Qualitative Evaluation of Distance Education Services: Distribution of Teaching Materials, Learning Quality and Student Satisfaction at Universitas Terbuka Majene

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Abstract.
This study aims to explore in-depth the dynamics of the teaching materials distribution process, the quality of distance learning implementation, and student satisfaction at Universitas Terbuka Majene during the 2026.2 Even Semester registration period. The surge in student volume demands a comprehensive, reliable institutional service ecosystem. Using descriptive qualitative methods, data collection was conducted through in-depth interviews with ongoing students and direct observation. The results indicate that the teaching materials distribution system is well-centralized. However, this process still faces logistical challenges such as unclear addresses, synchronization of UKT payment schedules at the end of the registration period, and geographic reach constraints. In terms of learning quality, the virtual classroom infrastructure is adequately structured, but its effectiveness is reduced by internet network instability, student passivity, and varying levels of tutor pedagogical responsiveness. Despite these operational challenges, overall student satisfaction shows a positive upward trend, as evidenced by the high re-enrollment rate. This increase is driven by the institution's commitment to conducting rigorous tutor recruitment selection and implementing a periodic academic monitoring system. This research recommends strengthening the logistics system and increasing the digital pedagogical capacity of all teaching staff within the university.
Keywords:*Distribution of Teaching Materials; Student Satisfaction; Learning Quality and Distance Education.*

I. INTRODUCTION

Distance learning (DLE) higher education has become a key pillar in providing inclusive, flexible, and equitable access to education for the wider community, unhindered by demographic or geographic boundaries. Universitas Terbuka (UT) Majene, as a representative DLE institution in West Sulawesi, has a significant mandate to facilitate the community's growing academic needs. The growing public interest in this learning system requires institutions to focus not only on recruitment volume but also on the reliability of their service ecosystem. The surge in student enrollment puts the institution's academic, administrative, and logistical service systems to the ultimate test. The greater the volume of students served, the more complex the operational challenges that must be managed to ensure the achievement of instructional objectives and the fulfillment of minimum service standards in higher education.

The phenomenon of high public trust in UT Majene is clearly recorded in the student acquisition data for the 2026.2 Even Semester registration period. Based on the registration distribution dashboard on the data Pendaftaran.ut.ac.id, UT Majene manages a very massive student volume, where a total of 5,225 students have made payments and are active in that semester. This cumulative figure consists of 1,014 New Students (Maba) who have paid and 4,211 ongoing students or old students who are continuing their studies. In addition, the enthusiasm of prospective students is also evident in the number of admissions that reached 1,566 registrants, with 1,195 of them having paid admission status. The high number of active participation of 5,225 students gives rise to logical consequences in the form of demands for the provision of excellent educational services, especially in essential aspects such as the availability of materials and the quality of learning interactions.

In the distance learning ecosystem, the availability of printed modules is the lifeblood of independent learning. However, the distribution of teaching materials at UT Majene is currently characterized by complex logistical dynamics. The geographical location of students, spread across remote districts and island areas in West Sulawesi, often creates obstacles in the delivery supply chain. Field observations indicate that in some cases, students only receive teaching materials after several weeks have passed since the tutorial or lecture schedule. This delay is crucial because teaching materials are not merely supplementary references but also

the primary instrument or "substitute lecturer" in the independent learning system, serving as the foundation for student readiness before they interact in tutorial sessions.

The quality of learning at UT Majene also faces its own challenges amidst the institution's efforts to accommodate the diversity of student backgrounds. Although UT has implemented various learning modes such as Online Tutorials (Tuton), Webinar Tutorials (Tuweb), and Face-to-Face Tutorials (TTM), their implementation has not been entirely free of obstacles. The digital literacy gap among students, disparities in internet network quality in remote areas, and the persistence of tutors who use conventional, one-way pedagogical approaches in virtual spaces often mean that the essence of interactive learning is often not optimally achieved. These obstacles distort the essence of learning quality, which should be able to motivate, direct, and deepen students' understanding of the material they are studying.

The distribution of teaching materials and the quality of learning directly impact fluctuations in student satisfaction. UT Majene student satisfaction currently depends heavily on their empirical experience with service bureaucracy, the smooth logistics of teaching materials, and easy access to academic support when facing learning difficulties. Students often express dissatisfaction not with the curriculum as a whole, but with crucial service touchpoints, such as responses to complaints about module delays or minimal feedback from tutors. When expectations for the ease of the distance learning system clash with the reality of technical and administrative obstacles, student satisfaction, learning motivation, and institutional commitment have the potential to decline significantly.

From a scientific perspective, there is a theoretical gap in viewing the quality of educational services in the digital era. Traditional service quality theories (such as SERVQUAL) are generally built on the assumption of direct face-to-face interaction between service providers (lecturers/staff) and users (students). In the context of UT Majene, this interaction is mediated (asynchronous) and heavily dependent on physical instruments (modules) and digital interfaces. The concept of customer satisfaction in conventional educational management literature has not fully and in-depth identified the psychological dimensions of academic anxiety experienced by distance learning students when their independent learning instruments (learning materials) fail to be distributed on time.

Meanwhile, a research gap is evident in the dominance of quantitative studies in evaluating distance learning services. Most previous research only examined the influence of e-learning system variables or the quality of teaching materials on learning outcomes (GPA) through the distribution of Likert-scale questionnaires, which only produce numbers without in-depth meaning. Qualitative research that directly explores phenomenologically how students interpret delays in teaching materials and their subjective processes in adapting to the dynamics of learning quality within the UT Majene environment is still very limited. Previous research has not sufficiently captured the voices and narratives of ongoing students' direct experiences in navigating these structural barriers.

Through a qualitative approach, this research is expected to formulate strategic and comprehensive solutions for UT Majene management in restructuring the teaching materials distribution chain and designing a more adaptive tutor evaluation system. The novelty that will emerge from this research lies in the integration of physical logistics evaluation (teaching materials distribution) with digital pedagogical evaluation (learning quality) within a single qualitative narrative framework regarding distance learning student satisfaction. The findings of this research will not only present descriptive data but will also produce a service evaluation model specifically designed based on the geographic and demographic characteristics of students in the West Sulawesi region, a context rarely touched upon in mainstream distance learning literature.

Formulation of the problem

Based on the background and theoretical study, the problem formulation in this research is:

1. How is the distribution process of teaching materials and the quality of distance learning implementation at Majene Open University?
2. How do students perceive student satisfaction with the accessibility of teaching materials and the quality of distance learning at Majene Open University?

Research purposes

This research aims to:

1. Describe and analyze in depth the distribution process of teaching materials and the quality of distance learning implementation at Majene Open University.
2. To explore and describe the picture of student satisfaction with the accessibility of teaching materials and the quality of distance learning at Majene Open University.

Benefits of research

This research is expected to provide a significant contribution, both in terms of scientific development (theoretical) and at the applied (practical) level, which is described as follows:

a. Theoretical Benefits

1. Enriching the scientific treasury and academic literature in the field of higher education management, particularly regarding the evaluation of service quality in the Distance Education (PJJ) system.
2. Providing a novel perspective through a qualitative approach in studying the dynamics of teaching material logistics and student satisfaction, which is expected to fill the literature gap (research gap) which has so far been dominated by quantitative numerical measurements.

b. Practical Benefits

1. For the management of Universitas Terbuka Majene, this study serves as a comprehensive evaluation and an empirical basis for policymakers at UT Majene to formulate strategies for improving the module distribution supply chain. Furthermore, these findings can serve as a reference for restructuring the academic service system to be more adaptive in responding to the high student volume.
2. For Educators (Tutors), it provides direct insight into the learning obstacles experienced by students in the field, so that tutors can adjust pedagogical approaches, increase responsiveness, and design more motivating distance learning interactions.
3. For further researchers, it can be a reference, comparative material, and empirical reference for other academics who intend to develop further research on the digital learning ecosystem, evaluation of satisfaction with distance learning services, or qualitative research in areas with similar geographical challenges.

II. RESEARCH METHOD

This research uses a descriptive qualitative approach. This method was chosen based on the research objective of in-depth exploration, understanding, and capturing the phenomena occurring in the field related to the distribution of teaching materials and the dynamics of learning quality experienced directly by students at Universitas Terbuka Majene. The qualitative approach allows researchers to go beyond simply measuring satisfaction figures to exploring the narratives and subjective experiences of students (phenomenologically) as the primary service users.

Researcher Presence and Research Location The research focused on the Open University (UT) Majene environment, West Sulawesi. The research implementation time context focused on the registration period of 2026.2 Even completed, considering that during this period there was a recorded volume of increase in the number of active students, making it very representative for evaluating the smoothness of logistics and academic services. The researcher acted as a key instrument that interacted directly with the research subjects.

Data Sources and Informant Selection Primary data sources were obtained directly through interviews with informants, while secondary data included academic documents, registration data, and student complaint records. Informants were selected using purposive sampling, which selects subjects based on specific criteria deemed to best understand the phenomenon under study. The informant criteria include:

1. On-going students of UT Majene who have active status during the 2026.2 registration period and are located in Majene Regency.
2. Students who live in the Majene Regency area (by looking at variations in geographical location regarding the distribution of teaching materials).

3. Management or staff of UT Majene's learning support/logistics services (as triangulation to compare findings from the institutional side).

Data Collection Techniques To obtain holistic, comprehensive and in-depth data, data collection is carried out through three main techniques:

- In-depth Interviews: Conducted in a semi-structured manner using an interview guide. Questions focused on students' experiences receiving learning materials, interactions with tutors during learning (Tuton/Tuweb), and their satisfaction with the responsiveness of academic services.
- Observation: Directly observing interactions that occur within the e-learning platform (LMS) or student communication group, as well as observing the flow of module administration services at the UT Majene office.
- Documentation Study: Collecting and analyzing digital footprints, complaints on social media or helpdesk, module delivery recapitulation, and other supporting academic data.

Data Validity Testing: To ensure the validity and reliability of the qualitative findings, this study employed triangulation techniques. Source triangulation was conducted by comparing information from students with statements from service staff or tutors. Meanwhile, technical triangulation was conducted by comparing interview results with observation notes and administrative document evidence.

Data Analysis Techniques The collected qualitative data were analyzed using the interactive model from Miles, Huberman, and Saldana, which consists of three main stages that occur in a circular manner:

1. Data Condensation: Selecting, simplifying, and focusing raw interview transcripts on central themes, namely: module distribution logistics, tutor pedagogical effectiveness, and satisfaction indicators.
2. Data Presentation (Data Display): Arranging the narrative of the reduction results into a matrix form, informant quotation table, or narrative text so that the relationship patterns between variables (teaching materials, learning, and satisfaction) can be clearly understood.
3. Conclusion Drawing/Verification: Formulating a final conclusion that answers the problem formulation completely based on validated empirical evidence.

III. LITERATURE REVIEW

1. Distribution of Teaching Materials in Distance Education

Teaching materials in the Distance Education (PJJ) system occupy a central position as the primary instructional medium. This aligns with the Transactional Distance Theory proposed by Michael Moore (1993). Moore emphasized that distance in PJJ is not merely geographical, but also pedagogical and psychological, which can trigger misunderstandings between lecturers and students. To bridge this transactional distance, teaching materials (especially self-paced modules) serve as the primary structure. The higher the quality and smoother access to teaching materials, the smaller the transactional distance perceived by students, allowing them to construct their knowledge in a focused manner before participating in tutorial sessions.

From the perspective of educational service operational management, the governance of teaching materials distribution is closely related to the efficiency of the service supply chain. Based on Sampson's (2000) Service Supply Chain Management Theory, students are positioned as both "input suppliers" (in the form of registration and payment) and "service recipients." Timeliness in the delivery of physical modules to various geographic locations is a crucial indicator. When distribution is distorted, this not only creates technical obstacles in the form of missed materials but also triggers academic anxiety because students lose their primary tool for independent learning.

, the urgency of timely distribution has been demonstrated in previous research by Wahyuni and Santoso (2022) in their qualitative study entitled "Evaluation of the Distance Learning Module Distribution System for Students in Remote Areas." The study found that geographical barriers causing delays in receiving physical learning materials directly impacted student demotivation in the early weeks of the course. Furthermore, the study concluded that students who received learning materials on time had significantly higher cognitive readiness and discussion participation rates than those who relied solely on summarized materials on digital platforms.

2. Quality of Learning in the Digital Ecosystem

The quality of learning in the distance learning ecosystem is largely determined by the optimization of interactions within the virtual space. This concept is built on the foundation of the Community of Inquiry (CoI) Framework Theory developed by Garrison, Anderson, and Archer (2000). The CoI theory states that in-depth and meaningful distance learning can only be created through the intersection of three elements of presence: cognitive presence, social presence, and teaching presence. In this case, tutors no longer act as sole lecturers, but are required to proactively design their teaching presence to stimulate students' critical thinking in both asynchronous and synchronous discussion forums.

The quality indicators of distance learning implementation also require pedagogical adaptations. Referring to Malcolm Knowles' Andragogy Theory (1984), students are assumed to be adult learners with self-concept and a focus on practical problem-solving. Therefore, learning quality is measured not only by the availability of Learning Management System (LMS) facilities, but also by the substance of tutor responsiveness. Technical constraints such as uneven digital literacy and the tendency of tutors to still employ conventional, one-way pedagogy often reduce the quality of interactions, making learning feel dry and merely a matter of fulfilling administrative routines.

This phenomenon regarding interaction dynamics aligns with previous research by Hidayat and Kusuma (2023) entitled "Dynamics of Tutor-Student Interactions in Online Tutorials: A Phenomenological Approach." Their research revealed qualitative evidence that the tutor's social and teaching presence is more important in determining the quality of student understanding than simply the completeness of the enrichment materials in the LMS. The study found that students felt isolated and lost in their learning when tutors were passive, slow in providing assessments, or only provided formal feedback without substantial evaluation of submitted assignments.

3. Student Satisfaction as an Indicator of Academic Services

Student satisfaction is a fundamental evaluation metric that represents the success of higher education service delivery. Conceptually, the phenomenon of satisfaction can be explained through the Expectancy-Disconfirmation Theory proposed by Richard L. Oliver (1980). This theory postulates that satisfaction is the result of a psychological comparison between users' initial expectations and the actual service performance they receive (perceived performance). If students' empirical experience of the smoothness of distance learning exceeds or at least meets their expectations, satisfaction will be created. Conversely, a clash between expectations of a flexible system and the reality of rigid or problematic service will result in negative disconfirmation (dissatisfaction).

In the context of distance learning institutions, student satisfaction is multidimensional, combining academic and operational service elements. Based on the service quality dimensions (SERVQUAL) of Parasuraman, Zeithaml, and Berry (1988), responsiveness and reliability are crucial. Satisfaction is not only driven by the quality of the material in the virtual classroom, but is also strongly influenced by administrative touchpoints from upstream to downstream—such as ease of registration, speed of complaint handling (helpdesk) regarding undelivered modules, and clarity of assessment bureaucracy. Students demand assurance of reliable service from institutional management.

This finding is strongly supported by the findings of previous research conducted by Siregar and Widodo (2021) entitled "Qualitative Analysis of Distance Learning Student Service Satisfaction in the Digital Campus Era." The research findings revealed that distance learning student satisfaction is not solely determined by high GPA (Grade Point Average) achievements, but is also dominated by experiences of smooth administrative processes. The qualitative findings in the study confirmed that delays in the delivery of learning materials are often the starting point for escalating student dissatisfaction, which then peaks when the institution's learning support bureaucracy is slow to respond to these complaints.

IV. RESULTS AND DISCUSSION

4.1. Research Results

1. Teaching Material Distribution Process and Learning Quality at UT Majene Based on field findings, the systematic distribution of teaching materials has been monitored to be running well. Delivery of Core

Material Books (BMP) is carried out centrally, with the UT Central Teaching Material Center (Puslaba) distributing modules directly to students' residential addresses. However, in its technical implementation, several logistical obstacles were still encountered. The first obstacle relates to the clarity of the delivery address; incomplete or invalid student addresses are returned to UT Majene for direct clarification with the students concerned. The second obstacle is greatly influenced by the Single Tuition Fee (UKT) payment schedule. The BMP delivery process is synchronized with the payment system, so students who pay their UKT at the end of the registration period will automatically experience delays in receiving teaching materials because they are placed in the last delivery queue. The third obstacle arises from the geographical aspect, where some student addresses are in remote areas that cannot be reached by shipping expedition partners, so the BMP package must be confirmed and re-coordinated for collection through the regional UT office or the local UT Service Center (SALUT).

Regarding the quality of distance learning, the educational system infrastructure at UT is considered well-organized. Class divisions and the allocation of virtual and physical spaces for Face-to-Face Tutorials (TTM), Webinar Tutorials (Tuweb), and Online Tutorials (Tuton) have been structured proportionally. However, the effectiveness of their implementation still faces empirical challenges. The main obstacle to Tuweb's implementation is rooted in the instability of students' internet connections, especially in remote areas. Furthermore, the level of student engagement in discussion forums remains a pedagogical obstacle, with interactions often being passive. From the teaching staff's perspective, the activeness and responsiveness of some tutors in providing feedback and guiding discussions also vary, necessitating regular evaluation to ensure that interactive teaching standards are maintained.

2. Overview of Student Satisfaction with Distance Learning Accessibility and Services Qualitative exploration results indicate that the level of student satisfaction with the accessibility of learning materials and the quality of learning at Universitas Terbuka Majene has generally experienced a positive increase. The most obvious indicator of this increase in satisfaction is evidenced by the surge in registration data, particularly the significant growth in the number of ongoing students who re-register to continue their studies. This high retention rate is empirical evidence that improvements in service quality, ranging from ease of registration administration, handling of learning material distribution, to learning governance, have been responded positively by students.

This increase in satisfaction is inseparable from the institution's strategic steps in maintaining academic quality. UT Majene management continuously implements an increasingly selective tutor recruitment system to ensure that teaching competencies meet distance learning standards. Furthermore, there is a periodic and structured monitoring mechanism. This oversight aims to monitor the learning process, ensuring that the activities, attendance, and depth of interaction between tutors and students during Tuweb, Tuton, and TTM can be continuously monitored, evaluated, and updated in real time.

4.2. Discussion

1. Evaluation of Teaching Material Distribution and Learning Quality Dynamics, where the logistics dynamics of BMP distribution found in this study are highly relevant to the Service Supply Chain Management Theory proposed by Sampson (2000). In UT Majene's operations, students not only act as module recipients but also as providers of information and administrative input. Distribution delays caused by late-registration UKT payments or invalid addresses are a form of upstream information flow distortion that undermines downstream timeliness. UT Majene's role in clarifying addresses and mediating modules that are not accessible to shipping partners demonstrates the institution's crucial efforts in bridging the geographical and administrative "transactional distance," in line with Moore's (1993) postulate, to ensure students do not lose their learning independence instruments.

In terms of learning quality, findings regarding well-organized classroom infrastructure hampered by student passivity and internet connectivity confirm the postulates of Garrison, Anderson, and Archer's (2000) Community of Inquiry Theory. While well-organized TTM, Tuweb, and Tuton are good structures, they do not fully guarantee cognitive presence if teaching presence (tutor activity) and social presence (student activity) are suboptimal. Network constraints that disrupt interaction on Tuweb, as well as the persistence of unresponsive tutors, are factors that degrade the quality of the learning experience. This confirms that in

distance learning andragogy (Knowles, 1984), platform availability must be balanced with digital literacy and a two-way pedagogical commitment.

The results of this study align with and corroborate the findings of previous research by Wahyuni and Santoso (2022) and Hidayat and Kusuma (2023). Delays in the distribution of teaching materials due to geographic location and the group queuing system proved to be critical factors triggering academic anxiety at the beginning of the semester. Meanwhile, the inconsistent tutor engagement found at UT Majene in virtual classes reflects the same dynamics as Hidayat and Kusuma's research, where the tutor's social presence significantly determines the quality of distance learning students' understanding. Comprehensive evaluation of the performance of expedition partners and improvement of tutors' digital pedagogical competencies are non-negotiable managerial imperatives.

2. Manifestation of Student Satisfaction Through Retention and Service Improvement The increase in UT Majene student satisfaction manifested through a surge in ongoing student registrations can be comprehensively explained using Oliver's (1980) Expectancy-Disconfirmation Theory. The high number of re-registrations indicates that the actual performance (perceived performance) of UT Majene's services, both in module distribution and tutorial management, has succeeded in meeting, or even exceeding, students' initial expectations. The decision of ongoing students to continue their studies amidst various geographical and technical constraints is a form of institutional loyalty born from positive confirmation of continuous service improvements.

These satisfaction-driving factors align with the service quality dimensions (SERVQUAL) identified by Parasuraman, Zeithaml, and Berry (1988), particularly in terms of reliability and assurance. UT Majene's efforts to tighten tutor recruitment and implement periodic monitoring of academic activities represent a structured form of quality assurance. Supervision of the TTM, Tuweb, and Tuton rooms ensures that minimum service standards for distance learning are upheld. When students realize that their learning activities are closely monitored and supported by the institution, their trust in the system increases, directly reducing the sense of isolation often experienced by distance learners.

These findings empirically validate and extend previous research by Siregar and Widodo (2021) on the multidimensionality of distance learning student service satisfaction. This research confirms that satisfaction does not depend on a single aspect, but rather is the cumulative effect of the smooth integration of administrative systems (BMP registration and logistics) with academic governance (tutor and learning monitoring). The increase in ongoing student participation at UT Majene provides strong qualitative evidence that improving the quality of service touchpoints from upstream to downstream can create a robust distance learning higher education ecosystem that is trusted by the wider community.

V. CONCLUSION

The conclusions that can be drawn from this research are as follows:

1. Distribution of Teaching Materials and Learning Quality While the distribution of teaching materials (Main Material Textbooks/BMP) and the implementation of distance learning at Universitas Terbuka Majene are essentially systematically managed, they are still influenced by operational dynamics in the field. Module delivery, which is carried out directly from the center, often encounters administrative and logistical obstacles, such as late UKT payments that delay delivery schedules, unclear address data, and students' geographic locations that are difficult for expedition partners to reach. On the other hand, although the infrastructure and division of virtual classes (TTM, Tuweb, and Tuton) are very well organized, the quality of learning interactions is still not optimal due to internet network instability, student passivity, and the level of responsiveness of some tutors that still needs to be evaluated.

These findings theoretically confirm the relevance of Sampson's (2000) Service Supply Chain Management Theory and Garrison, Anderson, and Archer's (2000) Community of Inquiry Theory. Distortions in the upstream flow of information, such as invalid address data, have been shown to undermine the timely distribution downstream, which is essential for student learning independence. Furthermore, the availability of established virtual space facilities has been shown not to automatically guarantee quality

learning if not balanced with optimal social presence and teaching presence, confirming that technology is only a facilitator that still requires a two-way interactive commitment.

2. Student Satisfaction Overview: Despite these technical and logistical challenges, student satisfaction with Universitas Terbuka Majene's academic services shows a very positive upward trend. This success is empirically demonstrated by the high number of ongoing student registrations committed to continuing their studies. This increase in satisfaction is driven by management's proactive and strategic steps in maintaining service quality, such as more selective tutor recruitment screening and the implementation of a structured and periodic learning monitoring system. This oversight ensures that module distribution complaints are addressed and that tutor and student activities in virtual classes are consistently monitored.

This retention and satisfaction phenomenon is firmly rooted in Oliver's (1980) Expectancy-Disconfirmation Theory, which synergizes with the Service Quality Dimensions (SERVQUAL) of Parasuraman, Zeithaml, and Berry (1988). The high number of ongoing student re-enrollments proves that the actual performance (perceived performance) of UT Majene's services has succeeded in positively confirming student expectations. Regular monitoring efforts and strict recruitment are a tangible manifestation of the institution's reliability and assurance, which ultimately fosters student trust and reduces the negative impact of logistical and technical obstacles in the field.

VI. SUGGESTION

Based on the conclusions and findings of the research that have been described, the following suggestions can be formulated to improve the quality of distance education services at Majene Open University:

1. Recommendations for Teaching Material Distribution Governance Based on findings regarding the dynamics of teaching material logistics, it is recommended that the management of Universitas Terbuka Majene strengthen the coordination system and mitigate the risk of late delivery with the Teaching Material Center (Puslaba) and shipping partners. Technically, the institution needs to proactively update student domicile address data at the beginning of the registration period and build a regional mapping system (logistics blank spot) for remote areas that are difficult to reach, so that alternative centralized delivery through Study Groups (Pokjar) can be prepared early. In addition, as an anticipatory measure for students who make UKT payments at the end of the registration period who have a high potential to be included in the last delivery batch, the institution is advised to intensify socialization and assistance in the use of the Virtual Reading Room (RBV) facility from the first day of the academic calendar. This step is crucial so that students continue to have full access to digital learning materials without having to wait for physical modules to arrive, thereby minimizing academic anxiety at the beginning of the semester.
2. Recommendations for Improving the Quality of Learning and Academic Services Related to efforts to optimize the quality of learning and maintain the positive trend of student satisfaction, it is recommended that the academic staff of UT Majene continue to evaluate and develop programs to improve digital pedagogical competency for educators (tutors). Tutor training should no longer focus solely on technical operational mastery of the application, but rather emphasize andragogical strategies in building an interactive social presence that can spark active student participation, including formulating discussion methods that remain effective amidst the limited stability of students' internet networks. Furthermore, the periodic monitoring and evaluation (monev) system that has currently proven to have a positive impact on student satisfaction should be maintained and its accuracy improved by integrating a direct feedback feature from students mid-semester, so that management can quickly take corrective interventions if passive tutorial classes or tutors are found to be less responsive.

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