0.228	
Tutorial expectation	To what extent did you believe that having interaction with tutors (online and face-to-face tutorial) could help your success at UT?	0.178	
Tutor contact	How often did your tutors contact you during your program?	0.091	
Study group	Did you join a study group?	0.000*	No
Importance of study group	How important was the study group in helping you to succeed in completing your program?	0.013	

* Indicates that the comparison between the high achievers and completers on a particular variable is statistically significant at the p = .001 level.

** A statistically significant result was judged to have educational impact when: (1) the proportion of the successful students responding positively was approximately greater than two thirds (62.5%) and (2) the proportion of non-completers responding positively was approximately less than half (52.5%).

Among ten variables of social factors (i.e., contact with UT office, benefit of contact with UT office, face-to-face tutorial courses, face-to-face tutorial frequency, time spent in online tutorial, attended online tutorial regularly, tutorial expectation, tutor contact, study group, and importance of study group), only two of them i.e., face-to-face tutorial frequency and study group were statistically significant at .001 level. Between these two variables, however, only face-to-face tutorial frequency can be considered having educational impact as more than three quarters (77.0%) of the high achievers, compared to around half of the completers (52.9%) responded that they attended the face-to-face tutorial 7-8 times or more in one semester. The study group variable, even though it is statistically significant, cannot be considered as having educational impact because more than half (57.0%) of the high achievers joined a study group while almost three quarters (73.8%) of the completers also joined a study group.

Institutional Factors

Satisfaction with the program structure

Table 4.94   In general, were you satisfied with the way UT structured the program?

Response option	High Achievers	Completers	Chi-square	p-value
Not satisfied/Slightly satisfied	63(24.8%)	61(28.9%)	1.178	.758
Satisfied	164(64.6%)	127(60.2%)		
Very satisfied	27(10.6%)	23(10.9%)		

There was no statistically significant difference at the .001 level between the high achievers and completers with respect to their satisfaction with the way UT structured the program (p=.758).

Institutional care about success

Table 4.95   To what extent did UT care about your success?

Response option	High Achievers	Completers	Chi-square	p-value
Did not care at all/Cared slightly	8(3.1%)	11(5.2%)	6.350	.096
Cared moderately	78(30.2%)	80(37.7%)		
Cared very much	172(66.7%)	121(57.1%)		

There was no statistically significant difference at the .001 level between the high achievers and completers with respect to the extent UT cared about their success (p=.096).

Becoming a passive students

Table 4.96   Have you ever become a passive student? (Did not register 4 semesters in a row?)

Response option	High Achievers	Completers	Chi-square	p-value
Yes	3(1.2%)	37(17.5%)	39.829	.000
No	256(98.8%)	175(82.5%)		

There was a statistically significant difference at the .001 level between the high achievers and completers with respect to their status as passive students (p=.000). Almost all of the high achievers (98.80%) didn't experience being passive students compared to the completers (82.50%).

Institutional reminder

Table 4.97   Did UT send you a reminder telling you that it would be good to stay in the program to continue your study by re-registering?

Response option	High Achievers	Completers	Chi-square	p-value
Yes	1(33.3%)	3(8.3%)	1.880	.170
No	2(66.7%)	33(91.7%)		

There was no statistically significant difference at the .001 level between the high achievers and completers with respect to a reminder from UT that asked them to stay in the program (p=.170).

Summary of Institutional Factors

Table 4.98 provides a summary of the results for comparing high achievers and completers on the institutional variables.

Table 4.98   Summary of Results for Institutional Factors

Variable	Question	p-value	Educational Impact**
The program structure	In general, were you satisfied with the way UT structured the program?	0.758	
Insitutional care	To what extent did UT care about your success?	0.096	
Becoming a passive student	Have you ever become a passive student? (Did not registered 4 semesters in a row?)	0.000*	No
Institutional reminder	If yes, did UT send you a reminder telling you that it would be good to stay in the program to continue your study by re-registering?	0.170	

* This indicates that the comparison between the comparing high achievers and completers on a particular variable is statistically significant at the p = .001 level.

* * A statistically significant result was judged to have educational impact when: (1) the proportion of the successful students responding positively was approximately greater than two thirds (62.5%) and (2) the proportion of non-completers responding positively was approximately less than half (52.5%).

One out of four institutional variables (program structure, institutional care, and becaming a passive student, and inistituional remainder) i.e., becoming a passive student wast statistically significant (p=.000). This indicates that these variables had associations with study completion of the successful students. However, it can not be considered as having educational impact the the percentage of both the high achievers and completers were high, i.e., 98.80% and 82.50% respectively.

4.2. Qualitative Results

As mentioned earlier in Chapter 3, one open-ended question was asked at the end after the closed-ended questions on the survey. This question was formulated as follows:

> Your experiences (ups and downs) while studying at UT are very valuable not only for yourself but also for UT's current and passive students and UT. We are very grateful if you would share your experiences here. Please be free to write your experience here as there is no limit of words you can write on this page. You can write whether there are bitter or sweet experiences, or provide suggestions that might help UT students to perform better.

A random sample of 40 responses to this question was selected for each of the high achievers, completers, and non-completer groups. These responses were coded and themes were generated separately for each of the three groups. The guideline used was that a theme would be generated when a minimum of 6 codes were assigned to the comments from the 40 participants in each group. Several other comments indicating potential themes were made by fewer than six respondents: these were not considered as a theme since they did not appear frequently enough. A code number appears next to each sample comment below which indicates the ID number of the respondent. The reader can locate the specific comments in Appendix G. This section reports separately on the themes generated from the three groups and then provides a comparison of themes across the three groups.

4.2.1. High Achievers

Six themes were generated from the comments from the group of high achievers, (i.e., financially affordable, study motivation, enjoyment of the process, improvement needed, gratitude, and personal challenge).

Financially affordable

Nine codes were assigned to the comments provided by nine of the 40 students. These comment codes have been labeled as a theme entitled financially affordable. Examples of the comments for this theme are:

I almost didn't pay anything to study at UT because every year I got scholarship from UT. [54451672]

Study at UT is less expensive. [54461582]

At the beginning of studying in UT, I was working with a small salary. I thought I could still pay the study fee with my salary. And yes I could. [54672902]

From these comments it appears that some students thought that study at UT was financially affordable because they either got the scholarship or they have the financial capability even though they thought that their income was very low.

Study motivation

The student motivation theme was also generated from the nine comment codes and some examples of the comments indicating the students' motivation was as follows:

Never give up and have faith. [54446992]

Study in UT was quite challenging, beside that it to prove we were serious to study but also to prove other fellow students who were pessimistic, they studied in UT but they found it hard to graduate. [54451596]

But I had strong determination to study, I started to build my spirit to study. I had my target; I told myself that I had to graduate in 2013 with GPA over 3.0. [54563190]

Enjoyment of the Process

Enjoyment of the process is one of the important aspects in the college for high achievers as it is reflected in their seven coded comments entitled as 'enjoyment of the process.' The three examples out of the seven of their comments are as follow:

To be honest, I really enjoyed the study process while I was doing the tasks. I did it without feeling bored. [55063692]

I was very happy to study in UT because I met friends who loved and cared for me. [54543722]

When I was studying there I enjoyed the process. I attended face-to-face tutorial for 2 times a week from 6.30 pm until 9.30 pm, I studied

the tutorial happily even though sometimes I was tired after work. [54563190]

Improvement needed

Even though they were high achievers, they also experienced a kind of disappointment in UT's services. From the students' point of view it could be seen as criticism; from UT's perspective, however, it can be viewed as the need for improvements. Some students' comments on this matter are as follows:

> ...for UT staff, you should be more thorough when you fill in the students' data because I have got my name wrong and had to change it so many times, and I had to send form to change my data. [54555654]

> After 4 semesters, I got a call from Head of Study Program saying that the subjects I took all this time were wrong. Because of that I had to extend my study period until 6 semesters because there were so many subjects I didn't take as I took the wrong ones. [54666280]

Gratitude

The high achievers also expressed their gratitude in having the opportunity to study at UT as can be seen in the following comments:

> I was very happy to study in UT because I met friends who loved and cared for me, apart from that I was very grateful I studied in UT because at last I could be someone who I wanted to be when I was a child. I also felt very grateful because I got scholarship from UT therefore it helped me financially because I worked for my family and I needed to pay the school fee for my 3 sisters. [54543722]

> That's all for now, to all UT's lecturers, thank you very much for your trust and your help during my study... [54456232]

Personal Challenge

For some in the high achievers group, study at UT was a personal challenge. Six out of 40 coded comments labelled as 'personal challenges' appear in this group. Some examples of their comments were as follows:

> Study in UT was quite challenging, beside that it to prove we were serious to study but also to prove other fellow students who were

pessimistic, they studied in UT but they found it hard to graduate, or to prove other fellow students who wanted to study but didn't know where to go. [54451596]

When I graduated from the school, I felt hopeless to continue to study in a higher level because the financial situation. For 1 year I decided to work to save some money for study. [54776346]

4.2.2. Completers

There were seven themes generated from the group of completers (i.e., improvement needed, flexibility, worthy and beneficial, time management, financially affordable, enjoyment of the process, and goal oriented).

Improvement Needed

The Improvement needed theme also appears in the group of completers as this theme was generated from 11 coded comments which are higher compared to the group of high achievers (7) and lower than non-completers (12). Some examples of their comments generating to this theme are as follows:

That time the exam committee hired unprofessional people so the exam was chaotic, they ran out the exam papers and we got the papers in the last minute before the time was almost finished. [54440206]

Not all of it but often could be found there were some answers on independent tasks on BMP which didn't accordance with the theory (modules) so it made us confuse to understand what the correct answers were. [54563544]

There were times when I couldn't communicate with UT staff and the information they have given was not informative and confusing therefore I had to go to UPBJJ directly and this was wasting my time. [54556434]

The bad experiences: the tutor was always late to give lecture on online tutorial. [54556434]

The bad experiences: the tutor was always late to give lecture on online tutorial. [54556434]

Flexibility

There was a theme generated from 11 coded comments labelled as a theme entitled 'flexibility'. Examples of these comments are as follows:

> I studied in UT because I was working, so UT was the best choice, study in UT only needed to do twice per month: Saturday and Sunday so it didn't disturb my working hours. [54673862]

> ... free to choose when to study, no restricted hours. Therefore it suited me as a trader where my working hours is almost 24 hours... [54454588]

> ... because it's flexible schedule, cheap fee, the study method which we can manage ourselves were the benefits to study there... [55160974]

> UT for me was a place to those who don't have a spare time to study like in an ordinary study system. [54451404]

Worthy and beneficial

Worthy and beneficial is one of the seven themes generated from the comments of the group of completers. There were seven coded comments labelled as 'worthy and beneficial':

> I believe that the education I got is very useful for my career... [54462182]

> Even though in fact that other students who don't study in UT are not necessarily smarter. From my experience, my education skills could compete other competent scholars. [54482258]

> We were taught to learn independently so we could receive the knowledge from the books and online tutorial well, then we could implement all the knowledge we got from UT in our work place. [54546488]

Time management

There are six coded comments entitled as 'time management' that appear to be a theme in this completers' group. Three examples of the comments reflected in this theme were as follows:

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Distance study system like in UT really gave me a challenge and good spirit to study, because I was one of those who didn't have regular tasks' schedule. [54437260]

You have to be able to use your time to study in UT. You must read the books in the morning, afternoon even midnight. [54482258]

... I felt the challenge to manage my study time, therefore I created my study schedule to study every night when other people were asleep. [54491788]

Financially affordable

The group of completers perceived that studying at UT was financially affordable and even very cheap.

... to study and also the fee was very cheap. [54440206]

I chose to study in UT because financial and time issues. [54453272]

Enjoyment of the process

The enjoyment of the process was also experienced by the group of completers in the form of creating a blog to record their learning experiences and processes while he/she was studying at UT. The other aspect of the enjoyment of the process was also expressed as getting new friends who have the same educational background that could help in her course. There was also a student who enjoyed the process because he/she felt independent by doing the study by him/herself.

In general I was very happy to study in UT, I even made a special blog about my passion to study in UT. [54447382]

Good experiences, I met a lot of friends who were older and more experienced in terms of work especially in government system field.. and they were master in public administration... and public administration was very important for me for my work. [54455602]

Goal oriented

The group of completers were concerned about their goals and some of them explicitly mentioned the specific GPA they wanted to reach, such as having a GPA of at least 3.0.

> My target was to get GPA above 3.0. [54440206]

> I had a target to achieve GPA more than 3, hoping that I could continue to study overseas with scholarship. [55002928]

> We also must have target to complete the study, so this will help us to go through the study in UT. [55081536]

4.2.3.   Non-Completers

The themes generated from the group of non-completers were: improvement needed, motivation required, UT is difficult, and meeting with new people. The last theme, 'meeting with new people', could be viewed as part of the enjoyment of the process while studying at UT, regardless of the status as a non-completer.

Improvement needed

The theme improvement needed' was generated from 12 coded comments and it is the highest number compared to the other themes in this group.

> … but the problem was the conversion for my subjects, I think it was very difficult and complicated. Then I decided to quit studying in UT… [54443210]

> UT must improve the attitude of their staff especially for their patience and concern. [54453308]

> UT staff need to be proactive towards the students, it is very important to give information or give reminder for the students, because not all the students' activities were just studying, most of them were also busy with their work and other things…[54456266]

> When I was studying in UT, I had some difficulties because I had a small number of tutorial. Also (I had difficulties) on practical exam because it was hard to find a group and the fee depended on the number of people in the group. [54530726]

It is necessary to have coordination and establish a relationship between UT and its students and if possible, it is also necessary for UT to provide a consultation so that the students could improve their grades or GPAs that did not match with their targets without changing their program or or rearranging their courses, which means they could finish their study in a reasonable time period.

Motivation required

The second theme appearing in the group of non-completers was motivation required, as mentioned by students as follow:

> Whereas my down experience was I had to keep up my spirit to study on my own, so I could understand every subject I took. [54435422]

> There was no problem about UT programs. But why I didn't stay on my study until graduation day, maybe my ambition and my spirit to study were already broken. [54447914]

> Over the time, before I graduated I got promoted at my work, but not long after that I had to work in Sumatera and of course because of this my study in UT fell apart, and then I didn't study actively for 2 years. Every time I went pass UPBJJ buildings, it reminded me of my study which has stopped now. [54479394]

Some students realize that the source of motivation is from themselves and they feel sad because even they themselves do not know how to do that because they feel that they study everything by themselves. The lack of motivation also could be attributed to changes in a job situation like promotion or rotation. For some students who did not prepare or anticipate the changes, the sudden change could be problematic in terms of an unmanageable task that can decline their motivation to continue their study.

UT is difficult

The perception that UT is difficult can become a kind of self-fulfilling prophecy as there are students who already have in mind that study at UT is difficult. Then it is 'proven' that UT was very difficult, as follows:

> It's a well-known that study in UT is very hard to get good GPA. Most of my friends got GPA below 3.0 and I experienced it as well, I got a very bad GPA. So I decided to stop studying in UT. [54431994]

There are many people thinks that study in UT is easy to get in but it is difficult to graduate, in fact it's true just like what I experienced. I got a lot of Ds for some of my subjects I took and I accepted it without any further information. [54453776]

The other students, however, found for themselves that study at UT is difficult because they need to engage in the online tutorial and do the assignment.

I only studied in UT for 3 semesters. I think study in UT was quite hard because we had to attend online tutorial and do the tasks. [54450852]

Meeting new people

Even though they are non-completers, they also experienced a good thing while they studied at UT as they met new people from different parts of Indonesia.

We met a lot of people from all over Indonesia, share our own experiences. [54451674]

I met everyone, teachers, civil servants, police officers, employees in private companies, young, old, everyone was hoping to receive a Bachelor Degree title. [54697150]

Actually it was really good to be able to study in UT, I could meet new people… [54455862]

4.2.4. Summary of Qualitative Results

The table provides the summary of the themes that appeared in the groups of high achievers, completers, and non-completers.

Table 4.99   Comparison of Themes for High Achievers vs Completers vs Non-Completers

Successful Students		Non-Completers
High Achievers	Completers	
Financially affordable	Improvement needed*	Improvement needed*
Study motivation	Flexibility	Motivation required
Enjoyment of the process	Worthy and beneficial	UT is difficult
Improvement needed*	Time management	Meeting new people
Gratitude	Financially affordable	
Personal challenge	Enjoyment of the Process	
	Goal oriented	

* This common theme appears in the three groups.

There were ten themes (i.e., enjoyment of the process, financially affordable, flexibility, goal oriented, improvement needed, time management, worthy and beneficial, gratitude, personal challenge, and study motivation) generated from the successful student group and four in the non-completer group (i.e., improvement needed, motivation required, UT is difficult, and meeting new people). The common theme that appears both in the successful student group and the non-completers group is improvement needed. In the successful student group that consists of the high achievers or completers subgroups, the common themes are enjoyment of the process, financially affordable, and improvement needed. In fact, there are six themes in high achievers and seven themes in the completers group (Table 4.99).

The theme financially affordable appears in the group of successful students and seemed to indicate that the cost of study became part of their concern while they studied at UT.

4.2.5.   Summary

Results from the study demonstrated that in the comparison between successful students and non-completers there were 28 variables were statistically significant at p=.001 level; while when comparing high achievers with completers, there were eight variables were significant. Six variables were statistically significant in both groups. Not

all of the variables, however, did demonstrate educational impact. From the qualitative data thematic analysis, a total of 17 themes were generated from the group of high achievers (6 themes), completers (7), and non-completers (4). The theme 'improvement needed' consistently appeared in the three groups comments, therefore it was considered to be a common theme for UT students; while the theme 'enjoyment of the process' only appeared in the high achiever and completer groups, and was considered to be a common theme for students who were achievers or completers.

Chapter 5. Discussion and Conclusion

5.1. Program completion in distance education

Even though distance education universities have a big number of students, a lot of students do not complete their program. Basically, the problem of withdrawal in higher education is a latent problem as it happens in the conventional universities as well. Tinto (1982) mentioned that the number was around 45% which has remained constant over the past 100 years. In distance education universities, the number is even higher (Keegan, 1990; Morgan & Tam, 1999; Pierrakeas, Xenos, Panagiotakopoulos, & Vergidis, 2004) as in some countries the dropout rate could reach as high as 50%. In relation to the mission of distance education to provide wider access to higher education, the low study completion rates become a big challenge for distance education universities because, on one side they can be considered very successful in recruiting a lot of students while on the other side they have difficulty in maintaining the student retention, and many of their students not are able to complete their study.

Habley, Bloom, and Robbins (2012) mentioned that the impact of student withdrawal is not only on the individuals or students but also on society. From the student's point of view, the loss can take the form of: (1) the financial aspect related to the money they invested while they were in the program in the university such as tuition fee, books, and transportation; and (2) time loss which is probably is the most significant loss because time is a non-renewable resource. From the institutional point of view, one of the great losses related to study completion probably is the institutional reputation as the public might question its accountability and capability in carrying out its mission to provide educated people which in this case is represented in the number of graduates or completers. From the society's point of view, Seidman (2012) mentioned that we should care about student completion due to reasons including student development and financial issues in relation to the importance of critical thinking and decision-making whether in voting for a political candidate or in purchasing merchandise. Regardless of those type of losses, there is a side effect that could deteriorate to the existence of the distance education itself (i.e., the experience of the unhappy student that is transmitted through social media). The student's withdrawal basically is the greatest loss for all stakeholders

especially for the students themselves as the main stakeholder. Therefore, it is important to understand the factors that are related to completion for the students in distance education from the perspective of the successful students and non-completers.

The idea of this study was triggered by the question of why some students at UT in Indonesia were successful in the distance education system as completers or even high achievers while some of them withdrew or become the non-completers. In the effort of exploring some aspects that might be related to their study completion, this study tried to map their profile from five different perspectives (i.e., personal, academic, psychological, social, and institutional factors). The specific research questions addressed in this study were:

1. What are the personal, academic, psychological, social, and institutional variables associated with high achievers, completers, and non-completers in a distance education degree program?
2. Which specific factors do distance learners report as being the most important to their experiences as high achievers, completers, and non-completers in the distance education degree program?
3. How can successful students be facilitated by the distance education institution?

UT is a single mode large distance education university in Indonesia and according to Zuhairi, Julaeha, and Sinar (2013) the total number of UT students was 585,700. They come from different places scattered throughout 34 provinces in Indonesia. Most of UT's students (79.9%) are teachers with different demographical data such as age, income, and parents' educational backgrounds. UT students rely on modules (printed book) as the main source of learning materials provided by UT even though some courses have optional face-to-face tutorials.

This study used a mixed methods approach to study those factors in a large distance education institution. The participants of this study were the successful students and non-completers from the Indonesian Open University or Universitas Terbuka (UT). A questionnaire was developed consisting of 45 multiple choice questions and two open-ended questions to capture their experiences as successful students and non-completers in a distance education system like UT. The successful students were categorized into two groups; therefore, three groups in this study were surveyed: high achievers,

completers, and non-completers. Two approaches were employed for data analysis. For the quantitative part, Chi-square statistical tests were conducted (p=.001) to compare: (1) the successful students and non-completers, and (2) the high achievers and the completers. For the qualitative part, a theme generating approach was conducted to obtain and compare the common themes that emerged from the group of high achievers, completers, and non-completers.

5.2. Discussion of Research Questions

5.2.1. Q1: What are the personal, academic, psychological, social, and institutional variables associated with high achievers, completers, and non-completers in a distance education degree program?

The Successful Students and Non-Completers

The student responses on the personal, academic, psychological, social, and institutional factors that might be related to study completion (both in the successful student group and non-completer group) can be summarized as follows. A total of 28 out of 44 variables within those five factors were statistically significant. Those variables are: student educational background, father's education, family income, family support, living situation, study regularly, course difficulty, time management, study goal made, importance of completion, importance of program for job, confidence in completing, academic expectation, GPA target at start, met their GPA target, intent to withdraw, enjoyment of the study, contact with UT office, benefit of contact with UT, face-to-face tutorial courses, face-to-face tutorial frequency, time spent in online tutorial, attend online tutorial regularly, tutorial expectation, tutor contact, satisfaction with the program structure, institutional care about success, and became a passive student.

The other variables in this study (i.e., age, gender, marital status, mother's education, sleep hours per night, workout hours per week, workout regularly, financial situation, high school standing, self-study hours per week, course workload, reason for study at UT, stress caused by workload, study group, and importance of the study, and institutional reminder) were not statistically significant. Some variables under the category

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statistically significant are discussed in the following section in order to find the **key** factors related to study completion both in the successful student group and non-completer group. The term key factor here is used to indicate that such a variable is not only statistically significant but also considered as having educational impact. a practical sense. This is discussed in more detail in the following section.

Personal Factors

Among the 10 statistically significant variables, there was only one in the personal factors category i.e., family support that can be considered as having educational impact since almost three quarters (74%) of the successful students reported that their family somewhat or strongly favored their decision to study at UT. This proportion is quite high compared to about half (52.9%) of the non-completers. The support from family members seemed to play a big role in students' success because there are many challenges to overcome in being a distance education student at UT. This support is especially needed before students enroll in the program at UT. The process of comparing and considering which university fits with their situation, especially for those who are working adults and whose resources (i.e., time and energy), are not the same as new graduates from senior high school.

Family Support. Family support received before students decided to study at UT was important because it seems related to UT's reputation. This was important because the public image of distance education universities, unfortunately, is not very positive because: (1) some people have doubts about its quality due to its lack of face-to-face interaction compared to conventional universities, and (2) study at UT is difficult. The latter perception occurred because almost half of the non-completers (46.6%), compared to one third (33.3%) of the successful students, responded that a UT course is difficult or very difficult. The qualitative results supported this perspective. Examples of the comments provided by NC students are given below:

> It's a well-known that study in UT is very hard to get good GPA. [54431994]
>
> There are many people thinks that study in UT is easy to get in but it is difficult to graduate, in fact it's true just like what I experienced. I got

a lot of Ds for some of my subjects I took and I accepted it without any further information. [54453776]

Basically, the image that UT is difficult is not only from an academic point of view but also from UT services as well. Some non-completers were disappointed as they reported that the credit transfer procedure was extremely complicated, only a small number of tutorials were available, and it was not easy to find the practice group required by UT. The disappointment with UT services also appeared in students' comments under the 'improvement needed' theme in which they addressed some areas of UT services, i.e., UT staff's attitude and care [54453308], learning materials availability and counselling [54563014], exam management [54440206], careless tutor grader/marker [54451860], tutor attendance and response [54454588], learning material novelty [54540314], and residential tutorials [54563544].

All of those students' concerns and experiences triggered by their bad experience while they studied at UT could contribute to UT's poor reputation for some people. Seidman (2012) highlights the importance of students' bad experiences because they are very contagious as the experiences can be effectively transmitted or delivered through word of mouth. In fact, some students are also aware of this UT reputation image shaping as one of them mentioned UT's "lack of effort in promoting its quality" [54563544].

The importance of family support, which in this study falls into the categories of being statistically significant and having educational impact, might be related to their experience as prospective students (before entering UT) when they needed to resolve their conflict in making a decision on whether studying at UT is worth the investment and not only fits with their own personal development need (being educated and having a better career) but also "socially acceptable" (what will the other people say if I study at UT). By conflict here I mean it requires careful consideration as the bad image of UT is like a 'pull factor' (discouraging) while family support is like a 'push factor' to encourage them to pursue further study at UT.

Academic Factors

Time Management. Even though four of the eight variables under academic factors were statistically significant, only one (i.e., time management), can be considered statistically significant and having educational impact as more than two thirds (69.9%) of the successful students, compared to less than half (47.2) of non-completers, reported that they organized their time fairly well.

For students in a distance education system, skill in time management is extremely important. The skill level required would be higher for adult students if they are also working, and married people who have children because their activities presumably are more diverse and complex than younger students in a conventional university. For the latter, their attention or focus on their study is relatively undisrupted or undistracted as most of them are: (1) financially secure because they might rely on their parents' support, (2) not influenced by the work or office culture which consists of workload, work deadlines, and work relationships (complex vertical and horizontal management type of communication), and (3) not dealing with family matters such as spouse relationships, raising children, and other social responsibilities as a family member in society. All of these characteristics, at any rate, are the opposite for working adult students, meaning that they have more diverse activities. One successful student in this study shared his/her experience as follows:

> … because I am an employee who are married and got children, my challenges were heavier where I had to be smart to use my time between work, study and family. [54462182]

This comment shows when he/she became a UT student, the value of their time became higher because he/she had added one more activity into his/her life (i.e., study). There are time demands such as enrolling, learning the information on how to study in the distance education system itself, studying the learning materials, doing the assignments, attending tutorials, and taking the exam. Even though most of the students (51% of the successful students and 48.8% of non-completers) viewed that study at UT is flexible in terms of time and place, this does not mean that all of them are effective in managing their time and that is why time management in this study can be considered as the important variable or key factor that has an association with study completion. It was statistically

significant and had educational impact as a discriminating factor between the successful students and non-completers. Even some successful students admitted that it was not easy to manage their time:

> Study at UT requires that we steal time for study. It does not matter whether it is morning, noon, or midnight, we should read the modules. [54482258]

> … I felt the challenge to manage my study time, therefore I created my study schedule to study every night when other people were asleep. [54491788]

Time management plays a key role in student success in distance education (Ndritu, 2014) as it is related with the availability of time which is considered as one of the best predictors for student retention (Powel, Conway, & Ross, 1990). In fact, Harrington (2012) concluded that some studies (Kitsantas et al., 2006; Macan, Shanani, Dipboye, & Philips, 1990; Thompson, Orr, Thompson, & Gorver, 2007) showed that effective time management was related to student success.

Students' awareness of the importance of time management, however, cannot be separated from students' time perspective. According to Zimbardo and Boyd (2008), people tend to focus on the time frame they have in their mind (i.e., past, present, or future). The people who put the future time perspective in the background are the ones who are aware that their decision will benefit their future. Simons, Vansteenkiste, Lens, and Lacante (2004) found that having a deep future time perspective was associated with better performance. Barber, Munz, Bagsby, and Grawitch (2009) also found that students with a future time perspective had better performance compared to those with present time perspective. The successful students who reported that they were good in time management in this study probably had future time frames while they studied at UT.

For non-completers, time management, which seems related to time perspective, could be a big challenge, especially for students with the past or present time perspective. The students with the present time perspective are the ones who make decisions by focusing on something that yields immediate gratification or the most beneficial at the present time. Depending on the time perspective they use, the term 'something most beneficial' itself could be perceived differently by the successful students or non-

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completers even though if they face the same situation (e.g., work and study dilemma). It seemed that some non-completers, compared to the successful students, had a hard time to manage their time.

> When there were a lot of study tasks and work tasks needed to be done at the same time, so sometimes the study tasks were neglected. [54547062]

> I often found it difficult to manage my time to study and to work. [54449530]

The awareness of the importance of time management itself does not necessarily lead to student success. Harrington (2015) highlighted that knowledge about time management alone is not sufficient because what counts is to apply that knowledge in the students' daily academic life in which they need to be skillful enough to avoid the time traps such as social or other irrelevant and unproductive activities that can distract them from their academic goal.

Psychological Factors

Eight out of ten variables in psychological factors were statistically significant at the p=.001 level, but only three of them can be considered as having educational impact (i.e., confidence in completing, met their GPA target, and intent to withdraw).

Confidence in completing. More than three quarters (88%) of the successful students responded they were fairly sure or very sure about completing their study compared to less than half (47.8%) of the non-completers.

On one hand, their confidence in completing the program could reflect the students' degree of belief in their own courage and ability to survive in a distance education program. Or for many of them, this is like crossing a frontier border and entering a new academic world. It would be a new experience for them because before entering UT they had already been familiar with conventional education such as interacting face-to-face in the classroom. At UT, they needed to rely on themselves as being independent students to manage their own study starting from enrolling in the courses, finding information on academic and administration services, managing the available resources they have (time,

money, and energy), overcoming any problems that might occur in their learning process such as a reading problem or understanding the learning materials, preparing their exams, and keeping themselves updated with relevant new information from UT. The courage and belief that they were able to deal with all these matters before and during their study at UT could become part of their confidence in completing the program which led them to become successful students.

On the other hand, it seems there were some elements that could trigger them to become confident in completing their program. Those elements could be: (1) UT services, (2) self-suggestion, and (3) commitment-awareness as can be found in the following students' comments:

> But with the help from UT, I was certain that I could finish my study in UT. [54454896]
>
> .. but it depends on us, if we work hard and keen to study and believe that you will graduate then you can do it (do your best and pray). [54543722]
>
> If you don't have a strong commitment to finish the study, that would be very difficult. [54766196]

Besides, it seems that some students were also fully aware of the importance of self-confidence for success in distance education which is one of the aspects that accompanies the other two (i.e., being independent and well-prepared). It is a three-in-one package as reflected in the following student's comment:

> Being independent, confident, good preparation (before exam) are needed if you want to be successful. [54449416]

Confidence in completing the program could also emerge in the form of the students' ability in dealing with the "internal or external pull factors." Students' who doubted their own capability in completing their study is an internal pull factor, while students' who struggle in managing the stigma (such as some of their friends who say that distance education such as UT is poor quality) is an external pull factor. The two comments below came from students who likely were able to manage those factors, so that they

became successful students because they succeeded in gaining confidence to complete their program.

> Before that I wasn't sure that I could study to achieve Bachelor Degree level. [54580886]

> A lot of people think that UT's graduates are not qualified and less credible... [54462182]

Academic expectation. In responding to the question Q#27: "What academic expectation do you have for yourself?", almost three quarters (71.1%) of the successful students responded high or very high compared to less than half (47.2.8%) of the non-completers. This question actually is about their expectation about the quality of being graduates from UT. Academic expectation is related to the students' futures because it is a future self-image or self-concept about what kind of graduates they would be if they completed their study at UT.

Some successful students would be proud of their university because they had studied in a perceived good quality university that fitted well with the academic quality that they imagined. The positive expectation, imagining they had an opportunity to become good quality graduates, might enhance their motivation and commitment to become completers or successful students. In this case, they had already convinced themselves if they studied at the right university as reported in the student comment: "UT is a good quality university, I am proud I graduated from UT" [54445822]. The positive or high academic expectation that might have contributed to their success at UT also could be built on the fly while they were studying at UT because they had good experiences or impressions of UT's academic services as indicated in the following student's comment:

> The academic staffs at UT were also very professional so they helped me during my study. [54456114]

Intent to withdraw. Intent to withdraw is one among the three out of ten variables in the psychological factors category that appeared to be both statistically significant (p=.001) and having educational impact. More than three quarters (80.4%) of the successful students, compared to less than one third (30.7%) of non-completers, reported that they never considered withdrawing while they were studying at UT.

This variable, intent to withdraw, seems to be the strongest variable to play an important role in student success as it is in line with the finding in one of the classical research studies on dropouts. It was Bean (1985) who conducted research on student attrition using 23 variables, in which of them, intent to withdraw is one of the independent variables. By employing multiple regression and path analysis, he found that 'intent to leave' was the best predictor of dropout.

For students in distance education institutions such as UT, their intention to withdraw that leads them to finally decide to quit or to become non-completers could be related to the quality of their experience while they were studying at UT. Depending on whether it was a positive or negative experience, the cumulative dynamic experience they had over time that made them consider whether to stay or to leave UT could have been encouraging or discouraging. Those experiences were built gradually over time when they interacted with the UT learning materials or modules, tutors, colleagues, and UT staff. Tinto (1975) argued that "the process of dropout from college can be viewed as a longitudinal process of interactions between the individual and the academic and social systems of the college during which a person's experiences in those systems…" (p. 94). The degree of social integration and academic integration, therefore, could become the predictor of whether the students persist and succeed as completers or quit and become non-completers.

Referring to Tinto's most classic model of student attrition, Kember (1989) explicated that intent to withdraw and its relation to behavior is like a feedback loop with a sequence as follows: "…belief about the consequences of behavior, the attitude toward behavior, the intent to perform the behavior, and finally the behavior itself…" (p. 282). If students believe the result of leaving UT will be that their life is easier or much less stressful then it could be a temptation and they would tend to affirm that to withdraw is a good or better option. An intention to withdraw then would pop up in their mind and sooner or later they would make it happen.

The intention to withdraw that emerges from the students' unpleasant experiences is like a self-fulfilling prophecy that operates subconsciously in the student's life. Some comments from the non-completers below could provide a hint to indicate that there is a

relationship between the students' experiences and the intent to withdraw which in fact they made happen.

> … but not all subjects had online exam. Because of that, I didn't get grades for some subjects I took. Because of that I decided to drop out from UT… [54462408]

> …but the problem was the conversion for my subjects, I think it was very difficult and complicated. Then I decided to quit studying in Open University. [54443210]

The first comment above is from the student who wasn't able to take the exam because of his/her job schedule, while the second comment is from the student who was disappointed because he/she didn't get a satisfactory answer for his/her question on whether a passive student like him/her could continue his/her study at UT or not. The sources of disappointment that can trigger the intent to withdraw, actually also could come from academic services and supporting facilities such as the quality of tutors or the variety of technology used to support and deliver the distance education program (Ibrahim, Rwegasira, & Taher, 2007) .

Enjoyment of the study. In responding to the question regarding to what extent they enjoyed their study at UT, more than two thirds (70.5%) of successful students reported that they were satisfied or very satisfied compared to less than a third (30.1%) of non-completers.

Enjoyment of their study is a positive emotion that reflects on what students did while they were in the program. Being a student in distance education was like stepping into a new world where they started their academic journey and continued until they arrived at the final destination as completers or successful students. Roberts (2010) offered a metaphor that a student on an academic life journey is like a mountain climber, and the graduation ceremony is like arriving at the peak of the mountain. Along the way when students go through the course to the peak, they may have both good and bad experiences which can serve as feedback while they are moving forward. If good experiences are analogous to the factors that push them forward, and bad experiences are the opposite, then along the way in their journey students may decide whether they need to stop, pause, or continue their journey depending on the strength of each of those

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factors. Stoltz (2000) coined the terms quitter, campers, and climbers for these three choices. The enjoyment of their study seems to serve as a push factor that accompanies the climbers (students) as it motivates the student to move forward because it creates a positive emotion that could function as a positive reinforcement that could lead them to become completers.

Some successful students who enjoyed their study could be rooted in their intrinsic motivation or a drive to be successful that comes from inside of the students themselves. Intrinsically motivated students will work on the learning materials dedicatedly because they feel the work itself for them is enjoyable. The following comment from a successful student could be an indication that the source of enjoyment is from inside themselves.

> In general I was very happy to study in Open University, I even made a special blog about my passion to study in Open University. [54447382]

> To be honest, I really enjoyed the study process while I was doing the tasks. I did it without feeling bored. [55063692]

For some students, the source of enjoyment of their study could be rooted in external motivation. Some friends whom they met in face-to-face and/or online tutorial activities could be one of the sources of their external motivators as indicated in the following comments from a successful student:

> I was very happy to study in UT because I met friends who loved and cared for me. [54543722]

It is worth noting that in the data gathered from the high achievers, completers, and non-completers, the theme of enjoyment of the process appeared both in high achievers or completers. That theme, however, didn't appear in non-completers even though the theme 'meeting new people' appeared in this group. Different from the successful students, having new friends seemed not to be a source of external motivation for non-completers even though it could be enjoyable. Enjoyment of study, at any rate, probably is only able to push them to become passive students (or campers) instead of climbers or completers.

Social Factors

Eight out of ten variables in the social factor category were statistically significant at the p=.001 level but only three of them (i.e., benefit of contact with UT, face-to-face tutorial frequency, and time spent in online tutorial) can be considered as having educational impact. The social factor could be the other key factor in distance education because it is about human interaction. All education, especially distance education, is about human interaction even though it could take the form of face-to-face or online/virtual interaction. This is because there would be something missing that's common and typical in human interaction (i.e., social presence). The feel of personal connectedness can exist whether in a real (face-to-face tutorial) or virtual (online tutorial) learning situation. Sung and Meyer (2012) found that five facets of social presence consistently appeared in distance education, i.e., social respect, social sharing, open mind, social identity, and intimacy (e.g., sharing personal experiences). In face-to-face or online tutorials, all or some of those five facets of social interaction, to some degree, presumably occurred or were experienced by both the successful students and non-completers. The following sections will discuss the three variables in the social factor category that appeared to be both statistically and educationally significant both in the area of administration services (having contact with UT staff) and academic services such as tutorials.

Benefit of contact with UT office. The channels of communication for UT students are available in two forms (i.e., UT regional center offices and UT websites). The latter, at any rate, is representing the UT head office services because it is like the front yard where students can find any common or general information about UT and being a UT student because there are online FAQs, catalog, and study guide available for them. 'Contact with UT' means that the students communicate with UT staff personally. It could happen with the UT head office or regional center via face-to-face interaction, telephone, mail, and/or e-mails. Almost three quarters (74.3%) of the successful students, compared with less than half (48.4%) of the non-completers, claimed that having contact with UT was helpful or very helpful.

The positive experience (helpful and very helpful) that the students have when they make contact with UT staff could encourage or at least maintain their motivation to continue their study or stay at UT regardless of whether a part or the whole of their problem

was solved when they interacted with UT staff. There was a possibility that the problem they brought was not necessarily technical, administrative, or academic, it could be a family, financial, or even a personal problem. However, where there is a problem or whatever the problem is, there must be, at any rate, an emotional charge embedded in that problem. For distance education students, having an opportunity to channel or talk about their problem to UT staff whether by visiting, phoning, or e-mailing could reduce their uneasiness if UT staff is able to handle them patiently and empathetically.

Since most of the successful students (74.3%) mentioned that having contact with the UT office was helpful or very helpful, then it is important for UT to address the quality of the student support service staff as one of the elements in the UT distance education system that needs to be maintained and elevated within the context of enhancing the social presence for the students. Otherwise, it could become a potentially critical problem for UT because apart from the students who reported having good experiences with UT service, there are also some students who reported the other way around. The bad experiences sometimes even came from the high achievers as reflected in one comment as follows:

> ...sometimes the communication via telephone was ignored. It was very disappointing. Every time I wanted to get information via phone, UT staff always asked me to go to the UPBJJ UT. Of course this wasn't very helpful. [54451960]

This is a reminder because even though UT serves more than four hundred thousand students, a small number of students matter, from an educational point of view, even one student is important. From a marketing point of view, the students' bad experiences becomes bad marketing. Providing services by the professional staff with empathy, capability, and awareness of the importance of creating the social presence nuance when they interact with the students, therefore, is a necessity in the context of promoting the probability of student success.

*Tutorial Frequency.*Tutorial frequency was the other variable in the social factors category that appeared to be both statistically significant at p=.001 and had educational impact. More than two thirds of the successful students (68.4%) reported that they attended the face-to-face tutorial 7-8 times or more compared to less than one quarter

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(20%) of non-completers. In this case, there are two possibilities for why the numbers of face-to-face tutorials matter. The possible explanations are: (1) face-to-face tutorials help students to understand the learning materials and the more often that students attend the tutorial, the better the students will understand the course material. When students were asked to what extent they believed that having interaction with tutors (online and face-to-face tutorial) could help their success at UT (Question #38), more than three quarters (85.3%) of the successful students and more than two thirds (69.6%) of non-completers reported that it is helpful or very helpful. Even though the difference was statistically significant at the p=.001 level, it cannot be considered as having educational impact since the percentage of the non-completers who reported the same response was higher than my criteria of 53%. In fact, the proportion of the non-completers was quite high and close to the proportion of the successful students. Therefore, from a practical and educational perspective, increasing the tutorial frequency for students seems to increase the probability of yielding a bigger proportion of successful students. From the point of view of UT as a distance education institution, increasing the tutorial frequency would be a little contradictory with the philosophy of distance education because UT is supposed to empower its students to be more independent by emphasizing the benefit of self-study and time management (minimum face-to-face interaction and fixed schedule) for themselves as distance education students. On the other hand, Holmberg (1995) has suggested that adding some elements of the face-to-face interaction adds the possibility of dialogue and social connectedness.

The data both from the successful students and non-completers supports this view in the tutorial activities; the students used the face-to-face tutorials not only to help them to understand the content of the courses, but also as a medium for social interaction as well. The following comments might reflect the students' needs for social interaction that can maintain their motivation to become successful students.

> Hung out together with fellow students, had discussion, did the tasks, had communication with the tutor, those were the 'ammunition' for us. [54451596]

Attended online tutorial regularly. Apart from the deadline for submitting assignments, students have full control of their time in terms of time to download, work on,

discuss, or submit their assignments. They have great flexibility in using their time to work on their assignments offline.

In answering Question #37 regarding whether they attended the online tutorials on a regular basis (on certain dates and/or time), almost two thirds (64.8%) of the successful students reported that they attended regularly compared to less than half (47.3%) of non-completers. If they attended the online tutorials regularly, it meant that the students had a kind of fixed schedule or good time management skills. Attending regularly also could have been an indication of self-commitment or self-discipline because not all students who have the same amount of time could make themselves available for attending the online tutorial regularly. This variable, attending online tutorials regularly, was statistically significant (at the p=.001 level) and also had educational impact. However, it is worth noting that Purwaningdiyah (2012) found that only 52% of the students reported that the online tutorial helped them to understand the courses. Most of the students (more than 70%) reported that they sometimes or never opened the material provided by the tutors (75%), were not active in discussions (80.8%), did not do the assignments (76%), nor raise questions (86.5%). These data indicated that most of the students who were involved in online tutorials did not use it as an academic forum where they had the opportunity to deepen their understanding about the content course. In line with the face-to-face tutorials that were discussed in the section above (face-to-face tutorial frequency), it seems that there is a possibility that this variable (i.e., attended online tutorial regularly) might be associated with student success because of its role as a medium for social interaction rather than a medium for academic problem-solving. A successful student said that the "online tutorial was also fun" [54491788] and another said that he/she was happy because on convocation day he/she met his/her online friends [54450276]. Both of the comments suggested that the social dimension plays a role in online tutorials.

Institutional Factors

Basically, most research in higher education in the areas related to student success such as student retention and attrition aims to improve the performance of the university to carry out its core mission (i.e., to yield successful students). The institutions' policies, procedures, facilities, teaching-learning strategies, program structures, and student support services, could affect students motivation to stay or to leave the university.

The following sections will discuss two out of four variables in the institutional factors category that were statistically significant and had educational impact (i.e., satisfaction with the programs structure and institutional care for success).

The program structure. The UT curriculum system was developed based on the national curriculum for higher education guidelines issued by the Directorate General of the Ministry of Education. As well as conventional face-to-face higher education institutions in Indonesia, UT applies the semester credit system to establish its students' study load through its program structure. Since UT is the only distance education university in Indonesia, UT makes adjustments to the components of its program structure without reducing the students' study load or violating the national curriculum guidelines.

When students were asked whether they were satisfied or not with the way UT structured the program, almost three quarters (73.4%) of the successful students, compared to less than half (43.2%) of non-completers, reported that they were satisfied or very satisfied. In this case, the program structure variable was not only statistically significant at p=.001 but also educationally significance.

Compared to non-completers, it seems that the successful students were more ready to deal with the UT program structure that requires students' autonomy to manage their study on the fly. Assuming that their study at UT was their first experience then the reason why most of them were satisfied or very satisfied could be due to their ability to adapt to a distance learning situation as reflected in the following comment from a successful student:

> At the beginning, maybe because I didn't know the system to study in UT – I didn't know about the online tutorial until the final semester exam. Everything took some time to get used to and when I went through the process successfully, it became very enjoyable to study in UT. [54457200]

Besides readiness and adaptation, the ability to assess their own capability and resources (such as deciding what types of courses and how many credits they would take from semester to semester) seemed to help them to survive and become satisfied when they were in the program. In fact, the program structure itself such as the course

description, credit weight, amount of time required for study, tutorial, practicum, and examination are well described in the UT catalog that they received when they enrolled in the program. However, a comment from a non-completer below indicated that he/she overestimated or miscalculated the study load he/she took:

> It was very tiring to take semester exam for 5 subjects on one day especially when I had to fill in the answers on the answer sheet in the computer and we didn't know other students because we only met on the exam. [54665292]

Insitiutional care. Institutional care is supposed to be the core of the distance education institution management practices because it is the only intangible yet essential feature of distance education services for helping students success; otherwise, a distance education institution would be perceived as a test/exams agency or diploma mill. Institutional care does not mean that the students will get too much help and become spoiled and their performances fall below a minimum standard. On the contrary, institutional care helps students to perform at their best within their capabilities. The salient point of institutional care in distance education such as UT is to maintain the students' motivation to complete their study program and to support them in achieving their academic goal after entering the program.

Institutional care is needed for students in distance education, especially for adult or mature students, and for the ones who have been away from academic life for a long time. Most UT students are working adults who have left academic life after graduation from senior high school. UT would waste its precious resources or assets if it missed the opportunity to take care of its students' motivation and to help them to succeed in the UT distance education system as completers. From an economic point of view, those types of students are the captive market because they are the highly enthusiastic people who feel that they have a second chance or opportunity to pursue further study in their lives. The following comments from a high achiever, completer, and non-completer could be valuable hints about why institutional care is important for UT to maintain their students' motivation to stay at UT until they have completed their program.

> I was very happy when I had a chance to study when I was not young anymore. [54580886]

I had a lot of good experiences when I was studying in UT, because I had a chance to meet other fellow students from various backgrounds of knowledge and profession.[54782012]

My purpose to study in UT especially because I wanted to motivate my children about how important studying was, to fill the gap between the knowledge with the work need and of course to look for better career opportunities. [54592060]

The above comments indicate that the opportunity to pursue higher education at UT was a kind of blessing for them and that was why they were happy even though they had different reasons to study at UT such as psychological (for the sake of pursuing a second chance), social (having new friends of the same age), or economic (improving their career) reasons. However, they have something in common: enthusiasm, including even a non-completer (the third comment). Unfortunately, this student decided to became a passive student because he/she was disappointed when he/she found that the face-to-face tutorial was not available at the location near where he/she lives. There is also a possibility that his/her decision was triggered by the amount of care he/she got from UT when he/she tried to solve his/her problem.

In responding to the question regarding to what extent did UT care about their success, more than half (62.3%) of the successful students reported that UT cared very much compared to less than a quarter (23.1%) of non-completers. This variable, institutional care, was statistically significant at the $p=.001$ level and also considered as having educational impact as well. UT needs to address the idea of institutional care within the context of helping its students survive (and thrive) in its distance education system.

The idea of caring in education actually was introduced by Nodding (2005) who coined the four elements of caring in education (i.e., modeling, dialogue, practice, and confirmation). She also examined the formation of caring relations and asserted that caring is not a single agent because it requires two parties (i.e., carer and cared-for). Even though Noddings' ideas about care in education are aimed at teaching-learning activities in the classrooms of conventional education systems, I think they are also highly relevant in distance education institutions such as UT.

I view distance education as a system that "serves" the students and behind the act of serving there should be a sense of "caring in mind". Otherwise, it is ethically improper because a student's intention to study at UT is to get proper education services from UT (i.e., services with caring in mind). It is necessary to note that bringing the idea of caring into distance education does not mean that caring itself will be trapped or downgraded to the level of virtue or moral obligation about which Noddings is unhappy. What I see is the possibility of realizing the essential value of caring for people who work at UT which can be manifested by positioning themselves both as the carer and the cared-for.

In a distance education system from the external perspective, all of the staff members at UT are the carers and the students are the cared-for. From the internal perspective, as the UT system itself has many subsystems which are reflected in the hierarchical organizational structure, the staff can take both the roles as carers and cared-for whenever they serve or are served by their colleagues in day-to-day management practices. In other words, introducing the idea of care actually could be adopted at all management levels and all subsystems at UT.

Some initial steps that could be taken by UT to introduce institutional care and why care should be at the heart of UT services could be as follows: (1) enhancing the *awareness* of UT people about how deep the UT students' expectations are to be successful, (2) being *available and responsive* to students or problems, (3) responsiveness as a characteristic of care should be put in the *broader perspective* (i.e., UT staff need to be empathetic about the student's effort, time, and money), and (4) caring in the workplace should start from the top management because they establish the policy and they also need to practice and become role models in managing, supervising, and evaluating the implementation of a caring policy.

High Achievers and Completers

The successful students in this study consist of high achievers or completers. Different from the comparison of successful students versus non-completers as discussed in the previous section, the comparison between the high achiever group versus the completer group yielded a fewer number of variables that were both statistically significant

and had educational impact. Eight out of 44 variables (i.e., marital status, family income, academic expectation, GPA target at start, intent to withdraw, face-to-face tutorial frequency, study group, and became passive students) were statistically significant at the p=.001 level. However, only three of them (i.e., family income, academic expectation, and face-to-face tutorial frequency) could be categorized as having educational impact. Even though family income and academic expectation were not exactly matched with the criteria for educationally significance (>= 63% positive response from the high achievers and <=52% for the completers), they could be considered as having educational impact because the percentage in both variables were very close to one of those two criteria and satisfied the other criterion.

Family income

In general, families with a high income tend to choose a more expensive education because it is affordable for them. Since UT is the only single mode distance education institution in Indonesia and the relatively less expensive university in the country, UT is the most affordable university for all socio-economic groups. In responding to the question about how much family income per month they had, almost two thirds of the high achievers (61.1%) reported that their family income was less than three million rupiah (less than three hundred dollars) per month. For the completers, the proportion who responded with the same answer was around one third (34.4%). This variable was statistically significant at the p=.001 level and also could be considered as having educational impact.

The low family income could be a critical factor for distance education students because in the comparison of: (1) the successful students versus non-completers and (2) the high achievers versus completers, both of these comparisons were statistically significant even though only the latter can be considered as having educational impact. Pascarella and Chapman (1983) found that students' academic and social integration might be related to the students' socio-economic level. Even though Ishitani and Desjardins (2002) in their longitudinal study found that low-income students were likely to become non-completers, this was not the case at UT as most of the successful students or high achievers were low income students. The percentage was even higher for high achievers (61.1%) than for the completers (34.4%).

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The low-income family students who succeeded as both completers and high achievers were probably more highly motivated and resilient. According to Finn and Rock (1997) resilience is "successful adaptation to life tasks in the face of social disadvantage or highly adverse conditions" (p. 222). As some students felt that UT was affordable and UT is the university where they had a second chance to pursue higher education, some of them might have had a strong motivation to complete their study. This motivation could become stronger as they also might have realized that they came from low-income families and improving their socio-economic status was viewed as a necessity. The affordability, the second chance/opportunity, the social mobility (as indicated in the following students' comments below) could be the ingredients of their strong motivation that could have led them to be more resilient to reach their academic goal either as high achievers or completers.

> At first, I studied at UT when I was working with a mediocre income. I thought I would be able to pay the tuition for UT with my salary at that time; and indeed I could. [54672902]

> I was very grateful I studied in Open University because at last I could be someone who I wanted to be when I was a child [54543722]]

> My goals to study were…and of course also looking for better career opportunities. I had experienced economic/financial difficulties (I went to UT when my family economic burden was heavy), so I could not afford to buy the modules, and even could not register for 4 semesters. [54592060]

The third student's comment above indicated that improving socio-economic status became one of the sources of his/her motivation. Regardless of the financial difficulties that he/she had in his/her academic journey, his/her resilience had helped him to become a completer.

Academic Expectation

The academic expectation variable was statistically significant at the p=.001 level in the comparison of 'successful students versus non-completers' and the comparison of 'high achievers versus completers'. In those two comparisons this variable also could be considered as having educational impact. In responding to the question about what academic quality they expected when they graduated from UT, almost two thirds of the

high achievers (61.4%) expected high quality compared to less than half (48.1%) of the completers.

Among the successful students, two thirds of the high achievers had imagined that they would become high quality graduates when they completed their study at UT. Their high expectation might be related to their: (1) positive attitude toward UT as they probably believed that UT is a good quality distance education university, (2) self-image and confidence of their own capability in finishing their study at UT, and (3) wish to pursue further education, so using UT as a kind of a stepping stone. The following comment from the high achiever student indicated that high expectations might relate to their perception of UT's quality.

> UT is a bonafide university; a well-known state university as UT is acknowledged by the public for its new programs that are needed by society. Therefore, UT graduates cannot be underestimated because UT is a good quality state university that is powered by experienced and competent tutors. [54456232]

His/her positive image about UT's reputation might have triggered his high expectation. This image was also an indication that his/her belief was not influenced by other people or even some UT students who doubted UT's quality. Another high achiever student also expressed his/her impression about UT as he/she mentioned that UT's quality is guaranteed [54481482]. This impression might have led him/her to have a high expectation even though the result was not as high as he/she expected. He/she wrote that he/she was proud of UT even though his/her academic achievement at UT fell below his/her expectation. Nevertheless, the fact that he/she fell into the category of high achiever indicated that he/she was a student with a high expectation of academic quality.

The following comment also came from the high achiever and indicates that self-confidence and a clear intention might relate to their high expectation of academic quality.

> I had a target to achieve GPA more than 3, hoping that I could continue to study overseas with scholarship. [55002928]

The comment above indicates that as a high achiever, he/she was a strong goal-oriented student and when he/she studied at UT, he/she treated it as a goal within a bigger

plan (i.e., using UT as a stepping stone to obtain the scholarship so he/she could study abroad). It seems that a high expectation of academic quality could be generated from those kinds of characteristics.

Tutorial Frequency

Tutorial frequency and study group were the two variables among the nine variables in the social factors category that were statistically significant in the comparison of high achievers with completers. However, between those two variables only tutorial frequency can be considered as having educational impact. Actually, this variable also appeared as one of the four variables that were statistically significant and had educational impact in the comparison of the successful students versus non-completers.

More than three quarters (77.0%) of the high achievers reported that they attended the tutorial 7-8 times compared to about half of the completers (52.9%). As was discussed in section 5.11, comparing successful students versus non-completers, tutorial frequency appeared to have an association with the high achievers; this might be related to its role as one of the social factors that functioned as a catalyst to make distance learners more engaged in their learning process.

5.2.2. Q2: Which specific factors do distance learners report as being the most important to their experiences as high achievers, completers, and non-completers in the distance education degree program?

In the comparison between successful students vs. non-completers there were 28 variables that were statistically significant and 12 out of these 28 were considered as having educational impact. This number is lower for the comparison of high achievers with completers, in which only eight variables were statistically significant and only three of them were considered as having educational impact. Among all these variables, there were two, i.e., academic expectation and tutorial frequency that appeared to be the most important variables since they were statistically significant and had educational impact. From the qualitative analysis, the common theme that appeared in the three groups (high achievers, completers, and non-completers) was the need for improvement.

Academic expectation played its important role due to its fuction in enhancing students' self confidence as it gave them a psychological security that they did not go to the wrong university and affirmed their potential that they had a chance to complete their study. It also reflected their strong belief in UT and that they were less influenced by the opinions of others regarding the lower quality of a degree obtained thorugh distance education.

Tutorial frequency appeared to be one of the most important variables in this study due to the function of the tutorial as both a social and academic interaction medium. From the academic perspective, many of the students reported that the face-to-face tutorial was valuable; however, a number of them commented on the poor quality of the face-to-face tutorial. Q3: How can successful students be facilitated by the distance education institution?

5.2.3. Q3: How can success be facilitated by the distance education institution?

The findings in this research could serve as feedback for UT's stakeholders, especially the students, the main stakeholders, who invest in education with the hope of succeeding in their studies. From the UT external stakeholders' point of view, the most important indicator of UT accountability will be reflected in the number of successful students in each cohort. It is UT's main responsibility to take the necessary efforts to guide and to facilitate the students in their academic journey at UT so they end up either as high achievers or completers.

The findings of this research showed that psychological and social factors appear to be more dominant compared to personal, academic, and institutional factors even though all of them might be related to UT students' success. From the students' experiences and comments, the need to improve UT services was not only suggested by non-completers, but also by high achievers and completers.. By addressing these findings, some possible actions to help the students succeed in UT could be in the form of: (1) a distance learners' guide and (2) a more caring distance education institution (i.e., institutionalizing/introducing the caring institution awareness by UT management). These

two elements should be complementary to each other as each of them represents the medium and the effort of UT to serve its students both directly and indirectly.

Distance learner's guide

A distance learner's guide could function as a friend for consultation whenever students have a problem in their academic journey while they are studying at UT. A carefully designed distance learner' guide that considers UT students' psychological and social presence needs as distance learners could maintain and increase students' motivation and resilience as some or part of their problems or questions would be answered in that guide. Some illustrations of successful students' experiences from different ages (i.e., young, middle, old) and backgrounds such as socio-economic, professional, or residence (i.e., rural-urban) are worth sharing as such illustrations might inspire them to realize that as distance learners they are not alone. Such a distance learner's guide also should accommodate features such as the importance of time management and contain brief information on the importance of financial literacy related to the distance learner's budget. Besides some illustrations about the effect of confidence in completing their study, academic expectation, intent to withdraw, enjoyment of their study, and the benefit of contact with UT to increase their probability of success as distance learners at UT also need to be included. They could function as a 'mirror' for reflection or as a self-diagnostic tool for them.

Institutional total care

A distance learners' guide might be helpful for UT students in a way that they have an opportunity to find answers or solutions to their questions or problems by themselves. If they could follow-up with the answers in that guide, then most of their problems could be solved. However, if their problems only could be solved by UT people (i.e., administration or technical problems related to the UT student database such as why they did not receive the learning materials or their exam score) then UT action and care will be the benchmark of UT service performance.

The comments in this research from high achievers, completers, and non-completers inform us that all student groups are concerned about UT service performance and care, as the theme 'need for improvement' appeared in those three groups. There

was a level of complaining in which some of the most explicit and disappointing ones came from non-completers. They expressed their disappointments by stressing and questioning UT services using the explicit word: "care".

By addressing some of the findings in this research as they might be related to the students' concerns about UT care, it is important for UT to introduce intuitional care awareness that in the long term could become a kind of caring work culture at UT. Students' disappointment or dissatisfaction is bad marketing because it easily spreads not only among UT's current students but also among prospective students and other UT stakeholders.

The causes of the students' disappointments, to some extent, are rooted in UT staff's service performance, either when they serve students (direct effect) or serve their work partners within the UT system (indirect effect on students). Since UT staff could be any person at UT at all levels, therefore, the actions of developing, introducing, socializing, and implementing a UT total care policy and procedures at UT should be started from the people at the top level management as role models. For UT, institutional total care awareness means that UT staff members who work in the different units or sub-systems at UT need to serve the students and serve each other with care in mind, and not merely solve the problem. It also means that in day-to-day work, UT staff members need to put student success as a priority and contribute to a UT caring 'personality' as a collective awareness in UT work culture or as social capital for helping UT students to succeed.

5.2.4.   Limitations of the study

Although rigorous statistical and educational criteria were applied to the quantitative data, some significant variables may have been excluded. Also, there were limited samples of qualitative data (i.e., not all student comments were analyzed).

One important limitation was the language issue. Most of the questionnaire was translated from English to Indonesian and, later, the open ended reponses were translated from Indonesian to English. Some distortion of meaning may have occurred as the result of this translation.

Finally, no measures of reliability were available for the questionnaire because some of the variables were developed for the first time as they were considered as fitted with UT students' academic life. No measure of interrater reliability was calculated for the quantitative or qualitative data

Although a large sample of students participated in the study, the overall response rate was low. Thousands of invitations to participate were distributed, but only 845 responses were eventually used in this study. Also, because the research was conducted at UT in Indonesia, the findings were entangled and rooted in an Indonesian context. Therefore, they would benefit UT and would not necessarily be applicable to the other distance education institutions outside Indonesia. There is a probability that the significant factors found in this study might appear as non-significant factors in other distance education systems in other countries due to the differences in culture, history, and other contexts.

My subjectivity is an important factor that may have affected my interpretation of the data due to my experience both as a faculty member and as administrator in the UT education system. I have worked at UT for more than 25 years, starting with a staff position in the registration office, then in academic credit transfer, then the community service center, and in the research media center and numerous other academic and administrative positions may have affected interpretation of the data. In addition, I also have experiences as an assistant rector and as a head of human resources development dealing with UT employees. I realize that wherever I work inside a distance education institution such as UT, the core mission for me as a person within the UT system is directly or indirectly to support student success. Working at UT in the same area or building with my colleagues for more than 23 years and being exposed almost every day to the problems or issues, both from the student or institutional sides, makes me feel knowledgeable about the UT stakeholders, as I could feel that I could see the patterns of some phenomena within the UT world—these patterns seem very predictable to me. This is probably the core of my subjectivity as I feel that culturally I do understand the way Indonesian UT students think and probably this is the 'danger', as I tend to jump to conclusions, *a priori*, questioning with the answer in mind. Therefore, that is not a process of discovery but would be an act of confirmation (confirmation bias) guided by leading

questions that could lead to a self-fulfilling prophecy. As an anticipation to overcome this subjectivity problem, I did a meta-reflection (i.e., performed an interpretation of the interpretation of my findings).

However, the whole map of student success found in this study could inform any distance education institutional practices, and the theoretical model constructed from these findings also could be used as a reference for further study in distance education, especially in the research area of student success.

5.2.5. Further research

More research needs to be conducted in other countries in order to gain a more complete understanding of the key factors that lead to student success in distance education programs. The data collected in this study should be further analyzed to determine whether any demographic/background variables are associated with student success (e.g., sex, age, and cultural background). Also, a larger sample of student comments should be analyzed.

More importantly, since many surveys have been conducted in this area, it would be more informative to conduct a series of intervention studies and observe if the interventions increase student success. For example, does the distance learner's guide mentioned above make a difference? Do mandatory online tutorials in some courses increase success? Does a module on financial literacy increase success? Do certain actions taken to implement a 'caring institution' policy make a difference?

Despite the many studies conducted over the years around distance education non-completion, in conventional print-based institutions, the new world of online distance education is quickly arriving in Indonesia and more research will need to be conducted by UT to better serve its students.

5.3. Conclusion

For distance learners at UT, their opportunity to complete their studies is wide open because UT allows them to re-enroll at any time whenever they want. UT uses the term passive student instead of dropout for these students. Even though from a certain point of view, passive students could be categorised as non-completers (because UT has no information on whether they will come back to continue their study or not), their opportunity remains open and they still have a chance to complete their study and to became successful students. The successful students in this research were categorized into two groups (i.e., high achievers or completers).

Basically, each student who studies at UT will end up as either a high achiever, completer, or non-completer. Along their academic journey in the UT distance education system, they may encounter problems that they need to solve. Any aspect of the personal, academic, psychological, social, and institutional factors could be perceived by a student either as a challenge or problem and they could become push or pull factors. These factors could make them move forward or backward with three possibilities i.e., as climber (becoming a successful student as a high achiever or completer), camper (non-completer or passive student who still has the intention to come back and continue their study), or quitter (non-completer that has already given up their study at UT).

For the successful students, compared to non-completers, there were 28 variables in personal, academic, psychological, social, and institutional factors that might differentiate between these two groups as these variables were statistically significant.

Among these 28 statistically significant variables, however, there were only 12 of them that could be considered as having educational impact (i.e., family support, time management, confidence in completing, academic expectation, intent to withdraw, enjoyment of the study, benefit of contact with UT, face-to-face tutorial frequency, attended online tutorial regularly, tutor contact, satisfaction with program structure, and institutional care about success).

The comparison between the two sub-groups in the successful students group, (i.e. high achievers with completers), yielded eight variables that appeared to be

statistically significant. However, there were only three out of these eight variables that could be considered as having educational impact (i.e., family income, academic expectation, and tutorial frequency).

The psychological and social factors appeared to be more dominant in this research in terms of their association with student success compared to personal, academic, and institutional factors. It is notable that a common theme emerged from the feedback from the high achievers, completers, and non-completers in this research - 'need for improvement'. To maintain and to improve its accountability and its reputation as a distance education institution in Indonesia, UT needs to use its resources and exert its efforts to facilitate its students to become successful. Such efforts could be in the form of providing a distance learner's guide that functions as a student's companion in their academic journey and developing a new institutional total care work culture that would benefit both the UT staff and students.

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Appendix A

Research on Student Success: Variable and Method

Researcher	Variable	Method/Approach
Crutchfield (1982),	values, courage, exciting life, cleanliness,, imagination, helpfulness, sex	stepwise multiple regression
Davis (1994),	white institutions, background, age, HSGPA, SA, socioeconomic status, degree aspirations, racial congruency, community, high school, college environment, opinion survey, academic, integration, study habits, peer relations, institutional support, black institutions, background age, HSGPA, SAT, socioeconomic status, degree aspirations, College environment, opinion survey, academic, integration, study habits, peer relations, institutional support	stepwise multiple regression
Ford, Okojie, & Lewis(1996)	emotional intelligence (EQ)	multiple regression
Hargroder (1991)	American College Test, (composite), Transfer status, non-transfer, transfer, Institutional type by degree granted, 2 years, 4 years, institutional type by predominant race, black, white, age, major, math and science, humanities and arts, developmental program participation, non-developmental, developmental)	multiple regression
Hood (1992)	High school class rank	multiple regression
Jackson & Swan (1991)	advising/academic (satisfaction with advising), tutor/academic (satisfaction with tutoring), self-confidence, high school GPA, alienation (feelings of alienation from campus life), family/social support (reliance on families to solve social problems), institutional/social support (reliance on the institution to solve social problems)	multiple regression
James (1990)	internal locus of control, preference for long-term goals	multiple regression
Johnson(1993)	High school class rank, Academic self-concept, SAT—Verbal, Self-esteem	stepwise multiple regression pearson's product-moment correlations
Appel(1993)	self-concept of ability	pearson's correlation analysis of variance, post-hoc comparisons
Ellis (1974)	achievement level, dimensions of personality, achievement aspirations, affiliation, dominance, endurance, exhibition, harm avoidance, nurturance, order, play, understanding	analysis of variance
Treisman(1985)	academic workshop participants taking freshman calculus, non-workshop participants taking freshman calculus	percentages
Ross (1995)	family factors	qualitative study

Appendix B

Research on Student Success: Purpose and Method

Purpose	Method	Title
To identify the factors that play an important role in the overall success of the graduate students	survey	The successful graduate student: a review of the factors for success, (Bain, Fedynich, Knight (2011)
To understand the processes that *distinguish* minority students from low- income homes who are academically successful from their less successful peers.	survey.	Academic success among students at risk for school failure Finn (1997)
Modeling academic achievement	structural equations analysis (lisrel-8)	A Longitudinal Test of a Model of Academic Success for At-Risk High School Students., (Anderson & Keith, 1997)
To empirically examine several factors that may influence or predict the success of international graduate students in U.S. universities.	multiple regression	Predicting Success of Indonesian Graduate Students in the United States (Wimberley, McCloud & Finn, 1992)
To address the relative lack of actual retention data by presenting both archival and survey data on student retention in online courses.	archival data analysis, custom-designed student survey	Success in Cyberspace: Student Retention in Online Courses (Moore, Bartkovich, Fetzner, & Ison (2003)
To ascertain if students' achievement differences existed in courses delivered via distance education.	analysis of variance	Comparing the Success of Students Enrolled in Distance Education Courses vs. Face-to-Face Classrooms. (Jackman & Swan , 2000)
To explore graduating Latina/o college students' experiences at a large, public, predominantly white, research-extensive institution specifically, Latina and Latino students..	case study focus group interviews	Examining dimensions of Latina/o college student success : an analysis of individual persistence and success (Lopez, 2007)
To compare the success rates of students enrolled in distance education courses to those of students in traditional courses.	t-test	Analysis of Student Success in Distance Learning Courses Compared to Traditional Courses. (Robert, 1997)
To explore student perceptions of the factors that affect their academic success.	survey	Academic success factor for information technology students, (Aasheim, Zhang, and Williams, 2011)
To assess how students and faculty perceived academic preparation, work ethics, and institutional support as inseparable factors specifically influencing student success within the framework of institutional practice	meta-analysis,	Strategic Factors Of Institutional Practice Impacting Student Success In The Community College As Perceived By Students And Faculty: Academic Preparation, Work Ethics And Institutional Support (Scott, 2008)
To review some of the ways in which student success can be predicted in conventional and distance education.	logistic regression analysis	Predicting student success in open and distance learning Simpson (2006)

Appendix C

Research Ethic Approval

Delegated Minimal Risk Approval

Study Number: 2013s0700
Study Title: A Study of Student Success Factors in Distance Education at the Open University of Indonesia

Approval Date: 2014 January 09   **Expiry Date:** 2015 January 09
Principal Investigator: Toha, Mohamad   **Supervisor:** Kaufman, David
SFU Position: Graduate student   **Faculty/Department:** Education

Co-Investigators: n/a

Funding Source: n/a
Grant Title: n/a

Documents Approved in this Application:
- Questionnaire, uploaded 2013 September 24
- Toha statement letter, uploaded 2013 October 18
- Study detail, uploaded 2013 November 27
- Permission letter, uploaded 2013 November 27
- Consent form, uploaded 2013 December 4
- Invitation to participate, uploaded 2013 December 4

I am pleased to inform you that the above referenced study has been approved by the Associate Director, Office of Research Ethics, on behalf of the Research Ethics Board in accordance with University Policy R20.01 (http://www.sfu.ca/policies/research/r20.01.htm). The Board reviews and may amend decisions or subsequent amendments made independently by the Associate Director, Director, Chair or Deputy Chair at its regular monthly meeting.

The approval for this protocol expires on the **Expiry Date**, or the term of your appointment/employment/student registration at SFU, whichever comes first. **An annual renewal form must be completed every year prior to the anniversary date of approval. Failure to submit an annual renewal form will lead to your study being suspended and potentially terminated.** If you receive any grant for this protocol in addition to any funding listed above, please email dore@sfu.ca stating the funding source, the term of approval of the funding source and the title of that funding application if it differs from the title of your ethics application. If you intend to continue your protocol to collect data past the term of approval, you must contact the Office of Research Ethics at dore@sfu.ca and request an extension at least 6 weeks before the expiry date.

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SFU

OFFICE OF RESEARCH ETHICS

The Office of Research Ethics must be notified of any changes in the approved protocol. If you wish to revise your study in any way, please send an email requesting an amendment addressed to dore@sfu.ca. In all email correspondence relating to this application, please reference the application number shown on this letter, which should be included in square brackets at the beginning of the Subject Line; this will ensure that all correspondence is saved to the electronic study file.

Your application has been categorized as "Minimal Risk". "Minimal Risk" occurs when potential participants can reasonably be expected to regard the probability and magnitude of possible harms to be no greater than those encountered by the participant in those aspects of his or her everyday life that relate to the research. Please note that it is the responsibility of the researcher, or the responsibility of the Student Supervisor if the researcher is a graduate student or undergraduate student, to maintain written or other forms of documented consent for a period of 1 year after the research has been completed.

The REB assumes that investigators continuously review new information for findings that indicate a change should be made to the study protocol or consent documents and that such changes will be brought to the attention of the ORE in a timely manner.

If there is an adverse event, the principal investigator must notify the Office of Research Ethics within five (5) days. An Adverse Events Form is available electronically by contacting dore@sfu.ca.

All correspondence with regards to this application will be sent to your SFU email address.

Please notify the Office of Research Ethics at dore@sfu.ca once you have completed the data collection portion of your project so that we can close the file.

This Notification of Status is your official ethics approval documentation for this project. Please keep this document for reference purposes and acknowledge receipt of this Notification of Status by email to dore@sfu.ca and include the study number in square brackets as the first item in the Subject Line.

Best wishes for success in this research.

Sincerely,

Kirsten Bell, PhD
Acting Associate Director
Office of Research Ethics

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Appendix D

Approval Letter from Universitas Terbuka

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

UNIVERSITAS TERBUKA

Jalan Cabe Raya, Pondok Cabe, Pamulang, Tangerang Selatan 15418
Telepon: 021-7490941 (Hunting)
Faksimile: 021-7490147 (Bagian Umum), 021-7434290 (Sekretaris Rektor)
Laman: www.ut.ac.id

Name : Dra. Dewi A. Padmo, M.A, Ph.D
Organization : Institute for Research and Community Services
The Open University of Indonesia (Universitas Terbuka/UT)
Address : Jalan Cabe Raya, Pondok Cabe Pamulang Tangerang Selatan
Banten 15418 – Indonesia
Date : June 07, 2013

TO WHOM IT MAY CONCERN

Office of Research Ethics
Simon Fraser University
8888 University Drive
Burnaby, B.C. V5A 1S6

Permission letter to conduct research in Universitas Terbuka

Dear Sir/Madam,

I, Dewi Padmo Putri, the head of Research and Community Services Department, am writing this letter for Mohamad Toha who is currently undertaking a research project for his doctoral study at Simon Fraser University, Canada. The research is entitled: **"A Study of Student Success Factors in Distance Education at The Open University of Indonesia."**

I give permission to Mohamad Toha to conduct his research in Universitas Terbuka. I hope that this study will be significant in developing a better understanding of the complex nature of student success in distance education. I also believe this study will be useful not only for him but also for Universitas Terbuka.

I am open to any question and for further information, please email me at █████████

Sincerely,

Dra. Dewi A. Padmo, M.A, Ph.D

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Appendix E

Consent Form

Research Title: A Study of Student Success Factors in Distance Education at the Open University of Indonesia
Ethics Application number: 2013s0700
Investigator: Mohamad Toha, Faculty of Education, Simon Fraser University
███████████████████

Consent Form

This consent form is made available for you because you are being invited to take part in this online survey and it is part of the process of informed consent. It should give you a basic idea of what the research is and what your participation will involve. Please take time to read this carefully and make sure that you understand the information provided here.

You are invited because you had already registered as the student of Universitas Terbuka Indonesia and you are either a passive student or an alumnus (completer). Your refusal to participate or withdrawal to participate or withdrawal after agreeing to participate will have no adverse effects on your grade or evaluation in the current or future courses.

Purpose. The purpose of the study is to explore and to map out the student success factors for studying in a distance education system at UT. The questions in this study covers your perceptions on the personal, academic, psychological, social, and institutional factors related to academic success in the distance education system at Universitas Terbuka in Indonesia.

The benefit of this study for you is the opportunity to share your experiences in studying in the distance education system. Your contributions would be highly appreciated as they will be treated as valuable feedbacks to improve services at Universitas Terbuka. There is no risk to participate in this study. If you wish to receive the results of the research you can (1) contact me, the investigator, Mohamad Toha at ███████████ or (2) download from the SFU library at http://www.lib.sfu.ca/

Procedure. You will need to complete the questionnaire which will take about 15-20 minutes to complete. It is expected that you will answer all the questions as honestly as you can because your responses will be treated as highly reliable information in this survey. Upon completing the survey, you will be provided with the option to take part in a cash draw.

Provision of confidentiality. All information will be confidential and all data gathered will use the online survey program provided by FluidSurveys.com. All data will be stored in the guaranteed secure server on the FluidSurveys.com website located in Canada. The separate data such as the identities of the participants who are interested in entering the draw also will be treated as confidential data stored 0n the SFU secure server. The confidential data will be destroyed immediately following the draw for the $25 prizes which will occur within one month after the completion of the survey. After the data collected online have been analyzed, they will be downloaded to a flash drive and stored in a locked filling cabinet in the office of my supervisor, Dr. David Kaufman for two years, and then destroyed

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Permission. Permission has been obtained by the employer/university prior to research being conducted.

Contact for further information

If you have any question or need further information about this research, please do not hesitate to contact the researcher Mohamad Toha at ████████████ or his Senior Supervisor for this research Dr. David Kaufman via email ████████████ or phone ████████████ If you have any concerns or complaints with respect to your participation in this research study as a research participant please direct them to Dr. Jeffrey Toward, Director, Office of Research Ethics at ████████████ or (1) ████████████

WHY ARE YOU SIGNING THIS CONSENT FORM?

By signing electronically [click the 'Yes' button] this consent form, you agree that:

- You have read and understood the information in the consent form dated [included date of Research Ethics Board (REB) approved ethics form].
- You understand your participation is voluntary and that you may refuse to participate or you are free to withdraw at any time.
- You agree to take part in this study.

    Please choose one of the two options below to indicate your approval

               ⊙ Yes, I agree to participate in this survey
               ⊙ No, I don't agree to participate in this survey/Exit

Appendix F

Online Questionnaire

STUDENT SUCCESS FACTORS QUESTIONNAIRE

1. What was your age when you enrolled at UT?

   ☐ Less than 20
   ☐ 20 -39
   ☐ 40 -49
   ☐ 50-59
   ☐ 60-69
   ☐ 70 or more

2. What is your gender?

   ☐ Female
   ☐ Male

3. What is your marital status?

   ☐ Married
   ☐ Unmarried
   ☐ Divorced?

4. What was your last education completed before entering UT?

   ☐ Senior High School
   ☐ College
   ☐ Bachelor
   ☐ Master
   ☐ Doctoral

5. What is your father's educational level?

   ☐ Illiterate
   ☐ Elementary School
   ☐ Junior High School
   ☐ Senior High School
   ☐ University

6. What is your mother's educational level?

☐ Illiterate
☐ Elementary School
☐ Junior High School
☐ Senior High School
☐ University

7. How much is your family's income per month?

☐ Less than 3million rupiah
☐ 3,000,000 - 5,999,000 million rupiah
☐ 6,000,000 – 8,999,000 million rupiah
☐ 9,000,000 –11,999,000 million rupiah
☐ 12 million or more

8. What is your family's (spouse, parents, and relatives) view on your decision to study at UT?

☐ Strongly oppose
☐ Somewhat oppose
☐ Neutral
☐ Somewhat favor
☐ Strongly favor

9. How many hours per night do you usually sleep?

☐ 5 hours or less
☐ 6 hours
☐ 7 hours
☐ 8 hours or more

10. How many hours per week, if any, do you usually spend exercising [e.g., jogging, sport, fitness, etc.]

☐ 0 hours
☐ 2– 3 hours or less
☐ 4 hours
☐ 5 hours
☐ more than 5 hours

11. During your study at UT, did you exercise on a regular basis?

☐ Yes
☐ No

12. To what degree does your living situation distract you from your studies?

☐ Not at all
☐ A little
☐ A lot

13. During your study at UT how would you rate your financial situation related to your study?

☐ Not at all a problem
☐ Minor problem
☐ Moderate problem
☐ Serious problem

14. What was your Senior High School GPA?

15. _____What was your standing (in your class) when you graduated from Senior High School?

☐ Low 1/3
☐ Middle 1/3
☐ Top 1/3

16. On average, how many hours per week did you spend in self-study in your program?

☐ 15 hours or less
☐ 16-20 hours
☐ 21-25 hours
☐ More than 25 hours

17. Did you allocate specific times/dates for your study?

☐ Yes, I studied regularly, on the average … days per week
☐ No, I studied randomly

18. How would you rate the level of difficulty of the courses in your program?

☐ Very easy
☐ Easy
☐ Neutral
☐ Difficult
☐ Very difficult

19. How would you rate the level of course workload in your program?

- ☐ Very Light
- ☐ Light
- ☐ Medium
- ☐ Heavy
- ☐ Very Heavy

20. How well did you organize your time so that you had plenty of time to study?

- ☐ Very poorly
- ☐ Poorly
- ☐ Fairly well
- ☐ Very well

21. How often did you make study goals for yourself to help you learn better?

- ☐ 0 (Never)
- ☐ 1 – 2 times
- ☐ 3 – 4 times
- ☐ 5times or more

22. Why did you decide to study at UT?

- ☐ Inexpensive
- ☐ Flexible (Time & Place)
- ☐ Secure my job
- ☐ Promotion
- ☐ Personal Interest
- ☐ Other (specify _____

23. How important was/is completing the program?

- ☐ Not at all important
- ☐ Slightly important
- ☐ Moderately important
- ☐ Very important

24. How relevant is this program for your job?

- ☐ Not at all relevant
- ☐ Slightly relevant
- ☐ Moderately relevant
- ☐ Highly relevant

25.   How often did you feel there were so many things to get done in your program that you were stressed?

☐ 0 (Never)
☐ 1 – 2 times
☐ 3 – 4 times
☐ 5 times or more

26.   When you started, to what extent did you believe that you could complete the program?

☐ Unlikely
☐ Not sure
☐ Fairly sure
☐ Very sure

27.   What level of academic expectation do you have for yourself?

☐ Low
☐ Moderate
☐ High
☐ Very High

28.   Did you have any specific target of achievement (a certain GPA) when you started to study at UT

☐ Yes, please specify _____
☐ No

29.   Did you meet your GPA target?

☐ Yes, as I expected
☐ No, lower
☐ Yes, even higher

30.   How often did you consider withdrawing while you studied at UT?

☐ 0 (Never)
☐ 1 – 2 times
☐ 3 – 4 times
☐ 5 times or more

31.   To what extent did you enjoy your study at UT?

☐ Not satisfied
☐ Slightly satisfied
☐ Satisfied
☐ Very Satisfied

32.   How often, on average, did you make contact with the people at the UT office? per semester?

☐ 0 (Never)
☐ 1 – 2 times
☐ 3 – 4 times
☐ 5 times or more

33.   To what extent did you believe that having communication with people at UT is helpful for your success at UT?

☐ Not helpful
☐ Slightly helpful
☐ Helpful
☐ Very Helpful

34.   Did you attend a face-to-face tutorial?

☐ Yes, on the average I attended face to face tutorials face_____ courses
☐ No [skip Q35, and go to Q36]

35.   How often did you attend the face-to-face tutorial for one course? (Pick the one in which you attended the most)

☐ 1-2 times
☐ 3-4 times
☐ 5-6 times
☐ 7-8 times

36.   On average, how much time did you spend in the online tutorial per week?

☐ 0 hour
☐ 1 hour
☐ 2 hours
☐ 3 hours
☐ More than 3 hours

37. Did you attend your online tutorial on a regular basis (on certain dates and/or times)?

☐ Yes
☐ No

38. To what extent did you believe that having interaction with tutors (online and face-to-face tutorial) could help your success at UT?

☐ Not helpful
☐ Slightly helpful
☐ Helpful
☐ Very Helpful
☐ Do not know

39. How often did your tutors contact you during your program?

☐ 0 (Never)
☐ 1 – 2 times
☐ 3 – 4 times
☐ 5 times or more

40. Did you join a study group?

☐ Yes
☐ No

41. How important was the study group in helping you to succeed in completing your program?

☐ Not at all important
☐ Slightly important
☐ Moderately
☐ Very important
☐ Do not know

42. In general, were you satisfied with the way UT structured the program?

☐ Not satisfied
☐ Slightly satisfied
☐ Satisfied
☐ Very Satisfied

43.	To what extent did UT care about your success?

☐ Did not care at all
☐ Cared slightly
☐ Cared moderately
☐ Cared very much

44.	Have you ever become a passive student? (Did not register 4 semesters in a row?

☐ Yes
☐ No (please proceed to Q47/the last question)

45.	If yes, did UT send you a reminder telling you that it would be good to stay in the program to continue your study by re-registering?

☐ Yes
☐ No

46.	What is your suggestion to become a successful student at UT?

47.	Your experiences (ups and downs) while studying at UT are very valuable not only for yourself but also for UT's current and passive students, and UT staff. We would be very grateful if you could share your experiences here. Please feel free to write your experience here as there is no limit of words you can write on this page. You can write about bitter and sweet experiences or make suggestions from your experience that might be able to help other UT students to perform better.

Appendix G

Students' Comments

Category _#	Internal ID	Comment	English
HA_1	54451672	Kuliah di UT sangat fleksibel, saya bisa menentukan sendiri kapan dan di mana saya belajar. Saya bisa kuliah sambil kerja, dan saya bisa belajar di sela - sela pekerjaan saya. Kebetulan di tempat kerja* menyediakan fasilitas wifi untuk akses internet, jadi bisa saya manfaatkan untuk mengikuti tutorial online. Tutorial online di UT sudah cukup baik namun kadang ada beberapa mata kuliah yang tutorialnya tidak ada atau tidak aktif. Selain itu biaya kuliah di UT juga sangat murah dan ada beasiswanya. Saya kuliah di UT hampir tidak mengeluarkan uang sama sekali karena setiap tahun selalu dapat beasiswa dari UT. Syaratnya tentu IPK harus tetap baik. Untungnya saya selalu bisa mempertahankan IPK saya di atas 3,0.	Study at Open University was flexible. I could choose when and where I wanted to study. I could study and work at the same time and I could study while I worked at the office. Luckily, at my workplace there was Wi-Fi to access the internet, so I could use it to do the online tutorial. The online tutorial from Open University was good enough but sometimes there were some subjects which didn't have a tutorial or weren't active. Apart from that, the fee to study at Open University was also very cheap and they offered a scholarship. I almost didn't pay anything to study at Open University because every year I got a scholarship from Open University. The requirement (to get a scholarship) was of course that the GPA must be good. Fortunately, I could keep my GPA over 3.0

Category _#	Internal ID	Comment	English
HA_2	54456114	Menurut saya lebih banyak pengalaman suka nya dibanding dengan duka. Dimana antara lain : - saya bersyukur selama studi di UT mendapatkan bantuan beasiswa berupa PPA yg saya peroleh setiap tahunnya sehingga dapat membantu untuk membiayai kuliah. - tenaga pengajar di UT pun sangat berkualitas sehingga dapat membantu dalam proses belajar saya. - bisa bertemu dan berkenalan dengan sahabat-sahabat saya saat ini dimana kita saling memotivasi dan menyemangati kuliah dan sering berdiskusi untuk tugas-tugas kuliah dan kini persahabatan kami tetap terjalin di luar. - dan disaat wisuda pun rasanya sangat bersyukur, senang, bangga, sampai terharu karena karena saya bisa menyelesaikan studi sarjana dan mendapatkan gelar S1. Duka nya mungkin ketika banyak tugas dan QUIZ yg harus dikerjakan sehingga membuat sedikit stress. Serta disaat semester terakhir karena harus menyusun karil dan TAP serta UAS yg harus dihadapi rasanya mulai stress, tegang, fokus nya menjadi terpecah. Tapi alhamdulillah karena ada keluarga, sahabat yg selalu menyemangati serta pembimbing karil yg sangat membantu sehingga akhirnya saya dapat menyelesaikan karil saya.	In my opinion there were more good experiences rather than bad ones. Which were: - I am grateful to study at Open University and to be able to get PPA scholarship that I got every year so it helped to cover my study fee. – The academic staff at Open University was also very professional so they helped me during my study. – I could meet and know new friends where we could motivate each other and helped during our study and often discussed about the tasks and until now our friendship is still continued outside the campus. – And I felt very grateful when I was on graduation day, happy and proud; it even brought me into tears because I could finish my study and received a Bachelor Degree (S1) title. The unpleasant experience was maybe because there were many tasks and quizzes which needed to be done so they were quite stressful. Also it was stressful during the last semester because we had to do the essay and to do TAP – Tugas Akhir Program (final assignment), also (prepared for) the Final Semester Exam (UAS) which we had to face, I felt uptight and distracted. But praise to God because there were family, friends who supported us, also the adviser was very helpful so I could finish my essay.

| HA_3 | 54562020 | kuliah di ut membantu saya secara pribadi utk mengatur wkt belajar dg lebih efisien. Sy kadang belajar, membaca modul dan mengerjakan tugas di jam jam selepas sy tdk sdg dlm bekerja. Dan itu jauh lebih efektif. Sy bs memanfaatkan wkt dg lebih baik sehingga antara pekerjaan dan kuliah ias berjalan seimbang. Bersyukur nilai sy juga cukup memuaskan saat itu. Hanya sebagai catatan penting pokjar di daerah terkadang tidak bs mengakomodir kebutuhan mahasiswa tentang info yg detil dan jelas. Sehingga mahasiswa harus lebih proaktif dan inisiatif menghubungi pihak ut di pusat dlm hal ini sy byk menghubungi ut bandung utk kejelasan program studi serta prosedurnya. Jika mahasiswa hanya mengandalkan info dari pokjar daerah kebanyakan info nya agak lambat dan tidak jelas. Sebagai contoh kasus teman teman saya yg akan remedial beberapa mata kuliah info yg justru di berikan dr pihak pokjar tidak jelas mengakibatkan teman teman sy terlambat utk mendaftar ujian remedial. Dan harus mengikuti remedial di semester berikutnya itupun mahasiswa sendiri yg mengurus kelengkapan administrasinya sendiri tanpa bantuan pihak pokjar daerah. Sy berharap website ut dapat mengakomodir beberapa informasi yg diperlukan krn dpt diakses secara online tanpa batas wkt. Karena sy melihat informasi yg sy cari di web ut tdk dapat sy temukan. Dan no telp yg tertera pun selalu dlm keadaan sibuk dan susah dihubungi. Mohon diperbaiki. Selebihnya utk kegiatan belajar mengajar baik ttm atau tutorial online bagi sy sudah cukup memuaskan. Karena efektif atau tidaknya tergantung individu tsb menjalani program kuliahnya dg serius atau tidak. Mau meluangkan wkt utk membaca dan mengerjakan tugas. | Study at Open University helped me individually, to manage study time more efficiently. Sometimes I studied, read modules and did the tasks during my free time when I wasn't working. And that was far more effective. I could use my time better so there was a balance between work and study. I was grateful that my grades were very good. Just for an important note: that the study group in the suburb (remote areas) sometimes couldn't accommodate the students' education and there was no detail or clear information. So the students must be more proactive and have the initiative to contact the Open University's staff in their main office, because of this I contacted Open University in Bandung many times to seek an explanation about the study program and the procedures. If the students only depend on the information from the study group (pokjar) in the village, just to get information (from there) was quite slow and unclear. For example, in my friends' cases: they wanted to resit for some subjects, the information that they received from the study group wasn't clear, because of this my friends were too late to register to resit for their exam. And they had to resit for their exam in the following semester and the students had to take care of any paperwork for the administration without any help from the study group's (pokjar) staff in their local area. I hope the Open University website can be accommodating with the necessary information because we could access it at any time. Because when I was looking for information on the website, I couldn't find it. And the phone number they have on the website was always busy and was difficult to be contacted. Please fix it. Apart from that, I think the learning activities for the face-to-face tutorial as well as the online tutorial were good already. However, whether it's effective or not, it depends on the individual, if the person is willing to do the study programs seriously or not, if the person is willing to spend some time to read and do the tasks or not. The facilities at Open University for the face-to-face tutorial and the online tutorial can achieve the main aims |

Category _#	Internal ID	Comment	English
		Sehingga fasilitas yg disediakan ut baik ttm dan tutorial online dapat mencapai tujuan utamanya yakni membantu mahasiswa dlm pemahaman dan penyerapan bahan ajar dan menghasilkan mahasiswa dg predikat nilai yg memuaskan dan pengetahuan yg memadai. Terima kasih.	which are helping the students to understand and to digest the learning materials, as a result of that the students will get high grades and good knowledge. Thank you.
HA_4	55063692	Pengalaman menjadi seorang mahasiswa di UT tidak pernah terlupakan. Saat masih kuliah, saya mengalami masa perjuangan yang berat. Karena belum memiliki laptop/PC, saya terpaksa harus keluar-masuk warnet untuk mengakses tutorial online UT, dari mengetik tugas hingga mencari informasi untuk kelancaran proses belajar saya di UT. Kadang operator warnet menertawai saya karena keseringan datang. Dan yang paling berharga adalah semangat belajar dan disiplin diri. Jujur saja, saya sangat menikmati proses belajar sambil berlatih soal. Hal ini dilaksanakan secara kontinu tanpa mengenal rasa bosan. Akhirnya semuanya itu terbayar dengan kelulusan dari UT dan pengetahuan yang saya dapatkan. Rasanya, belum tentu saya akan memperoleh ilmu pengetahuan sebanyak itu jika saya tidak kuliah di UT.	The experience as a student at Open University can't be forgotten. When I was still studying, I experienced the struggle. Because I didn't have a laptop/PC, I had to go to an internet café so many times to access the online tutorial from Open University, I was using it to do the tasks and look for information so my study at Open University could go well. Sometimes the internet café's operator laughed at me because I went there too often. And the most valuable experience was the spirit to study and the self discipline. To be honest, I really enjoyed the study process while I was doing the tasks. I did it without feeling bored. At last, all these efforts paid off as I graduated from Open University and gained the knowledge. I think, I wouldn't get a lot of knowledge if I hadn't studied at Open University.
HA_5	54440362	Banyak tantangan yang harus dihadapi. Ketika batas waktu yang diberikan kepada tutor di tuton untuk mengerjakan tugas, maka harus bisa diselesaikan tepat pada waktunya.	There were many challenges which I had to face. The tutor gave us the deadline to finish the tasks, so we had to complete the tasks on time.

Category _#	Internal ID	Comment	English
HA_6	54446992	Tanpa sadar saya sudah mendapat gelar sarjana berkat kuliah di UT, meskipun dg wktu yg sngat terbatas krn tersita kerjaan tapi di ut bisa fleksibel. Jangan pernah menyerah dan tetap yakin itu adalah kunci sukses saya menempuh kuliah di UT.	I couldn't believe I received a Bachelor Degree because I was studying at Open University, even though I had very limited time because of my work but (study) at Open University was flexible. Never give up and have faith were my keys to succeed in studying at Open University.
HA_7	54448774	Sebagian besar mahasiswa UT merupakan pegawai yang sibuk dengan tugas dan pekerjaannya. Sehingga, ketika mengikuti tutorial tatap muka mereka kurang fokus dan pasif. Padahal tutorial tatap muka sangat membantu untuk memahami modul, dan bila berdiskusi aktif dengan tutor dapat menambah wawasan materi. Ketidakaktifan teman-teman dalam mengikuti tutorial tatap muka berdampak pada kebingungan ketika harus membagi waktu untuk belajar menghadapi TAP (Tugas akhir program). Daripada hanya mengeluh, maka saya menawarkan solusi bagaimana belajar bersama-sama khusus untuk membahas dan mendalami semua materi pendukung TAP. Usaha yang kami lakukan ternyata berhasil, saya dan teman-teman memperoleh nilai A untuk TAP.	Most students at Open University were employees, who were busy with their tasks and their jobs. Because of that, when they were doing the face-to-face tutorial, they couldn't focus and they were passive. On the other hand, the face-to-face tutorial was really helpful to understand the modules and if (they) were also having an active discussion with the tutor, they could get more knowledge of the materials. Being passive when doing the face-to-face tutorial caused a bad impact for my friends, they were confused when they had to use their time to study for the Final Task Program (TAP). Instead of complaining, they just did nothing, so I offered a solution, why not study together to discuss and read through all of the materials for the Final Task Program (TAP). In fact, our effort was successful, my friends and I all got an A for the Final Task Program (TAP).
HA_8	54449690		

Category _#	Internal ID	Comment	English
HA_9	54450276	Kuliah d UT sangat berkesan bagi saya dan saya sangat bangga kuliah di UT, karena hasilnya benar-benar dari usaha saya sendiri, melatih kita untuk selalu belajar dimanapun dan kapanpun sehingga sampai sudah luluspun porsi belajar saya masih sama ketika masih kulaih di UT karena sudah terbiasa, dan menjadikan diri saya untuk tidak pernah berhenti belajar. Dari pengalaman saya mengikuti tutorial itu sangat membantu pembelajaran kita juga menambah nilai, dan saya sarankan membeli semua buku-buku mata kuliah yang kita ambil dan membacanya berulang-ulang. Masukan dari saya adalah UT memberi kesempatan untuk ujian ulang satu kali untuk setiap mata kuliah dalam satu semester. Dan yang sangat berkesan adalah ketika wisuda di kampus UT, semua teman-teman dari seluruh Indonesia berkumpul disana, dan saya dapat bertemu dengan teman-teman di tutorial online. Terima kasih banyak Universitas Terbuka.	Study at Open University was very valuable for me and I am very proud to study at Open University, because the result was really from my own work, they trained us to study anywhere and any time so even after I graduated my way to study is still the same as when I was still studying at Open University because I'm used to that and it makes me not stop studying. From my experience, learning from the tutorial was very helpful for our study as well as helping us to increase our grades, and I suggest (you) should buy all the books which are related to all your subjects and read them over and over again. My suggestion is that Open University gives opportunities (for students) to resit for their exam once for every subject each semester. And the most memorable experience was on graduation day at the Open University campus, all the fellow students from all over Indonesia were there and I could meet my fellow students from the online tutorial. Thank you very much Open University.
HA_10	54451160	Pada awal perkuliah di tempat kmi belum TTM dan Tutorial Online pun belum begitu aktif maka pada awal perkuliah kmi merasa sulit untuk memperoleh bahan ajar dan pengetahuan dengan baik, kami sampaikan bahwa TTm dan Tutorial Online sangat berperan besar dalam perkuliahan kami. Kami mengucapkan banyak temakasih kepada segenap civitas akademika Universitas Terbuka atas segala bantua dan pelayanannya sehingga kmi dapat menyelesaikan perkuliahan kami dengan baik.	At the beginning of the study, we didn't have the face-to-face tutorial and the online tutorial was not functioning yet, so at the beginning of studying we felt that it was difficult to get the learning materials and good knowledge, we'd like to tell you that the face-to-face tutorial and the online tutorial played a big role for our study. We'd like to say thank you very much for all the academics and the community of Open University for all your help and services so we completed our study well.

Category _#	Internal ID	Comment	English
HA_11	54451596	Kuliah di UT adalah tantangan tersendiri disamping untuk pembuktian keseriusan diri dalam belajar juga pembuktian kepada teman-teman yang lebih dulu pesimis ketika sudah kuliah di UT tapi susah lulus atau teman-teman yang mau kuliah tapi bingung dimana. ketika deadline pengumpulan tugas TTM/Tuton atau respon diskusi tutorial online yang lambat dan tidak nyambung adalah saat-saat yang menggemaskan dan membuat agak stress, belum ditambah pekerjaan yang menuntut segera diselesaikan. berkumpul dengan teman-teman seperjuangan, diskusi, menyusun tugas, komunikasi dengan tutor adalah suntikan semangat yang luar biasa. pelayanan TTM yang kacau di pertengahan sampai akhir kuliah menjadi goncangan yang hemat di antara teman-teman, frustasi karena keuangan dan nilai yang jeblog sempat menggoyah semangat, tapi perjuangan ini harus segera dituntaskan. dorongan semangat dari Istri, bercengkrama dengan anak dan komunikasi dengan orang tua merupakan tambahan nutrisi luar dalam. komunikasi, saling membantu, memberi dan menerima dari teman, sharing pengalaman dengan senior menjadi perangkat penguatan untuk menyelesaikan study di UT.	Study at Open University was quite challenging, besides that it proves we were serious to study but also proves to other fellow students who were pessimistic, they studied at Open University but they found it hard to graduate, or proves to other fellow students who wanted to study but didn't know where to go. When we had the deadline to submit the face-to-face tutorial's/online tutorial's tasks or when we received a late response from the online tutorial discussion and also (there was) no (internet) connection at the same time – those were frustrating moments and quite stressful, in addition there was also some work that needed to be done. Hung out together with fellow students, had discussions, did the tasks, had the communication with the tutor, those were the 'ammunition' for us. The messy system of the face-to-face tutorial in the middle of study until the end gave us (the students) low spirit, I was frustrated because of my financial issue and I got low grades but this 'battle' must be ended. The support from my wife, spending some time with my children and having communication with parents was giving me the 'nutrition' inside and out. Have communication, help each other, shared experiences with seniors gave me ammunition to complete my study at Open University.

Category _#	Internal ID	Comment	English
HA_12	54451960	Selama saya menjalani perkuliahan di UT, hal yang paling sulit adalah berkomunikasi dengan pihak UPBJJ-UT. Mengingat jarak domisili saya yang lumayan jauh dari lokasi UPBJJ-UT (+/- 10-15 jam), terkadang komunikasi via telphon tidak ditanggapi. Hal ini sangat mengecewakan. Setiap kali meminta informasi by phone, pihak UT selalu meminta agar datang langsung ke UPBJJ-UT. Hal ini tentu dirasa sangat tidak kondusif. Mengingat bahwa hal yang paling diharapkan dari kuliah di UT adalah fleksibilitas, karena domisili yang sangat jauh di pelosok, sehingga tidak memungkinkan untuk mendatangi lokasi perkuliahan atau mengikuti kuliah tatap muka, maka 'komunikasi yang terbuka dan kerja sama yang baik dari pihak UT' sangat dibutuhkan. Terkadang pihak UPBJJ-UT tsb ogah-ogahan mengangkat telphon, bahkan untuk menyambungkan ke pihak yang bersangkutan pun mereka tidak mau, terus terang hal ini sangat menjengkelkan. Melihat sistem yang dirancang oleh UT sebenarnya sudah sangat baik, tapi sayang karena oknum-oknum tertentu membuat UT seolah-olah menjadi Universitas yang tidak bonafit. Untuk itu untuk kedepannya mohon agar diperbaiki personal/karyawan yang bekerja di UPBJJ UT, terutama yang berhubungan dengan pihak eksternal. Atau mungkin bisa disediakan khusus personil untuk menangani keluhan mahasiswa. Terima kasih.	When I was studying at Open University, the most difficult thing was to communicate with UPBJJ (Unit Program Belajar Jarak Jauh – Long Distance Study Program) Open University's staff. Considering the distance from my place to the UPBJJ Open University location was quite far (approximately 10-15 hours), sometimes the communication via telephone was ignored. It was very disappointing. Every time I wanted to get information via phone, the Open University staff always asked me to go to the UPBJJ Open University. Of course this wasn't very helpful. Considering flexibility was something you expected from Open University, because the location was very far and remote so it was not possible to go to the campus or to do the face-to-face tutorial, so 'open communication and cooperation from Open University' are needed. Sometimes UPBJJ Open University's staff were hesitant to answer the phone, even they didn't want to pass on the message to the right people, to be honest it was very annoying. The system that Open University built is very good actually, but unfortunately because of some people it makes Open University look like not a credible university. In the future, please train the staff who work at Open University, especially those who work in dealing with people (customer/admin officers). Or perhaps it's better if there is a department that specially deals with complaints from the students. Thank you.

| HA_13 | 54452892 | Menurut aku, kuliah di UT : - sangat membantu mengembangkan potensiku dalam mengajar murid-muridku, karena walau aku bekerja di kantor, aku juga mengajar privat bahasa Inggeris sesuai dengan bidangku/kuliahku di UT. - Aku juga lebih mandiri mengatur waktu atau istilahnya time arrangement yang baik terhadap jadwal belajar dan bekerja yang telah kubuat sedemikian rupa sehingga semuanya berjalan dengan hasil yang baik pula . - Aku juga menjadi lebih mandiri dalam belajar dan mengajar murid-muridku, karena lebih cepat dan mudah berkonsentrasi dalam mengingat sesuatu dengan mengandalkan memoriku, karena aku kan belajar di mana aja waktu kuliah di UT, sambil menunggu kereta, belajar di kantor, belajar bersama muridku - lebih fleksibel belajarnya saat itu. - Untuk biaya kuliah, waktu itu masih cukup murah dan aku juga kebetulan mendapat beasiswa karena IPK ku diatas 3, sangat membantuku membayar uang kuliah dengan beasiswa tersebut. - Seperti aku jelaskan diatas tadi, aku menggunakan target untuk menyelesaikan kuliah , supaya semangat belajar - dan Alhamdulillah kuliahku hanya sampai semester 7, semester berikutnya aku sudah wisuda. - Kalau untuk pengalaman dukanya, hanya sedikit lelah tenaga dan waktu, tapi hasilnya sangat memuaskan, itu sudah menjadi hadiah yang luar biasa buatku dari Allah S.W.T. Jadi, pendapatku (untuk mahasiswa lainnya), dengan kuliah di UT: - semua mahasiswa bisa belajar dimana saja tanpa batas waktu dan tempat - kita lebih cepat beradaptasi dengan suasana yang ada, bisa belajar sendiri atau berkelompok, terserah pada mahasiswa yang bersangkutan, - untuk program studi yang diambil, aku pikir sebaiknya | In my opinion, study at Open University : - was very helpful to increase my teaching potential, even though I worked in the office, I also taught English privately which was compatible with my study field at Open University. – I also felt more independent to organize my time or to arrange my time well against my study schedule and my work so that everything ran well too. – I also felt more independent to study and to teach my students, because I could be faster (to work) and more easily concentrate when I needed to use my memory to remember things. I studied anywhere when I was studying at Open University, when I was waiting for the train, studying in the office, studying with my students – it was more flexible to study at that time. – For the study fee, it was quite cheap and I also got a scholarship because my GPA was above 3.00, it was very helpful to pay my study fee with that scholarship. – Like I mentioned before, I had my target to complete my study, to help me study seriously – And praise to God my study was only until the 7th semester, I graduated in the next semester. – Bad experiences, only tired and time consuming, but the result was very good, that was an extraordinary gift from Allah. So in my opinion (message for other fellow students), study in Open University: - everyone can study anywhere, unlimited time and place – we can adapt quickly with any situation, we can study on our own or with a group depends on the students, - about the study program you want to take, I think it must relate to your job or your passion as a student, so that the knowledge will be beneficial later on, - for the study fee, I think we need to be flexible, even though the fee has increased, it is still relatively cheap, and the students can also get a scholarship if they have financial problems, - the students should be able to organize their study schedule or good time management, you can target that if you want to complete your study on time, for instance 'I have to finish my study in only 8 semesters'. – the students of Open University must use their effort to get good results, don't be lazy or hesitant. That's all I want to share, |

Category _#	Internal ID	Comment	English
		harus sesuai dengan pekerjaan atau minat kita sebagai mahasiswa, supaya ilmu yang diperoleh bermanfaaat nantinya, - untuk biaya kuliah sekarang ini aku pikir fleksibel aja, meskipun biaya kuliah sudah naik, masih relatif murah untuk biaya kuliahnya, dan mahasiswa juga bisa mendapatkan beasiswa kalau ada masalah dengan keuangan, - mahasiswa harus mampu mengatur waktu belajar sedemikian rupa atau time arrangement yang baik, kalau bisa dengan target selesai kuliah pada waktunya, misalnya hanya 8 semester untuk sekarang ini - aku harus selesai kuliah. - mahasiswa yang belajar di UT harus mau lelah sedikit, dengan hasil belajar yang memuaskan, jangan malas dan ogah-ogahan belajar. Demikian yang bisa aku sampaikan, mudah-mudahan sangat bermanfaat bagi peneliti yang sedang melakukan riset mengenai belajar di UT. Semoga kita semua sukses di bidang masing-masing. Kirim salamku untuk Pembimbing dan semua orang yang berperan dalam penelitian ini. ***Good Luck for you***	hopefully it will be very helpful for the researchers who are doing their research about studying at Open University. Hopefully, we'll be successful in our own fields. My regards to all the lecturers and everyone who are involved in this research. **Good luck for you**
HA_14	54454274	Agar selalu luangkan waktu untuk membuka website UT dengan mengerjakan tugas-tugas yang diberikan oleh Tutor dan membaca berita perkembangan UT.	Should always spend time to check out the Open University website and do the tasks from the tutor and read the news update about Open University.

Category_#	Internal ID	Comment	English
HA_15	54454896	Saya sangat semangat pada saat pertama kali kuliah di UT, karena UT adalah universitas yang ketiga yang pernah saya ikuti, dimana kuliah yang sebelumnya saya selalu gagal ditengah jalan dikarenakan masalah biaya dan waktu kuliah. Namun dengan kemudahan yang UT berikan kepada saya, maka saya yakin dapat menyelesaikan pendidikan saya di UT. Selama mengikuti perkuliahan di UT saya tidak hanya mengikuti kegiatan melalui TUTON saja, karena saya yakin bahwa kontribusi pengetahuan yang diberikan melalui TUTON mungkin hanya sedikit. untuk itu meskipun saya tidak mengikuti TTM, maka setelah melewati semester pertama, saya mulai mengumpulkan teman-teman dari jurusan dan angkatan yang sama. Dan terbentuklah kelompok belajar mandiri yang awalnya beranggotakan 7 orang. Namun karena satu lain hal setelah sampai pada semester terakhir atau semester 7, yang tersisa hanya 3 orang. Tetapi hal itu tidak pernah menyurutkan semangat kami untuk belajar bersama.	I was very enthusiastic at the beginning of my study at Open University because Open University was the third university which I have attended, I dropped out from my previous courses because of financial problems and the schedule time. But with help from Open University, I was certain that I could finish my study at Open University. I didn't just do online tutorials during my study at Open University because I was sure that the knowledge you would get from the online tutorial was just a little. So even though I didn't do the face-to-face tutorial, after I completed my first semester, I began to organize friends from the same major study program and the same year. Then we made an independent study group which at first had 7 people. But for whatever reason, at the final semester or 7th semester, it was only 3 people. But it didn't change our spirit to study together.

Category _#	Internal ID	Comment	English
HA_16	54456232	Assalamu'alaikum Wr. Wb Alhamdulillah perkuliahan di UT cukup fleksibel meski kita bekerja tetap bisa sambil kuliah. suka duka, perjuangan sangat mengesankan saat bersama teman kuliah dan dosen. Kerja keras saat mengerjakan tugas sangat terkesan sekali. Sekarang saya sudah lulus dan masa menunggu wisuda. semoga kenangan dan ilmu yang saya dapat memberikan manfaat untuk masa depan, dan terpenting mendapatkan ridho Alloh SWT. Cukup sekian yang dapat saya sampaikan, atas kepercayaan dan bantuannya selama perkuliahan untuk semua dosen di UT, saya mengucapkan terimakasih banyak, semoga berkah dunia-akhirat... Wassalamu'alaikum Wr. Wb	Peace to all of you, praise to God that the study at Open University was quite flexible even though we were working but we could still study. Happiness and sadness… the memorable experience: when I was with my fellow students and the lecturers. The hard work for the tasks was very very memorable. Now I graduated and I was still waiting for the graduation ceremony day. Hopefully, the memories and the knowledge I received could be helpful for my future and most importantly to receive the blessings from Allah. That's all for now, to all Open University's lecturers thank you very much for your trust and your help during my study, hopefully it's blessed. Wassalam (Bye and peace to all of you.)

Category_#	Internal ID	Comment	English
HA_17	54457200	Kuliah di UT merupakan salah satu keputusan terbaik yang pernah saya ambil. Pertimbangan pertama ketika memutuskan untuk berkuliah di UT adalah waktu kuliah yang fleksibel. Pada awalnya saya mungkin belum terbiasa dengan sistem kuliah di UT, mulai dari Tutorial Online sampai UAS. Semua memang perlu adaptasi, dan ketika saya berhasil melewati proses tersebut, kuliah di UT menjadi terasa menyenangkan. Sebelum berkuliah di UT, saya sudah memperoleh gelar S1 Manajemen di universitas negeri di kota Denpasar. Di UT saya mengambil jurusan D3 Perpajakan, dan berhasil menyelesaikannya dalam waktu 4 semester. Proses kelulusan, wisuda, dan ijazah pun sangat efisien dan mudah. Saya sering kali merekomendasikan UT ke orang-orang di sekitar saya dan berharap suatu saat akan kembali berkuliah di UT.	Study at Open University was one of my best decisions I have ever made. The first consideration when I chose to study at Open University was the flexibility of the schedule. At the beginning, maybe because I didn't know the system to study at Open University – I didn't know about the online tutorial until the final semester exam. Everything took some time to get used to and when I went through the process successfully, it became very enjoyable to study at Open University. Before I studied at Open University, I received a Bachelor's Degree of Management at a state university in Denpasar. At Open University, I took Diploma 3 of Taxation and completed it successfully within 4 semesters. The graduation process, graduation ceremony, and the certificate were very efficient and easy. I often recommend Open University to people I know and I hope one day I will go back to study at Open University again.

Category _#	Internal ID	Comment	English
HA_18	54459042	bagi saya kuliah di UT adalah pengalaman baru dimana sebelumnya belum pernah merasakan pendidikan jarak jauh. akan tetapi kendala di dalam hal penilaian kemampuan mahasiswa saya merasa UT belum maksimal, karena proporsi antara mengerjakan tugas online dari tutor dan mengikuti ujian akhir semester yang ada tidak relevan dengan perolehan hasil akhir nilai yang kita peroleh. oleh sebab itu tujuan akhir perolehan IPK sangat tidak memuaskan karena efek dari penilaian yang terlalu extrim bagi mahasiswa dapat mengakibatkan perolehan IPK yang tidak mencukupi untuk memperoleh pekerjaan ataupun melanjutkan studi ke jenjang yang lebih tinggi dengan perolehan beasiswa. mungkin saran untuk pendidikan jarak jauh bagi saya adalah tim tutor haruslah menilai secara objektif antara penyelesaian tugas dan perolehan hasil ujian bagi mahasiswa dengan terbuka seperti nama Universitas Terbuka tidak ada yang di tutupin atau di sembunyikan karena kita adalah mahasiswa ataupun konsumen dalam hal pelayanan publik. demikian yang dapat saya sampaikan semoga Universitas Terbuka dapat menjadi pelopor dan pendongkrak kemajuan dan peningkatan taraf pendidikan bagi seluruh masyrakat indonesia dan dunia.	For me, study at Open University was a new experience where I haven't had the experience of doing distance study before. But there were some problems on the grading, I think that Open University wasn't doing effectively because the final grades we received were not relevant compared to the amount of online tasks from the tutor and the final semester exam. So the final GPA we received was very disappointing because the extreme (note: unfair) grading system made it difficult for the students with low GPAs to get jobs or to get a scholarship to continue to study at a higher level. Maybe my suggestion for distance education is that the team of tutors must be objective to calculate the grades from the tasks and from the result of the final exam, and open to tell us the final grades just like its name Open University, without hiding anything because we are the students or the clients in the field of public service. That's all I want to say, hopefully Open University can be the pioneer and the booster of modernization and knowledge for all Indonesian people and the world.

| HA_19 | 54461582 | Sebelumnya, saya mengucapkan terima kasih kepada Bp. Ir. Mohamad Toha, Med telah memilih saya dalam partisipasi untuk pendidikan S3 bapak, saya mendoakan agar Bp. Ir. Mohamad Toha, Med sukses dalam menempuh studi dan berhasil memuaskan. Pengalaman saya menempuh pendidikan di UT memang pengalaman yang menyenangkan dan membanggakan walaupun juga harus dengan semangat perjuangan. Ada banyak hal yang mengapa saya memilih pendidikan di UT sebagai sarana untuk meningkatkan kualitas pribadi, diantaranya : 1. Kuliah di UT sangatlah fleksibel, kita dapat belajar dan menempuh pendidikan tidak terlalu terikat oleh waktu dan tempat, saya biasanya setiap sore hari membuka Tutorial Online karena pada pagi dan siang hari saya harus bekerja di kantor, kemudian kalau ada tugas yang harus dikerjakan maka saya akan melanjutkan pada malam hari bila tidak terselesaikan pada sore hari. dengan demikian kita banyak mempunyai waktu untuk melakukan referensi buku untuk belajar.Pengalaman saya yang lain yaitu waktu menempuh ujian semester yang tidak dapat saya ikuti karena harus menghadiri acara di kota lain, setelah mendapat informasi dari petugas UPBJJ ternyata ujian tersebut dapat diikuti di mana kota tempat saya kunjungi.akhirnya saya dapat mengikuti ujian di kota di mana saya sedang ada acara tersebut. 2. Kuliah di UT tidak mengganggu aktifitas saya sebagai pegawai. Dengan adanya program tutorial online maka saya dapat menyelesaikan pendidikan saya tanpa harus mengganggu pekerjaan utama saya, karena kegiatan belajar dapat di laksanakan setelah jam kerja kantor selesai. 3. Universitas Terbuka merupakan perguruan tinggi yang bonafide, merupakan Perguruan | I want to say thank you to Mr. Mohamad Toha who chose me to participate in the research for your Ph.D. I pray for Mr. Mohamad Toha to be successful in his study and achieve a very good result. My experience studying at Open University was a good experience and it made me feel proud even though I had to work hard. There were reasons why I chose to study at Open University for my self development: 1. Study at Open University was flexible, you could study and receive education without time and place restrictions, I usually opened the online tutorial every afternoon because I had to work in the morning and during day time, then if there were tasks that needed to be done then I would continue to do it at night time if I couldn't finish it in the afternoon. Therefore, we had a lot of time to read the books to study. Another experience was when I couldn't sit for the semester exam because I had to attend an event in a different city, after I got information from UPBJJ staff I knew that the exam could be taken in the city where I was at, luckily I could take an exam in a city where I attended an event. 2. Study at Open University didn't disturb my activities as an employee. With the online tutorial program I could finish my education without affecting my work, because I could study after my work. 3. Open University is a credible university, it's an accredited university which people recognize it as a university that has up-to-date study programs and the programs are needed by the society. Therefore, Open University graduates can't be underestimated, because they graduated from a high quality university. They were supported by experienced and competent lecturers. When I was in the graduation ceremony at the main campus of Open University in Pondok Cabe – East Jakarta, it was a very big experience as a scholar from a university that has a majestic building with a lot of graduate students. 4. Study at Open University was very easy, UPBJJ had an online tutorial therefore the students could be braver to express their knowledge they have learned to share it with other students. With the online study system, |

Tinggi Negeri yang diakui keunggulannya oleh masyarakat sebagai perguruan tinggi yang mempunyai program-program studi yang up to date dan dibutuhkan di masyarakat. Sehingga lulusan UT tidak bisa dipandang sebelah mata, karena merupakan lulusan Perguruan Tinggi Negeri yang berkualitas. Didukung oleh dosen-dosen yang berpengalaman dan mempunyai kompetensi yang cukup. Sewaktu saya mengikuti yudisium di gedung pusat UT Pondok Cabe, Jakarta Timur, sungguh merupakan pengalaman yang membanggakan, yaitu sebagai lulusan perguruan tinggi yang mempunyai gedung yang megah dengan lulusan yang sangat banyak. 4. Belajar di UT sangatlah mudah, dengan UPBJJ yang dilengkapi Tutorial Online maka para mahasiswa dapat lebih memberanikan diri untuk mengapresiasikan ilmu yang dipelajari yang dapat di share bagi mahasiswa lainnya. Dengan sistem belajar Online mahasiswa dapat lebih banyak waktu untuk mengumpulkan data-data yang diperlukan dalam belajar. 5. Belajar di UT tidak mahal. Program Online UT menyediakan buku-buku online yang bisa diakses oleh setiap mahasiswa, sehingga mengurangi biaya beli buku dan lain-lainnya. mengurangi biaya transportasi karena tidak harus datang ke kampus, karena belajar di UT cukup dengan Tutorial Online, sekali-kali koordinasi ke kantor UPPBJ. UT merupakan perguruan tinggi negeri jadi tidak ada sumbangan uang gedung dan sumbangan-sumbangan lainnya seperti perguruan tinggi swasta. 6. Belajar di UT tidak ribet. belajar di UT semuanya sudah sistem internet, belajar melalui internet, pembayaran online, diskusi melalui internet online, pertanyaan dan jawaban melalui online, koordinasi dan bimbingan juga online, jadi

the students could have more time to collect the data they need to study. 5. Study at Open University was not expensive. Online programs from Open University also offered e-books which could be accessed by the students, therefore you could save on the cost to buy books and other items. It saved on the transportation cost because you didn't have to go to the campus because you only needed the online tutorial to study at Open University, once in a while you needed to go to the UPBJJ office. Open University is a state university so there is no additional fee to spend for building/administration fee and other additional fees like at a private university. 6. Study at Open University was not complicated. The system at Open University was all online, study online, you could pay the fee via online, online discussion, question and answer via online, communication and consultation via online so it was not complicated. Apart from all of the easiness to study at Open University, there were also some problems like internet reception because the system at Open University used online mostly, so if there was a problem about the internet reception, we couldn't study via online. However, the most important thing, to studying, regardless if at a state university or a private university, was the spirit to complete the study, because without the spirit everything would feel difficult and took a long time, but with the motivation that you'd finish the study program even though in one semester you could only pass 2 subjects but gradually you'd graduate. That's what I told myself. That's all about my experiences studying at Open University, hopefully it's useful. Thanks.

Category_#	Internal ID	Comment	English
		semuanya sudah internet sehingga tidak ribet. Diantara sekian kemudahan belajar di UT, tentunya ada kendala yang dialami seperti kekuatan dan keberadaan sinyal untuk membuka internet, karena sistem pendidikan di UT lebih banyak menggunakan sistem online, sehingga apabila mengalami gangguan penerimaan sinyal internet, maka kita tidak dapat mengakses belajar di Online UT. Namun yang paling penting dalam menempuh di setiap pendidikan baik di perguruan tinggi negeri maupun swasta adalah semangat untuk menyelesaikan studi, karena tanpa ada semangat ini maka segala sesuatu akan terasa sulit dan lama, dengan semangat untuk menyelesaikan studi maka walaupun satu semester hanya mampu lulus dua mata kuliah maka lambat laun akan selesai. itu yang saya tekankan dalam pribadi saya. Demikian sekelumit pengalaman saya belajar di Universitas Terbuka, semoga ada manfaatnya. terima kasih.	
HA_20	54463822	Jika ingin sukses menempuh kuliah di Universitas Terbuka (UT), pertama diperlukan kedisiplinan dan motivasi yang tinggi. Hal ini diperlukan untuk tetap menjaga semangat dalam menjalani proses perkuliahan itu sendiri. Kedua, aktif dalam menggunakan layanan tutorial online. Karena hal tersebut sangat membantu dalam memperoleh raihan nilai yang dicapai ketika Ujian Akhir Semester. Demikian, semoga bermanfaat. Terima kasih.	If you want to be successful studying at Open University, first of all you need to have self-discipline and high motivation. These all are needed to keep the spirit high during the process of study. Secondly, you should be proactive to use the online tutorial. These things are very helpful to achieve good grades for the final semester exams. That's all, hope it's useful. Thanks.

Category _#	Internal ID	Comment	English
HA_21	54476440	Pengalaman suka - dengan kuliah di UT (kelas TTM) sy dapat bertemu dan berkenalan dengan orang-orang dengan karakter, background sosial-ekonomi - sara, profesi yang beraneka ragam. Hal ini menambah wawasan dan pengetahuan sy sbg pendatang baru di Kalbar (sy suku Jawa, yg lama berdiam di Kaltim). Kuliah membuat sy menemukan dunia sy yg pernah hilang karena berumah tangga. Kuliah membuat sy refresh dan terhiburan, serta menumbuhkan kepercayaan diri bahwa otak kita masih sanggup menerima pelajaran dan masih bisa lebih pandaidari anak-anak muda. Pengalaman duka - Sistem UPBJJ kadang kurang menguntungkan ketika sy mengalami masalah teknis yang disebabkan oleh pengelola (misalnyapengelola salah meregestrasikan MK sehingga TTM yang sy ikuti tidaadakontri- businya di nilai akhir). Kekurangan jumlah mahasiswa minimuuntuk bisa diadakan TTM menjadi tugas kami mahasiswa di sini untukmencari tambahan mahasiswa baru, agar study kami lancar dan selesai tepat waktu. Kesalahan pengelola dan ketertinggala ninformasimembuat sy yang seharusnya bisa selesai 3 tahun menjadi 3,5 tahun. Pesan -Apabila kita masih ingin menjadi lebih baik, lebih maju, dan lebih berarti tuntutlah ilmu. Kepahitan hidup harusnya menjadi cambuk kita untuk harus bisa ke depannya meraih hidup yg lbh baik.	The good experiences – study at Open University (face-to-face class), I met and knew a lot of people with different characters, social backgrounds, races, and various professions. This increased my insight and knowledge as a newcomer in West Kalimantan (I'm a Javanese who used to live in East Kalimantan for a long time). The study made me feel rejuvenated and entertained, it also boosted my confidence to know that my brain could still receive lessons and was smarter than the younger people. The bad experiences – UPBJJ system sometimes was not good for me when I experienced technical problems, all because of the organizer (for example when the organizer was wrong to key in the subject's name so the subject of the face-to-face tutorial that I took didn't give me any contribution on my final grade). Lack of enough students in the face-to-face tutorial became our problem because we had to look for additional students. I should have finished my study within 3 years but it was 3.5 years instead because of the mistakes from the organizers and the lack of information. My advice – if you want to be a better person, more modern and you have meaning for your life, you should study. Bad experiences in life should be our booster/whip to get a better future.

Category _#	Internal ID	Comment	English
HA_22	54481482	SEBELUM KULIAH DI UT 1. Sebelum masuk ke UT agak pesimis karena ada beberapa teman yang tidak lulus-lulus dan berhenti kuliah. 2. Ada juga yang mengatakan nilai di UT sangat sulit, sehingga walau sudah mengulang tetap mendapatkan nilai yang sama. 3. Tidak pernah ketemu dosen untuk konsultasi. SETELAH KULIAH DI UT 1. Kelulusan dapat dicapai kalau kita mau belajar. 2. Nilai minim C dapat diperoleh kalau mau mengikuti Tutorial Online dan mengerjakan tugas-tugas yang diberikan. 3. Tidak punya kelompok belajar dan tidak ada bimbingan dosen , bukan menjadi penghalang karena bisa membaca Modul dan mengakses internet karena masih ada mbah Google yang mau menjawab berbagai pertanyaan mata kuliah yang ditempuh. 4. Biaya sangat murah 5. Kuliah di UT tidak mengganggu pekerjaan kantor (waktu fleksibel) 6. Kualitas nilai kelulusan terjamin. 7. Aku bangga jadi mahasiswa UT walau IPK tidak seperti harapan.	BEFORE STUDYING AT OPEN UNIVERSITY: 1. Before I attended Open University, I felt pessimistic because there were some friends who could not complete their studies and dropped out. 2. There were also some people who said to get good grades at Open University was very hard, so even though they resit for their exams they couldn't get better grades. 3. Never met (could not meet) the lecturers to do consultation (for their essays). AFTER STUDYING AT OPEN UNIVERSITY: 1. You could complete your course if you study. 2. You could get a grade of a minimum C if you attend the Online Tutorial and do the tasks. 3. If you didn't have a study group and couldn't have the consultation session with the lecturers, no problems because you could still read the modules and search for some information on the internet because there was still Google that could answer various questions about your study. 4. The fee was very cheap. 5. Study at Open University didn't disturb my work (flexible time). 6. They assured you that you'd get good grades. 7. I am proud to be a student of Open University even though my GPA wasn't as I expected.

HA_23	54543722	pengalaman suka : saya sangat senang sekali kuliah di ut,karena disini saya menemukan teman-teman yang sangat sayang dan peduli dengan saya,selain itu saya sangat bersyukur bisa kuliah di ut karena akhirnya saya bisa menjadi seseorang seperti yang saya impikan waktu saya kecil. saya juga sangat beryukur sekali karena saya mendapat beasiswa dari ut sehingga mengurangi beban saya untuk membiayai kuliah saya,karena saya bekerja untuk menghidupi keluarga saya dan juga untuk membiayai sekolah 3 adik saya, dan untuk membiayai kuliah saya, dan juga untuk membiayai pengobatan ayah saya yang terkena penyakit hernia, hingga sekarang ayah saya masih berobat jalan.tapi alhamdulillah dengan kerja keras saya, saya bisa lulus dan berhasil menyelesaikan study saya dengan baik sehingga membuat ayah saya bangga kepada saya.yang membuat saya semangat belajar adalah ibu saya,karena ibu yang selalu mendukung dan memberi motivasi kepada saya, i love mom... selain itu, saya pernah terpilih mengikuti onmipa (olimpiade nasional matematika dan ipa) suatu kebanggaan yang sangat berharga karena saya bisa terpilih dan mengikuti olimpiade tersebut.Di situ saya ketemu sama teman-teman ut dari berbagai upbjj dan mengikuti perlombaan yang lawannya dari berbagai kampus yang ada di indonesia, pengalaman berharga itu tidak akan saya lupakan sampai sekarang. pengalaman duka : ketika saya semester 6, ibu saya dipanggil oleh allah swt,,saya sangat terpukul dan belum siap menerima keadaan seperti ini sehingga membuat saya sedikit depres,, mika yang ceria berubah menjadi pendiam dan hampir tiap hari saya meneteskan air mata...pada waktu itu, saya sedang	Good experience: I was very happy to study at Open University because I met friends who loved and cared for me, apart from that I was very grateful I studied at Open University because at last I could be someone who I wanted to be when I was a child. I also felt very grateful because I got a scholarship from Open University therefore it helped me financially because I worked for my family and I needed to pay the school fee for my 3 sisters, for my study fee and also for my father's health treatment who got a hernia, until now my father was still under treatment. But praise to God because of my hard work, I graduated and completed my study well so my father was proud of me. My mother was someone who encouraged me to study because she always supported and motivated me, I love you mother… in addition, I had also been chosen to join Onmipa (National Competition for Science and Math), it was a very valuable experience because I was chosen and did the competition. I met some fellow classmates from Open University from various UPBJJ and our rivals were from many different universities in Indonesia, I won't forget that memorable experience. Bad experience: when I was in semester 6, my mother passed away, I was really sad and was not ready to accept that so it made me a little bit depressed. I was a cheerful person before but became a quiet one and I cried almost every day. At that time I was doing on the job training (for teaching) but I could not focus and couldn't concentrate so my tutor always asked me to amend my report (task). I was stressed out because I made mistakes on my report all the time. I was thinking of taking a study break and didn't finish my report, I wanted to calm myself down, but because of the support from family and friends, then I stood up and tried my best to finish my report, finally my report was finished on time with a good grade which was an A. I felt so grateful and thankful for my family and friends who supported me during my happy or sad times so I could finish my study well. I love my family and my friends. People said that study at Open University is difficult to

Category _#	Internal ID	Comment	English
		melakukan pkm (praktek kemampuan mengajar), tapi saya tidak fokus dan kurang konsentrasi sehingga membuat laporan saya selalu di kembalikan oleh tutor untuk di perbaiki,,,saya hampir stress,,,,salah lagi,salah lagi,,,saya sempet bepkiran buat cuti sejenak dan tidak menyelesaikan pkm saya, saya ingin menenangkan pikiran saya,,,tapi berkat support dari keluarga dan teman-teman seperjungan saya,,,akhirnya saya bangkit, saya berusaha keras untuk menyelesaikan laporan pkm saya,,akhirnya laporan pkm saya selesai tepat pada waktunya dengan nilai yang angat memuaskan yaitu A,,saya sangat bersyukur dan sangat berterima kasih kepada kelurga dan teman-teman saya, yang selalu memberikan support kepada saya, baik waktu saya senang maupun waktu saya duka sehingga saya bisa menyelesaikan study saya dengan baik...i love my family and my friend's. kata orang kuliah di ut itu sangat sulit untuk lulus,iya itu benar,,,tapi kita kembalikan kepada diri kita sendiri,kalau kita kerja keras dan rajin belajar serta yakinkan dalam hati, kalau kita bisa lulus,,pasti bisa...(ikhtiar lalu berdo'a). SEMANGAT..... pesan : kepada teman-teman dimanapun berada yang sekarang edang belajar di ut,tetap semangat ya pantang mundur,,maju terus,,yakinkan pada hati kalau anda akan lulus dan sukses.	complete, yes that's right, but it depends on us, if we work hard and are keen to study and believe that you will graduate then you can do it (do your best and pray). SPIRIT... note to my fellow students, wherever you are and those who study at Open University, keep up the good spirit and don't give up, keep moving forward, believe in yourself that you will graduate and succeed.
HA_24	54547274		

Category _#	Internal ID	Comment	English
HA_25	54555654	untuk para mahasiswa ut saya sarankan bisa aktif mencari informasi di ut yaitu mengenai pelaksanaan tutorial dan waktu ujian, kalau bisa suadah punya agenda sendiri tentang waktu ujian. karena ada temannya yang sampe lupa kapan waktu ujian. dan untuk pegawai ut supaya lebih teliti lagi dalam mengisikan biodata mahasiswa karena saya nama saya salah pernah mengalami untuk pengetikan berkali, dan juga saya berkali kali untuk mengajukan perubahan biodata. dan saya mohon kepada ut agar waktu wisuda atau pengambilan izasah tidak usah lama2.	For all Open University students I suggest that you need to be proactive to search for information about the tutorial and the exam schedule at Open University, if you can – you should have your own agenda about the exam schedule. Because I have a friend who forgot his own exam schedule. And for Open University staff, you should be more thorough when you fill in the students' data because my name was wrong and I had to change it so many times, and I had to send a form to change my data. And I want Open University to hasten the process of graduation and the process of getting the certificate.

| HA_26 | 54563190 | Saya memulai kuliah di UT UPBJJ BOGOR pada tahun 2010.2 saya tergabung dalam lembaga penyelenggara TTM "Bina Mahunika". Pada waktu itu saya memmutuskan kuliah di UT karena biaya yang terjangkau, waktu yang fleksibel dan untuk mengembangkan potensi dalam diri saya. Pada saat itu saya mengambil jurusan Akuntansi. Usia saya saat itu 22 tahun, sudah 4 tahun yang lalu dari saya lulus SMK. Tetapi tekad saya bulat untuk kuliah, saya mulai membangkitkan kembali semangat belajar saya. Saya mempunyai target, saat itu saya katakan kepada diri saya, bahwa saya harus lulus tahun 2013.2 dengan IPK harus diatas 3,0 Ketika saya kuliah saya sangat menikmati proses yang ada. TTM 2x seminggu dari jam 18.30 s/d 21.30 semua saya jalani dengan sukacita, meskipun terkadang lelah setelah bekerja. Untuk tugas TTM pun saya semangat 45 mengerjakannya dirumah setelah pulang bekerja. Saya juga bersyukur untuk bisa memakai fasilitas kantor dalam menggunakan akses internet, print dll. Hal ini membuat saya sangat mudah untuk mengikuti TUTON dan mengerjakan tugas yang ada.   Saat itu saya mendapatkan nilai A untuk mata kuliah yang ada TTMnya, dan rata B atau C untuk Tuton. Tetapi saya pernah mendapatkan nilai A untuk Tuton. Itu senangnya luar biasa hahaa... Saya memberi pendapat untuk UT, mengapa tidak semua mata kuliah ada TTMnya supaya dapat A semua hihii.. Masukan juga untuk UT dalam Tuton banyak Dosen UT yang pasif, itu sangat menggangu dalam proses belajar di online. Diharapkan kedepannya nanti bukan hanya mahasiswa yang aktif tetapi Dosen/Tuton yang aktif juga. Singkat cerita dalam prakteknya di dalam pekerjaan saya sangat berguna. Saya | I started to study at Open University UPBJJ Bogor in 2010. I joined a management institution for the face-to-face tutorial called "Bina Mahaunika". At that time I decided to study at Open University because the fee was affordable, flexible time, and to develop my skills. I took Accounting. I was 22 years old, and it was 4 years ago I graduated from high school. But I had a strong determination to study, so I started to build my spirit to study. I had my target, I told myself that I had to graduate in 2013 with a GPA over 3.0, when I was studying there I enjoyed the process. I attended the face-to-face tutorial for 2 times a week from 6.30 pm until 9.30 pm. I studied the tutorial happily even though sometimes I was tired after work. I also was keen to do the tasks for the face-to-face tutorial at home after work. I also felt grateful to be able to use my work facilities to access the internet, do print outs, etc. These things made it very easy to do the online tutorial and the tasks. I got an A for all the face-to-face tutorials, and an average B or C for the online tutorial. But I also got an A for some online tutorial subjects. I felt very happy for that (laugh). I have a suggestion for Open University: why not make all the subjects have a face-to-face tutorial? So we could get an A (giggle). Another suggestion for Open University, there were many passive lecturers in the online tutorial, that very much bothered me during the online learning process. I am hoping that the lecturers/tutors need to be proactive as well so it was not just the students. Long story short, (my study) is very useful in my practice/in my work field. I started working in 2010 until 2012 as an Account Receivable & Account Payable officer. In 2013, God helped me so I got promoted to achieve one level higher to be an Auditor and this was relevant with my study field. Then I graduated in 2013 (I achieved my target). I attended the graduation ceremony on the 15th of April 2014 with a GPA 2.76 (I didn't achieve my target, my target was GPA 3.0), but I was grateful for this achievement. The best graduation gift from God was I got promoted in the same month of April, the CEO asked me to be the |

Category _#	Internal ID	Comment	English
		bekerja ketika tahun 2010 s/d 2012 sebagai Staff AR & AP (Bagian Penagihan Piutang dan Hutang). Tahun 2013 saya dibawa Tuhan naik 1 level lebih tinggi saya menjadi seorang Staff Auditor. Dimana ini sangat relevan dengan jurusan yang saya ambil. Tiba akhirnya saya lulus di 2013.2 (sesuai dengan target saya). Saya di wisuda pada 15 April 2014, dengan IPK 2,76 (tidak sesuai target, target saya 3,0) tetapi saya mengucap syukur untuk pencapaian ini. Hadiah wisuda terindah dari Tuhan saya di promosikan di bulan yang sama April, saya di tarik CEO ditempat saya bekerja untuk menjadi Personal assistant dan Budget Controller. Amazing.. Semua karena campur tangan Tuhan dan semua bisa dilewati bukan karena kehebatan saya, karena kekuatan dariNya... Elva	Personal Assistant and Budget Controller. Amazing… All because of God and I could go through this not because of me, but because of Him.
HA_27	54580886	Saya sangat senang ktika saya dapat kesempatan untuk belajar diusia yang tidak muda lagi. Sebelumnya saya tidak yakin saya bisa belajar untuk meraih pendidikan di tingkat sarjana. Saya sangat berkesan ketika saya hampir menyelesaikan belajar saya di semedter akhir itu dan yang paling berkesan adalah manakala saya dapat membantu teman kuliah saya dalam menyelesaikan Karya Ilmiah.	I was very happy when I had a chance to study when I was not young anymore. Before that I wasn't sure that I could study to achieve the Bachelor Degree level. I was impressed when I almost finished my study last semester and the most memorable thing when I could help my fellow students to complete their final essays.
HA_28	54596192	Pengalaman kuliah d UT sangat banyak. Tetapi satu hal yang sangat tersentuh hati saya adalah kuliah di UT tidak memandang usia dan status sosial. Mulai dari yang muda sampai yang tua, yang belum kerja sampai yang sudah pegawai negri pun ikut kuliah di UT. Hal ini juga yang membuat saya termotifasi untuk kuliah di UT	There were many experiences studying at Open University. But one thing that I remembered was that studying at Open University, the people didn't see what age you were and your social status. Those who are young to old, those who haven't worked yet to those who work as civil servants, they were also studying at Open University. This motivated me to study at Open University.

Category _#	Internal ID	Comment	English
HA_29	54655068	Secara umum mengikuti kegiatan belajar mengajar di UT sangat memuaskan karena mahasiswa dapat belajar dengan beragam cara yang sesuai dengan waktu dan kegiatannya di luar kegiatan kuliah. Permasalahan yang saya hadapi adalah kurangnya komunikasi dengan UT pusat sehingga saya pernah mengalami keterlambatan untuk registrasi serta target waktu kelulusan yang saya harapkan. Saya berharap bahwa semua informasi terkait dengan mahasiswa dapat lebih mudah diakses misalnya dengan pengiriman informasi lewat email ataupun account mahasiswa yang dimiliki. Demikian terima kasih.	Generally speaking, studying at Open University was very good because the students could study with various ways that suited their schedule and activities. The problems I had were the lack of communication with Open University at the main campus so I had an experience that I was late to register and didn't achieve my target to graduate. I hope that all the information related to the students can be easy to get, for instance by sending information to students via e-mail or the student's account. That's all, thank you.

Category _#	Internal ID	Comment	English
HA_30	54666280	pengalaman miskomunikasi antar staf UT yang merugikan mahasiswa. saya mahasiswa alihkridit dr universitas lain ke Ut, sebelum pengambilan mata kuliah saya telah berkonsultasi dengan bagian akademik di UPBJJ untuk menyesuaikan matakuliah yang teralih kridit. setelah berjalan 4 semester , saya di kontak dari kaprodi pusat, ternyata matakuliah yang selama ini saya ambil dinyatakan salah ambil matakuliah. dengan demikian saya harus memperpanjang masakuliah hingga 6 semester karena banyak sekali matakuliah yang belu m terambil akibat kesalahan tersebut. padahal sebelumnya sy telah mengikuti saran bagian akademik namun hasilnya disalahkan oleh kaprodi. kedepan, sy berharap tidakadalagi miskomunikasi antar staf yang merugikan mahasiswa. tidak hanya soal biaya administrasi yang sia-sia namun waktu yang takmungkin kembali.	The bad experience was of miscommunication with the staff of Open University. I was a student who needed to do a credit transfer from a different university to Open University, before I took the subjects I consulted with the academic department in UPBJJ to reconcile the subjects for credit transfer. After 4 semesters, I got a call from the main Kaprodi – Kepala Program Studi (Head of Study Program), saying that the subjects I took all this time were wrong. Because of that I had to extend my study period to 6 semesters because there were so many subjects I didn't take as I took the wrong ones. I followed the advice from the academic department but the Kaprodi said it was wrong. I hope there is no more miscommunication with the staff of Open University in the future. Not only did this waste the administration fee but also wasted time.

| HA_31 | 54672902 | Awalnya saya kuliah di UT waktu saya masih bekerja dengan penghasilan pas-pasan. Saya pikir saya akan sanggup membayar uang kuliah UT dengan gaji saya waktu itu. Dan memang saya bisa. Mata kuliah yang saya pelajari juga bisa saya ikuti. Sehingga saya senang sekali bisa mendapat IP yang lumayan. Saya juga mendapat beasiswa dari UT *terimakasih UT :-)* sehingga gaji yang tadinya saya alokasikan untuk membayar uang kuliah dan membeli modul bisa saya kirim kepada orangtua saya untuk membantu biaya pendidikan adik saya. Dua tahun kemudian,saya pindah kerja ke sebuah perusahaan asing. Tetapi di perusahaan yang baru ini, sulit sekali bagi saya untuk mengatur waktu belajar. Gajinya memang jauh lebih besar tapi sejak itulah IP saya menurun terus. Saya coba untuk mengikuti TTM dengan harapan saya bisa meningkatkan IP saya. Tapi saya kecewa berat dengan TTM *duuhhh UT, sedih deh mengingatnya*. Tidak ada tambahan ilmu yang saya dapat dengan mengikuti TTM. Sama saja dengan bila saya belajar sendiri. Tapi anehnya nilai saya naik. Rupanya kehadiran selama TTM bisa mempengaruhi nilai. Semester berikutnya saya tidak mau lagi ikut TTM. Perjalanan hidup juga mempengaruhi IP saya *heheheh*. Semester 7 saya menikah dan tak lama kemudian saya hamil. Energi saya terkuras untuk pekerjaan dan mengurus kehamilaln saya. Akhirnya waktu TAP, saya pasrah dan melakukan sebisanya yang saya sanggup. Saya pun lulus dengan IPK seadanya, 2.82. Waktu baru mulai kuliah di UT, saya membayangkan akan mengikuti wisuda dan mengenakan toga dengan bangga di antara para wisudawan lainnya. Impian saya kandas karena saya tidak | At the beginning of studying at Open University, I was working with a small salary. I thought I could still pay the study fee with my salary. And yes I could. I could also follow the lessons. Therefore, I was very happy I could get a good GPA. I also got a scholarship from Open University *thank you Open University* so I could use the salary that I allocated to pay my study fee to buy the modules, and for my parents' daily expenses and sister's education. Two years later, I worked at a multinational company. But it was difficult for me to manage my study time at this new company. The salary was much higher but since then my GPA was getting lower. I tried to do the face-to-face tutorial with the hope of increasing my GPA. But I was very disappointed with the face-to-face tutorial *oohh Open University, it made me sad when I think about it*. There was no new knowledge I got when I studied in the face-to-face tutorial. The tutorial was just like when I studied on my own. But oddly my grades got higher. Apparently, the attendance of the face-to-face tutorial affected the grades. I didn't want to take the face-to-face tutorial in the next semester. Actually, my life journey also affected my GPA (laugh). In the 7th semester I got married and soon after I got pregnant. I used my energy for work and my pregnancy. Then when I took the final essay, I surrendered to God and did everything I could. Then I graduated with an average GPA 2.82. When I just started studying at Open University, I imagined myself at the graduation ceremony and wearing the toga proudly with the other scholars. My dream fell through because I didn't get the invitation to attend the graduation ceremony at Open University's main campus. Now I am in the application process to receive my certificate. But as usual, UPBJJ is very difficult to be contacted. I don't know I just don't feel satisfied with the administration's service of Open University. So now I have a Bachelor Degree of Economics from Open University. On the one side, I was happy to complete my education at Open University, but I wasn't satisfied with the result. If it's possible, I really |

Category _#	Internal ID	Comment	English
		mendapat undangan untuk wisuda di UT Pusat. *crying* Sekarang saya sedang mengurus untuk mengambil ijazah. Tapi seperti biasa UPBJJ sulit sekali dihubungi. Entahlah, saya tidak pernah puas dengan layanan administrasi UT. Jadi, sekarang saya adalah Sarjana Ekonomi dari UT. Di satu sisi saya senang bisa menyelesaikan pendidikan di UT, tapi saya tidak puas dengan hasilnya. Bila mungkin, ingin sekali saya mengulang lagi. Untuk UT, saya sangat mengandalkan modul untuk belajar. Tapi yang mengecewakan, beberapa modul menggunakan bahasa yang sulit saya mengerti, bahkan ada yang copy paste saja dari sumber aslinya. Mudah-mudahan, UT lebih baik lagi mengembangkan modulnya agar adik-adik kelas bisa mempelajari materi dengan mudah. Terimakasih UT. I love u my almamater.	want to redo it. (Suggestion) for Open University, I was depending on the modules to study. But it's disappointing, as some modules used languages that I couldn't understand, even they were cut and pasted from the original sources. Hopefully, Open University will become better and develop the modules so other students will learn the contents easily. Thank you, Open University. I love you.
HA_32	54696076	Dengan bimbingan karil saya lebih jadi lebih banyak tahu tentang penulisan karya ilmiah (PTK)	By having a consultation for writing my essay, I could understand and knew more about writing my essay PTK (class/teaching-learning action research).
HA_33	54726682	waktu saya kuliah di ut saya sangat senang di karnakan selain saya menimba ilmu,,saya mempunyai banyak teman baru. .bisa bertukar pikiran..tapi ada hal yang saya kecewa, fasilitas upbj yang saya tempatkan tidak memadai malah sangat minim fasilitasnya..terima kasih	When I was studying at Open University, I was very happy because not only did I receive knowledge, I also got new friends, people who I could share opinions with. But there were some things that I feel disappointed by, the UPBJ's facilities were not adequate and so limited... Thank you.

Category _#	Internal ID	Comment	English
HA_34	54776346	kuliah di UT itu tanpa mengenal waktu untuk belajar, sangat beda dengan kuliah reguler lainnya. kita bisa belajar kapan pun, mahasiswa juga dituntut utk mandiri dan aktif. saya terpaksa kuliah di UT karena kendala biaya. saya lulus sekolah sempat putus asa mau melanjutkan kemana dengan keterbatasan biaya. saya selama 1tahun memutuskan untuk bekerja guna mengumpulkan biaya untuk kuliah. dengan dana terkumpul sama memutuskan kuliah di UT, karena sangat murah dari Universitas lainnya. jadi saya kuliah sambil bekerja. dengan situasi seperti itu saya untuk belajar sangat sungguh-sungguh, tp dengan posisi bekerja dengan tugas yg sangat banyak di UT, saya tetap mengerjakan sesuai kemampuan saya. dari segi IP buat saya tidak menguntungkan, yang saya bisa dapat ijasah dan bisa lulus, guna melanjutka karir saya...saya sempat terguncang selama mendapat nilai yg kurang maksimal. tapi saya tetap berkaca sesuai kemampuan saya. alhamdulilah saya bisa lulus di UT dengan lancar dan dengan IP 2.10 tapi saya bangga bisa belajar di UT, itu juga membuat pola fikir saya berubah dengan bisa kuliah. semoga UT bisa semakin sukses untuk kedepannya. sekian dan terima kasih.	Studying at Open University offered flexible time when you wanted to study, it's very different from any other ordinary study system. You could learn any time, the students were also encouraged to be independent and proactive. I had to study at Open University because of financial issues. When I graduated from the school, I felt hopeless to continue to study at a higher level because of the financial situation. For 1 year, I decided to work to save some money for my study program. With the money I saved then I decided to study at Open University, because it's very cheap compared to other universities. So I studied and worked at the same time. With that situation, I studied with full dedication, even though I worked and there were a lot of tasks from Open University, I kept trying to do the tasks as best as I could. My GPA was not that good, but more importantly I could get the certificate and graduated, it's for my career. I felt shocked when I got low grades. But I reflected on myself. Praise to God I graduated from Open University without any issues and with a GPA 2.10 but I am proud I studied at Open University, it changed my way of thinking. Hopefully, Open University can be more successful in the future. Thank you.

Category _#	Internal ID	Comment	English
HA_35	54795008	banyak suka duka ketika masih jadi mahasiswa ut , bagi saya untuk suka nya mungkin saya bangga dengan hasil usaha dan kerja keras saya dimana saya dapat kuliah sambil bekerja dan dapat menimba ilmu lebih banyak melalui UT sebagai sarananya dan juga menambah relasi/teman sesama mahasiswa Ut.untuk duka nya mungkin jarak yang cukup jauh yang harus saya tempuh untuk dapat mengikuti proses pembelajaran TTM di UT,jarak nya mungkin sekitar 64 KM setiap sabtu minggu saya lalui untuk dapat menimba ilmu di Ut.Untuk seluruh mahasiswa aktif UT tetap semangat mengikuti proses pembelajaran di UT ,yakin kita pasti bisa jadi yang terbaik.	There were so many good and bad experiences when I was a student at Open University, for me the good experience was because I am proud of my hard work, I could study and work at the same time and I received more knowledge from Open University and also met colleagues/fellow students who studied at Open University. The unpleasant experiences, maybe the long journey that I had to take to do the face-to-face tutorial, the distance was about 64 km – I took it every Saturday-Sunday to study in Open University. For all students at Open University - keep up the spirit to study at Open University, and believe that you can be the best.
HA_36	54912054	Saya sangat senang bisa menyelesaikan kuliah S 1 saya dengan waktu sesuai denhan rencana saya,dan sistem belajar yang fleksibel dan biaya kuliah yang murah.	I am very happy I completed my Bachelor Degree within the timeframe as I planned, and the flexibility to study and the fee was cheap.
HA_37	55013922	tekun,rajin buka situs yang berkaitan dengan mata kuliah yang ditempuh,sebagai bahan rujukan belajar saat tutorial	Diligent, keen to do some web research for your study, those were for references during the tutorial.
HA_38	55056586	pengalaman suka : banyak pelajaran yang sangat berpotensi untuk meningkatkan pengetahuan secara pribadi, belajar berkelompok juga memudahkan aktifitas belajar secara aktif. tidak adanya tuntutan waktu yang harus di kejar apabila ada kepentingan secara pribadi. pengalaman duka : saat TTM belajar tidak terasa efektif apabila tutor tidak hadir karena ada kepentingan, maka saat TTM kami hanya bisa menunggu tutor lain untuk mengisi pelajaran yang akan di tutorkan.	Good experiences: a lot of knowledge to improve my skills, studying with a group also helped us to study effectively. No schedule to study especially when you were busy with your own life. Bad experiences: studying with the face-to-face tutorial wasn't effective when the tutor didn't come because he/she had other important things to do, therefore we had to wait for a different tutor to replace him/her to teach.
HA_39	55086146	belajar tak ada batasnya...berapapun usia kamu belajarlah	There is unlimited time to study, doesn't matter how old you are.

Category _#	Internal ID	Comment	English
HA_40	55174706	Bagi pekerja seperti saya yang memiliki keluarga, dengan bergabung ke UT adalah pilihan yang terbaik untuk diputuskan, karena kuliah di UT sangat fleksibel untuk kita sendiri yang mengatur waktunya dan biaya kuliah yang terjangkau. Masukan untuk teman teman mahasiswa : Untuk memudahkan dalam memahami matakuliah yang diambil, masukan untuk bias membuat team kelompok belajar, hal ini akan lebih memudahkan berbagi pengetahuan dan menyelesaikan hal hal yang dianggap masih tidak jelas. Masukan bagi UT : 1. Pengalaman pribadi, pernah mengikuti TTM tetapi nilai mengerjakan tugas selama mengikuti tidak terupdate. Penjelasan dari UPBJJ, kalau saya belum membayar TTM yang saya ambil, padahal saya terlah membayarnya dan menunjukan bukti pembayaran tersebut. Hal ini mohon utk diperhatikan karena akan merugikan mahasiswa, baik dalam segi materi maupin waktu yang telah dihabiskan untuk menghadiri kelas TTM. 2. Mohon utk di perhatikan dalam memilih tutorial yang akan di terjunkan, dalam hal kualitas tutorial yang wajib menguasai matakuliah yang diberikan dan cara bicara dalam mentransfer ilmunya di dalam kelas 3. Tingkatkan pelayanan dan respon cepat atas keluhan maupun pertanyaan dari mahasiswa Sukses selalu untuk UT	As a worker like me who has a family, study at Open University was the best choice I had, because study at Open University was very flexible and you could manage your own time to study and the fee was affordable. Advice for other students: to make things easier to understand the subject you take, you should create your study group, this will make it easier to share the knowledge with each other and discuss things that you don't understand. Suggestions for Open University: 1. My personal experience, I took a face-to-face tutorial but they didn't upload the grades. The explanation I received from UPBJJ, because I haven't paid the fee for the face-to-face tutorial, in fact I have paid and I showed them the receipt. Please pay more attention about this because this was not good for the students, financially and the time they spent on the face-to-face tutorial. 2. Please pay attention which subject tutorial to offer, choose the tutor who knows the subject well and knows how to teach/to transfer the knowledge in the class. 3. Improve the service and give a quick response for any complaints or questions from the students. All the best for Open University.

Category _#	Internal ID	Comment	English
CP_1	54437260	Mengikuti kuliah dengan sistem jarak jauh seperti di Universitas Terbuka sangat memberikan tantangan dan semangat belajar untuk seseorang yang mempunyai tugas yang tidak berjadwal tetap. Untuk bahan mata kuliah tidak banyak memberikan ilmu pengetahuan yang terkini. Saya menilai sebagaian besar mata kuliah pernah saya dapatkan ketika di bangku sekolah menengah. Sebagai kelanjutan program pendidikan setelah tingkat menengah, kelulusan dari Universitas Terbuka dapat menjadikan setiap lulusannya menjadi lulusan yang dapat mencari, meningkatkan ataupun memberikan sesuatu yang bernilai ekonomi maupun non-ekonomi kepada dirinya dan di sekitarnya. Untuk menarik seseorang mau belajar di universitas ini, pilihan program harus sesuai dengan permintaan tenaga kerja yang ada sekarang ini terutama di kota besar seperti program bisnis, komunikasi dan teknologi.	The distance study system like at Open University really gave me a challenge and good spirit to study, because I was one of those who didn't have a regular tasks' schedule. However, the subjects I took didn't give me up-to-date information. I think I have learned them all in high school. Scholars from Open University can search, develop or give back something valuable either financial or non-financial for themselves and the community. To attract students who want to study at this university, the study programs must be relevant with the demands especially in big cities. Study programs such as the business program, communication, and technology.

| CP_2 | 54440206 | Saya PNS Kementerian Keuangan.Saat memutuskan kuliah di UT saya waktu itu mencari PTN di tempat saya bekerja ternyata tidak ada selain UT. Mau tidak mau saya harus ambil UT karna memang tidak ada pilihan lain sebab instansi saya bekerja sangat ketat tentang aturan kuliah untuk meningkatkan karir saya dan satu lagi adalah biaya kuliah sangat-sangat murah..Pengalaman buruk di UT yang saya alami adalah saat ujian semester I yaitu di 2008.2 waktu itu panitia mengambil rekanan yg tidak profesional sehingga ujian kacau balau ada yg soalnya kurang ada yg sampai waktu ujian tinggal hitungan menit baru dapat soal. Pengalaman rekan2 saya lebih aneh lagi yaitu nilai ujian mereka tidak keluar tidak tahu masalahnya apa karena s.d saya lulus saya tidak pernah mengalami. Di UT saya rasakan agak berat memang sebab kita harus memahami modul sendiri ada forum diskusi online namun tidak banyak membantu bagaimana mau diskusi apabila kita sendiri belum paham akan topik yang ada. Jadi dengan begitu pemahaman tentang satu materi akan tidak maksimal 60-75% saja itu bagi saya yg masih 24 tahun saat daftar bagaimana mereka yang lebih tua dari saya tanpa maksud merendahkan kemampuan mereka.Karena saya alih kredit dari DIII saya sangat terbantu sebab sisa SKS yg harus saya tempuh lebih sedikit.Mengenai TUTON banyak membantu meningkatkan pemahaman kita mengenai materi dalam modul. Pengalaman ujian saya yg buruk di awal semester tidak terulang lagi hingga saya lulus saya apresiasi terhadap panitia yang langsung memperbaiki kesalahn mereka.Target saya adalaj IPK 3,0 keatas namun tidak terpenuhi saya rasa lebih ke kemampuan intelektual saya yg pas | I am a civil servant in the ministry of finance department. I decided to study at Open University because there was no state university around my workplace apart from Open University. Whether I wanted it or not, I had to study at Open University because there was no other choice, the department I worked at was very strict with their policies to study and also the fee was very cheap. The bad experience at Open University was when I took an exam in the 1st semester in 2008. That time the exam committee hired unprofessional people so the exam was chaotic, they ran out of the exam papers and we got the papers in the last minute before the time was almost finished. My fellow students' even had more weird experiences, they didn't get their results from the exams they took, they didn't even know why, luckily I graduated and I didn't have that same experience. At Open University, I felt it was a little bit difficult to study because we had to understand the modules, there was an online discussion forum but it didn't help much, how could we make a discussion if we didn't understand the topic. So, the percentage of understanding one subject wouldn't be that high, it was only 60-75% that was for me who was 24 years old at the time I registered to study let alone those who were even older than me without disrespect to their ability. Because I did a credit transfer from my Diploma 3, I was greatly helped because the remaining needed credits I had were much less. The online tutorial helped me a lot to understand the modules. I didn't have bad experiences anymore since that bad experience on my first semester exam. I appreciated the committee who fixed their mistakes. My target was to get a GPA above 3.0 but I didn't get it, I think it was because of my average ability, because there was a colleague of mine who got a GPA above 3. Then there was because I had a clashing exam schedule, one subject I took had the same exam schedule with another subject and too bad it couldn't be changed, therefore I was supposed to graduate within 4 semesters but I had to extend it 1 more |

Category _#	Internal ID	Comment	English
		pasan sebab ada juga rekan saya bekerja mancapai IPK diatas 3. Kemudian masalah bentrok saat ujian yaitu mata kuliah tsb waktu pelaksanaan ujian bentrok dgn mata kuliah lain di semester yg sama waktu itu saya harus mengalaminya dan sialnya tidak bisa digeser sehingga saya harusnya bisa lulus dalam 4 semester jadi mundur 1 semester lagi sangat menyakitkan saat itu sebenarnya. Dan hal tsb saat ini sudah diatasi oleh UT dgn menerapkan SUO (sistem ujian online). Secara perkembangan memang UT terus kearah yg lebih baik. Kemudian untuk program pasca sarjana kalau bisa lebih diperbanyak lg pilihan studinya karena saya kebetulan tinggal di daerah yang tidak ada PTN.Secara keseluruhan UT sangat membantu kami yg berada di daerah pelosok Indonesia ini.Maju terus UT!!Demikian sedikit pengalaman saya semoga bisa membantu dan saya mohon maaf apabila ada kata yang kurang berkenan.Terimakasih	semester. To be honest it was painful. And now Open University resolved that issue with using SUO (Online Exam System). Open University is always moving forward to improve their system. For post graduate programs it may be better to have more study options because I live in an area which doesn't have a state university. Overall, Open University is very helpful for us who live in remote areas in Indonesia. Keep it up Open University!! That's all about my experiences, hopefully this will help, apologies if there are inappropriate words. Thanks.
CP_3	54445822	UT perguruan tinggi yang berkualitas, saya bangga bisa lulus UT. Tutorial on line sangat efektif dan hal ini yang penting bagi mahasiswa UT untuk pemahaman materi kuliah. Pelayanan staf di upbjj agar ditingkatkan agar mahasiswa merasa nyaman dan merasa upbjj sebagai tempat pelayanan dan konsultasi yang profesional. Kelompok belajar baik tatap muk maupun on line perlu difasilitasi oleh UT agar terbentuk untuk memperbanyak jam belajar mahasiswa dan wadah diskusi yang efektif.	Open University is a good quality university, I am proud to be able to graduate from Open University. The online tutorial was effective and this was important for Open University's students to understand the study materials. The service from UPBJJ staff should be enhanced so that the students would feel comfortable and feel that UPBJJ is a place to get good services and to get a professional consultation. Group study for the face-to-face tutorial as well as online should be facilitated by Open University, this is to increase study hours for the students and provide a place to have an effective discussion.

Category _#	Internal ID	Comment	English
CP_4	54447382	Secara umum saya sangat senang kuliah di UT, waktu itu saya bahkan membuat blog khusus tentang semangat saya bagaimana mengikuti perkuliahan di UT. Pada blog itu juga saya sempat menuliskan bagaimana kiat belajar di UT agar bisa tamat tidak hanya tepat waktu tetapi bisa lebih cepat dengan IP yang cukup memuaskan. Sebelum mulai dengan semester baru saya selalu menyiapkan terlebih dahulu materi-materi yang relevan dengan MK yang akan diambil. Kemudian menentukan target yang ingin dicapai sesuai pada masing-masing MK. Tidak selalu mentargetkan semua nilai dengan nilai tinggi karena ada beberapa MK yang agak sulit saya pelajari secara online. Dari blog yang saya tulis tersebut ternyata banyak pengunjung blog yang tertarik mengikuti perkuliahan di UT, bahkan ada yang menyangka bahwa saya adalah salah satu staff di UT. Bagaimanapun saya merasa bangga pernah kuliah di UT, dan mungkin suatu saat saya akan melanjutkan kembali mengambil kuliah di UT untuk bidang studi yang berbeda. Terima kasih atas kesempatan yang Bp. Dimas berikan untuk mengisi angket ini. Salam.	In general I was very happy to study at Open University. I even made a special blog about my passion to study at Open University. I also wrote tips on how to study at Open University so the students could finish their program on time or even quicker with a good GPA. Before I started in a new semester, I always prepared all the materials that were relevant to the subjects. Then I decided the target I wanted to achieve from each subject. I didn't always make a target to achieve a high result for all subjects because there were some subjects which were quite difficult to study online. In fact there were many visitors on my blog, those who were interested in taking courses at Open University, there were people who thought I was one of the staff at Open University. I felt proud I had a chance to study at Open University and maybe one day I will continue to study at Open University for a different study program. Thanks Mr. Dimas for all the opportunities to fill in this survey. Regards.

Category _#	Internal ID	Comment	English
CP_5	54448344	Menjadi mahasiswa UT haruslah dengan niat yang sungguh sungguh dan serius, manfaatkan media yang disediakan seperti TUTON, jika memang ada waktu yang bisa dliuangkan maka ikutlah TUTOR karena disana sangat membantu, sayangnya saya spribadi tidak bisa TUTOR karena kesibukan bekerja dan keluarga, saya ikut TUTOR hanya pada saat terakhir terakhir saja dan terbukti nilai saya rata rata B, untuk kelompok belajar rasanya memang agak sulit menemukannya karena rata rata mahasiswa UT kesibukannya sama antara keluarga dan bekerja, ada beberapa teman memang kuliah di UT mereka berstatus mahasiswa aktif di perguruan tinggi lain istilahnya kuliah double, biasanya yang kategori ini sukses berbarengan, karena kesibukannya belajar dan belajar, untuk Ujian saya beberapa mata kuliah banyak mengulang sampai 3 kali, dan selalu dapat nilai D, sebutlah salah satunya pelajaran LOGIKA,saya tidak mengerti kenapa pelajaran yg saya anggap mudah tapi begitu sulitnya, saya juga tidak pernah tau dimana letak salah jawaban saya ketika ujian karena tidak pernah ada bahasan soal, mohon sebagai catatan. Sementara hanya sesingkat ini yang bisa saya sampaikan, pesan saya tetap semangat buat mahasiswa yang lain, karena menjadi mahasiswa UT benar benar dituntut kemandiriannya, dan harus selalu bisa memotivasi diri sendiri. Terimakasih-Wasalam-Muhamad Ichwan FISIP UT 2011	As a student at Open University, you have to be determined and serious to study, use all the medias such as the online tutorial, if there is spare time then take the tutorial because it is very helpful. Unfortunately, I couldn't do the tutorial because I was busy with work and family, I took the tutorial only at the final and because of that my grades were just an average B, it was a bit difficult to find a study group because usually the students at Open University were also busy with family and work, there were friends who studied at Open University and they were also students at other universities, so they took double courses, usually these people finished their studies both at the same time because their activities were only study and study. There were some subjects that I resit for 3 times and I always got a D, one of them was LOGIC lesson, I didn't understand why the lesson I thought was easy, turned out it was very difficult. I also didn't know where I made the mistakes on the exam because there was no discussion on the answers after the exam, please consider this. That's it for now, for other students - keep up the good spirit because as Open University's students we need to be independent and must always motivate ourselves. Thank you – regards Muhammad Ichwan Faculty of Arts & Politics Open University 2011.

Category _#	Internal ID	Comment	English
CP_6	54449076	Belajar di UT harus dengan keyakinan dan kemandirian. Mengikuti UT Online secara teratur akan sangat membantu. Berinteraksi dan menjalin hubungan komunikasi yang baik dengan pihak UT baik staf atau tutor dan sesama mahasiswa sangat penting dilakukan agar informasi bisa segera diketahui. Membeli buku dan mencari litelatur lainnya juga akan sangat menunjang proses belajar terutama bagi yang tidak mengikuti TTM. Saya sangat berterima kasih pada UT sehingga saya dan suami bisa menyelesaikan program sarjana. Kemudahan di akses melalui internet, murah, jam belajar fleksibel dan Bantuan Belajar Mahasiswa nya membuat kami mampu menyelesaikannya dengan baik.	To study at Open University, you must have faith and independency. It is also very helpful to study online at Open University regularly. It is also important to have interaction and have a good relationship and to communicate with the Open University staff or tutors or other students so you can get the information easily. Buying the books and searching for other references will also help your study process especially for people who don't do the face-to-face tutorial. I am very thankful to Open University so my husband and I could finish the Bachelor's Degree program. Easy to access via the internet, cheap, flexible study hours, and Bantuan Belajar Mahasiswa (scholarship) helped us to complete it well.

Category _#	Internal ID	Comment	English
CP_7	54449416	Salah satu pengalaman yang paling berkesan ketika saya mengikuti kuliah di UT adalah ketika suatu saat saya harus mengikuti ujian akhir semester. Seperti ujian akhir semester sebelumnya, kami diberikan jadwal sekitar pukul 08.00 untuk mengikuti UAS. Namun kebetulan pada saat yang bersamaan, saya sedang mengikuti kegiatan di luar daerah (Jakarta) pada saat itu. Meski kami telah mengantongi jadwal ujian jauh hari sebelumnya, dan ketika berangkat ke Jakarta saya membawa modul, dan catatan kecil Mata kuliah yang diujikan, namun ternyata kondisi Jakarta tidak memungkinkan saya untuk bisa belajar dengan baik, plus kegiatan bersama rombongan yang cukup padat. Akibatnya, saya merasakan persiapan untuk ujian sangat kurang. Kondisi ini diperparah lagi, pesawat yang mengantar saya balik ke Bali tengah malam, sehingga saya tiba di Bali dini hari. Dari Bandara ke rumah menempuh jarak sekitar 3 jam perjalanan. Sementara kami harus berangkat ke UPBJJ Denpasar sekitar pukul 05.00. Otomatis, kondisi fisik dan psikis saya down. Akibatnya sudah pastik bisa ditebak, hasil UAS saya cukup menyedihkan. Inilah yang menyebabkan saya tertinggal dengan teman-teman untuk menyelesaikan studi. Tapi apapun yang terjadi, kuliah di UT telah memberikan kesan tersendiri bagi saya. Kesan bahwa kemandirian, kepercayaan diri, persiapan yang matang sangat diperlukan jika kita ingin sukses. Sekian	One memorable experience when I studied at Open University was when I had to take the final semester exam. Just like previous exams, we had the schedule to have the final semester exam (UAS) around 8 am. But coincidently at the same time, I was busy in a different city (Jakarta). Even though we got the exam's schedule a long time ago and when I went to Jakarta I took the modules for the subjects of the exams but the situation in Jakarta wouldn't allow me to study well, I was also very busy with group activities. Consequently, I lacked preparation for my exam. This situation even worsened, the plane I took back to Bali was at midnight therefore I got back in Bali early morning. It took me around 3 hours from the airport to go to my house. Then we had to go to UPBJJ Denpasar around 5 pm. My physical and emotional conditions were low. Consequently, my final semester exam result was really pathetic. This was why I was delayed in completing my study. But whatever happened, studying at Open University gave me unforgettable memories. Being independent, confident, good preparation (before exam) are needed if you want to be successful. The end.

Category _#	Internal ID	Comment	English
CP_8	54450384	kelulusan saya tidak direncanakan sebelumnya. saya berniat terus menerus mengulang mata kuliah yang nilainya masih dibawah "B". namun pada semester terakhir saya terlambat mengurus perpanjangan studi karena disibukkan oleh persiapan menikah.	I didn't plan my graduation. I wanted to resit for the exam again and again for the subjects which have a "B". But on the final semester, I was late to register to extend my study because I was busy with my wedding preparation.

Category _#	Internal ID	Comment	English
CP_9	54451404	Kuliah di UT menurut saya merupakah tempat kuliah bagi orang yang tidak punya waktu khusus untuk dapat mengikuti kegiatan perkuliahan sebagaimana perkuliahan pada umumnya. Bagi saya, kuliah di UT sangat bermanfaat bagi saya karena sebagai seorang pegawai, saya tidak punya khusus untuk mengikuti kuliah yang mengharuskan mahasiswanya hadir mengikuti tatap muka. Pengalaman saya, mata kuliah yang saya ikuti, tidak lah terlalu sulit saya ikuti (ada juga yang sulit atau butuh konsentrasi dan fokus). Namun saya tidak mempunyai waktu banyak untuk belajar sendiri baik itu karena aktivitas pekerjaan, bercengkrama dengan anak-anak maupun aktivitas sosial lainnya. Sehingga tidak jarang saya belajar hanya ketika sudah dekat waktu ujian. alhamdulillah, walaupun ada mata kuliah yang harus saya ulangi karena mendapat nilai yang kurang memuaskan, saya sudah cukup puas dengan nilai yang sudah saya peroleh, dengan kondisi belajar saya yang alami. Secara umum saya yakin, semua orang yang kuliah di UT dapat menyelesaikan kuliahnya, tidak ada yang tidak lulus karena bobot mata kuliah di UT bisa diikuti oleh orang biasa seperti saya (tidak harus pintar, he he he). Jika ada yang belum bisa menyelesaikan kuliahnya dalam waktu bertahun-tahun, saya kira mungkin mereka tidak punya waktu untuk mengikuti perkuliahan itu, bukan karena mata kuliahnya susah. Sekian. Terima kasih.	Open University for me was a place for those who don't have spare time to study like in an ordinary study system. For me, study at Open University was very helpful, as an employee I didn't have time to study in face-to-face classes. My experiences: the subjects I took were not that difficult (there were some difficult ones or I needed to concentrate and focus more). But I didn't have time to study on my own, because of my work, I needed to spend time with my children or other social activities. Therefore, often I studied last minute before the exam. Praise to God, even though there were subjects that I had to resit for because my grades were not good, I am satisfied enough with all the grades I got, considering the way I studied. In general, I believe all people who study at Open University are able to complete their studies, no one will not graduate because the subjects at Open University can be followed by ordinary people like myself (not that smart - laugh). If there were some people who couldn't complete their studies for years, I think it's because they didn't have time to study, not because the subjects were difficult. That's all. Thanks.

Category _#	Internal ID	Comment	English
CP_10	54451860	Saya pernah mendapat nilai akhir yang sangat mengecewakan, dikarenakan dosen tidak cermat memasukkan nilai tugas. Akibat dari kasus tersebut, nilai saya yang seharusnya diperhitungkan, malah kosong! Itu berakibat saya sangat dirugikan oleh dosen tersebut.	I got a very disappointing final exam result, because the lecturer did not pay attention to update my result from the tasks. Consequently, my result (from the tasks) which was supposed to be counted, was zero! I was greatly disappointed by the lecturer.
CP_11	54452334	Setidaknya ada dua nilai positif yang bisa saya pelajari selama saya kuliah di Universitas Terbuka. Yang pertama adalah nilai kemandirian. Siswa yang mandiri adalah siswa yang memiliki inisiatif dalam memenuhi kebutuhan akademiknya. Sifat ini mutlak dibutuhkan untuk kemajuan ilmu pengetahuan dan pengembangan karakter positif. Kemandirian juga mendorong siswa menjadi pelajar yang tangguh dalam menghadapi berbagai macam kendala. Yang kedua adalah nilai komunikasi. Mudahnya menjalin komunikasi dengan staf UT sangat membantu dalam mencari kejelasan perihal proses administrasi yang harus dijalani oleh mahasiswa. Yang paling mengesankan adalah kesediaan mereka untuk dihubungi secara pribadi.	At least there were 2 positive values that I could learn during my study at Open University. First was independency. Independent students were those who had an initiative to fulfill their education. This personality is needed to get knowledge and to build positive characteristics. Independency also pushes the students to be strong students to face any problems. Secondly is communication. The easiness of communicating with the Open University staff was very helpful to get clearer on the administration process which was needed by the students. The most memorable thing was their willingness to be contacted personally.

Category _#	Internal ID	Comment	English
CP_12	54452652	Kualitas lulusan UT dipandang oleh sebagian Universitas yang notabene swasta ketika ingin melanjutkan S2 ,ada kalimat sindiran yang ditujukan : 1. UT gak ada skripsinya ya? berarti gak bisa kuliah S2 ditempat kami 2. UT ujiannya milih ya?? 3. dll jurang antara universitas berbasis online masih menimbulkan "cemburu" nya universitas lain pada umumnya , menurut saya regulasi perlindungan terhadap "kualitas" lulusan UT mesti jelas ,kamana saja mereka melanjutkan maka accaptable... khusus kritik ke UT ketika saya mengkonversi dari D3 Politeknik Negeri Bandung Jurusan Akuntansi Program Keuangan Perbankan ,saya lulus D3 thn 1997 ke Manajemen UT ,ternyata SKS yang diterima sedikit sekali menurut saya mungkin ini juga faktor tidak nyambungnya antara UT dengan Lembaga di luar UT	The quality of the Open University graduates is considered a bit different by those so-called private universities, when the students of Open University wanted to continue to post graduate, there were some cynical people: 1. So there is no thesis in Open University? Means you can't study in our university. 2. So you can choose which exam you want to take in Open University? 3. Etc. The online based system at Open University still caused "jealousy" in other universities. In my opinion the protection for the Open University graduates must be clear, such as where they can continue their study so they can be accepted (at other universities)… Criticism for Open University, I did a conversion for my study from Diploma 3 in Politeknik State Bandung – Accounting major – Banking Finance, I graduated Diploma 3 in 1997 then I transferred for a Bachelor Degree of Management at Open University, but in fact they only accepted a very few credits (from Diploma 3), I think that's one of the factors why other universities don't have the same system as Open University's.

Category _#	Internal ID	Comment	English
CP_13	54453272	Pilihan saat itu untuk kuliah di UT dikarenakan masalah Biaya dan Waktu. Selama belajar di UT betul-2 dilatih untuk mandiri, dalam belajar dan selalu memotivasi diri sendiri bahwa saya akan berhasil lulus menyelesaikan semua Mata Kuliah dengan baik. Mengikuti kelompok belajar juga merupakan pengalaman yang luar biasa, bisa kenal dengan banyak orang dari berbagai latar belakang, bertukar fikiran dalam hal belajar juga menjalin persahabatan hingga saat ini pun masih terjalin. Nilai yang didapatkan betul-2 murni dari kontribusi nilai saya saat ujian, Tutorial Tatap muka dan Tutorial online, tidak seperti mahasiswa reguler lain dimana absensi / kehadiran saat jam kuliah ikut menambah nilai. Saran : 1. Mohon diperbanyak jumlah Mata Kuliah yang di Tutor kan, baik Tatap Muka maupun Online 2. Mohon diperbanyak jumlah dosen sebagai Tutor 3. Mohon diperbanyak jumlah tugas Tutor, yang bisa berguna sebagai keharusan mahasiswa untuk selalu membaca modul dan belajar	I chose to study at Open University because of financial and time issues. To study at Open University you had to be independent and always motivate yourself that you'd be successful to complete all the subjects well. Study group was also an extraordinary experience, you met other people from different backgrounds, had brainstorming and also had a friendship until now. The grades that you got were pure from the exams, face-to-face tutorial, and online tutorial. It wasn't like other usual studies where the attendance was also counted to add up your grades. Suggestions: 1. Please add to the number of subjects to teach, for the face-to-face tutorial as well as the online tutorial. 2. Please add to the number of lecturers as tutors. 3. Please add to the number of tasks, which can help students to learn and read the modules.

Category _#	Internal ID	Comment	English
CP_14	54454588	Sukanya: waktu untuk belajar bebas, tidak terikat pada jam-jam tertentu. Sehingga sesuai dengan pekerjaan saya sebagai trader yang mana waktu kerja saya adalah hampir 24 jam dari hari Senin - Jum'at. Saya lebih banyak bisa mengeksplore kemampuan belajar saya & daya ingat saya. Biaya kuliah murah. Dukanya: Tutor sering terlambat dari jadwal masa tutorial online yg ditentukan memberikan tutorial online. Sehingga pemberian tugas-tugas seringkali borongan untuk beberapa kali tutorial, misalnya tutorial I adalah minggu 1 dan biasanya ada tugas di akhir minggu. Beruhubung terlambat jadi tutorial I & II di gabung dan di akhir minggu 2 ada 2 tugas untuk 1 mata kuliah. Hal ini juga mempengaruhi jadwal saya. Selain itu setelah kami meng- upload jawaban atas tugas kami, seringkali tidak ada respon dari Tutor. Misalnya dalam bentuk pemberian nilai. Kan seharusnya ada penilaian yang bisa kami lihat di kolom nilai. Memang kelihatannya sepele, tapi sebenarnya hal ini untuk memacu semangat kami untuk belajar & mengerjakan tugas-tugas. Saya pernah memberi masukan untuk revisi pada salah satu Tutor untuk mata kuliah perekonomian internasional mengenai singkatan/kode dan cara penyebuatan salah satu mata uang asing, yaitu Dollar Canada biasa disebut Canadian atau Canadian Dollar dengan penulisan yang benar adalah CAD. Karena waktu itu Tutor menuliskan singkatan/kodenya adalah Can. Jadi, maaf ini terlihat tutor kurang paham. Peningkatan kualitas para Tutor sangat perlu, mengingat para Tutor adalah guru-guru yang akan mencetak sarjana-sarjana. Terima kasih, Indah Erniawati	Good experiences: free to choose when to study, no restricted hours. Therefore, it suited me as a trader where my working hours is almost 24 hours from Monday – Friday. (Study at Open University) I could explore more about my ability and my memory. The fee was cheap. The bad experiences: the tutor was always late to give lecture in the online tutorial. Therefore, usually they gave us all the tasks for every tutorial at the same time, for instance 1st tutorial was in week 1 and usually there was a task at the end of the week. But because the tutor was late, he/she combined tutorial 1 & 2 altogether so at the end of week 2 there were 2 tasks for 1 subject. This also affected my schedule. Apart from that, after we uploaded our answers, often there was no response from the tutor. No information about the grades. Well, there should be grades from our tasks that we could see in the score column. I know it sounds insignificant, but it actually gives us more spirit to study & to do the tasks. I made a comment for one of the tutors for International Economy subject, it was about the abbreviation/code and how to say a foreign currency which was the Canadian Dollar or also known as Canadian written correctly as CAD. Because that time the tutor wrote the abbreviation/code as Can. Pardon me, it looks like the tutor didn't know the subject well. Quality improvement for tutors is needed, considering the tutors are teachers who create the scholars. Thanks.

Category _#	Internal ID	Comment	English
CP_15	54455602	Pengalaman sukanya banyak berkenalan dgn teman2 yg lebih dewasa dan lbih brpengalaman dalam pekerjaan khususnya dalam pemerintahan..dan lebih menguasai dalam bidang ilmu pemerintahan..dan ilmu pemerintahan sangatlah penting bagi saya untuk menunjang sesuai dgn pekerjaan saya. Pengalaman dukanya.saya bolak balik kekampus hujan2 demi utk tutorial tatap muka..dan yg saya kecewa nilai saya pada saat itu anjlok..karena pengurus administrasi nya curang.. Tp saya tidak prnah putusasa tetap semangat untuk melanjutkan kuliah sampai alhamdullilah saya telah selesai.	Good experiences, I met a lot of friends who were older and more experienced in terms of work especially in the government system field and they were master in public administration... and public administration was very important for me for my work. The bad experience was, it was raining and I had to go back and forth to the campus to attend the face-to-face tutorial... and I was disappointed because my grade was so low because the administration officer was unfair but I never gave up, I kept the good spirit to continue the study. Praise to God I completed it.
CP_16	54456072	Pengalaman saya selama kuliah di UT sangat menyenangkan, selain bertambah ilmu juga bertambah teman. Baik secara langsung (mengikuti TTM) ataupun maya (tuton) dpt bertukar buku kuliah dg sesama angkatan bidang studi dan juga dapat meminjamkan buku yg sdh tdk terpakai sehingga dpt mengurangi biaya yg hrs dikeluarkan. Menyempatkan waktu untuk kumpul belajar bersama dg tmn2 satu angkatan diluar kegiatan mengikuti TTM.. Saya selalu mengikuti kegiatan TTM setiap semesternya karna sangat membantu penambahan nilai mata kuliah selain UAS. Disamping kegiatan TTM. Saya juga aktif mengikuti TUTON, dg meluangkan waktu jam istirahat di kantor setiap hari. Alhamdulilah dari 10 tmn kelompok belajar saya, saya yg pertama dpt pemberitahuan utk mengikuti TAP (tugas akhir program) walaupun nilai IPK nya standar..	It was fun when I studied at Open University, not only received knowledge but also got new friends. We could exchange books for the face-to-face tutorial as well as for the online tutorial with other fellow students from the same year and also lent some books that we haven't used anymore so we could save some money. I could spend some time to study together with other fellow students from the same year of study outside of the face-to-face tutorial class. I always took the face-to-face tutorial each semester because it was very helpful to add up my grades apart from the grades I received from the final semester exam. Besides the face-to-face tutorial, I also took the online tutorial and I was using my break time at the office everyday. Praise to God, of the 10 students from my study group, I was the first one who got to do the final task (TAP) even though my GPA was just average.

Category _#	Internal ID	Comment	English
CP_17	54456874	Bertemu dgn berbagai macam orang dgn latar belakang keluarga Dan pendidikan yang berbeda2 menambah pertemanan dan pengalaman. Jadwal ujian yg dilaksanakan hanya pads hari sabtu Dan minggu cukup merepotkan Karena kebetulan saya juga sedang mengambil kuliah Di universitas yang lain.	Met a lot of different people from different family backgrounds and education backgrounds that gave me more friends and experience. The exam schedule which only took place on Saturday and Sunday were quite a hassle because I also studied at a different university at the same time.
CP_18	54457720	Kuliah di UT sangat flexible tidak terikat waktu tetapi meskipun demikian kita harus tetap disiplin dan konsisten dengan pilihan untuk kuliah di UT sehingga bisa menyelesaikan studi tepat waktu. Saran saya jangan putus asa, aktif dan rutin mengikuti tutorial online akan sangat membantu. Awal saya menceritakan ke teman kalau saya kuliah di UT, teman saya pesimis bahwa tidak akan selesai krn temanya pernah ikut UT saat Ujian akhir /TAP (Tugas Akhir Program) temanya tidak lulus dan 5 kali ikut ujian TAP tidak berhasil. Kenyataan saya hanya 1 kali mengikuti ujian TAP langsung lulus dengan nilai A. Kuncinya adalah saya rutin dan aktif mengikuti tutorial untuk persiapan TAP. Demikian, sekilas pengalaman saya, terima kasih.	Study at Open University was very flexible, no time restriction, however we had to be more disciplined and consistent with our choice to study at Open University so we could finish the study on time. My suggestion is don't give up, be proactive and check out the online tutorial regularly which will be very helpful. At the beginning of my study, I told my friend that I studied at Open University, my friend was pessimistic saying that I could never finish it because he's got a friend who couldn't graduate and took TAP exam 5 times unsuccessfully. In fact I only took TAP exam once and graduated straight away with grade A. The key was: I did the tutorial routinely and diligently to prepare for TAP. That's all about my experience, thanks.

| CP_19 | 54462182 | Banyak pihak yang menilai bahwa lulusan UT tidak berkualitas dan kurang Bonafide karena menumpang ujian, hal ini cukup saya sadari saat memutuskan untuk kuliah di UT. Dan saat menjalani kuliah di UT tantangan yang saya hadapi amat berat dimana selain harus bisa belajar secara mandiri sehingga perlu aktif membaca modul, ikut tuton ataupun mencari bahan dari sumber lain , juga perlu komitmen dalam belajar... Karena saat kuliah saya merupakan pekerja yang sudah menikah dan memiliki anak tantangan saya semaikn berat dimana saya harus pandai2 membagi waktu antara kerja kulaih dan rumah tangga. Saya sempat down karena nilai IPK yang jauh dari harapan padahal saat SMA saya merupakan bintang kelas, namun support dan dukungan suami yang tidak pernah putus membuat saya selalu bangkit dari keterpurukan saya. Sempat vacum 4 semester karena berbagai alasan, akhirnya saya menyelesaikan kuliah saya di UT , walau dengan IPK yang standar saya yakin ilmu yang saya peroleh amat berguna dalam meningkatkan karir saya. Terbukti saat ini saya telah menduduki posisi sebagai manager disebuah perusahaan, dimana saat mulai kulaih posisi saya diperusahaan tersebut hanya staff. Ini semakin menyakinkan saya bahwa UT memiliki kualitas, karena saya sendiri merasakan manfaatnya.Saat mengikuti wisuda dimana ada beberapa mahasiswa yang bisa meraih IPK maksimal saya semakin yakin dan bangga menjadi salah satu mahasiswa UT yang sukses menyelesaikan pendidikan dengan baik, dan menjadi kebanggaan pula bahwa saya bisa memberi inspirasi kepada beberapa rekan kerja yang akhirnya memutuskan untuk melanjutkan pendidikan di UT setelah melihat kesuksesan saya dan | A lot of people think that Open University's graduates are not qualified and are less credible because the exams take place in a different university, I was aware of this when I decided to study at Open University. And when I studied at Open University, it was very challenging where I had to study independently therefore I needed to read modules regularly, I attended the online tutorial or searched for references from other sources, also I needed a commitment to study… because I am an employee who is married and got children, my challenges were heavier where I had to be smart to use my time between work, study, and family. I felt depressed because my GPA was far below my expectation where I used to be a high achiever in high school, but the endless support from my husband made me stand up from depression. I had time off for 4 semesters because of many reasons. Finally, I completed my study at Open University, although with an average GPA. I believe that the education I got is very useful for my career. This has been proven because now I am a manager in a company, where I was only a staff member when I started studying. This made me even more believe that Open University has a good quality education because I experienced it myself. When I attended the graduation ceremony where there were some students who achieved high GPAs, I became more convinced and proud to be one of Open University's students who completed the study successfully, and proud that I could give inspiration to some colleagues who finally decided to continue their studies at Open University after seeing my success and broke the myth that it is easy to get in Open University but it is hard to graduate. Last thing I want to say is thank you to my husband who gave me support during my study at Open University because without my family support I wouldn't have finished my study at Open University… and at the moment I also have a plan and prepared myself to continue to take a post graduate study at Open University… hopefully Open University will increase their standard and the |

Category _#	Internal ID	Comment	English
		mematahkan mitos bahwa UT gampang untuk masuk namun sulit untuk lulus. Terakhir saya ingin pula menyampaikan terima kasih atas support suami saya selama saya kuliah di UT karena tanpa dukungan keluarga dan orang terdekat saya tidak akan menamatkan pendidikan saya di UT.... Dan saat inipun saya sedang mempersiapkan diri dan merencanakan untuk melanjutkan jenjang S 2 di UT.... Semoga kedepannya UT semakin meningkatkan standar dan mutu pendidikannya sehingga tidak dipandang sebelah mata lagi.......	quality of its education in the future so that people will recognize it fully…
CP_20	54465788		

Category_#	Internal ID	Comment	English
CP_21	54482258	Menurut saya, kuliah di UT kurang diakui dalam masyarakat. Walaupun kenyataannya bila dibandingkan dengan mahasiswa lain yang bukan kuliah di UT belum tentu lebih pintar. Pengalaman saya mengatakan ilmu yang saya peroleh terbukti dapat bersaing dengan sarjana-sarjana yang berkompeten. Pada mulanya saya minder. Apa artinya kuliah di UT, namun sekarang aku mampu mengimbangi dan berjalan sejajar dengan mereka. Bisnis aku makin lancar dan pihak bank menambah modal dan mempercayai dan mencairkan dana tanpa didampingi oleh orang tua. Aku percaya, tidak sia-sia belajar di UT. Belajar di UT harus bisa mencuri waktu. Baik pagi, siang maupun tengah malam wajib membaca buku. Referensi buku yang ada di setiap modul juga di baca. Hal ini diperoleh dari perpustakaan daerah maupun perpustakaan yang ada di Universitas dan mendaftar menjadi anggota umum. Tutorial Online juga wajib diikuti. terkadang sering juga telat mengirim. Alasannya karena lambat mengetik/gaptek teknologi dan juga harus mengurus kedua orang tua yang sakit. Salah satunya sudah meninggal. Kuliah di UT yang terutama adalah harus semangat belajar dan jangan pernah menyerah. karena, untuk memperoleh nilai di UT sungguh amat sulit. Prinsipnya adalah, "Banyak jalan menuju ke Roma."	In my opinion, study at Open University is not appropriate for some people. Even though in fact that other students who don't study at Open University are not necessarily smarter. From my experience, my education skills could compete with other competent scholars. At the beginning I was shy. What's the point of study at Open University, but now I could compensate and be equal with them. My business is getting better and the bank helps me by giving me more capital and trusts me to borrow the money without my parents needing to be there. I believe it was not wasting time to study at Open University. You have to be able to use your time to study at Open University. You must read the books in the morning, afternoon even midnight. References in every module also need to be read. You can get these from the public library or library in universities and you register as a member. The online tutorial is also compulsory to be attended. Sometimes I was late to send (the tasks), the reasons because I was a technology illiterate and also I had to look after both of my parents who were sick. One of them has passed away. You have to be keen to study at Open University, keep learning, and don't give up. Because to get good grades at Open University is very difficult. The motto is "There are many ways to go to Rome."

Category _#	Internal ID	Comment	English
CP_22	54491788	Pengalaman saya waktu belajar di UT : 1.Saya merasa tertantang untuk mrngatur waktu belajar sendiri,sehingga saya membuatjadwal belajar sendiri tiap malam saat orang lain pada tidur. 2.saya merasa senang bisa menyelesaikan belajar di UT dengan belajar keras sendiri (mandiri) 3. Saya merasa kesulitan waktu belajar mata kuliah Statistik,hingga saya belajar dan tanya sana sini kepada teman teman saya yang mengajar Matematika,untungnya saya bisa lulus walau nilainya C,tapi saya bangga dan bersyukur,artinys saya tidak perlu mengulang . 4.Belajar online juga menyenangkan 5.Saya bangga menjadi alumni UT	My experience when I studied at Open University: 1. I felt the challenge to manage my study time, therefore I created my study schedule to study every night when other people were asleep. 2. I was happy I could finish my study at Open University with my own effort (be independent). 3. I was having difficulties when I studied Statistics subject, so I learned from my friends who taught Math, thankfully I passed even though the grade was a C, but I was proud and grateful that I didn't have to resit for the exam. 4. Study online was fun too. 5. I am proud to be an alumnus of Open University.
CP_23	54540314	perbaikan struktur materi dan program studi agar terus dikembangkan sehingga tidak tertinggal oleh kemajuan jaman. materi ut sepertinya sudah 10 tahun tertinggal dari kemajuan yang ada. perkuat terus tuton dan ujian online agar ut bisa diakses oleh seluruh orang yang mau maju.	Should keep improving the structure and study program so Open University won't be left behind. I think Open University's materials were 10 years old. Should improve the online tutorial and the online exam system so those who want to learn can access it easily.

Category _#	Internal ID	Comment	English
CP_24	54546488	ada pengalaman yang baik dan buruk yang saya dapatkan, yang pertama saya akan memberikan pengalaman baik selama mengikuti kuliah di universitas terbuka , selama mengikuti kuliah kami diajarkan untuk menjadi mandiri dalam belajar sehingga kami mampu untuk menyerap ilmu yang kami pelajari melalui media buku dan TUTON sehingga output yang biasa kami berikan lebih baik terutama kami mampu mengimplementasikan setiap ilmu yang kami dapat dalam bidang kerja kami. untuk pengalaman buruk yaitu penanganan administrasi UT terutama di daerah kami di kabupaten manggarai oleh pengurus lokal setempat sangat buruk dengan banyak membebankan biaya yang tdk sesuai dengan yang dijelaskan dalam petunjuk mengikuti kuliah di UT ambil contoh ada biaya untuk pembangunan gedung sekertariat UPBJJ UT manggarai yang notabene berada di dalam tanah milik pribadi pengurusnya dan biaya ini sangat mengganggu karena pembenanannya senilai Rp. 1.000.000,- (satu juta rupiah) per mahasiswa kalau ini saya berpikir bahwa pengurus setempat telah melakukan gratifikasi terhadap UT secara khususnya sehingga banyak mahasiswa yang mengeluh dengan pembebanan yang ada bukan hanya itu masih banyak hal-hal kecil yang dipungut.	There were good and bad experiences, first I will tell you the good experiences during my study at Open University. We were taught to learn independently so we could receive the knowledge from the books and the online tutorial well, then we could implement all the knowledge we got from Open University in our work place. The bad experience: it was the administration by the local administrators at Open University especially in our area in Manggarai district, they charge the fee which was not accordant with the study for Open University's guidelines. For example: there was a fee to build a secretariat building in UPBJJ Open University Manggarai which was located on an administrator's private land and the fee was very bothersome to me because it was IDR 1.000.000 (one million rupiah) for each student, because of this I thought that the local administrators did gratuities towards Open University, so a lot of students complained because of the fee and other additional fees.

Category _#	Internal ID	Comment	English
CP_25	54553216	Setelah 5 tahun kerja kantoran, tahun 2007 saya memutuskan untuk berhenti karena ingin dapat mengikuti tumbuh kembang anak saya yang waktu itu menginjak usia 3 tahun. Tapi, karena pada dasarnya saya bukan tipe orang yang suka nganggur akhirnya saya memutuskan untuk ikut kuliah di UT seperti sepupu saya yang waktu itu tinggal di rumah untuk membantu mengasuh anak saya. Saya pilih UT karena biayanya murah dan waktunya sangat fleksibel. Setelah saya bolak-balik katalog milik sepupu saya itu, saya putuskan untuk mendaftar pada Program D3 Penerjemahan. Saya pikir, penerjemah itu pekerjaan yang menarik karena bisa saya kerjakan di rumah sambil tetap mengasuh anak saya. Sambil kuliah di UT saya mulai sering browsing dan ikut jadi anggota di salah satu milis penerjemah untuk menambah wawasan saya di bidang penerjemahan. Dari milis inilah pada akhirnya saya benar-benar mendapatkan pekerjaan sebagai penerjemah yang saya tekuni sampai sekarang ini. Pekerjaan ini benar-benar menyenangkan, karena bisa saya kerjakan di manapun saya berada, modalnya cuma laptop dan koneksi internet. Saya tetap bisa jadi sopir pribadi suami saya kalau dia dinas ke luar kota dan antar jemput anak sekolah setiap hari kalau lagi ngga nemenin suami dinas luar. Walaupun latar belakang saya adalah Sarjana Ekonomi, tapi dengan ijazah penerjemah yang saya dapat dari UT, para agen penerjemah akan lebih percaya dengan kredibilitas saya sebagai penerjemah. Terima kasih UT !!	After 5 years working in an office, I resigned in 2007 because I wanted to be around for my child who was 3 years old at that time. But because I'm not that type of person who likes to do nothing, I decided to study at Open University just like my cousin who stayed at my house to help me to look after my child. I chose Open University because of the cheap fee and flexible time. After I had a look at my cousin's catalog (Open University catalog/brochure), I decided to register in Diploma 3 in Translating. I thought, translating is interesting because I can still do it at home while I look after my child. When I was studying at Open University I started browsing the website a lot and became a member in one of the translating mailing lists to get more knowledge about translation. From this mailing list I finally got a job as a translator which I have been doing until now. This work is really fun, because I can do it wherever, I only need a laptop and internet connection. I can still be my husband's personal chauffeur when he has to work out of town, to drop off and pick up my child from the school every day if I don't accompany my husband to work out of town. Even though my educational background is a Bachelor's Degree in Economics, with a translating certificate from Open University, the translating agencies would trust me more to work as a translator. Thanks Open University!

Category _#	Internal ID	Comment	English
CP_26	54556434	Ada saatnya saya merasa tdk dapat berkomunikasi dengan pihak UT dan informasi yg disampaikan tidak informatif dan membuat bingung sehigga harus dtg lsg ke UPBJJ dan menyita waktu saya	There were times when I couldn't communicate with the Open University staff and the information they have given was not informative and confusing therefore I had to go to UPBJJ directly and this was a waste of my time.
CP_27	54559012	Saya memutuskan untuk kuliah di UT karena tugas saya di kantor mengharuskan saya untuk sering berpindah-pindah tempat bekerja.Tapi saya sempat kehilangan motivasi belajar karena saya sempat kesulitan kuliah ketika saya ditempatkan di daerah konflik. Untuk mencapai tempat ujian saya harus melewati daerah rawan.Jadi saya sempat tidak aktif.Ketika saya mau mulai lagi,banyak mata kuliah baru.Jadi saya harus memilih lagi, menghitung lagi mata kuliah mana yang masih harus saya ambil.Kerjaan saya yang berpindah-pindah juga membuat saya tidak punya teman yang sama-sama kuliah di UT. Namun,setelah sekian lama saya menjadi mahasiswa pasif, di kantor baru, saya bertemu dengan teman yang sama-sama kuliah di UT.Adanya teman ternyata membawa semangat baru buat saya untuk melanjutkan kuliah lagi.Dan akhirnya saya bisa menyelesaikan kuliah walaupun dengan hasil yang pas-pasan.	I decided to study at Open University because the tasks I got from my office needed me to relocate offices a lot. But I lost my motivation to study because I had some problems to study when I had to relocate in areas that conflicted. To get to where I had to take an exam, I had to go through a dangerous zone. So I took off from studying. When I wanted to start studying again, there were many new subjects. So I had to choose again, choose which subjects I had to take. Because I had to move around a lot to work, I didn't have friends who studied at Open University. But after I was a passive student for a while, in the new office I met some friends who studied at Open University. Because of that it gave me a new spirit to continue to study and finally I could finish my study even though with an average grade.

| CP_28 | 54563544 | Mungkin bukan berupa pengalaman suka atau duka, namun lebih bersifat usulan, yaitu : 1. Tidak semua namun sering ditemukan beberapa jawaban pada tugas mandiri pada BMP tidak sesuai dengan teori (modul), sehingga kami sempat bingung mana jawaban yang benar 2. Sebaiknya dibuat forum-forum tatap muka bagi mahasiswa ut, sehingga dapat lebih saling mengenal dan membantu apabila ditemukan permasalahan terkait proses belajar mengajar 3. Sesekali mahasiswa belajar di Kampus UT - Pondok Cabe, sehingga dapat meningkatkan kebanggaan mereka karena kuliah di UT (bisa tahu kampus dan fasilitasnya, para dosen, dan berkumpul dengan para mahasiswa yang lain) Karena saya sendiri seumur-umur belajar di UT baru bisa datang secara resmi pada acara wisuda (saat terakhir) 4. Fasilitas belajar online (waktu itu, mungkin sekarang sudah tidak) terlalu lama update tugas dan mata kuliahnya, dan pembimbing menurut saya agak susah untuk kita hubungi baik lewat email maupun hape 5. Bagi para alumni disediakan kemudahan untuk melanjutkan ke jenjang S2 (khususnya biaya), karena saya ingin banget menlanjutkan ke S2 UT, he he he ... 6. Dukanya, karena mungkin kurang sosialisasi di masyarakat, sering masyarakat memandang rendah kalo kuliah di UT, dianggap tidak selevel dengan kuliah di universitas yang lebih ternama lainnya (seperti cara belajar, kemampuan praktek dan teori, dan kualitas lulusannya, terutama yang non pendas) Jadi, saya harap UT lebih mensosialisasikan dirinya ke masyarakat, terutama Instansi Instansi Pemerintah bahwa kualitas UT tidak kalah dengan kuliah di universitas-universitas lainnya   Sukses Selalu UT ... | Maybe not about good or bad experiences but more about suggestions : 1. Not all of it but often there could be found there were some answers on independent tasks on BMP which weren't in accordance with the theory (modules) so it made us confused to try to understand what the correct answers were. 2. Should have open face-to-face forums for students of Open University so they can meet and help each other if they have some problems with their studies. 3. Sometimes the students should be allowed to study at the Open University campus in Pondok Cabe so they can feel proud that they study at Open University (they can see the campus and the facilities, meet their lecturers and hang out with other students) because during my study at Open University I only visited it officially on my graduation day (my last day there). 4. Online study (that time, maybe it's not like that anymore) was too slow to update the tasks and the subjects, and I think the lecturers were a bit difficult to be contacted via e-mail or phone. 5. Should be easy for all graduates to continue to a Master's Degree (especially if they can get some help with the fee) because I really want to continue to study to a Master's Degree at Open University (laugh). 6. Bad experience, maybe because there was not much advertisement in the community, often the community underestimates you if you study at Open University, they think it's not the same level as studying in well-known universities (not the same study process, the theory or the practice and the quality of the graduates, especially those who did not take Basic Education - PENDAS). So I hope Open University will do more advertisements to the community especially to the government bodies, saying that the quality of Open University is as good as other universities. All the best Open University. |

| CP_29 | 54592060 | - Saya seorang karyawan di sebuah perusahaan Nasioanal (waktu itu). - Tujuan saya kuliah di UT terutama adalah ingin memberikan motivasi kepada anak saya tentang keharusan belajar, menjembatani gap pengetahuan saat itu dengan kebutuhan pekerjaan, dan tentu saja mencari kesempatan karir yang lebih baik. - Sempat mengalami kesulitan ekonomi (saya masuk kuliah pada saat beban keluarga sedang tinggi), sehingga tidak bisa membeli buku, dan bahkan tidak bisa registrasi selama 4 semester. Alhamdulillah pada akhirnya saya tetap bisa meneruskan dengan sebisanya mengalokasikan anggaran untuk registrasi dan beli buku. - Sempat juga mengalami masa suram karena tidak memiliki buku dan belum tersedianya tutorial online. Beruntung beberapa semester belakangan tersedia tutorial online. - Kesulitan paling dirasakan berikutnya yang hampir membuat saya mundur adalah sulitnya mencari kelompok untuk praktikum di UT pusat. Alhamdulillah, berkat komunikasi yang cukup intensif dan support total dari dosen pembimbing, kesulitan tersebut akhirnya bisa dilalui. - Setelah lulus, saya tidak menggunakan ijazah saya untuk meniti karir, saya memutuskan untuk bekerja di tempat lain dan ternyata memang kesempatan jauh lebih terbuka dibanding sebelumnya. Sayangnya usia sudah tidak memungkinkan saya untuk memulai meniti karir di perusahaan baru. Saat ini, saya mengajar di sebuah SMK swasta, sebuah profesi yang belum pernah saya bayangkan sebelumnya bisa dilakukan, dan kesempatan ini bisa saya peroleh karena saya beruntung bisa menyelesaikan kuliah saya di UT. | - I was an employee at a national company (at that time). - My purpose to study at Open University especially because I wanted to motivate my children about how important studying was, to fill the gap between the knowledge with the work needed and of course to look for better career opportunities. – I had a problem financially (I started studying when my family was in a difficult time) so I couldn't buy books and I even couldn't register myself for 4 semesters. Praise to God, finally I could continue to allocate my budget for registration and to buy books. – I also experienced bad days because I didn't have books and there was no online tutorial. Luckily, just recently there were some semesters which offered the online tutorial. – The difficulties I had the most and almost made me give up was to find a group to do on-the-job training at the main Open University campus. Praise to God, because of the communication and total support from my lecturer I could go through the difficulties. – After graduation, I didn't use my certificate for the career I had before, I decided to work at a different place and in fact the opportunity was bigger than before. Unfortunately, it was not possible for me to change my career in a new company because of my age. At the moment, I teach in a private vocational high school, a profession that I had never imagined before, and I got this opportunity because I was lucky to be able to complete my study at Open University. |

Category _#	Internal ID	Comment	English
CP_30	54668216	Mengikuti setiap Tuton dan mengerjakan tugas-tugas yang ada akan memberikan keberhasilan.	Attending all the online tutorials and working on all of the tasks will give you success.
CP_31	54673862	Saya bisa kuliah di UT karena saya juga dalam bekerja,,jadi UT adalah pilihan terbaik saya, yang rangkap dalam bekerja,,kuliah di UT hanya di lakukan 2x dalam per bulan sabtu dan minggu, sehingga tidak mengganggu waktu kerja kantor saya, Kuliah di UT saya dengan biaya sendiri, guna nya untuk menambah Pengetahuan dan ilmu di Bidang Managemen (saya ambil Jurusan S2 : MM) dan saya menyelesaikan pendidikan S2 di UT dengan tepat waktu, 2 Tahun langsung di wisuda, saya merasa harus perlu mancambuk diri untuk menyelesaikan kuliah tepat waktu, yakni dengan belajar online menyelesaikan tugas tugas dan Tatap muka 2x per bulan, Hasilnya setelah menyelesaikan pendidikan S2 di UT, karir saya tambah naik,.dan Peluang bisnis pun bisa saya peroleh dengan baik,.dan mampu saya raih,.sepertinya terbuka cara pandang dan pikiran kita terhadap pekerjaan dan cara menganalisa masalah. Demikian pengalaman saya selama menyelesaikan pendidikan di UT Jakarta. Terima kasih Salam Trigenta R	I studied at Open University because I was working, so Open University was the best choice, study at Open University only was needed twice per month: Saturday and Sunday so it didn't disturb my working hours. I paid for my study at Open University with my own money, because I wanted to get the knowledge of the management field (I took courses for the Master's Degree in Management) and I completed it at Open University on time. It only took 2 years then I graduated, felt like I had to 'whip' myself to complete my study on time by studying online, to complete the tasks and I attended the face-to-face tutorial twice per month. The result after I completed my Master's Degree at Open University was: I got promoted and I got more business opportunities. I become more open minded thinking on my job and changed how I analyze problems. That's all about my experiences during my study at Open University Jakarta. Thank you. Regards, Trigenta R
CP_32	54690674	Yang saya suka belajar di Ut : Semua Sudah terjadwal sejak awal registrasi, on time, flexible dalam waktu belajar, tidak suka : tidak Ada dosen seperti di universitas bias a sehingga sulit untuk mata kuliah yang membutuhkan perhatian lebih, tidak Ada program her sehingga Harus mengulang semester depan jika tidak lulus	Things I like about studying at Open University: Everything was on schedule since the registration, on time, flexible to do your own study. Things I don't like: there were no lecturers just like in other universities, so it was difficult to learn especially for the subjects that needed more attention, there was no chance to resit for the exam so you had to take the subject again in the next semester if you didn't pass.

Category _#	Internal ID	Comment	English
CP_33	54766196	pada waktu itu sekitar tahun 2007-2008 saya mengikuti studi akta 4, 1 angkatan sekitar 10 orang. rata-rata dari kita sudah bekerja ada yang memang guru ada yang bukan guru tapi tertarik di bidang pendidikan (termasuk saya...heheh). pada saat itu rata-rata yang lulus 1 angkatan 5 orang sedang yang lain tidak ada kabarnya. mungkin kita berpikir bahwa kuliah di UT fleksibel enak belajarnya sesuka kita tapi kenyataannya....sulit bangettt..kalau tidak ada komitmen yang tinggi untuk menyelesaikan kuliah akan sangat sulit, apalagi jika kuliah tersebut hanya untuk mendapat gelar. salut untuk orang-orang yang sukses kuliah di UT.... salam... wiwik uswatun hasanah surabaya, indonesia	It was around 2007-2008 I studied Akta 4, and 1 study year was around 10 students. Some of us had been working as teachers and also not as teachers but they were interested in the education field (including me). At that time, the students who graduated was 5 people, I didn't know where the others went. We thought that study at Open University was flexible and at any time we like but in fact it was really difficult. If you don't have a strong commitment to finish the study program, that would be very difficult, especially if you only study just because you want a title. I respect those who successfully completed their study at Open University. Regards, Wiwik Uswatun Hasanah from Surabaya – Indonesia.
CP_34	54804612	Saya mengikuti UT untuk formalitas. Pengalaman kerja saya di bidang yang saya geluti sudah lebih dari 15 tahun saat itu, dan relevan dengan major yang saya ambil. Terus terang, saya hanya membaca buku-buku menjelang ujian, bahkan ada yang 1 jam sebelum ujian melalui "fast reading".... Semua mata pelajaran yang diambil lulus sehingga dapat memenuhi perolehan gelar dalam tempo 2 tahun, mulai dari "0" kredit hingga mencapai lebih dari 120 kredit. UT sangat membantu bagi mereka yang membutuhkan gelar, namun tidak ada waktu untuk mengikuti kuliah formal. Bagi murid yang tidak memiliki pengalaman bekerja, mungkin akan agak sulit. Saya berencana untuk mengambil major lainnya di UT, jika waktu mengijinkan. Good luck untuk bung Mohammad Toha, semoga sukses memperoleh gelar S3.	I studied at Open University only as a formality. I got more than 15 years of work experience and it was relevant with the major study I took. To be honest, I only read books at the last minute before the exam, I even read 1 hour before the exam via "skimming"….. I passed all the exams for all of the subjects I took so I received the title within 2 years, started from "0" credit until I reached more than 120 study credits. Open University was very helpful to those who needed the title, but they have no time to study formality. Those students who don't have work experience, maybe will find it a bit difficult. I have a plan to take another major at Open University, if the situation will allow me. Good luck for Mr. Mohammad Toha, I wish you success in achieving your Ph.D.

Category_#	Internal ID	Comment	English
CP_35	54915936	Yang terpenting dalam UT adalah tekad yg kuat. Saya sendiri sempat tidak percaya diri, ketika di semester 2 banyak nilai E dan D. Di karenakan kurang aktif. Dari situ saya berusaha untuk mendapatkan nilai baik dengan mengikuti tuton (sendiri, tidak ada fasilitator dan kelompok belajar, sehingga tidak maksimal). Selain tuton saya aktif mengumpulkan buku/modul setiap mata kuliah. Modul ini yg banyak membatu saya dalam proses belajar UT. Yg paling berkesan ketika nilai mata kuliah Agama adalah "E", maluuuu, sempat beberapa kali mengulangi mata kuliah karena nilai yang tidak memuaskan.	The most important thing you need at Open University is strong determination. I was not confident at first, when I was in my 2nd semester I got a lot of grades E and D because I wasn't actively studying. From there I tried to get good grades by taking the online tutorial (alone, without the facilitator or a study group so I didn't learn it much). Apart from taking the online tutorial I collected books/modules for every subject. These modules helped me a lot during my study process at Open University. The thing I remembered the most was when I got grade E for Religious Study, so embarrassing…. I resit for the subject a few times because the grade wasn't good enough.

| CP_36 | 55002928 | Setelah lulus SMK, saya diterima bekerja sebagai pegawai tetap di perusahaan BUMN bidang telekomunikasi di Indonesia. Namun, saya ditempatkan di kota Kabupaten dimana akses terhadap pendidikan sangat minim. Tersedia, namun tidak menjadi jaminan akan diakuinya oleh perusahaan tempat saya bekerja yaitu hanya mensyaratkan lulusan dari universitas dengan akreditas A. Dimana universitas akreditas A? hanya berada dikota besar. Namun kebijakan itu berubah dengan catatan kuliah tidak lepas kerja bisa tetap diakui dengan minimal akreditas B. Saya mendaftar di UT tahun 2008, namun masih tidak yakin dan ragu akan pengakuan tersebut, agar saya tidak membuang-buang waktu. Alhasil tahun 2010 (jika tidak salah) UT diakui dengan akreditas B, sejak saat itu pula saya kembali bersemangat. Kekhawatiran kedua adalah basic pendidikan saya adalah bidang teknik jadi besar harapan saya untuk melanjutkan pendidikan teknik, namun tidak tersedia pendidikan teknik elektro di tempat saya bekerja. Saya pun mempertimbangkan jurusan lain yang relevan dan masih sangat dibutuhkan dengan tempat saya bekerja yaitu Manajemen. Saya pernah mengalami terombang-ambing dalam mengejar IPK yang saya harapkan, dua tahun awal saya belum bersemangat, saya belum mendapatkan trik terbaik yang sesuai. Hingga akhirnya saya kembali bisa memacu IPK dengan niat baik di tiap semester. Saya memiliki target IPK diatas 3 dengan harapan saya bisa melanjutkan pendidikan dengan jalur beasiswa ke Luar Negeri. Namun, karena sistem UT yang tanpa sepengetahuan saya, saya dinyatakan lulus padahal saat itu IPK saya hanya 2.8, untuk mencapai minimal 3 saya masih ingin memperbaiki dalam satu | After graduating from vocational high school, I got accepted to work as a permanent employee in a public service/government company in the field of telecommunication in Indonesia. But I was placed in a town where it was hard to find education facilities. It was available, but there was no guarantee that the company I worked at would accept it, they only accepted the certificate from universities with A accreditation. Where could I find universities with A accreditation? Only in big cities I think. But the company has changed their policies on the condition that the employees could take a course without abandoning work, the company will accept the certificate from universities which have B as the minimum accreditation. I registered at Open University in 2008, but I wasn't sure and doubted the new company policies, I didn't want to waste my time. Then in 2010 (if I'm not mistaken) Open University got approved (by the government) with B accreditation, since then I became high-spirited to study again. My second worry: my background education was in Engineering so I had a big hope to continue to study in Engineering, but there was no Electrical Engineering available where I worked. Then I considered other major studies which were relevant and were still really needed in the company I worked at, so I chose Management. I had a very rough time to achieve the GPA I expected, the first 2 years I didn't have high spirits, I wasn't doing as good as I wanted. Then finally I pushed myself to achieve my GPA goal and with good hopes in each semester. I had a target to achieve a GPA more than 3, hoping that I could continue to study overseas with a scholarship. But, because I didn't know the Open University's system they told me that I completed the study already, whereas my GPA was only 2.8, I wanted to stay 1 more semester to achieve at leasta GPA 3.0. What should I do, I could only feel sad with my GPA that I didn't expect. But I didn't give up, there are many roads to Rome, I want to prove even with an average GPA I can still continue |

Category _#	Internal ID	Comment	English
		semester kedepan. Ada daya, saya hanya bisa meratapi nilai yang tidak saya harapkan itu. Namun, semangat saya tidak putus, saya masih punya banyak harapan, masih ada jalan lain ke Roma, saya ingin buktikan walau nilai IPK pas-pasan, tapi masih bisa melanjutkan kuliah S2 sampai ke Luar Negeri, itu cita-cita saya.	my Master's Degree overseas, that's my aspiration.
CP_37	55048778	Pengalaman saya belajar di UT susah susah gampang harus penuh perjuangan dan harus mempunyai semangat yg tinggi karena disini kita harus mampu belajar mandiri,yg terkadang py kesulitan untuk berkomunikasi dg tutor krn terkadang kita menemukan kesulitan dlm mata kuliah sehingga kita hrs memecahkan nya sendiri,pernah nanya lewat tuton tp gak direspon....tp alhamdulilah dg semangat dan memanajemen waktu dg baik akhirnya sy kuliah selesai pd waktu nya....trimakasih UT.	My study at Open University was easy but difficult, needed a lot of effort and had to have high spirits because we needed to be able to study independently, sometimes it was hard to contact the tutor so when we had a problem in our subject, we had to solve it ourselves. Once I asked the tutor via the online tutorial but there was no response… but praise to God with high spirits and good time management, finally my study has finished on time.. thanks Open University.
CP_38	55081536	Belajar sambil bekerja memang butuh pengorbanan, apalagi bagi yang sudah berkeluarga. Oleh karena itu kesabaran, kedisiplinan harus tetap kita pegang agar kita tetap bersemangat untuk mencapai titik akhir yaitu kelulusan. Kita juga harus punya target untuk lulus, sehingga memacu semangat kita dalam menempuh kuliah di UT, apalagi bagi yang tidak mengikuti Pokjar tentu harus pandai-pandai menyemangati diri sendiri. SUKSES selalu untuk mahasiswa UT, semoga tetap semangat.	Study and work needs a lot of sacrifice, especially those who have family. Therefore, we need to be patient, disciplined so we can keep high spirits until graduation day. We also must have a target to complete the study, so this will help us to go through the study at Open University, especially those who don't join a study group, they absolutely need to motivate themselves. All the best for the students of Open University, keep up the spirit.

Category _#	Internal ID	Comment	English
CP_39	55088590	saya sambil bekerja selama belajar di ut sehingga membagi waktu belajarnya agak susah dan kadang2 waktu ujian berbenturan dengan waktu dinas luar kota atau rapat kerja.Tetapi berkat semangat dan keuletan semua hambatan dapat diatasi.Adapun kemudahanya belajar di ut lebih fleksibel kalaupun kita pindah tugas kerja dimana mana tidak ada masalah dapat ujian di upjj setempat.Itulah sekedar suka duka saya selama belajar di ut	I worked and studied at Open University so it was quite hard to manage my study time and sometimes the exam schedule clashed with my out of town duty or meetings. But with spirit and high determination, I could go through the problems. The easiness to study at Open University because it was more flexible even though we had to relocate the work, there was no problem for that because we could still take the exam at the local UPJJ. That's all about my experiences at Open University.
CP_40	55160974	Pengalaman suka duka ketika kuliah di UT Kuliah di UT adalah suatu pilihan yang tepat untuk saya sebagai ibu rumah tangga yang belum sempat menyelesaikan sekolah di perguruan tinggi karena waktu yang fleksibel, biaya yang murah ,cara belajar yang dapat kita atur sendiri adalah suatu kelebihan yang ditawarkan oleh UT. Tentunya harus dengan semangat yang tinggi,kemauan yang keras yang dapat membantu menyelesaikan kuliah di UT. Tanpa disiplin yang tinggi dan pandai mengatur waktu akan mengakibatkan kesulitan dalam menyelesaikan kuliah di UT. Untuk itu saya selalu mengikuti panduan yang ditawarkan UT seperti kuliah TTM dan tutorial online juga belajar mandiri. Di balik kemudahan-kemudahan yang ditawarkan UT tentunya ada tantangan yang harus kita sikapi seperti kita tidak semua mata kuliah yang kita ambil tersedia semua di dalam TTM maupun tutorial online. Saya berharap semoga UT dapat menyediakan semua mata kuliah di TTM dan tutorial online.	My up and down experiences when I was studying at Open University: it was a good choice for me as a housewife who hadn't been to university before, because it's flexible schedule, cheap fee, the study method which we can manage ourselves were the benefits to study there. Of course we needed high spirits, strong determination, strong willingness which could help to complete the study at Open University. Without high self discipline and good time management that would make it difficult for us to complete our study at Open University. Therefore, I always followed the guidelines which were offered by Open University such as the face-to-face tutorial and the online tutorial as well as independent study. Behind the easiness that Open University has offered there was a challenge we had to face, not all the subjects you took had the face-to-face tutorial or the online tutorial. I hope that Open University will offer all subjects in the face-to-face tutorial and the online tutorial.

Category _#	Internal ID	Comment	English
NC_1	54431994	Kuliah di ut terkenal sulit mendapat ip bagus. Rata - rata teman mendpat ip di bawah 3. Dan itu saya alami sendiri, dan mndpt ip yang sangat buruk. Sehingga saya memutuskan untuk tidak melanjutkan kuliah di ut. Waktu itu saya tidak tahu kalo ada tutorial on line, tugas on line. Baru saya tahu setelah kuliah jalan dua semester. Tapi saya sudah telanjur malas untuk melanjutkan kuliah.	It's well known that study at Open University is very hard to get a good GPA. Most of my friends got a GPA below 3.0 and I experienced it as well, I got a very bad GPA. So I decided to stop studying at Open University. I didn't know that there was an online tutorial and online tasks. I knew that after I studied for 2 semesters. But I was already feeling too lazy to continue my study.
NC_2	54433748	Kuliah di UT di Tanjungpinang saya mengambil jurusan ekonomi pembangunan, pada jurusan ini di tanjungpinang hanya sedikit peminatnya, sehingga sulit untuk membentuk kelompok belajar dan mengundang dosen tatap muka, sehingga saya hanya mengandalkan belajar dari buku paket saja.. sehingga sulit untuk menyelesaikan kuliah di UT. Namun sebenarnya jika kita bisa maksimal membaca buku, kita pasti bisa lulus karena semua ujian, materinya sama dengan di buku paketnya.	I took the major of Economics Development when I was studying at Open University in Tanjung Pinang, there were only a few people who were interested in taking this major, so it was difficult to find a study group and to have the tutor for the face-to-face tutorial, I only studied from the books therefore it was difficult to finish studying at Open University. However, if we are keen to study by reading the books, we can pass all the exams because the contents are from the book.
NC_3	54435422	Suka duka sebagai mahasiswa UT adalah, saya senang karena dapat kuliah dengan biaya yang terjangkau, waktu yang flexible, sehingga walau saya berada di tempat yang agak terpencil waktu itu (penugasan kerja di muara bungo) saya masih dapat bermimpo, bercita cita, dan mengusahakan cita cita saya menjadi sarjana dengan berkuliah di UT. Adapun duka yang saya alami adalah saya harus tetap menyemangati diri untuk belajar sendiri, sehingga mengerti setiap mata kuliah yang saya ambil.	The experiences as a student at Open University: I am happy because I could study with an affordable fee, flexible time to study, so when I was in a remote area (I had to work in Muara Bungo), I could still have a dream, to have aspiration, and work on my aspiration to be a scholar by studying at Open University. Whereas my down experience was I had to keep up my spirit to study on my own, so I could understand every subject I took.

Category _#	Internal ID	Comment	English
NC_4	54436556	Saya hanya dapat menyampaikan apapun yang akan kita lakukan untuk kesuksesan itu nantinya kita sendiri yang akan menikmatinya, namun apabila kita tidak berusaha dengan sungguh-sungguh maka kita juga yang akan sangat menyesalinya. Maka saran saya untuk semua mahasiswa untuk bekerja keraslah dan sabar untuk hasil yg lebih memuaskan Untuk UT sendiri kami mohon agar selalu diberikan informasi serta untuk dapat selalu menghubungi kami baik di jam kerja atau pun tidak agar itu semua dapat menjadi alarm bagi kami dan semua mahasiswa UT di seluruh indonesia maupun dunia setidaknya. Terima kasih	I just want to say that whatever we need to do to achieve success then we will do it, but if we don't try it with full effort then we will regret it. So my suggestion for all the students, you should work hard and be patience to get good grades. For Open University, please always give us information and for always contact us during working hours or after, so we could use it as a reminder, it's for us and all students of Open University in Indonesia or overseas. Thanks.
NC_5	54443210	Waktu pengurusan pendaftrn sx k rawamangun, pengurusan buku k pamulang, sy asli brebes yg sy gk tau jalan n angkotny, kmudian sy pindah k pwt pengurusan d ut pwt, tp kendala sy hanya mslh konversi makul yg menurut sy sangat sulit n ribet. Akhirny sx memutskn utk tdh melnjtkn d ut dn sy masuk d unvrsts lokal skrg udh smstr 1. Utk paket 2th lulus. Bgmnpun sy mengucpkn trmkrh kpd ut n mhon maaf tdk bs mlnjtkn studi d ut..	I went to Rawamangun to register, then to Pamulang to organize the books, I am originally from Brebes so I didn't know the road and the public transportation then I moved to Open University PWT but the problem was the conversion for my subjects, I think it was very difficult and complicated. Then I decided to quit studying at Open University and I studied in a local university and now I am in the 1st semester. I took a package for 2 years study. However, I'd like to say thank you for Open University and I apologise I couldn't study there.
NC_6	54445228	Untuk bisa sukses belajar lah yang rajin dan suguh-sugguh.	You should study diligently to be successful.
NC_7	54446496		
NC_8	54447914	Program UT mungkin tidak bermasalah. Lantas kenapa saya tidak meneruskan sampai wisuda, mungkin waktu itu ambisi dan semangat saya untuk kuliah sudah terlanjur patah.	There was no problem with Open University's programs. But why I didn't stay in my study until graduation day, maybe my ambition and my spirit to study were already broken.
NC_9	54448564	mata kuliah yang sulit di mengerti, tidak ada tutor. dan pada saat unjian soal yang di sajikan tidak ada dalam buku manual pada saat ujian pikiran buntu dalam mengisi.	There were difficulties to understand some subjects, there was no tutor. And during exams, the questions were not in the books so it was difficult to answer the questions.

Category _#	Internal ID	Comment	English
NC_10	54449530	Kalo saya sendiri posisi sedang bekerja, dan jam kerjanya sangat tinggi,bergerak dibidang pertanian, jadi pada saat bulan juni - desember aktifitas sangat tinggi, sehingga pd periode tersebut saya sengaja cuti, jadi hanya ikut kuliah 1 semester pertahun . dikarenakan dari kantor tidak ada tuntutan akan titel sarjana , maka saya sesuaikan dengan kemampuan saya sendiri , sering kesulitan mebagi waktu dengan pekerjaan. maaf hanya ini yang bisa saay share, dikarenakan saya sendiri belum lulus.	I was working and my working hours was high, it was in an agricultural field, so the work activities in June – Dec were very busy, therefore during that season I took a break just to study so I only studied 1 semester per year. There was no requirement from the office to have a Bachelor Degree title, so I adjusted my study with my own capability. I often found it difficult to manage my time to study and to work. I apologise, that's all I can share because I haven't graduated yet.
NC_11	54450032	Saya kuliah di UT salah ambil jurusan, saat itu di UT blm ada fakultas teknik jurusan elektro atau jurusan teknik telekomunikasi. Kapan UT ada Fakultas teknik tersebut ?? Untuk Tuton klo bisa ada jadwal'a seperti TTM. Dan utk TTM harus hadirkan dosen yg benar menguasai mata kuliah yang sedang di ajarkan bukan dosen panggilan yg sekedar tahu tentang mata kuliah trsebut. Pernah itu terjadi dan dosennya pun mengatakan klo dia bukan lah dosen yg kompeten di mata kuliah tsb. Melainkan dia dosen ahli di bidang lain. Terima kasih	I chose the wrong major when I was studying at Open University, there was no Faculty of Electrical Engineering or Faculty of Telecommunication. When will Open University have those faculties? I hope there is a schedule for the online tutorial like the face-to-face classes. They must have lecturers for the face-to-face tutorial who fully understand the subjects, not just hire emergency lecturers who only know a little bit about the subjects. It happened once and he said that he's not competent in that subject, but he's an expert in a different field. Thanks.
NC_12	54450852	Saya hanya mengikuti 3 semester di UT. Kesan saya kuliah di UT cukup sulit krn kita tetap harus aktif mengikuti Tuton dan mengerjakan tugas. Selain itu, nilai ataupun hasil ujian tdk transparan shg kita tdk bisa instropeksi diri supaya lbh baik di semester berikutnya. Pesan saya, UT cocok utk org yg sudah bekerja namun mash ingin kuliah, tetapi pesan saya harus pintar2 mengatur waktu belajar dgn kesibukan msg2.	I only studied at Open University for 3 semesters. I think study at Open University was quite hard because we had to attend the online tutorial and do the tasks. Apart from that, there was no transparency about the grades or the exam results so we couldn't learn from that to achieve better results for the next semesters. Open University is suitable to those who work but still want to study, but my message is that you have to be smart to manage your study time and with your own activities.

Category _#	Internal ID	Comment	English
NC_13	54451674	Sukanya.. Kita dapat bertemu dengan orang-orang yang tidak kita knal disluruh indonesia.berbagi pengalaman bersama. Duka nya.. Sangat sulit mendapatkannilai bagus dari dosen hehe..	Good experience…. We met a lot of people from all over Indonesia, shared our own experiences. Bad experience… It was hard to get good grades (laugh).
NC_14	54452236	Saya hanya sempat berkuliah beberapa semester di UT dan tidak sampai selesai (karena mendapatkan beasiswa kantor ke universitas lain). Menurut saya sistem perkuliahan di UT sangat mengakomodasi mahasiswa yang tidak memiliki banyak waktu luang untuk mengikuti perkuliahan (misalnya pegawai kantoran seperti saya). Kesulitan yang saya alami ketika berkuliah di UT adalah tidak ada tempat untuk berdiskusi karena benar-benar belajar sendiri. Selain itu, untuk memperoleh buku penunjang, saya harus memesan langsung ke Jakarta karena UPBJJ UT tidak menyediakannya. Untuk ke depannya akan lebih baik jika UPBJJ UT menyediakan buku perkuliahan untuk mahasiswa agar mahasiswa tidak memesan jauh-jauh. Pengawasan ketika ujian juga perlu diperketat karena banyak mahasiwanya yang kerja sama saat ujian sehingga nilai ujiannya menjadi tidak murni.	I only studied at Open University for a few semesters and didn't finish (because I got a scholarship from my office to study at a different university). In my opinion, the study system at Open University accommodates students who don't have a lot of spare time to study (for instance, an office staff member like me). My difficulty when I studied at Open University was because there was no chance to have a discussion because we had to study on our own. Apart from that, to get additional books, I had to order them directly from Jakarta because UPBJJ Open University didn't have them. In the future, it will be better if UPBJJ Open University have the study books for the students so that they don't have to order them from far away (from Jakarta). The supervision for the exam also needed to be strict because there were a lot of students who worked together (cheating) during the exam so the grades were not real.
NC_15	54452902	pengalaman menjadi mahasiswa ut bagi saya agak mengecewakan, karena tingkat kesulitan yang lebih tinggi, apalagi soal ujian ut menggunakan sistem pilihan berganda (jawabannya a, b, c, d) buka essay sehingga penilainnya kurang fair, karena hanya dinilai dari benar atau salah tanpa mempertimbangkan tingkat pemahaman mahasiswa.	The experience as an Open University student: it was quite disappointing because the difficulty level was higher, especially the exam system was using multiple choice (the answer was a, b, c, d), it was not an essay so the result wasn't fair because they only saw the answer from whether it was correct or wrong without considering the students' comprehension skills.
NC_16	54452984		

Category _#	Internal ID	Comment	English
NC_17	54453308	Saran : UT harus memperbaiki attitude dari para pengurus UT , terutama : Passion dan kepedulian. Sehingga para pengurus UPBJ tidak hanya peduli pada target yang ditetapkan , tetapi membantu para calon mahasiswa dan mahasiswa untuk menyelesaikan kuliahnya . Salam . Eko Nopiardi (08161101850)	Suggestion: Open University must improve the attitude of their staff especially on their patience and concern. So the UPBJ staff not only care about the target they have but also to help the future students and the students to finish their study. Regards, Eko Nopiardi (08161101850).
NC_18	54453776	banyak pendapat diluar bahwa kuliah di UT masuknya gampang tapi lulusnya susah, ternyata benar seperti yang saya alami, dari ada beberapa mata kuliah yg saya ambil ternyata banyak nilai D yang saya terima tanpa ada keterangan apapun. dan mengenai soal2 yang diberikn pada saat ujian seharusnya mengenai aplikasi yg ada dilapangan mengenai pendapat kita bukan mengenai soal2 yang teori dikarenakan banyak mahasiswa UT adalah sudah bekerja dan berusia lanjut. dengan kondisi tersebut lah akhirnya saya tidak meneruskan pendidikan saya di UT karena saya berharap dapat menyelesaikan pendidikan tersebut diatas. akhirnya saya ambil kelas karyawan di tempat lain, setelah lulus Alhamdulillah saya sedang menyelesaikan program tesis S2. kalau saja saya tidak mengambil sikap mungkin saya sampai saat ini saya masih menjadi mahasiswa S1 UT. mungkin ini saja yg saya dapat saya sampaikan, agar menjadi cerita pribadi saya saja tanpa menyudutkan pihak manapun juga. terus maju pendidikan di Indonesia......	There are many people who thinks that study at Open University is easy to get in but it is difficult to graduate, in fact it's true just like what I experienced. I got a lot of Ds for some of my subjects I took and I accepted it without any further information. And the questions from the exams should be about our opinions in what we have applied in our work fields not just about the theory because most students at Open University are an older age and they were working already. Because of that I didn't continue my study at Open University. I was hoping to complete my study (relevant to my work). So I took a course at a different university, praise to God I am now finishing my thesis for a Master's Degree. If I didn't make a decision maybe until now I would still be a Bachelor's Degree student at Open University. Maybe that's all I want to say, it's my personal story and I don't intend to blame anyone. Keep moving forward for education in Indonesia.

Category _#	Internal ID	Comment	English
NC_19	54454404	Meskipun UT bisa dijalani secara long distance dan on line, namun sebagai karyawan yang berbasis proyek dimana area kerja seringkali di daerah pelosok yang belum terjangkau internet maka proses belajar yang saya ikuti sering terganggu dan membutuhkan ekstra biaya yang tinggi. Adanya TTM bisa menjadi wahana untuk refreshing dan berdiskusi dengan teman-teman dan dosen pengampu yang memiliki wawasan dan pengalaman luas di bidang materi yang diajarkan. Bangga pernah menjadi mahasiswa di UT, universitas negeri yang terbesar dan memiliki mahasiswa terbanyak di negeri ini. Masih terdapat ganjalan dan kekecewaan, dimana thesis saya belum dapat saya selesaikan sampai saat ini.	Even though study at Open University can be taken via long distance study and online, as an employee who worked on a project which usually is in remote areas and no internet, so often my study was disturbed and it needed extra cost. The face-to-face tutorial was a place to refresh our knowledge and to discuss with friends and lecturers who had a lot of experiences in the field they taught. I am proud to be a student at Open University, the biggest state university that has the biggest number of students in this country. I am still disappointed, because I still can't finish my thesis until now.
NC_20	54454924	1. Waktu saya sangat sedikit untuk buka buku, Dan banyak diluar sehingga sulit untuk menyediakan waktu secara ajeg belajar Dan buka buku 2. Ujian DG metode hadir sangat menyebalkan 3. Sehingga akhirnya saya malas melanjutkan, walaupun keinginan untuk ITU masih besar	1. I had very little time to read my books and I spent most of my time outside my house so it was hard to have a special time to study and read the books. 2. The exam's method was very annoying because it required you to attend the venue. 3. Then I couldn't be bothered to continue even though my willingness to study was high.
NC_21	54455862	sebetulnya sangat menyenangkan bisa bergabung di UT bisa berkenalan dengan orang2 baru tetapi agak berjuang untuk datang ke kelompok belajar karena tatap muka di sekolahan SD/SMP yg agak terpencil dengan kondisi memperihatinkan tapi UT sangat membatu karena biaya cukup terjangkau Terima kasih............ GOoooo UT	Actually it was really good to be able to study at Open University, I could meet new people but it was quite a struggle to attend the study group because the face-to-face tutorial was in a primary school/secondary school which was quite remote and sad conditions but Open University was very helpful to me because the fee was quite affordable. Go Open University!

Category _#	Internal ID	Comment	English
NC_22	54456266	pihak UT juga harus lebih aktif terhadap mahasiswa nya, pemberian informasi atau alert kepada mahasiswa sangat penting, karena tidak semua mahasiswa di UT yg semata-mata kuliah, sebagian besar sibuk dengan pekerjaan dan lain", peran UT harus lebih proaktif mengingatkan atau menginfomasikan hal-hal yang baru kepada mahasiswa. dengan perkembangan teknologi yang semakin berkembang, system belajar di UT juga harus di sesuaikan.	Open University's staff needs to be proactive towards the students, it is very important to give information or give reminders for the students, because not all the students' activities were just studying, most of them were also busy with their work and other things. Open University must be more proactive to remind the students or to give new information. With new technology, the study system at Open University also needs to be adjusted.
NC_23	54457818	Penyediaan materi online sangat penting untuk membantu kemudahan belajar para mahasiswa.	Online material was very important, it helped the students to study easily.
NC_24	54459026	MEMBAMCA MODUL YANG TEBAL, SUSAH MEMESAN BUKU KE PUSAT	(have to) READ A VERY THICK MODULE, DIFFICULT TO ORDER BOOKS FROM THE MAIN CAMPUS
NC_25	54460250	Komitmen waktu dibutuhkan dalam menyelesaikan studi	Having a commitment is needed to finish the program.
NC_26	54462408	Sebagaimana saran saya di pertanyaan sebelumnya. Jadi pengalaman yg pernah saya rasakan ketika masih aktif kuliah di UT yaitu, bahwa saya termasuk mahasiswa yg mengikuti Tuton, tidak terlalu aktif, namun tugas-tugas sebisa mungkin saya penuhi. Setelah berlalu selama 3 bulan, tibalah saatnya ujian semester. Kebetulan pada hari tersebut saya berhalangan hadir. Saya berharap bisa ujian susulan melalui ujian online, namun ternyata tidak semua mata kuliah tersedia ujian onlinenya. sehingga beberapa mata kuliah saya tidak mendapat nilai. dari situlah kemudian saya memutuskan untuk keluar dari UT dan konsentrasi menyelesaikan kuliah saya di sebuah PTS yg ada di daerah tempat tinggal saya yang memang sudah masuk semester akhir.	Just like my suggestion for a previous question. So my experience when I was studying at Open University: I was a student who took the online tutorial, I wasn't using it actively but I always tried to complete my tasks. After 3 months passed, it was time for the semester exam. Unfortunately, on that day I couldn't attend it. I was hoping to be able to resit on the next exam via online, but not all subjects had an online exam. Because of that, I didn't get grades for some subjects I took and because of that I decided to drop out from Open University and focused on completing my study at a private university near where I live, and now I am in the final semester.

Category _#	Internal ID	Comment	English
NC_27	54464210	Jadi bertambah relasi & kawan-kawannya. Mendapatkan Ilmu & pengalaman dari kawan lain. Memotivasi diri untuk terus mengembangkan diri, karena motivasi dari dalam lebih kuat dari pada motivasi dari luar. Menjadi Sarjana dengan nilai terbaik menjadi tujuan kuliah.	I got more colleagues and friends. Got new knowledge and experiences from friends. I always tried to motivate myself to do self development because the motivation from inside was stronger than motivation from outside. Becoming a scholar with the best grades was the aim of my study.
NC_28	54465484		
NC_29	54471246	Terus terang saya kuliah di UT karena hobi. Setelah lulus dari Fakultas Kehutanan IPB saya merasa kepingin belajar ekonomi, trus saya daftar. Saya kurang serius dan hanya hobi kuliah, tetapi terus berusaha ikut ujian. Saya terdaftar di UPBJJ Bogor, ketika masa ujian pernah saya mengurus spy bisa ujian di Kalimantan Tengah karena pada saat itu saya sedang survei di hutan, ternyata setelah surat ujian keluar saya tidak memdapatkan akses transportasi umntuk ujian di Palangkaraya. Saya kuliah di UT jg untuk membunuh rasa sepi ketika saya bekerja di HPH di pedalaman Kalimantan Barat. Setelah sekitar 10 tahun akhirnya saya lulus juga. Sya juga kemudian ikut PS Statistika dan terbengkalai, PS Sosiologi jg terbengkalai, tetapi saya akan melanjutkannya suatu ketika, sekarang belum sempat karena saya sedang kuliah S3 di Fakultas Ekonomi Undip. Saya senang jika ada informasi lain yang dibutuhkan, jangan sungkan kirim email saja. Karena pada dasarnya saya bangga jadi alumni UT, dan selalu mempromosilan UT secara pribadi.	To be honest I studied at Open University because of my hobby. After I graduated from the Faculty of Forestry IPB (Bogor Agricultural University), I wanted to study Economics, and I registered myself. I wasn't taking it seriously and it was only a hobby but I kept trying to sit on the exam. I was registered at UPBJJ Bogor, when it was exam time I tried to be able to sit for the exam in Central Kalimantan because on that time I was doing research in a forest, but unfortunately when I got my exam notification I couldn't get transportation to go to Palangkaraya to take the exam. I studied at Open University also because I wanted to kill the loneliness when I was working in HPH in a remote area in West Kalimantan. After around 10 years, I graduated. I also took Statistics but I didn't finish it, I also didn't finish my Sociology, but one day I will finish studying those subjects, but at the moment I don't have time to do it because I am studying for a Ph.D in Faculty of Economics at Diponegoro University. I am happy to give you any information, don't hesitate to send me an e-mail. Basically I am proud to be an alumnus of Open University and always advertise Open University personally.

Category _#	Internal ID	Comment	English
NC_30	54479394	Pertama kali ada niat kuliah di UT di sarankan oleh istri karena melihat kondisi pekerjaan saya pada waktu itu yang tidak bisa memberikan jaminan masa depan yang baik, maka dari itu saya bertekad mencari pengalaman dulu di tempat kerja yang lama sambil menempuh pendidikan di UT dengan harapan bisa mendapatkan gelar sarjana dan bisa mencari job yang lebih baik . Seiring waktu sebelum lulus saya di promosikan naik jabatan namun tidak berapa lama harus di mutasi ke sumatera dan tentunya ini membuat kuliah di UT jadi berantakan, dan setelah di sana selama 2 tahun tidak aktif, saya melewati gedung UPBJJ yg ada disana dan teringat lagi kuliah yg sempat terhenti. Dan setelah itu saya melanjutkan lagi UT yang sempat terhenti, sampai sekarang memang belum selesai kuliah saya namun saya bertekad 2 semester lagi saya akan menyelesaikan kuliah ini. salam sukses BRAVO UT	At the beginning I wanted to study at Open University because of my wife's suggestion, she saw the condition of my job, it didn't give us a promising future, and therefore I wanted to look for experiences from my old workplace while studying at Open University with the hope that I could get a Bachelor's Degree title and get a better job. Over time, before I graduated I got promoted at my work, but not long after that I had to work in Sumatera and of course because of this my study at Open University fell apart, and then I didn't study actively for 2 years. Every time I went past the UPBJJ buildings, it reminded me of my study which has stopped now. But now I continue to do my study at Open University, until now I haven't finished my study but I am willing to finish it within 2 semesters. Regards – BRAVO Open University.

NC_31	54494556	Kesan pertama saya sangat bagus di UT, pada masa perkenalan saya mendapat banyak kawan baru. Semangat dan rasa optimis benar-benar saya rasakan. awal semester kami banyak berkumpul dan berdiskusi, hingga kehidupan kami berubah, pertama kali registrasi kami adalah anak-anak muda lajang, seiring waktu berjalan kehidupan mulai berubah, beberapa diantara kami sudah berumah tangga, termasuk saya. setelah berumah tangga, kehidupan saya mulai terbatasi oleh tanggung jawab sebagai suami yang harus saya tunaikan. kuliah UT bukan lagi fokus utama, apalagi semenjak kelahiran anak dan kondisi keuangan yang cukup memprihatinkan. saya sangat menyadari, kuliah di UT walaupun fleksibel, bisa belajar kapanpun dan dimanapun, justru memerlukan konsentrasi yang penuh bahkan lebih dari kuliah reguler. sangat penting untuk tetap menjaga semangat agar terus punya motivasi kuliah. masalah terbesar anda mungkin adalah rasa malas karena anda merasa fleksibel, anda bahkan merasa sendiri tanpa kelompok belajar. sayangnya, saat kita ingin ikut TTM, dana kita pun terbatas. anda mungkin akan merasa malas kalo tiap semester harus ke Pondok Cabe sekadar untuk membeli modul/buku mata kuliah yang ketika anda kesana bukunya pun belum tentu ada. bagi saya, kuliah di UT membutuhkan dua kali lipat usaha dibanding kuliah reguler. adalah kesalahan besar jika menganggap kuliah di UT adalah kuliah yang santai, karena jika anda bersantai-santai, maka siap-siap IP anda jongkok. karena usaha yang anda keluarkan untuk kuliah di UT adalah dua kali lebih besar dari pada kuliah reguler, maka saat anda lulus, anda harus menjadi sarjana yang kualitasnya	My first impression of Open University was very good. I got a lot of new friends on the introductory day. I could really feel the spirit and felt optimistic. In the first semester, we hung out and discussed a lot, that our lives had changed, we were just teenagers when we just started to study, then over time life has changed, some of us got married, including me. After I got married, my life was limited by the responsibilities as a husband. Study was not my main thing, especially after my child was born and I had financial issues. I am very aware, even though study at Open University is flexible, you can study any time and anywhere, but you need full attention to it even more attention than other ordinary courses. It's very important to keep up the spirit so you can have your motivation to study. The big problem is maybe laziness because of the flexibility to study, you even feel lonely if you don't have a study group. Unfortunately, when I wanted to take a face-to-face tutorial, I had a limited budget for it. Maybe you would feel lazy if you had to go to Pondok Cabe every semester just to buy the module/book to study then when you got there the book wasn't available either. For me, study at Open University needed 2 times of your effort compared to other regular courses. It's a big mistake if you think that study at Open University is easy, because if you are lazy, then be ready to get a very low GPA. Because of the effort you need to study at Open University is 2 times bigger than the regular study, then when you graduate, you should be a scholar who has a good quality education 2 times bigger than regular scholars. When you decided to enroll at Open University, then you must have realized that you'll need a lot of attention for your study, need a lot of spirit and keep the motivation up, you also need to be someone who is good with time management.

Category _#	Internal ID	Comment	English
		lebih besar dua kali dibanding sarjana reguler. saat anda memutuskan untuk registrasi pertama di UT, maka anda harus sadar bahwa anda akan membutuhkan fokus yang lebih besar, semangat dan motivasi yang berlipat dan terus membara, juga anda perlu menjadi seorang yang unggul dalam memanajemen waktu.	
NC_32	54530726	Selama Saya kuliah di UT Saya mengalami kesulitan karena jumlah tutorial Saya sedikit. Untuk ujian praktek juga demikian karena sulit mencari kelompok praktek dan biaya tergantung kepada jumlah orang dalam kelompok.tersebut.	When I was studying at Open University, I had some difficulties because I had a small number of tutorials. Also (I had difficulties) on the practical exam because it was hard to find a group and the fee depended on the number of people in the group.
NC_33	54547062	saat banyak tugas kuliah yang sudah deadline yang bersamaan dengan tugas-tugas kantor yang juga deadline. sehingga kadang-kadang tugas kuliah terbengkalai.	There were a lot of study tasks and work tasks that needed to be done at the same time, so sometimes the study tasks were neglected.
NC_34	54555812	Pengalaman Duka....Tanpa basa basi langsung dapat pemberitahuan ujian....	Bad experiences… there was no early notice to sit for the exam…

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NC_35	54563014	melanjutkan pendidikan di universitas terbuka adalah pilihan yang baik bagi mereka yang aktif bekerja pada institusi masing-masing karena dengan mengikuti kuliah di universitas terbuka tidak mengganggu kesibukan dalam pekerjaan. tidak adanya tatap muka antara dosen dan mahasiswa mengharuskan mahasiswa belajar secara mandiri, ini menjadi kurang efektif untuk mencapai hasil yang sempurna. sedikit saran dalam hal hasil studi/ akademik mahasiswa perlu adanya koordinasi dan relasi antara pihak UT dan mahasiswa dan kalau bisa perlu adanya konsultasi untuk dapat menperbaiki nilai atau ipk yang dicapai yg tidak sesuai target sehingga mahasiswa dapat memperbaiki nilai-nilai yang buruk dengan tidak harus memprogramkan ulang mata kuliah sehingga menjadi panjang dalam mengikuti pendidikan di UT.	It was a good choice to continue an education at Open University, especially to those who work at their institution. Because by taking a study program at Open University, it won't disturb your work activities. There was no face-to-face session between the lecturers and the students, so the students need to study on their own. This was not effective to achieve a maximum result. Just a suggestion on study/academic result, it needs a coordination and a good relationship between the Open University staff and the students and there should be a consultation about how to get a better grade or GPA if your grades are below your target, so the students can improve their grades without taking their study program again because this will make their study period become longer.
NC_36	54654766	Fokus, teliti, dan terus berjuang untuk kepentingan orang banyak paling tidak bermanfaat untuk sesama.	Focus through and keep striving for your community, at least you could do useful things for others.
NC_37	54665292	mengikuti ujian semester pada satu hari untuk 5 mata kuliah cukup melelahkan sekali terutama saat mengisi form jawaban dalam lembar jawaban komputer dan saling tidak mengenal antar sesama mahasiswa karena ketemu hanya pada saat ujian	It was very tiring to take the semester exams for 5 subjects on one day especially when I had to fill in the answers on the answer sheet on the computer and we didn't know the other students because we only met at the exam.
NC_38	54697150	Bertemu dengan semua kalangan, guru, pns, polisi, karyawan swasta, Muda, tua, semua nya mengharap kan agar jadi sarjana,,	I met everyone, teachers, civil servants, police officers, employees in private companies, young, old, everyone was hoping to receive a Bachelor's Degree title.

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NC_39	54782012	Saya merasakan suka yang sungguh banyak ketika saya menjadi mahasiswa UT antara lain karena saya mendapat kesempatan bertemu dengan teman-teman seperjuangan dari berbagai latar belakang ilmu dan profesi. Kemudian pengalaman suka yang lain adalah ketika saya harus menceritakan kepada orang bahwa UT adalah Universitas Negeri yang terakreditasi, karena jujur saja, pada saat itu banyak sekali orang yang berpikir bahwa UT adalah universitas "kelas bawah" yang hanya mengeluarkan ijazah tanpa proses belajar seharusnya. Dukanya adalah ketika saya harus mengikuti TTM dimana TTM tersebut diadakan di propinsi yang berbeda di tempat domisili saya. Satu kali dalam tiga minggu saya harus "terbang" untuk mengikuti TTM. Saya usahakan untuk dapat hadit di tiap TTM tetapi ada kalanya terkendala dengan biaya, waktu, dan pekerjaan di kantor. Kalau saja UT membuka kelas di setiap propinsi mungkin akan lebih baik karena lebih efisien dan efektif untuk para mahasiswa.	I had a lot of good experiences when I was studying at Open University, because I had a chance to meet the other fellow students from various backgrounds of knowledge and professions. Then another good experience was when I had to tell people that Open University was an accredited state university, because honestly at that time there were a lot of people who thought Open University was a "low class" university, they were easy to give away the certificate without the proper study process. The bad experience was when I had to take the face-to-face tutorial, where that tutorial was held in a different province to where I lived at. Once every 3 weeks I had to "fly" to attend the face-to-face tutorial. I tried to attend every face-to-face tutorial but sometimes I had a financial problem, or it clashed with my schedule and work. Maybe it's better if Open University opens their courses in every province because it is more efficient and effective for the students.
NC_40	54794150	sukses tidak hanya impian tapi harus dikejar.jangan mudah menyerah lanjutkan perjuangan demi sukses nantinya	Being successful is not just a dream but you have to chase it. Don't give up easily; keep working for your success.