

ETWC

EDUCATIONAL TECHNOLOGY
WORLD CONFERENCE 2016

PROCEEDINGS VOLUME 1

*"Educational Technology
to Improve Quality
and Access of Education
for Prosperous Society"*

Hosted by



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PROCEEDINGS

Volume 1

Educational Technology World Conference (ETWC) 2016

Theme:

**“Educational Technology to Improve Quality and Access of
Education for Prosperous Society”**

Editors:

Prof. Atwi Suparman
Prof. Burhanuddin Tola
Prof. Ivan Hanafi
Prof. Karnedi
Dr. Trini Prastati
Dr. Yuli Rahmawati

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PROCEEDINGS: Volume 1

Educational Technology World Conference (ETWC) 2016

“Educational Technology to Improve Quality and Access of Education for Prosperous Society”

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Advisors:

- Muhammad Nasir, Minister of Research, Technology, and Higher Education of the Republic of Indonesia
- Anies Baswedan, Minister of Education & Culture of the Republic of Indonesia.

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- Ivan Hanafi
- Karnedi
- Trini Prastati
- Yuli Rahmawati

Secretariat:

- Eva Leiliyanti
- Listya Ayu Saraswati
- Putri Restoening M

Design & Layout:

- Suzanna Romadhona
- Imam Rahmadi
- Bangun Asmo Darmanto

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Speech

Chairperson of Organizing Committee ETWC 2016

Prof. Dr. Atwi Suparman

Distinguished Speakers

Distinguished Guests

Ladies and Gentlemen,

Assalamu'alaikum Wr. Wb.

Peace be upon you with Allah's mercy and blessing

May God bless us all. Amen.

May I take this opportunity to welcome you all and to extend a further word of welcome to everyone here. I would like to extend my gratitude to Rector of Universitas Negeri Jakarta, Universitas Terbuka, Universitas pendidikan Ganesha, Universitas Mahendradatta and Head of Kopertis Wilayah VIII that have accommodated and organised this first-ever world class conference of educational technology in Indonesia. We once again thank Bapak/Ibu Rektor and also Kepala Kopertis Wilayah VIII for the time, energy, support, assistance and also funding. The committee would also like to thank all sponsors that support ETWC 2016.

The opening day and a few days forward of Educational Technology World Conference 2016 are certainly the moment we have been looking forward to, as preparing this world class academic forum is not something a fairy Godmother could do – waving the magic wand and turning the poor little girl into a charming beautiful princess. For this, my highest appreciation goes to all committee members, steering and organising committee and also AECT team that have spent their time, energy and thought not only in convening this conference, but more importantly in making this world class conference a momentum in improving the quality of education. I also believe all of us, especially the keynote and plenary speakers, the parallel and round table sharing session presenters here, will do their best in this conference – sharing and discussing their thoughts and ideas for the good of improving the quality of education in our great nation. For these, I thank you all.

Ladies and Gentlemen,

Looking back at the moment this conference was firstly initiated, it all started in a vision. We envisioned a dream of convening a world class academic forum in Indonesia which in the previous years had been predominantly held in the United States coordinated by Association for Educational Communications and Technology (AECT). Three years ago, in 2013, we attended AECT International Convention in Anaheim, California, in 2013 and discussed with AECT officials the possibility of conducting a world conference in Indonesia. The meeting resulted in the possibility of holding ETWC. One year after that, a small group of UNJ chief officials and I attended AECT annual conference in Jacksonville. At that time AECT agreed for UNJ to hold educational technology world conference in Indonesia this year. Not long after that, we gained support from several universities, i.e. Universitas Terbuka, Universitas Pendidikan Ganesha, Universitas Mahendradatta, and Kopertis Wilayah VIII. Therefore we would like to thank them all for the support.

Ladies and Gentlemen,

The committee has received 287 papers. The total number may possible increase until the opening day of the conference. Among those 287 papers, 146 papers will be presented at the parallel sessions whilst 141 papers will be presented at the round table sharing sessions. We provided 10 rooms for the parallel sessions and 8 rooms for the round table sharing sessions. The committee has prepared tokens of appreciation for 30 best papers and made a special arrangement with the help of AECT for the opportunity to publish selected best papers in a book published by Springer. The selection process will be conducted by distinguished invited speakers coordinated by Mike Spector as well as the internal reviewers.

Ladies and Gentlemen,

Bali is chosen as a perfect place for us to exchange and discuss our ideas and thoughts not in a restless, strained, rushed condition (like the one we usually have in big cities, such as Jakarta), but more in a "heavenly-relaxed", but serious way. After all, as many people have said, Bali is the Island of Gods. It is the place where Gods create their heaven on earth. Thus, in this Balinese atmosphere, let us pour our best thoughts and exchange our brilliant ideas for the good of education quality improvement. Have a pleasant fruitful conference.

Thank you.

Bali, 31 July 2016

Prof. Dr. Atwi Suparman

Chairperson of the Organising Committee

VOLUME 1: PARALLEL SESSIONS

Table of Content

Welcoming Message

Chairman of the Organizing Committee

Welcoming Speech by ETWC Host

Prof. Dr. Djaali, Rector of Universitas Negeri Jakarta

Opening Remarks & Keynote Speech 1

Minister of Research, Technology and Higher Education

Topic: Research Technology and Education

Plenary Panel

1. Steve Harmon
2. Johannes Cronje
4. Marcus Childress

Keynote Speech 2

Mike Spector

Topic: Educational Technology Research and Practice

Keynote Speech 3

Rob Branch

Topic: Instructional Design for Training Program

Keynote Speech 4

Prof. Tian Belawati, PhD, Rector of Universitas Terbuka

Topic: Open Online Learning and Instruction

Keynote Speech 5

Minister of Communication and Informatics

Topic: Education in the Information Communication Era

Closing Remarks

Kay Persichitte

Closing Speech by ETWC Co-host

Prof. Tian Belawati, PhD, Rector of Universitas Terbuka

Parallel Session 1.1 – Design and Development

1. **Lies Budyana, Maya Ariesta, and Intan Kusuma Nagari** - The effect of Listening Radio News in Developing Grade 5 Students' Listening Comprehension skills - Student of Educational Technology Department, State University of Surabaya

2. **Rijanto Purbojo** – Improving Learning Engagement in Blended Learning Strategy: Role of Learning Management Features – Universitas Pelita Harapan
3. **Nurdin Ibrahim, Maximus Gorky Sembiring and Amelia Sapriati** – Investigating Satisfaction with Blended Learning in Universitas Terbuka Framework - Universitas Negeri Jakarta; Universitas Terbuka
4. **Dorothy Dewitt, Norlidah Alias and Saedah Siraj** – Problem Solving Strategies of Malaysian Secondary School Teachers - Department of Curriculum and Instructional Technology Faculty of Education and University of Malaya 50603 Kuala Lumpur, Malaysia
5. **Akbar Alwi and Emzir** – Teaching/Learning Materials for Writing Essays in English Based on Rhetoric Approach Research and Development at the English Language Teaching Study Program of Lakidende University of Konawe of Southeast Sulawesi Province - Postgraduate State University of Jakarta
6. **Dwi Deswary and Ary Sutanto** – Development of Management Information System in Master Study Program on Education Management Graduate Program of Jakarta State University - Universitas Negeri Jakarta

Parallel Session 1.2 – Information, Technology, and Communication Integration

1. **Siti Julaeha** – E-Learning for Teachers: Conceptual Consideration and Implementation Possibility - Universitas Terbuka, Indonesia
2. **Jo Tondeur, Johan van Braak, Ronny Scherer, Fazilat Siddiq and Evrim Baran** – Enhancing Preservice Teachers' Technological Pedagogical Content Knowledge: How Teacher Education Matters - Ghent University, Ghent, Belgium; University of Oslo, Oslo, Norway; Middle East Technical University, Ankara, Turkey
3. **Siswoyo and Hartati Muchtar** – The Effect of Teaching Strategy Using PhET Interactive Simulation and Information Technology Literacy on Students' Conceptual Understanding of Work and Energy - Universitas Negeri Jakarta, Indonesia
4. **Ade Dwi Utami** – The Use of Information and Communication Technology in Early Childhood Education - Universitas Negeri Jakarta
5. **Yuliani Nurani and Ade Dwi Utami** – Implementing ICT in Assessing Student's Teaching Skill - Universitas Negeri Jakarta
6. **Baehaqi Alanawa, Ivan Hanafi and Baso Marudani** – Development of Program Application For Learning Media Using the App Inventor on Android Operating System - Universitas Negeri Jakarta

Parallel Session 1.3 – Innovation and Creativity/ Networking and Collaboration, Open Educational Resources, Massive Open Online Courses (MOOCs) and Badges

1. **Jonathan Spector** – The Potential of Smart Technologies for Learning and Instruction - Professor Learning Technologies College of Information, University of North Texas
2. **Renee O'neal and Dr. Tara Wilson** – Elementary School Teachers' Perception of Implementing the Global Hour of Code - Sam Houston State University
3. **Siti Nurjanah** – The Development of Tools and Teaching Materials Economics for SMA/MA 2013 Curriculum Based on Scientific Approach for Acceleration Preparation

of Indonesian Students in the Framework of the ASEAN Economic Community (AEC)
- Universitas Negeri Jakarta

4. **Tonia A. Dousay** – Designing for creativity & cross cultural learning experiences - University of Wyoming
5. **Sapiudin** – Effect of Gasing Learning Method and Spatial Intelligence toward Students' Science Achievement - Dinas Pendidikan Kab. Konawe Utara
6. **David Squires** - Augmented Reality Application Classroom Development: New Technology and New Media, Education and Intelligent Classrooms - The University of Georgia, United States

Parallel Session 1.4 – Distance Education

1. **Jackie Kim** – Improving the Quality of Online Discussion by Role-Playing - Armstrong State University
2. **Sugilar** – Predicting Student's Re-enrollment in Open and Distance Learning Environment - Universitas Terbuka
3. **Suryo Prabowo and Andayani** – Improving the Quality of Video Programs at Universitas Terbuka based on Problem-Based Learning Approach - Universitas Terbuka
4. **Rhini Fatma Sari** – Evaluation Of Academic Services Performance at University by Using Balanced Scorecard (A Study at Open and Distance University) - Universitas Terbuka
5. **Maximus Gorky Sembiring** – Exposing Academic Excellence and Satisfaction Related to Persistence perceived by ODL Graduates - Universitas Terbuka
6. **Rouhollah Khodabandelou, Siti Akmar Abu Samah and Azadeh Amoozegar** – Differences in Social Presence in Higher Education Blended Learning Environments - HELP University, UiTM, UPM

Parallel Session 1.5 – Design and Development/ Innovation and Creativity

1. **Sukirman and Rafika Bayu Kusumandari** – Organic Village As An Environmental Education Model Based Community for Early Childhood in Semarang City, Central Java, Indonesia - Semarang State University
2. **I Made Teguh** – Teachers' Strategies To Implement Character Education at Kindergartens in Buleleng Regency, Bali, Indonesia - Universitas Pendidikan Ganesha
3. **Sri Wahyu Kridasakti and Listiyodono Bawono** – The Challenges Of Developing and Managing Continuing Education Program Through Open and Distance Learning - Universitas Terbuka
4. **Nuryetty Zain and Susi Setya Wahyuni** – Developing Learning Analytics Framework Based on Self-Regulated Learning Principle for MOOCs - Universitas Negeri Jakarta
5. **Dina Mustafa** – Online Bridging Program Development As Student Support Services at Mathematics Study Program of Universitas Terbuka Indonesia (UT) - Universitas Terbuka
6. **Muchlas Suseno** – Blended Learning and Multiple Intelligence in EFL Writing Class: A Case Study in Universitas Negeri Jakarta - Universitas Negeri Jakarta

Parallel Session 2.1 – Design and Development

1. **Desak Putu Parmiti** – Developing Project – Based Early Childhood Assessment Textbook to Improve the Students' Learning Achievement - Universitas Pendidikan Ganesha
2. **Eva Yulianti, S.E, M.Sc, Yansen Jutalo and Heni Widyaningsih** – Integrated Physical Activity in Classroom Management - Universitas Negeri Jakarta
3. **Murni Winarsih and Tuti Nuriah Erwin** – Development of Contextual–Learning Based Training Package for Teachers in Inclusive School - Universitas Negeri Jakarta
4. **Yi–Chun Hong and Ming–Hung Kao** – Examination of students' online discussion engagement in Statistics collaborative learning activities - Arizona State University
5. **Mohammad Imam Farisi, Dwi Sambada and Teguh Prakoso** – The Student's Reflective Inquiry Thinking Competencies on Problem Solving at Online Tutorial (Tuton) Assignments - Universitas Terbuka
6. **Rien Safrina** – Improvement to Music Teaching and Learning Through Self-Study - Universitas Negeri Jakarta
7. **Gemala Garibaldi** - Filmed Role Play on Social Media: Improving Interpersonal Skills of Hospitality Students Through Collaborative Learning - Swiss German University, Indonesiamuchlas
8. **Dem Vi Sara and Ratna Marta Dhewi** – Evaluation of Practicum in Primary–Teacher Education Program (A Case Study in UT's Bogor Regional Office - Universitas Terbuka
9. **Diah Armeliza and Zulfiati Syahril** - Effect of Learning Strategy and Ability Early Learning Outcomes of Statistics - Fakultas Ilmu Pendidikan Universitas Negeri Jakarta, Pascasarjana Universitas Negeri Jakarta
10. **Leonard, Hasbullah and Siti Nurani** - Learning Design Development of Research Methodology: A Needs Analysis - Indraprasta PGRI University, Indraprasta PGRI University, Universitas Indraprasta PGRI

Parallel Session 2.2 – Information, Technology, and Communication Integration

1. **I Made Putrawan and Evita Anggereini** – Experimental Learning and Knowledge about Ecosystem: Its Effect on Students Environmental Behavior - Universitas Negeri Jakarta
2. **Tepati Hak Kewajiban** – Challenges and Solutions of Web–based Learning on Mobile Devices - Universitas Negeri Surabaya
3. **Kusnohadi** – Blended Learning Strategy; An Alternative Instruction In Information and Telecommunication Technology Era - LPMP Jawa Timur
4. **Eldarni and Ulfia Rahmi** – The Analysis of Instructional Video and Educational Television in The School - Universitas Negeri Padang
5. **Adrianus I Wayan Ilia Yuda Sukmana and Luh Putu Putrini Mahadewi** – The Implementation of Lesson Study on Programming I Blended Learning at the Department of Educational Technology - Universitas Pendidikan Ganesha
6. **Yasir Riady** – Optimization and Evaluation Online Registration System Used Utility Approach (Case Study of Implementation Online Registration in Jakarta, South Korea and Taiwan) - Universitas Terbuka
7. **Isti Rokhiyah and Heni Safitri** – Prospective Distance Education Learners Study Skills' Performance - Universitas Terbuka
8. **Suratinah and Trini Prastati** – The Development of Model of Face–to–Face Tutorial Based on the Implementation of Independent Study Strategy - Universitas Terbuka

9. **Irena Maureen and Damajanti Dewi** - Digital Storytelling: Supporting the Foreign Language Learning in 21st Century - State University of Surabaya
10. **Sofjan Aripin and Santi Dewiki** - An Analysis of The Organization, Interpretation, and Application of Online Program Learning System at Postgraduate Program of Universitas Terbuka - Universitas Terbuka

Parallel Session 2.3 – Innovation and Creativity

1. **Maria Paristiowati, Ucu Cahyana and Annisa Nur Fitria** – The Effect of Flipped Classroom Model on Reaction of Oxidation Reduction to the Student Learning Outcomes: Case Study at Senior High School, Jakarta - Universitas Negeri Jakarta
2. **Alim Sumarno** – Overcome of Digital Divide Resources Through Multimedia Using ICT Principle in Learning - Universitas Negeri Surabaya
3. **Nadiroh, Uswatun Hasanah and Samadi** – Mentoring Model Optimizing the Role of Women in Improving Utilization's Skill of Cassava leather in the Material as Accessories - Universitas Negeri Jakarta
4. **Myrnawati Chrie Handini Handini and Ruth Christiani Christiani** – Improving Children's Environment Adaptation Skill Through Playing Puzzle (An Action Research Conducted to the Pre-Kindergarten Refugee Children in Save Tanah Karo Pre-kindergarten, Karo Regency, North Sumatra, 2015) - Universitas Negeri Jakarta (PPs UNJ, Ikacana PPs UNJ)
5. **Achmad Fathoni Rodli** – The Implementation of iCloud System Based on Knowledge Management at University Maarif Hasyim Latif Sidoarjo - Universitas Maarif Hasyim Latif
6. **I Gusti Ayu Agung Sri Asri** – The Influence of Cooperative Learning Model on Student's Learning Result in Civic - Universitas Pendidikan Ganesha
7. **Roshani Rajbanshi** – Learning through Technology in Student-Centered Approach - New Mexico State University
8. **Imam F. Rahmadi** – The Implementation of Online Tutorial in Islamic Education Course - Universitas Negeri Jakarta
9. **Anak Agung Gede Agung and I Gusti Putu Sudiarta** - The Implementation of The Economic Model of Educational Tours Which is Local Hinduistic Wisdom Oriented to Improve The Economics of Small and Medium Industries in Bali - Universitas Pendidikan Ganesha
10. **Budi Utomo** - Influence Learning Playing Cards And Use Media Interactive CD Against Learning Achievement in Mathematics Class IV student of SDN Jegreg And SDN Balongasem Subdistrict Lengkong Nganjuk - Akademi Gizi Surabaya

Parallel Session 2.4 – Policy and Cultural Considerations, Quality Assurance, Certification, and Accreditation

1. **Adhi Susilo and Deddy Suhardi** – Importance-satisfaction analysis of face to face tutorial: a case study at Universitas Terbuka - Universitas Terbuka
2. **Haryono, Heri Triluqman, Edi Subkhan, and Urip Muhayat** – The Implementation of Educational Technology in Learning Quality Assurance at Schools - Universitas Negeri Semarang
3. **Ni Nyoman Parwati** – The Existence of Educational Technology in Building Positive Nation Character – IPTPI

4. **Maximus Gorky Sembiring** – Modelling Quality Education Observed from Educator, Curriculum and Public Participation Arrangements - Universitas Terbuka
5. **Syarif Sumantri** – The Relationship Between Achievement Motivation and Professional Competence with the Performance of Elementary Teacher - Universitas Negeri Jakarta
6. **Nyayu Khodijah** – Implementation of Character Education That Contains The Local Wisdom on Basic Education in South Sumatra – IPTPI
7. **Eha Saleha and Iis Solihat** – Effect of Distance Education of Local Community Development And Prosperity Outermost and Backward (3T) Province Banten - Universitas Terbuka–UPBJJ Serang
8. **Lies Budyana** – Using Instagram as Authentic Assessment tools in supporting Indonesian 2013 Curriculum - Universitas Negeri Surabaya
9. **Ninuk Lustyantje** – Contextual Approach Implementation in French Literature Text Universitas Negeri Jakarta (PPs UNJ)
10. **Li-Chen Wang, Pei-Yu Cheng and Yueh-Min Huang** – Using Mobile Instant Messaging for English Listening and Speaking Learning: A Case Study of EFL University Students in Taiwan - Tajen University, Center for General Education, Department of Engineering Science National Cheng Kung University Tainan, Department of Engineering Science National

Parallel Session 2.5 – Policy and Cultural Considerations, Quality Assurance, Certification, and Accreditation/Design and Development

1. **Eveline Siregar, Murti Kusuma Wirasti, and Cecep Kustandi** – Development of Standarized Instructional Media Evaluation Instrument Using Online Survey Tool - Universitas Negeri Jakarta
2. **Wardani Rahayu and Solihin** – The Effect of Sample Size and the Number of Option Answer Toward the Reliability - Universitas Negeri Jakarta, SMAN1
3. **Wahyu Sri Ambar Arum** – Online System and The Impact of the Human Resources Development - Universitas Negeri Jakarta
4. **Giri Saptaji** – Input, The Warranty of Learning Result: Gender Mainstreaming Training Program Evaluation - National Institute of Public Administration
5. **Rizki Farani** – Blended Learning: Integrating Offline and Online Classroom to Create Meaningfull Learning - Universitas Islam indonesia
6. **Luh Putu Putrini Mahadewi** – Designing Blended Learning to Develop Students’ Characters at Ganesha University of Education - Universitas Pendidikan Ganesha
7. **Agung Putra** – Face-to-face Tutorial Program in Distance Education: How Effective to Improve Students’ Performance - Universitas Terbuka
8. **Tutisiana Silawati** – Microscience as an Science Practicum Model for Distance Education Students - Universitas Terbuka
9. **Diki and Eko Yulastuti** – Item analysis and item difficulty of multiple choice test of biology departments at Universitas Terbuka, Indonesia - Universitas Terbuka
10. **Gede Wira Bayu and I Wayan Widiana** – Effectiveness Evaluation Study of SEFL Development Program at PGRI 2 Denpasar High School (SMA PGRI 2 Denpasar) - Universitas Pendidikan Ganesha

Parallel Session 3.1 – Design and Development

1. **Ani Nur Hidayati** – The Development A Model Discovery Learning By Sets Approach (Science, Environment, Technology, Society) on IPA Subject to Foster Scientific Attitude The Students of 8th Grade SMPN 1 Kebomas - Kementerian Agama / Ministry of Religion
2. **Eni Fariyatul Fahyuni** – Development of Aqeedah Morals comic in Learning To Increase Reading Interest and Student Result Fourth Grade Primary School - Universitas Muhammadiyah Sidoarjo
3. **Riche Cynthia Johan** – Information Literacy Electronic Training For Teacher Librarians - Universitas Pendidikan Indonesia
4. **Laksmi Dewi and M Ridwan Sutisna** – Increasing Critical Thinking and Creative Competence Through Productive Failure Instruction (Classroom Action Research in Curriculum Development Subject) - Universitas Pendidikan Indonesia
5. **Toto Basuki** – Improving Social Competence of the Principal Through Model of Dynamics Grouping - LPMP Provinsi Jawa Timur
6. **Alwen Bentri and Ulfia Rahmi** – The Effectiveness of Blended Learning Strategy Formulation on Implementing Curriculum in Department of Curriculum and Educational Technology at Padang State University - Universitas Negeri Padang

Parallel Session 3.2 – Networking and Collaboration, Open Educational Resources, Massive Open Online Courses (MOOCs) and Badges

1. **Durri Andriani** – Utilizing the Internet to Fulfill Teachers’ Needs to Conduct Quality Research - Universitas Terbuka
2. **Khaerudin** – The relationship between independent learning and digital literacy with learning outcomes are implemented in blended learning - Universitas Negeri Jakarta
3. **Sondang Purnamasari Pakpahan and Andy Sapta** – Development of Mathematics Chess Instructional Media to Improve Mathematics Learning Outcomes of Primary School Students - Universitas Terbuka UPBJJ Medan, Universitas Asahan
4. **Hartoto and Sella Mawarni** – Developing Learning Analytics Framework Based on Self-Regulated Learning Principle for MOOCs - Universitas Negeri Yogyakarta
5. **Mochamad Syaichudin, Wayan Ardana and Nyoman Degeng** – Cooperation Skills Upgrading Secondary High School Students in Social Studies with Used Learning Strategy Type Jigsaw – IPTPI
6. **Marisa, Siti Aisyah and Dimas Agung Prasetyo** – Providing Accessible and Quality Education Through Technology: - Universitas Terbuka

Parallel Session 3.3 – Innovation and Creativity

1. **Eriva Syamsiatin** – Acquisition of Early Mathematic Thinking Skills of Children Age 4–5 Years Olds Through Unit Blocks Play Activity - Universitas Negeri Jakarta
2. **Ila Fadila** – Implementation Effectiveness Of Communication, Information and Education Intervention on Elderly People Nutrition Knowledge And Attitude - Universitas Terbuka
3. **Hartati Muchtar and Zulrahmat Togala** – The Effect of Scientific Approaches and Cognitive Style on Learning Outcomes - Universitas Negeri Jakarta, MAN 1 Kendari

4. **Ratnaningsih** – The Effect of Problem Posing, Problem Solving, Conventional Strategies and Numerical Mathematics on Critical Thinking Skills - Universitas Negeri Jakarta
5. **Herlina** – Increasing Reading Comprehension Ability Through Visualizing Media of 4th Grade Students at Labschool Primary School Setiabudi South Jakarta - Universitas Negeri Jakarta
6. **R.Madhakomala and Johansyah Anwar** – Learning Life Balancea Study to Regain Mental Peace of Senior High Students - Universitas Negeri Jakarta

Parallel Session 3.4 – Distance Education

- 1. Vaikunthan Rajaratnam** – The Perception, Capability of Teachers and Learners and Success Factors for the Use of Mobile Learning in Medical Education in Singapore - KTPH Alexandra Healthcare
- 2. Made Yudhi Setiani** – Teaching Presence in Online Graduate Program Tutorials at Universitas Terbuka - Universitas Terbuka
- 3. Kristanti Puspitasari and Boedhi Oetoyo** – Implementation of a Study Schedule to Help ODL Students Learn - Universitas Terbuka
- 4. Mohamad Toha** – MOOCs for Indonesian Open University: A necessity? - Universitas Terbuka
- 5. Ginta Ginting** – Exploring Student Satisfaction and Behavioral Intention on Tutorial Online for Continuous Improvement Strategy of Universitas Terbuka's e-Learning System - Universitas Terbuka
- 6. Titik Setyowati and Barokah Widuroyekti** – The Significance of Online Counseling Communities Forum in Solving the Student's Problem - Universitas Terbuka

Parallel Session 4.1 – Design and Development

- 1. Ketut Agustini** – Instructional Design for The Computer Network Subject: A Balinese Culture-based based Learning - Universitas Pendidikan Ganesha
- 2. Sripto and Durri Andriani** – Implementation of Online Tutorial In Open & Distance Education: Tutors' Perceptions - Universitas Terbuka
- 3. Andi Kristanto** – Utilization of Digital Camera Simulation Media of Courses Photos Media Development - Universitas Negeri Semarang
- 4. Dwi Kusumawardani** – Instructional Needs Identification in the Process of Instructional Design at Learning Subject Level - Universitas Negeri Jakarta

Parallel Session 4.2 – Information, Technology, and Communication Integration

- 1. Parulian Silalahi, Diana Nomida M and M. Atwi Suparman** – The Effectiveness of Training Materials for the Integration of ICT In Teaching Mathematics for Primary School Teachers - Politeknik Manufaktur Negeri Bangka, Universitas Negeri Jakarta, Universitas Terbuka
- 2. Fajar Arianto, Punaji Setyosari, Mohammad Efendi and Saida Ulfa** – Mobile Technology as Mindtools Promote Problem Solving Skill for Cerebral Palsy - State University of Surabaya, State University of Malang; State University of Malang, State University of Malang
- 3. Ahmad Fauzi, S. Pd, M. Ak** – The Influence of ICT-based Learning Media (Macromedia Flash) on the Students Motivation in SMA 44 Jakarta - Universitas Negeri Jakarta
- 4. Sofia Hartati** – The Influence of Guided and Independent Training Toward Teachers' Competence to Plan Early Childhood Education Learning Program - Universitas Negeri Jakarta

Parallel Session 4.3 – Policy and Cultural Considerations, Quality Assurance, Certification, and Accreditation

1. **Meita Istianda** – Barriers and Challenges of Distance Education in the Period of Reform: Overview of Political Perspective - Universitas Terbuka
2. **Edi Subkhan and Wahzudik Niam** – Internet and the decreasing of students' academic values - Universitas Negeri Semarang
3. **Harianto GP** – National Education Policy Analysis System (Law No. 20 of 2003) about multicultural Education - Universitas Negeri Surabaya
4. **Made Wahyu Adhiputra and I Gusti Ayu Diah Werdhi Srikandi Wedasteraputri Suyasa** – The Path of Mandatory Spending On Education For The Human Capital Enhancement –Universitas Mahendradatta

Parallel Session 4.4 – Distance Education

1. **Sean Lancaster and Paula Lancaster** – Student Profile in Online Learning - Grand Valley State University
2. **Titi Chandrawati** – Increasing Students' Engagement in Learning in An Online Tutorial at Universitas Terbuka Indonesia - Universitas Terbuka
3. **Muhammad Yaumi and Muljono Damopolii** – New Integration Model of ICT Based Distance Education – UINAM
4. **Johanna Pantow** – Analysis Students' Papers on Online Examination - Universitas Terbuka

Parallel Session 5.1 – Design and Development

1. **Benny Agus Pribadi** – Concept Mapping Strategy in Academic Writing - Universitas Terbuka
2. **Robinson Situmorang, Kunto Imbar Nursetyo, and Retno Widyaningrum** – Implementation of Experiential Learning Models into Blended Learning - Universitas Negeri Jakarta
3. **Arita Marini** – Developing Elementary School Management Model Based on Gender Mainstreaming in DKI Jakarta - Universitas Negeri Jakarta
4. **Endry Boeriswati** – The Platinum Learning Model For Critical Thinking Skills - Universitas Negeri Jakarta
5. **Hernawaty Damanik, I Nyoman Sudana Degeng, Punaji Setyosari and I Wayan Dasna** – The Influence of Jurisprudential Inquiry Learning Strategies and Logical Thinking Ability toward learning of Civics in Senior High School (SMA) - UPBJJ–UT Malang, Universitas Negeri Malang, Universitas Negeri Malang, Universitas Negeri Malang
6. **Izumi Horikoshi, Naoki Arimoto and Yasuhisa Tamura** – Learning Behavior Analysis on e–Materials with Additional Resources - Sophia University

Parallel Session 5.2 – Information, Technology, and Communication Integration

1. **Vina Serevina** – Improving the Physics Learning Result of Students on Particle Dynamics Topic by Using Contextual Teaching and Learning Model - Universitas Negeri Jakarta
2. **Rini Herminastiti** – Computer Usage in Play Group for Building Up Children's Early Literacy and Numeracy: an Example in Jakarta - STKIP Kusuma Negara
3. **Aceng Rahmat** – Information and Communication Technology (ICT) in Language Learning - Universitas Negeri Jakarta

4. **Anan Sutisna** – ICT Based Learning Model Development For Improving Students Independency - Universitas Negeri Jakarta
5. **Burhanuddin Tola** – Administration of National Examination (UN) By Using Computerized Adaptive Testing (CAT) Model - Universitas Negeri Jakarta
6. **Bambang Setiyo Hari Purwoko** – Implementation of Blended–Flipped Learning in the CNC Programming Instruction - Universitas Negeri Jakarta

Parallel Session 5.3 – Information, Technology, and Communication Integration/Networking and Collaboration, Open Educational Resources, Massive Open Online Courses (MOOCs) and Badges/Design and Development

1. **Bintang Petrus Sitepu and Mita Septiani** – The Use of ICT by Secondary School Students - Universitas Negeri Jakarta
2. **Lilies Yulastri** – Creativity Relationship to Student Learning Outcomes of Course Crafts Education Study Program State University System Rias Jakarta - Universitas Negeri Jakarta
3. **Rusmono** – Effect of Instructional Strategies and Academic Procrastination Toward Mathematics Learning Outcomes - Universitas Negeri Jakarta
4. **Suyitno M** – Influence Model of Learning and Engineering Assessment of Learning Outcomes Occupational Health and Safety - Universitas Negeri Jakarta

Paper Coding in the Program Book :

Type of Paper Session.Parallel Number.Parallel Session-EasyChair Number-Sub Theme-ETWC 2016

Example: P1.2-210-ICT-ETWC2016

Type of Paper Session	Parallel Number	Parallel Session	Easy Chair Number	Subtheme
P (Parallel)	1-5	1-6	1-196	• DD (Design and Development)
R (Roundtable)				• DE (Distance Education)
				• ICT (Information, Technology, and Communication Integration)
				• IC (Innovation and Creativity)
				• PQ (Policy and Cultural Considerations, Quality Assurance, Certification, and Accreditation)
				• MO (Networking and Collaboration, Open Educational Resources, Massive Open Online Courses (MOOCs) and Badges)

Teaching Presence in Online Graduate Program Tutorials at Universitas Terbuka

Made Yudhi Setiani¹

¹*Government Study Program, Faculty of Social and Political Sciences, Universitas Terbuka*
madeys@ut.ac.id

Abstract

This study aims to analyze the existence of teaching presence in the fully online tutorial of the Master Program of Public Administration at Universitas Terbuka (UT), and the constraints that inhibit the presence of teaching presence in the online tutorial. The concept of teaching presence in this study is part of the Community of Inquiry framework (Garrison, Anderson & Archer, 2000). The roles of the tutor in teaching presence are as: (1) instructional designers and organizers; (2) facilitators, and (3) direct instructor. This study used content analysis and interviews. Sample text of the initiation and discussion activities of 9 (nine) courses during the twelve-week period of online tutorials were analyzed using message unit to identify whether teaching presence occurred in the interaction between students and tutors in the online tutorials. Depth interviews were conducted with three (3) tutors of the courses being studied. The findings indicated that teaching presence occurred in the 9 (nine) courses of the Program. However, the roles of tutors in the online tutorial were dominated by the roles as instructional designers and direct instructor. The tutors did not do much role as the facilitator of discussion activities.

Keywords: Teaching Presence, Online Tutorial, Community of Inquiry

INTRODUCTION

As a distance education institution, Indonesia Open University or Universitas Terbuka (UT) has to provide a learning support service to facilitate its students in the process of self-

learning and to improve their learning achievement. Among the learning support services offered by UT are face to face tutorial and electronic tutorial called online tutorial.

Online tutorial at UT is a learning support to assist students to have better understanding of the course subjects. Activities in the online tutorial consist of initiations, discussions and assignments. In order to obtain meaningful learning experiences in the online tutorial, students are expected to be active in tutorial activities, namely reading the initiation materials, participating in the discussions, and doing the assignments. Students are also expected to interact and collaborate in the discussions with other students and the tutor. Participating actively in the online tutorial would help students developing critical thinking.

Instructors or tutors in an online learning or online tutorial have an important role in helping students learn. However, teaching in an online environment is not easy. The role of the instructor in an online environment is quite complex and challenging (Anderson, Rourke, Garrison, & Archer, 2001). It is important to be known that online learning is different from face-to-face learning. Tutors not only provide course materials, but also act as a facilitator in the learning process. The role of tutors in online learning would determine the level of student satisfaction in learning. Students would expect tutors to interact with them, give response in discussions, and provide feedback.

At UT, online tutorials have been offered to students both for diploma, undergraduate and postgraduate program as a learning service. The online tutorial is not mandatory for students of diploma and bachelor degrees, but it is mandatory for graduate students, as one of the main components in the learning process. The learning process in the graduate program is conducted in the form of face-to-face and online tutorials. Since the second semester of 2013, UT offered a fully online program for Master programs. In the fully online program, almost all learning

process is done online without any face-to-face tutorials, except for thesis guidance and oral thesis examination.

In the fully online learning process, tutors at the graduate program are expected and required to do their roles well. Garrison, Anderson, and Archer (2000) identified the roles of tutors in the online learning as an instructional designer, facilitator and provider of direct instruction. These roles are known as teaching presence in the online learning. This paper is to determine whether teaching presence occurs in the fully online graduate program tutorials at UT. Specifically, the author would like to see the implementation of the teaching presence in the graduate program of the Master Program of Public Administration, and the obstacles in the development of teaching presence in the online tutorial of this program.

Literature Review

The concept of teaching presence in this study is part of the framework of the Community of Inquiry from Garrison, Anderson and Archer (2000). The Community of Inquiry framework is used as the concepts and tools to support learning experiences in online learning through computer-mediated communications (CMC) (p. 87). Community of inquiry is defined as "a cohesive and interactive community of learners whose purpose is to critically analyze, construct, and confirm worthwhile knowledge" (Garrison & Vaughan, 2008, p. 9). The interaction in this learning community is combined in three elements, namely social presence, cognitive presence and teaching presence.

Teaching presence is defined as "the design, facilitator and direction of cognitive and social process for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes" (Garrison, Anderson, & Archer, 2001, p. 5). In this learning experience, tutors and students have an important responsibility; both parties are part of the learning process

(Garrison, 2011). The use of the term 'teaching presence' rather than 'teacher presence' is to recognize the fact that the role of tutors also be borne by students.

Anderson, Rourke, Garrison, and Archer (2001) identified the roles of instructors or tutors of an online learning as: (1) designer and organizer; (2) facilitators, and (3) direct instruction. It is important for tutors to create the overall planning process, evaluation, structure, and aspects of interaction in online learning before a course is available for students. Such plans should be explicit and transparent since the online learning expects different learning styles from students (Tolu & Evans, 2013).

The facilitator is an important element to "sustain interest, motivation and involvement of students in effective learning" (Anderson et al., 2001, p. 7). As a facilitator in online learning, tutor encourages students' participation with a role model, comment on posts, identifying areas of agreement and disagreement, keep the discourse discussion focused, and strive to make students stay active in discussions (Tolu & Evans, 2013).

The role as provider of direct instruction refers to the tutor's role as intellectual and scientific leaders, where tutors have a deep understanding and knowledge of the subject matter (Anderson et al., 2001). This role is similar to the subject matter expert. By using their expertise in materials and pedagogy, instructors or tutors direct student, provide feedback, and inject knowledge from various sources (Anderson, et al., 2001).

Anderson, et al. (2001) found the essential functions of online tutors in higher education are as subject matter experts, and the ability to carry forward or transfer the knowledge that they have without dominating the discussion. They concluded:

... we believe that there are many fields of knowledge, as well as attitudes and skills, that are best learned in forms of higher education that require the active

participation of a subject matter expert in the critical discourse. This subject matter expert is expected to provide direct instruction by interjecting comments, referring students to information resources, and organizing activities that allow the students to construct the content in their own minds and personal contexts (p. 9).

Anderson, Rourke, Garrison, and Archer (2001) created categories and indicators of teaching presence as follows:

Table 1. Categories and Indicators of Teaching Presence

Categories	Indicators	Examples
Instructional design	Setting curriculum	"This week we will be discussing. . ."
	Designing methods	"I am going to divide you into groups, and you will debate. . ."
	Establishing time parameters	"Please post a message by Friday. . ."
	Utilizing the medium effectively	"Try to address issues that others have raised when you post"
	Establishing netiquette	"Keep your messages short"
Direct instruction	Presenting content and questions	"Bates says...what do you think"
	Focusing the discussion	"I think that's a dead end. I would ask you to consider..."
	Summarizing the discussion	"The original question was ...Joe said...Mary said...we concluded that...We still haven't addressed..."
	Confirming understanding	"You're close, but you didn't account for... ..this is important because..."
	Diagnosing misperceptions	"Remember, Bates is speaking from an administrative perspective, so be careful when you say..."
	Inject knowledge from diverse sources, e.g., textbook, articles, internet, personal experiences (includes pointers to resources)	"I was at a conference with Bates once, and he said... You can find the proceedings from the conference at http://www.... "
	Responding to technical concerns	"If you want to include a hyperlink in your message, you have to . . ."
Facilitating discourse	Identifying areas of agreement and disagreement	"Joe, Mary has provided a compelling counterexample to your hypothesis. Would you care to respond?"
	Seeking to reach consensus and understanding	"I think Joe and Mary are saying essentially the same thing"

	Encouraging, acknowledging, and reinforcing students' contributions	"Thank you for your insightful comments"
	Setting the climate for learning	"Don't feel self-conscious about 'thinking out loud' on the forum. This is a place to try out ideas after all."
	Drawing in participants and prompting discussion	"Any thoughts on this issue?" "Anyone care to comment?"

Source: Anderson, Rourke, Garrison dan Archer (2001)

METHOD

This study used content analysis for its method. According to Kanuka and Anderson (1998), content analysis is defined as a research methodology that uses a set of procedures to the make valid inferences from the text. The procedures in the content analysis include identifying and interpret variables, collect a sample of the text, and establish the rule of reliability and validity in determining the categorization of the segment or section of text. The process of selecting a segment or portion of a transcript requires writers to define the unit of analysis. Rourke, Anderson, Garrison, and Archer (1999) identified five units of analysis that has been used in the study of computer conferencing, namely: proportion unit, sentence units, paragraph units, thematic units, and message unit.

Data sources of this study were the sample text of discussion activities and interactions between students and tutors of 9 (nine) courses in the fully online tutorial of the Master Program of Public Administration in the first semester of 2015 during 12 (twelve) week-period of online tutorial. In addition, the data sources were also derived from in-depth interviews with three tutors of the Master Program of Public Administration.

The transcripts of online tutorial activities were analyzed by using content analysis with the message unit. By using the message unit as the unit of analysis, code makers generally see the message that emerges from the interaction between students and tutors in the initiations,

discussions and assignments, to determine the category (Anderson, Rourke, Garrison, & Archer, 2001). Meanwhile, the interview data were analyzed using descriptive data analysis techniques. From the interview transcripts, the author created coding, using open coding. Then, the author created thematic categories based on the interpretative analysis of the texts (Quartaroli, 2009).

RESULT AND DISCUSSION

According to Garrison (2011), teaching presence would be impossible without the expertise and responsibilities of tutors who are experienced, who can identify the ideas and concepts of the material being studied, organize learning activities, direct the discussion, provide additional resources, diagnose if there are misconceptions, and provide input when required. From the analysis of the activities of 9 (nine) courses of the fully online tutorial of the Master Program of Public Administration, using categories and indicators of teaching presence from Rourke et al (1999), the author found that teaching presence was present in the activity of initiations, discussions and assignments, although not all indicators of teaching presence appeared in such activities.

Table 2 showed the frequency of categories of teaching presence that were observed in the activities of initiations, discussions and assignments in nine (9) courses of the Master Program of Public Administration in the first semester of 2015.

Table 2. *Teaching Presence* in the Online Tutorial of the Master Program of Public Administration in 2015.1
Posted by Tutors

Categories	Indicators	Frequency
Instructional Design	Setting curriculum	98
	Designing methods	0
	Establishing time parameters	8
	Utilizing the medium effectively	0
	Establishing netiquette	2

Direct instruction	Presenting content and questions	135
	Focusing the discussion	0
	Summarizing the discussion	0
	Confirming understanding	3
	Diagnosing misperceptions	1
	Inject knowledge from diverse sources, e.g., textbook, articles, internet, personal experiences (includes pointers to resources)	81
	Responding to technical concerns	2
Facilitating discourse	Identifying areas of agreement and disagreement	0
	Seeking to reach consensus and understanding	0
	Encouraging, acknowledging and reinforcing students' contributions	14
	Setting the climate for learning	11
	Drawing in participants and prompting discussion	5

Instructional Design and Direct Instruction were the categories that dominated the entire messages written by tutors of the online tutorial of the Master Program of Public Administration. In the category of Instructional Design and Direct Instruction, the most written messages associated with the indicators of curriculum setting, presenting content and questions, and inject knowledge from diverse sources. The messages in those indicators contained with initiation materials, discussion questions and assignments provided by tutors. In addition, some tutors also wrote messages in the indicators of the timing of completion of tasks or discussion. However, the author did not find any tutors who wrote messages in the indicators of designing method and utilizing the medium effectively.

As Instructional Designers and Direct Instruction in online learning, tutors have to create a customized curriculum, such as the need to enrich or reduce the material content (Garrison, 2011). The tutors also can provide links from websites to enrich the material that relevant to the subject of the course (Garrison, 2011). In the 9 (nine) courses in online tutorial of the Master Program of Public Administration, tutors designed a curriculum based on the material of the course's modules. The content of the initiation of the online tutorial served as enrichments of the modules. In developing the materials, some tutors also posted materials from other sources, such

as articles, books, and other sources from the internet. Tutors also provided links from these sources that corresponded to the topics covered in the modules. Most of these sources were in the form of Open Educational Resources (OER). Selection of topics within modules that would be covered in the online tutorial was part of the tutor's role as an Instructional Designer.

The Direct Instruction category also associated with the specific content of the subject matter, such as diagnosed misconceptions in the discussions. In the online tutorial of the Master Program of Public Administration, only one tutor who provided feedback on misconceptions and another tutor who confirmed understanding. The tutors only wrote one message on the indicator of diagnosing misconceptions and three messages on the indicators of confirming understanding, in the twelve week-period of online tutorial. Also, only one tutor who responded to technical concerns from the students. Meanwhile, there was no tutor who wrote messages in the focusing and inference discussion indicators.

The least frequency of messages written by tutor was in the Facilitating Discourse category. As a facilitator, tutors have responsibilities to motivate and retain the interest of students to participate in the online tutorial activities. Therefore, in an ideal discussion forum, tutors should provide feedback, provide comments on the discussions, identify areas of agreement and disagreement in discussions, and encourage student participation. In this category, only few tutors of the Master Program of Public Administration wrote notes to provide encouragement, recognition, and to reinforce students' contributions. The tutor encouraged students to participate, and gave appreciation to the students for their participation in answering and responding to the discussion. Few other tutors also wrote messages in creating a learning environment that encouraged students' participation. However, there was no tutor who wrote messages in order to identify agreement and disagreement in the discussion among students.

Similarly, no tutors were looking for ways to reach a consensus and understanding, when there were disagreements in the discussions. From these findings, it showed that the roles of tutors in the online tutorial mostly provided knowledge or information to students, and only a few tutors who did their role as a facilitator.

In this study, the author also interviewed three tutors who managed the online tutorials of the Master Program of Public Administration. The tutors were academic staff at the Open University environment. The author wanted to see their roles as tutors in the online tutorial. From the interviews and content analysis of online tutorial's activities, the author found that most tutors greeted students at the beginning of the tutorial. The greeting was very important in online learning environment. By greeting the students, the interaction did occur between students and the tutor, also among students and students. The usefulness of the greeting at the beginning of the online tutorials provided an opportunity for tutors and students to get to know one another, and to build an online community. The realization of the online community might be able to reduce the sense of isolation in the learning process. One tutor said that he introduced himself at the beginning of the meeting to give a personal touch for students, although he was not able to greet them routinely every week as idealized.

From the text analysis of the activities of online tutorials, all tutors of 9 (nine) courses of the Master Program of Public Administration introduced themselves at the beginning of the online tutorial. However, there were several tutors who did not provide a forum for students to introduce themselves to other students. The result also showed that the pattern of teaching presence in the fully online tutorial of the Master Program of Public Administration was not too different from one subject to another subject. Most of tutors in the fully online tutorial of the Master Program of Public Administration only wrote messages in the form of initiations,

discussion questions and assignments. Only a few tutors provided feedback to the students in the discussions. Tutors did not do much role as a facilitator.

The reasons that affected the frequency and content of teaching presence in the online learning could be in the form of teaching style of each tutor, class size, students and tutors knowledge of learning media being used, workload, and time availability of tutors (Anderson, et al., 2001). In the fully online tutorial of the Master Program of Public Administration at UT, tutors faced some obstacles in managing the tutorial. The main obstacle was the lack of time of the tutors due to the workload of each tutors was a lot.

The tutorials activities, particularly in the instructional design category, teaching presence would begin before the tutorial took place. The tutors could revise the content of the tutorial activities that have been uploaded during the tutorial progresses. This process was not seen by the students as well as by the author in the transcript of the online tutorial activities, therefore, the author only checked for the activities that were written in the online tutorial. In addition, the teaching presence activities were also possible to be occurred outside the tutorial online forum, such as through email, voice mail, or telephone (Anderson, et al., 2001). Thus, the teaching presence activities through those media were not recorded in this study.

The process was also done by the tutors in the fully online tutorial of the Master Program of Public Administration. Tutors have conducted teaching presence before the activities of the online tutorial began. These tutors prepared the material, revised or enhanced the initiations and discussion questions outside the online tutorial activities. From the interviews, tutors suggested that these activities also took their times and could be categorized in teaching presence.

CONCLUSION

Teaching presence occurred in nine (9) courses of the fully online tutorial program of the Master of Public Administration. However, the roles of the tutors were dominated by the roles as instructional designer and direct instruction. The tutors did not do much role as a facilitator of discussion, where they were expected to provide response and feedback, or identify agreements and disagreements in the discussions, and to find a way to reach a consensus and understanding in a discussion. The tutors also did not provide much encouragement, recognition, and strengthen the contribution of students, organize learning climate, and encourage students' participation. The tutors, who did the role as a facilitator, only did it in one or two weeks of the twelve-week period of online tutorials.

The obstacles faced by tutors in the fully online tutorial of the Master Program of Public Administration were the issues of workload and time management. The tutors said that they had to manage over 5 online tutorial's courses at both the undergraduate and graduate level. With the number of courses and students in each class, many tutors found that it was challenging to pay adequate attention to the role as a facilitator in the online tutorial and to manage the time; they did not have enough time to respond to students in every week. The constraints mentioned by the tutors explained why they did not do much role as Facilitator in the fully online tutorial of the Master Program of Public Administration at UT.

The tutors' role as a facilitator is essential in online learning. However at UT, it is challenging for the tutors in the Master Program of Public Administration to fully apply teaching presence, especially in the role of facilitating discourse. The implementation of teaching presence has implications for tutors and UT as an institution (Setiani, 2014). For tutors, they may not be familiar with the roles in teaching presence. In this regard, tutors need to be trained how to

conduct an online tutorial with those roles. Tutors also may need to provide much of their time in managing the online tutorial, since they need to provide attentions, responses or feedback to students in the discussions. Thus, tutors may need to be able to manage their time wisely in order to deal with all of their academic and administrative responsibilities. For UT, the implications are that it may be necessary for UT to recruit more tutors to manage online tutorials, so, the tutors could reduce their workload in managing online tutorials. Moreover, UT may need to provide training for tutors in order to implement teaching presence, because tutors might not be familiar with this pedagogical approach and how to apply it in the online tutorial. UT may also need to recruit trainers who have knowledge and/or expertise in the Community of Inquiry framework for online tutorials.

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