

International Conference on Innovation in Open and Distance Learning

INNODEL 2026

November 4th - 5th, 2026

"HEBRING"

High impact Experiential learning for Bringing Innovation into New Generations in BANDUNG - WEST JAVA - INDONESIA

VENUE: éL HOTEL - BRAGA

PROGRAM BOOK

Universitas Terbuka

This event is supported and sponsored by

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WELCOME MESSAGE

Rector of Universitas Terbuka Indonesia



Assalamu'alaikum
Om Swastiastu
Namo Buddhaya
Salam Kebajikan
Rahayu

A very good morning,

The Honourable H. Dedi Mulyadi, S.H., M.M.
Governor of West Java Province, Republic of Indonesia

The Honourable Major General (Mayjen) TNI Kosasih, S.E., M.M.
Commander of Military Regional Command III/Siliwangi of West Java Province, Republic of Indonesia

Distinguished Keynote Speaker Prof. Helen Crompton, from Old Dominion University, USA

Distinguished Panel Speakers:

1. Prof. Dr. Meltem Huri Baturay, from
2. Konya Food & Agriculture University, Türkiye
3. Dr. Hanna Davis, from Tampere University of Applied Sciences, Finland
4. Prof. Cher Ping Lim, from The Education University of Hong Kong, Hong Kong
5. Prof. Daryono, S.H., M.A., Ph.D. from Universitas Terbuka, Indonesia

Distinguished Workshop Speakers:

1. Andre Surya, AI Visual Specialist, Indonesia
2. Dr. Syahrul Ramadhan, M.Pd., National Research and Innovation Agency (BRIN), Indonesia

WELCOME MESSAGE

Rector of Universitas Terbuka Indonesia

Respected Colleagues:

1. Vice Rectors of Universitas Terbuka
2. Members of the Board of Trustees and Academic Senate of Universitas Terbuka
3. Head of the Institute for Research and Community Service
4. Director of Universitas Terbuka Bandung Regional Office
5. University leaders, researchers, academics, practitioners and participants AAOU Inter-University Staff Exchange Fellowship
6. Partners and sponsors of INNODEL 2026: BTN, BRI, BSI Syariah, BNI, dan Gramedia Printing Group
7. INNODEL 2026 Conference Chair and Organizing Committee
8. Presenters and participants from Indonesia and around the world

Ladies and gentlemen,

It is my great pleasure and honor to welcome you to the Sixth International Conference on Innovation in Open and Distance Learning (INNODEL 2026), organized by the Institute for Research and Community Services (LPPM), Universitas Terbuka.

On behalf of Universitas Terbuka, I would like to express my sincere appreciation to all distinguished guests, speakers, presenters, participants, partners, and sponsors for joining us in the beautiful city of Bandung, West Java, Indonesia. Your presence reflects our shared commitment to advancing educational innovation and shaping a brighter future through collaboration and knowledge exchange.

We are particularly honored by the presence of H. Dedi Mulyadi, S.H., M.M., Governor of West Java Province, and Major General TNI Kosasih, S.E., M.M., Commander of Military Regional Command III/Siliwangi. Your presence demonstrates a strong commitment to strengthening education, innovation, human capital development, and strategic partnerships that contribute to Indonesia's sustainable future.
Distinguished guests and colleagues,

Since its inception in 2021, INNODEL has served as a global platform for sharing research, innovations, and best practices in open and distance learning. The conference brings together scholars, educators, researchers, practitioners, policymakers, and industry leaders to address emerging opportunities and challenges in education and to collectively shape the future of learning.

This year's conference carries the theme:
"HEBRING: High Impact Experiential Learning for Bringing Innovation into New Generations"

This theme highlights the vital role of experiential learning in transforming education to meet the demands of the twenty-first century. Experiential learning emphasizes learning through authentic experiences, reflection, experimentation, and meaningful engagement with real-world challenges. It empowers learners to develop critical thinking, creativity, collaboration, adaptability, and problem-solving skills that are essential for thriving in an increasingly complex and digital world.

The theme also aligns closely with Universitas Terbuka's commitment to providing innovative, learner-centered, and technology-enabled education that is accessible to all. As education continues to evolve, we must ensure that learning extends beyond knowledge acquisition and enables learners to create impact, generate solutions, and contribute meaningfully to society.

As Indonesia's pioneer in open and distance higher education, Universitas Terbuka has been expanding access to quality education for more than four decades. Guided by its mission of openness, inclusivity, and lifelong learning, Universitas Terbuka continues to embrace innovation and digital transformation to serve learners across the archipelago and beyond.

These discussions are highly relevant as educational institutions worldwide strive to respond to rapid technological change, improve learner engagement, expand equitable access to education, and build sustainable futures through innovation. I am confident that the ideas shared during this conference will contribute significantly to strengthening educational practices, inspiring research collaborations, and generating real-world impact.

In the spirit of "Open Education for a Better World," let us work together to ensure that educational innovation serves not only institutions but also learners and communities everywhere.

I would like to extend my deepest gratitude to the Institute for Research and Community Service (LPPM), the INNODEL 2026 Organizing Committee, our esteemed speakers, partners, sponsors, and all contributors for their dedication and hard work, which have made this conference possible.

To all participants, I encourage you to actively engage in discussions, exchange knowledge, build networks, and explore opportunities for future collaboration. May this conference serve as a catalyst for innovative ideas, impactful research, and meaningful partnerships that will shape the future of open and distance learning worldwide.

As reflected in our conference spirit,
"From Experience to Innovation, for a Brighter Future."
I wish all of you a productive, inspiring, and memorable conference experience in Bandung.
HEBRING.

Thank you.
Wallahul muwaffiq ila aqwamit tharieq
Wassalamu'alaikum
Om Shanti Shanti Shanti Om
Namo Buddhaya
Salam Kebajikan
Rahayu

Bandung, 4 November 2026
Prof. Dr. Ali Muktiyanto, S.E., M.Si.
Rector
Universitas Terbuka

WELCOME MESSAGE

Head of the Institute for Research and Community Service



Assalamu'alaikum warahmatullahi wabarakatuh
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The Honourable Prof. Dr. Ali Muktiyanto, S.E., M.Si. - Rector of Universitas Terbuka

Distinguished Keynote Speaker Prof. Helen Crompton, from Old Dominion University, USA

Distinguished Panel Speakers:

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3. Prof. Cher Ping Lim, from The Education University of Hong Kong, Hong Kong
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5. Partners and sponsors of INNODEL 2026
6. INNODEL 2026 Conference Chair and Organizing Committee
7. Presenters and participants from Indonesia and around the world

Ladies and Gentlemen,
First of all, let us express our gratitude to Almighty God for the opportunity to gather here today at the International Conference on Innovation in Open and Distance Learning, or INNODEL 2026, in the beautiful city of Bandung. On behalf of the Institute for Research and Community Service (LPPM), Universitas Terbuka, it is my great pleasure to welcome all distinguished guests, speakers, presenters, and participants to this international conference.

Ladies and gentlemen,
Allow me to briefly report on the implementation of INNODEL 2026. This year, INNODEL carries the theme “HEBRING (High Impact Experiential Learning for Bringing Innovation into New Generations). This theme reflects our commitment to promoting meaningful learning experiences, encouraging practical innovation, and preparing future generations to respond to the challenges of a rapidly changing world.

WELCOME MESSAGE

Head of the Institute for Research and Community Service

We are pleased to report that INNODEL 2026 has received more than 150 paper submissions from 16 countries. This encouraging response demonstrates the growing international interest in INNODEL and the importance of research and innovation in open and distance education. We sincerely appreciate the enthusiasm and contributions of researchers, academics, and practitioners from different countries who have shared their research and innovative ideas through this conference.

INNODEL 2026 is part of Universitas Terbuka's ongoing efforts to strengthen research, innovation, and international academic collaboration. Through this conference, we aim to provide a platform for researchers and educators to exchange knowledge, present research findings, and explore innovative solutions to educational challenges. We also hope INNODEL will encourage stronger international research partnerships, joint publications, and the development of practical innovations that advance open and distance education.

Ladies and gentlemen,
We believe a conference's success should be measured not only by the number of papers submitted by attending participants, but also by the quality of discussions, the collaborations established, and the impact created afterward. Therefore, we hope that INNODEL 2026 will inspire meaningful academic exchanges and open new opportunities for future collaboration.

Before concluding, I would like to express my sincere appreciation to the Rector and the leadership of Universitas Terbuka for their continuous support. My heartfelt thanks also go to our distinguished keynote speakers, international partners, scientific committee, reviewers, organizing committee, and all participants who made this conference possible. May this conference bring valuable insights, fruitful discussions, and meaningful collaborations for all of us.

Thank you.
Wassalamu'alaikum warahmatullahi wabarakatuh
Om Shanti Shanti Shanti Om
Namo Buddhaya
Salam Kebajikan
Rahayu

Bandung, 4 November 2026
Prof. Dewi Artati Padmo Putri, Ph.D.
Head of the Institute for Research and Community Service (LPPM)
Universitas Terbuka

WELCOME MESSAGE

Conference General Chair



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7. Presenters and participants from Indonesia and around the world

Good morning, and warm greetings to everyone.

First, let us thank Almighty God for the opportunity to gather here today at the International Conference on Innovation in Open and Distance Learning, or INNODEL 2026, in the beautiful city of Bandung. On behalf of the Research and Innovation Center for Open and Distance Education at Universitas Terbuka, it is my great pleasure to warmly welcome all speakers, presenters, and participants, especially our international guests who have traveled from different countries to join us.

Ladies and gentlemen,
INNODEL is more than just an international academic conference. It is a platform for sharing knowledge, exchanging innovative ideas, strengthening international collaboration, and exploring the future of open and distance education. This year, we are particularly proud that INNODEL 2026 brings together participants from 16 countries. This international participation reflects the growing interest in educational innovation and demonstrates the importance of global collaboration in

addressing the challenges of open and distance learning. The diversity of perspectives, experiences, and expertise represented here provides a valuable opportunity to learn from one another, build stronger academic networks, and develop meaningful partnerships across borders. Through INNODEL, we aim to connect research with practice, technology with educational needs, and innovation with real-world impact. We believe that research should not end with publications, and innovation should not stop at new ideas. Both must help improve the quality, accessibility, and effectiveness of education.

This commitment is reflected in our theme for INNODEL 2026: "HEBRING – High Impact Experiential Learning for Bringing Innovation into New Generations." HEBRING reflects our vision of creating meaningful learning experiences that inspire innovation and empower future generations. High Impact means ensuring that educational innovation brings real benefits to learners, educators, and society. Experiential Learning emphasizes learning by doing, where students actively explore, collaborate, solve problems, and apply knowledge in real-life situations. Bringing Innovation encourages us to transform research and creative ideas into practical solutions that make education more accessible, engaging, and effective. And finally, New Generations highlights our responsibility to prepare future learners with creativity, critical thinking, digital skills, and adaptability to face global challenges.

Ladies and gentlemen,
For Universitas Terbuka, the spirit of HEBRING is particularly meaningful. As an institution committed to open and distance education, we continuously strive to provide accessible, flexible, and high-quality learning opportunities. Today, emerging technologies such as artificial intelligence, virtual reality, the metaverse, and digital learning platforms offer tremendous opportunities to transform educational experiences. However, we must remember that technology is not the ultimate goal. Technology is a bridge, while meaningful learning is the destination.

Our challenge is to ensure that these innovations truly improve learning outcomes, strengthen student engagement, and expand educational opportunities for everyone, regardless of geographical distance. This is why INNODEL is so important. It brings together researchers, educators, and innovators to discuss challenges, share solutions, and develop collaborations that can shape the future of education. I hope INNODEL 2026 will inspire new research partnerships, practical innovations, and meaningful international collaboration. May this conference become a meaningful opportunity to exchange knowledge, strengthen partnerships, and create innovations that make a real difference. Together, through the spirit of HEBRING, let us transform learning experiences and empower the next generation.

Thank you.
Wassalamu'alaikum warahmatullahi wabarakatuh
Om Shanti Shanti Shanti Om
Namo Buddhaya
Salam Kebajikan
Rahayu

Bandung, 4 November 2026
Prof. Dr. Etty Puji Lestari, S.E., M.Si.
Head of the Research and Innovation Center for Distance Education
Conference General Chair, INNODEL 2026
Universitas Terbuka

ABOUT INNODEL 2026

The rapid advancement of digital technologies is transforming higher education beyond the adoption of online and blended learning. Artificial intelligence, immersive technologies, data-driven learning environments, and other emerging innovations are creating new opportunities for learners to engage more actively with knowledge, solve real-world problems, and connect learning with authentic experiences. As technology continues to evolve, the challenge for higher education is no longer simply how to use technology, but how to ensure that it creates meaningful, practical, and transformative learning experiences.

Open, distance, and flexible learning (ODFL) plays an important role in expanding access to higher education and creating learning opportunities that transcend geographical and physical boundaries. At the same time, greater accessibility needs to be accompanied by meaningful learner engagement and opportunities to apply knowledge in practical contexts. Experiential learning offers an important pathway for connecting theory with practice, allowing learners to learn through experience, reflection, experimentation, collaboration, and engagement with real-world challenges.

Under the theme “Experiential Learning & Practical Innovation: Tech That Transforms,” the 6th INNODEL highlights the transformative role of technology in creating learning experiences that lead to practical innovation and meaningful impact. The conference encourages educators, researchers, practitioners, and technology innovators to explore how technology can move beyond being merely a medium for delivering education and become a catalyst for active learning, experimentation, problem-solving, creativity, and innovation.

As a special feature of INNODEL 2026, “High Impact Experiential Learning for Bringing Innovation into New Generations (HEBRING)” places particular emphasis on high-impact learning experiences that inspire new generations to transform ideas and knowledge into

innovation. HEBRING reflects the spirit of bringing learning closer to authentic challenges and encouraging learners to become active creators, problem-solvers, and innovators who can contribute meaningfully to society.

Universitas Terbuka (UT), established in 1984 as a state university, continues to advance open, distance, and flexible higher education through diverse academic programs and technology-enabled learning services. Building upon its experience in distance education, digital learning, and educational innovation, UT continues to explore approaches that make learning more accessible, engaging, relevant, and connected to real-world contexts.

Through INNODEL 2026, UT brings together researchers, educators, practitioners, policymakers, and technology innovators to exchange ideas, practices, and innovations in open, distance, and digital education. By connecting experiential learning, practical innovation, and transformative technology, INNODEL 2026 seeks to foster learning that goes beyond acquiring knowledge, enabling learners to experience, apply, create, and ultimately transform ideas into meaningful innovations for the future.

Theme:

Experiential Learning & Practical Innovation: Tech That Transforms, Special Feature: High Impact Experiential Learning for Bringing Innovation into New Generations

(HEBRING)

Sub-Theme:

Generative AI and Smart Pedagogy in ODFL

1. Utilization of GenAI (LLMs, Chatbots) as collaborative partners, teaching assistants, and tools for personalized learning pathways.
2. Development of prompt engineering skills and AI literacy for both educators and students
3. Ethics, governance, opportunities, and challenges of AI implementation in maintaining the integrity of self-directed learning processes
4. Automation of learner support services driven by digital intelligence

Immersive Technologies & Virtual Environments

1. Application of Virtual Reality (VR), Augmented Reality (AR), and Extended Reality (XR) for practical and immersive simulations
2. Development of Virtual Laboratories (Virtual Labs), educational robotics, and immersive studios for large-scale distance learning
3. Interactive user experience and interface (UX/UI) design alongside 3D virtual environments tailored for the next generation of learners
4. The effectiveness of immersive technology-driven learning frameworks in boosting students' intrinsic motivation
5. Provision of ubiquitous learning ecosystems accessible anytime and anywhere

Transformative Assessment & Academic Integrity

1. Transformation of authentic performance-based metrics and project/case-based student assessments (e-portfolios, real-world project deliveries)
2. Development of Interactive Oral Assessment methods to mitigate academic dishonesty risks in the era of prevalent GenAI tools
3. Quality Assurance (QA) frameworks and accreditation standardization tailored for hybrid and open distance learning programs
4. Secure, trustworthy examination proctoring systems and the development of instant, automated feedback loops

OER, Micro-credentials, & Sustainability

1. Advocacy, strategic development, and cross-border deployment of Open Educational Resources (OER) to lower higher education costs globally
2. Design of flexible micro-credential frameworks map-linked directly to emerging workspace roles and future jobs
3. Joint credit recognition mechanisms (credit transfers) and virtual student mobility across open and distance educational networks
4. Strategic alliances between Open Universities and industrial sectors to drive deep, demand-led curriculum alignment
5. Sustainable business models, structural governance, and fiscal agility for ODFL institutions facing continuous technological disruptions



Prof. Dr. Meltem Huri Baturay Khan
Konya Food & Agriculture University
Türkiye

Prof. Dr. Meltem Huri Baturay Khan is Professor of Computer Engineering at Konya Food & Agriculture University, Türkiye. She received her Ph.D. in Computer Education and Instructional Technology from Middle East Technical University (METU), following bachelor's and master's degrees in English Language Teaching from Gazi University. Throughout her academic career, she has held various leadership positions in higher education, including directing centers for teaching, learning, and distance education, while contributing extensively to educational innovation and digital transformation.

Prof. Dr. Baturay Khan's research focuses on emerging educational technologies, including the Metaverse, Augmented Reality (AR), Virtual Reality (VR), game-based learning, Human–Computer Interaction (HCI), distance education, technology-enhanced learning, artificial intelligence in education, multimedia instructional design, and ethics in computer science. Her scholarly work has been widely published in internationally recognized journals indexed by SSCI, Web of Science, and Scopus, contributing significantly to research on digital learning environments, online interaction, and innovative pedagogical practices.

Beyond her academic responsibilities, Prof. Dr. Baturay Khan serves as the Founding Leader and President of LEarning & Teaching INnovations Research and Development (LET-IN R&D), an international organization dedicated to advancing learning and teaching innovation. She also serves as the Education Sector Leader of the World Metaverse Council. Her international professional engagements include serving as an External Assessor for the Faculty of Education at the University of Malaya, participating as a jury member of the NASA International Space

Apps Challenge, and delivering invited keynote speeches and panel presentations at international conferences worldwide.

Prof. Dr. Baturay Khan has actively contributed to numerous international research initiatives, including the European Cooperation in Science and Technology (COST) Action E-READ (Evolution of Reading in the Age of Digitization), supported through the European Union's Horizon 2020 Framework Programme. She has also participated in research, consultancy, and training projects funded by TÜBİTAK and the Erasmus+ programme. Through her research, academic leadership, and international collaborations, she continues to advance innovative, inclusive, and technology-enhanced learning environments that support the future of digital education.

Source:

1. Konya Food & Agriculture University. (n.d.). *Academic Staff – Prof. Dr. Meltem Huri Baturay Khan.* https://www.gidatarim.edu.tr/en/mmf/ceng/akademik-personel/meltem-huri-baturay-khan
2. Konya Food & Agriculture University. (2023). *Curriculum Vitae – Prof. Dr. Meltem Huri Baturay Khan.* https://lee.gidatarim.edu.tr/uploads/2023/10/28/4e298f07.pdf
3. IntechOpen. (n.d.). *Meltem Huri Baturay – Author Profile.* https://www.intechopen.com/profiles/648772
4. World Metaverse Council. (n.d.). *Founding Members.* https://wmetac.com/founding-members/



Dr. Hanna Davis
Tampere University of Applied Sciences
Finland

Dr. Hanna Davis is a Principal Researcher at Tampere University of Applied Sciences (TAMK), Finland, where she leads the interdisciplinary research group Sustainable Futures through Human Interaction and Transformative Learning across Societal Transitions (SHIFT). Her research is situated at the intersection of professional learning, teacher education, critical digitalization studies, and educational transformation. Through interdisciplinary collaboration, she investigates how digitalization reshapes educational governance, pedagogical practice, and the future of professional and higher education.

Dr. Davis's research focuses on digital transformation in education, critical digital pedagogy, teacher education, sustainability, and transformative learning. Employing qualitative, critical, and speculative research methodologies, her work explores the ethical implications of educational technologies and examines how digital innovations influence teaching, learning, and institutional development. Her scholarly publications have appeared in internationally recognized journals and edited volumes addressing postdigital education, digital futures, educational policy, and sustainable learning environments.

In addition to her research, Dr. Davis actively contributes to international academic collaboration through multidisciplinary projects focused on educational innovation and sustainable futures. She is committed to developing evidence-based approaches that strengthen professional learning, foster institutional resilience, and support equitable digital transformation in higher education. As leader of the SHIFT research group, she works closely with researchers, educators, and stakeholders to address contemporary societal transitions through human-centered and

transformative learning approaches. Her work continues to contribute to international discussions on the future of education, digitalization, and sustainable development in an increasingly complex global context.

Source:

1. Tampere Universities. (n.d.). *Hanna Davis – People Profile.* https://www.tuni.fi/en/people/hanna-davis
2. Tampere Universities. (n.d.). *Sustainable Futures through Human Interaction and Transformative Learning across Societal Transitions (SHIFT).* https://www.tuni.fi/en/research/shift
3. Academy for Sustainable Future Educators (EduSTA). (n.d.). *Meet Project People – Hanna Davis.* https://projects.tuni.fi/edusta/team/
4. ORCID. (n.d.). *Hanna Davis – ORCID Profile.* https://orcid.org/0000-0002-5566-2023



Prof. Daryono, S.H., M.A., Ph.D.
Universitas Terbuka
Indonesia

Prof. Daryono, S.H., M.A., Ph.D. is a Professor of Law at Universitas Terbuka, Indonesia. He earned his Ph.D. from the Faculty of Law at the Australian National University, Australia, and his M.A. from the University of Victoria, Canada. He previously served as Dean of the Faculty of Law, Social Sciences, and Political Science at Universitas Terbuka from 2010 to 2018. His academic and research interests encompass property law, law and development, and open education. He has been actively involved in international collaborative research on Open Educational Resources (OER), including projects supported by Canada's International Development Research Centre (IDRC), and has contributed publications addressing OER development and adoption. His scholarly work also includes research on Indonesian land and property law, legal interpretation, online learning, and open education. His Google Scholar profile lists publications including The Transformation of Land Law in Indonesia: The Persistence of Pluralism, Transformation of Land Rights in Indonesia: A Mixed Private and Public Law Model, and collaborative research concerning OER and online learning. He remains academically active in the field of law at Universitas Terbuka, including as a lecturer in the Master of Law program.

Source:

1. Universitas Terbuka. (2026). *UT Radio: Isu-Isu Kontemporer Filsafat Hukum – Prof. Daryono, S.H., M.A., Ph.D.* https://utradio.ut.ac.id/watch?v=LqK6s0Yo
2. Universitas Terbuka, Faculty of Law, Social Sciences, and Political Science. (2025). *Webinar LEGALEX: Pelembagaan Baru terkait Pengelolaan Sumber Daya Agraria Pasca Disahkannya UU Cipta Kerja.*

https://fhisip.ut.ac.id/webinar-legalex-pelembagaan-baru-terkait-pengelolaan-sumber-daya-agraria-pasca-disahkannya-uu-cipta-kerja-selasa-18-maret-2025-pukul-10-00-wib-selesai/

3. Google Scholar. (n.d.). *Daryono – Universitas Terbuka, Indonesia.* https://scholar.google.com/citations?user=-hAt1WsAAAAJ&hl=id



Prof. Cher Ping Lim
The Education University of Hong Kong
Hong Kong

Professor LIM, Cher Ping is Chair Professor of Learning Technologies and Innovation at The Education University of Hong Kong (EdUHK), where he is affiliated with the Department of Curriculum and Instruction. He also serves as Co-Director of the Global Institute for Emerging Technologies.

His research interests encompass digital learning for development, teacher professional development at scale, blended and online teaching and learning in higher education, quality assurance of blended and online learning, ICT competency frameworks, and the sustainability and scalability of educational innovations. His work focuses particularly on leveraging digital technologies to enhance equity, quality, and efficiency in education.

Over the course of his academic career, Professor Lim has worked with major international and national education stakeholders, including UNESCO, the Asian Development Bank, the World Bank, the Inter-American Development Bank, Microsoft, and the International Development Research Centre. Before moving to Hong Kong in late 2010, he held academic and leadership positions at Edith Cowan University in Australia, including Professor of Education, Director of International Partnerships, and Director of the Asia-Pacific Centre of Excellence for Teacher Education and Innovations. Earlier in his career, he served as Assistant Professor and subsequently Associate Professor of Learning Science and Technologies at Nanyang Technological University, Singapore.

Professor Lim has also contributed extensively to academic publishing. He served as Editor-in-Chief of The Internet and Higher Education from 2015 to 2025 and currently serves as its Advisory Editor. His Google Scholar profile reflects a substantial body of scholarship in learning technologies, digital learning, higher education innovation, and professional learning.

Source**:**

1. The Education University of Hong Kong. (n.d.). *Professor LIM, Cher Ping – Experts at EdUHK.* Professor LIM, Cher Ping – Experts at EdUHK [eduhk.hk]
2. The Education University of Hong Kong. (n.d.). *Prof LIM, Cher Ping – Academic Profile.* Prof LIM, Cher Ping – EdUHK Academic Profile [pappl.eduhk.hk]
3. The Education University of Hong Kong. (n.d.). *Cher Ping LIM – EdUHK Research Repository.* Cher Ping LIM – EdUHK Research Repository [repository.eduhk.hk]
4. Google Scholar. (n.d.). *Cher Ping LIM – The Education University of Hong Kong.* Cher Ping LIM – Google Scholar Profile



Prof. Helen Crompton
Old Dominion University
USA

Prof. Helen Crompton is Professor of Instructional Technology at Old Dominion University (ODU), USA, where she also serves as Executive Director of the Research Institute for Digital Innovation in Learning (RIDIL) at ODUGlobal and Director of the Virtual Reality Lab. She earned her Ph.D. in Educational Technology and Mathematics Education from the University of North Carolina at Chapel Hill. With more than three decades of experience as an educator, researcher, and international consultant, Prof. Crompton has established herself as one of the world's leading scholars in educational technology, digital innovation, and technology-enhanced learning.

Prof. Crompton's research focuses on Artificial Intelligence (AI) in education, instructional technology, mobile learning, virtual and augmented reality, digital literacy, STEM education, teacher professional development, and technology integration. Her publications have appeared in leading international journals and books, significantly advancing research on mobile learning, ubiquitous learning, AI-enhanced education, and digital pedagogy. Recognized for the global impact of her research, she has consistently been listed among Stanford University's World's Top 2% Scientists in the field of Artificial Intelligence and Educational Technology. She has also received numerous national and international awards, including the Virginia Outstanding Faculty Award and multiple recognitions from the International Society for Technology in Education (ISTE).

Beyond her academic research, Prof. Crompton actively collaborates with governments, universities, and international organizations to promote equitable and innovative educational practices. She has served as a consultant for organizations including the United Nations (UN), UNESCO, the World Bank, and ministries of education in numerous countries, supporting initiatives related to digital transformation, AI policy, digital literacy, and educational innovation. As a globally recognized keynote speaker, she has delivered invited presentations and professional development workshops across North America, Europe, Asia, Africa, and Oceania, sharing evidence-based approaches to future-ready education and responsible technology integration.

Through her interdisciplinary research, international collaborations, and educational leadership, Prof. Helen Crompton continues to advance innovative learning ecosystems that empower educators and learners to thrive in an increasingly digital and AI-driven world. Her work contributes significantly to the development of sustainable, inclusive, and technology-enhanced education that prepares future generations for the challenges and opportunities of the twenty-first century.

Sources:

1. Old Dominion University. (n.d.). *Helen Crompton – Faculty Profile.* https://www.odu.edu/directory/helen-crompton
2. ORCID. (n.d.). *Helen Crompton – ORCID Profile.* https://orcid.org/0000-0002-1775-8219
3. Old Dominion University. (2025). *Her Office Has No Borders.* https://www.odu.edu/monarch-magazine/article/her-office-has-no-borders
4. British Educational Research Association (BERA). (2024). *Helen Crompton.* https://www.bera.ac.uk/person/helen-crompton

INNODEL CONFERENCE WORKSHOP

	ACTIVITIES	LOCATION
Day 1: 4 NOVEMBER 2026		
15.15 – 17.15	**WORKSHOP** **1. Andre Surya** (AI Visual Expert | Founder, Enspire Studio & ESDA | Indonesia) – Visual Intelligence: The Future Frontier of AI Moderator: Diki, S.Si., M.Ed., Ph.D. Appreciation and Photo Session	Amartapura C Ballroom
	2. Dr. Syahrul Ramadhan (BRIN, Education Specialist-Indonesia) – Transforming Education and Research in the Age of Artificial Intelligence Moderator: Daniel Pasaribu, S.Pd., M.A. Appreciation and Photo Session	Amartapura D Ballroom
	3. Prof. Helen Crompton (Old Dominion University, USA) – Developing Research Network Moderator: Adhi Susilo, S.Pt., M.Biotech.St., Ph.D. Apreciation and Photo Session	Amartapura E Ballroom

RUNDOWN INNODEL 2026

The International Conference on Innovation in Open and Distance Learning 2026

"High-Impact Experiential Learning for Bringing Innovation into New Generations" (HEBRING)

Time, Venue, and Arrangement of Events

November 4th – 5th, 2026. Located in eL Hotel Bandung, West Java, Indonesia.

	ACTIVITIES	LOCATION
Day 1: 4 NOVEMBER 2025		
08.00 – 09.00	CONFERENCE REGISTRATION Video Profile UT Video Profile APPJJI Conference Welcoming Video	Amartapura C, D, E Ballroom
09.00 – 10.00	OPENING CEREMONY • Mapag Performance • Indonesian National Anthem • Opening Dance: "Merak" • Report from the Head of the Institute of Research and Community Service • Welcoming Speech from the Rector • Remarks from the Governor of West Java • Opening Ceremony (Angklung) • Appreciation and Photo Session	Amartapura C, D, E Ballroom
10.00 – 10.25	Coffee Break Live Music: Traditional Angklung Performance PRESS CONFERENCE	Amartapura C, D, E Ballroom
10.25 – 11.10	**KEYNOTE SPEAKER** **Prof. Helen Crompton** (Old Dominion University, USA) Theme: *The Future of Open and Distance Education: Emerging Technologies, Global Trends and New Learning Ecosystem.* (Appreciation and Photo Session)	Amartapura C, D, E Ballroom

	ACTIVITIES	LOCATION
11.10 – 11.15	Video: Bandung Paris Van Java	Amartapura C, D, E Ballroom
11.15 – 12.40	**PLENARY SESSION I** 1. **Prof. Dr. Meltem Huri Baturay** (Konya Food & Agriculture University, Turkiye) Theme: *From Generative AI to Generative Learning* 2. **Prof. Cher Ping Lim** (The Education University of Hong Kong) Theme: *Preparing Future-Ready Graduates: AI Literacy, Digital Competencies, and Future Skills* (Appreciation and Photo Session)	Amartapura C, D, E Ballroom
12.40 – 13.20	Lunch break and live music performance	
13.20 – 14.50	**PLENARY SESSION II** 1. **Prof. Daryono, S.H. M.A., Ph.D.** (Universitas Terbuka) Theme: *Transforming Open Universities for the Digital Age: Innovation, Quality, and Student Success* 2. **Dr. Hanna Davis** (Tampere University of Applied Sciences, Finland) Theme: *Designing Human-Centred Learning for the AI Era*. (Appreciation and Photo Session)	Amartapura C, D, E Ballroom
14.50 – 17.15	APPJJI General Meeting	Madhukara A, B

	ACTIVITIES	LOCATION
14.50 – 16.50	**WORKSHOP:** 1. **Andre Surya** (AI Visual Expert - Indonesia) Topic: *Visual Intelligence: The Future Frontier of AI* (Appreciation and Photo Session) **2. Dr. Syahrul Ramadhan** (BRIN, Education Specialist -Indonesia). Topic: *Transforming Education and Research in the Age of Artificial Intelligence* (Appreciation and Photo Session) **3. Prof. Helen Crompton** (Old Dominion University, USA). Topic: *Developing Research Network* (Appreciation and Photo Session)	Amartapura C Ballroom Amartapura D Ballroom Amartapura E Ballroom
09.00 – 17.00	MSMEs EXHIBITION	Lobby Ballroom
16.50 – 19.30	Break	
19.30 – 21.00	**GALA DINNER** Theme: Sangkuriang • Video: Sangkuriang • Sangkuriang Dance • Speech from Rector UT • Remarks from Mayor of Bandung • Speech from sponsor • Parahyangan Dance • DJ Performance	Amartapura C, D, E Ballroom
DAY 2: 5 NOVEMBER 2026		
08.30 – 09.00	CONFERENCE REGISTRATION	Amartapura C, D, E Ballroom & Parallel Room
08.00 – 17.00	MSMEs EXHIBITION	Lobby Ballroom
09.00 – 12.00	APPJJI General Meeting	Madhukara A, B Room

	ACTIVITIES	LOCATION
09.00 – 10.30	PARALLEL SESSION (Online)	VIP Room
	PARALLEL SESSION I & II	Breakout Room: 1. Amartapura C 2. Amartapura D 3. Amartapura E 4. Ayodhya A 5. Ayodhya B 6. Ayodhya C 7. Ayodhya D 8. Suralaya Room
10.00 – 10.15	Coffee Break	Amartapura C, D, E Ballroom & Parallel Room
10.30 – 12.30	PARALLEL SESSION III & IV	Breakout Room: 1. Amartapura C 2. Amartapura D 3. Amartapura E 4. Ayodhya A 5. Ayodhya B 6. Ayodhya C 7. Ayodhya D 8. Suralaya Room
12.30 – 13.30	Lunch Break	
13.30 – 14.05	CONFERENCE REFLECTION AND FORWARD Prof. Dr. Maximus Gorky Sembiring, M.Sc.	Amartapura C, D, E Ballroom
14.05 – 14.10	VIDEO RECAP INNODEL 2026	
14.10 – 14.40	BEST PAPER & BEST PRESENTER AWARD Feedback and Reflections	
14.40 – 14.45	VIDEO INNODEL NEXT DESTINATION 2027	
14.45 – 14.55	CLOSING CEREMONY Head of PRI-PJJ	
14.55 – 17.00	Networking (MSMEs EXHIBITION)	

	ACTIVITIES	LOCATION
18.00 – 20.00	Farewell Dinner: Rector, WR1, WR4, Chairman of LPPM, Head of PRI-PJJ, Director of UT Bandung, Keynote, Speaker Workshop, APPJJI, AAOU Staff, Moderator, Protocol, Committee	18.00 – 20.00

PARALLEL SESSION I

SESSION	TIME (WIB)	ROOM			
I	**Thursday, 5th Nov 2026**	**Amartapura E Moderator: Meliza, S.H., M.H.**	**Amartapura C Moderator: Mayang Anglingsari Putri, S.S.T., M.Kom.**	**Amartapura D Moderator: Andi Suci Anita, S.P., M.P.**	**Suralaya Moderator: Steviani Batti', S.Kom., M.M.**
1	09.00-09.15	Dr. Whika Febria Dewatisari, S.Si., M.Si.	Dr. Milawati, S.Pd., M.Pd.	Herry Novrianda, S.E., M.M.	Bahir Mukhammad, S.H., M.H.
2	09.15-09.30	Ika Nur Laily Fitriana, M.Stat.	Yusrizal, M.Pd.	Dr. Pardamean Dly, S.Sos., M.Si.	Drs. Jamil, M.Pd.
3	09.30-09.45	Meliza, S.H., M.H.	Mayang Anglingsari Putri, S.S.T., M.Kom.	Windra Irawan, S.I.Kom., M.Si.	Steviani Batti', S.Kom., M.M.
4	09.45-09.55	Apri Kasman, M.Pd.	Muhammad Firman Karim, S.Sos., M.Si.	Siti Samsiyah, S.S., M.Si.	Drs. Hasanuddin, M.Si.
5	09.55-10.10	Dr. Ir. Dwi Putranto Riau, M.T.	Nisa Rahma Fadila, S.EI., M.A.	Dr. St. Maria Ulfah, S.Pd., M.Pd.	Iffana Dani Maulida, M.Sc.
6	10.10-10.25	Raesita Rakhmawati Rosadi, M.A.	Nining Suryani, S.Pd., M.M.	Andi Suci Anita, S.P., M.P.	Pesi Suryani, M.Ak.

PARALLEL SESSION II

SESSION	TIME (WIB)	ROOM			
II	**Thursday, 5th Nov 2026**	**Ayodya A Moderator: Azizah Mujahidah Annisa, S.Pd., M.Pd.**	**Ayodya B Moderator: Martino Wibowo, S.E., M.Si., Ph.D.**	**Ayodya C Moderator: Mustika Diana, S.I.Pust., M.A.**	**Ayodya D Moderator: Dr. Ikhsan, S.Pd., M.M.**
1	09.00-09.15	Dr. Rina Astarika, S.P., M.P.	Iis Solihat, S.E., M.Ak.	Dr. Puryati, M.Pd.	Dr. Heri Wahyudi, S.Sos., M.Si.
2	09.15-09.30	Reza Fitriansyah, S.Kom., M.Kom	Pamela Mikaresti, S.Pd., M.Pd.	Agus Tatang Sopandi, S.Sn., M.Pd.	Drs. Effendi M., M.Hum.
3	09.30-09.45	Sukma Wahyu Wijayanti, S.Pd., M.Pd.	Prof. Dr. Darmanto, M.Ed.	Indah Setia Utami, S.E., M.Si.	Nuraziza Aliah, S.Pd., M.Pd.
4	09.45-09.55	Azizah Mujahidah Annisa, S.Pd., M.Pd.	Esti Kurniawati Mahardika, S.Pd., M.Pd.	Mustika Diana, S.I.Pust., M.A.	Dr. Ikhsan, S.Pd., M.M.
5	09.55-10.10	Dr. Syafruddin, M.Pd.	Martino Wibowo, S.E., M.Si., Ph.D.	Abd Gafur, M.Pd.	Emeylia Safitri, S.Stat., M.Si.
6	10.10-10.25	Rina Rismaya, M.Si.	Dra. Eko Yuliastuti Endah Sulistyawati, M.Si.	Erwin Rahmandita, M.Sc.	Irmayati, S.IP.

PARALLEL SESSION III

SESSION	TIME (WIB)	ROOM
III	**Thursday, 5th Nov 2026**	**Suralaya** **Moderator: Na'ilah Insani Alifiyah, M.Si.**
1	10.30-10.45	Na'ilah Insani Alifiyah, M.Si.
2	10.45-11.00	Hikmah Zikriyani, M.Si.
3	11.00-11.15	Dr. Muh. Alwi, S.Sos., M.Si.
4	11.15-11.30	Kristina Anugerah Aji, S.Sn., M.Pd.
5	11.30-11.45	Dr. Ir. Kasful Anwar, M.Si.
6	11.45-12.00	Prof. Devanto Shasta Pratomo, S.E., M.Si., Ph.D
7	12.00-12.15	Dr. Ade Imelda Frimayanti, M.Pd.I.

SESSION	TIME (WIB)	ROOM
III	**Thursday, 5th Nov 2026**	**Suralaya** **Moderator: Na'ilah Insani Alifiyah, M.Si.**
8	12.15-12.30	Dr. Suhartono, S.Pd., M.Pd.
9	12.30-12.45	Sylvia Marthalina, S.IP.

PARALLEL SESSION IV

SESSION	TIME (WIB)	ROOM			
IV	Thursday, 5th Nov 2026	Ayodya A Moderator: Angga Sucitra Hendrayana, S.E., M.Si.	Ayodya B Moderator: Dr. Lisda Ariani Simabur, S.Sos., M.SI.	Ayodya C Moderator: Dr. Della Raymena Jovanka, S.Pd., M.Si.	Ayodya D Moderator: Dr. Tepati Hak Kewajiban, M.Pd.
1	10.30-10.45	Risnashari, S.E, M.M.	Dra. Ranak Lince, S.Pd., M.Pd.	Dr. Muhammad Agusalim, S.E., M.Si.	Dr. Juli Firmansyah, S.Pd., M.Pd.
2	10.45-11.00	Ulul Hidayah, S.T., M.Si.	Dr. Lisda Ariani Simabur, S.Sos., M.SI.	Made Diyah Putri Martinasari, S.Pd., M.Sc.	Dr. Karisdha Pradityana, S.Pd., M.Pd.
3	11.00-11.15	Nur Asiah, S.Sos., M.Si.	Dra. Marisa, M.Pd.	Prof. Dr. Maximus Gorky Sembiring, M.Sc.	Nova Tri Prasetiyo, M.Pd.
4	11.15-11.30	Dewi Aulianty, S.E.	Prof. Dr. Mohammad Imam Farisi, M.Pd.	Dr. Della Raymena Jovanka, S.Pd., M.Si.	Dr. Jaka Warsihna, M.Si.
5	11.30-11.45	Dr. Subekti Nurmawati, M.Si.	Sukirno Hadi Raharjo, S.Pd.H., M.Fil.H.	Dr. Noorina Hartati, S.E., M.Sc.	Teguh Nursantoso, S.Kom., M.MSI.

SESSION	TIME (WIB)	ROOM			
IV	Thursday, 5th Nov 2026	Ayodya A Moderator: Angga Sucitra Hendrayana, S.E., M.Si.	Ayodya B Moderator: Dr. Lisda Ariani Simabur, S.Sos., M.SI.	Ayodya C Moderator: Dr. Della Raymena Jovanka, S.Pd., M.Si.	Ayodya D Moderator: Dr. Tepati Hak Kewajiban, M.Pd.
6	11.45-12.00	Angga Sucitra Hendrayana, S.E., M.Si.	Ibnu Harris	Elin Herlinawati, M.Si.	Gayatria Oktalina, S.Pd., M.Pd.
7	12.00-12.15	Dr. Milde Wahyu, S.E., M.M.	Dr. Syahrinullah, S.E., M.M.	Arina Haque, S.Pd., M.A.	Dr. Tepati Hak Kewajiban, M.Pd.
8	12.15-12.30	Dr. Kusnadi, S.Pd., M.Si.	Dwi Kristanti, S.Sos., M.PA.	Dra. Husnaeni, M.Pd.	Khairunnisa, M.M.
9	12.30-12.45	Mohamad Arif Rahmansyah, S.Pd., M.Pd.	Aulia Nurdiansyah, S.Pd., M.A.	Prof. Made Yudhi Setiani, S.IP., M.Si., Ph.D.	Irpan Kusyadi, M.Kom.
10	12.45-13.00	Dr. Endang Wahyuningrum, M.Si.	Denisha Trihapningsari, S.Kom., MMSI.	Niscahon Piyasin	Prof Muhammad Mohsin Javed
11	13.00-13.15	Prof. Dr. Rhini Fatmasari, S.Pd., M.Sc.	Prof. Liang Chih Chang	Adhi Susilo, S.Pt., M.Biotech.St., Ph.D.	Dr. Suresha Nilmini Perera

2026 INNODEL PARALLEL SESSION SCHEDULE

5th November 2026

SESSION	TIME (WIB)	ROOM			
I	**Thursday, 5th November 2026**	**Amartapura E Moderator: Meliza, S.H., M.H.**	**Amartapura C Moderator: Mayang Anglingsari Putri, S.S.T., M.Kom.**	**Amartapura D Moderator: Andi Suci Anita, S.P., M.P.**	**Suralaya Moderator: Steviani Batti', S.Kom., M.M.**
1	09.00-09.15	Dr. Whika Febria Dewatisari, S.Si., M.Si.	Dr. Milawati, S.Pd., M.Pd.	Herry Novrianda, S.E., M.M.	Bahir Mukhammad, S.H., M.H.
2	09.15-09.30	Ika Nur Laily Fitriana, M.Stat.	Yusrizal, M.Pd.	Dr. Pardamean Dly, S.Sos., M.Si.	Drs. Jamil, M.Pd.
3	09.30-09.45	Meliza, S.H., M.H.	Mayang Anglingsari Putri, S.S.T., M.Kom.	Windra Irawan, S.I.Kom., M.Si.	Steviani Batti', S.Kom., M.M.
4	09.45-09.55	Apri Kasman, M.Pd.	Muhammad Firman Karim, S.Sos., M.Si.	Siti Samsiyah, S.S., M.Si.	Drs. Hasanuddin, M.Si.
5	09.55-10.10	Dr. Ir. Dwi Putranto Riau, M.T.	Nisa Rahma Fadila, S.EI., M.A.	Dr. St. Maria Ulfah, S.Pd., M.Pd.	Iffana Dani Maulida, M.Sc.
6	10.10-10.25	Raesita Rakhmawati Rosadi, M.A.	Nining Suryani, S.Pd., M.M.	Andi Suci Anita, S.P., M.P.	Pesi Suryani, M.Ak.
II	**Thursday, 5th November 2026**	**Ayodya A Moderator: Azizah Mujahidah Annisa, S.Pd., M.Pd.**	**Ayodya B Moderator: Martino Wibowo, S.E., M.Si., Ph.D.**	**Ayodya C Moderator: Mustika Diana, S.I.Pust., M.A.**	**Ayodya D Moderator: Dr. Ikhsan, S.Pd., M.M.**
1	09.00-09.15	Dr. Rina Astarika, S.P., M.P.	Isi Solihat, S.E., M.Ak.	Dr. Puryati, M.Pd.	Dr. Heri Wahyudi, S.Sos., M.Si.
2	09.15-09.30	Reza Fitriansyah, S.Kom., M.Kom	Pamela Mikaresti, S.Pd., M.Pd.	Agus Tatang Sopandi, S.Sn., M.Pd.	Drs. Effendi M., M.Hum.
3	09.30-09.45	Sukma Wahyu Wijayanti, S.Pd., M.Pd.	Prof. Dr. Darmanto, M.Ed.	Indah Setia Utami, S.E., M.Si.	Nuraziza Aliah, S.Pd., M.Pd.
4	09.45-09.55	Azizah Mujahidah Annisa, S.Pd., M.Pd.	Esti Kurniawati Mahardika, S.Pd., M.Pd.	Mustika Diana, S.I.Pust., M.A.	Dr. Ikhsan, S.Pd., M.M.
5	09.55-10.10	Dr. Syafruddin, M.Pd.	Martino Wibowo, S.E., M.Si., Ph.D.	Abd Gafur, M.Pd.	Emeylia Safitri, S.Stat., M.Si.
6	10.10-10.25	Rina Rismaya, M.Si.	Dra. Eko Yuliastuti Endah Sulistyawati, M.Si.	Erwin Rahmandita, M.Sc.	Irmayati, S.IP.
III	**Thursday, 5th November 2026**	**Amartapura E**	**Amartapura C**	**Amartapura D**	**Suralaya Moderator: Na'ilah Insani Alifiyah, M.Si.**
1	10.30-10.45				Na'ilah Insani Alifiyah, M.Si.
2	10.45-11.00				Hikmah Zikriyani, M.Si.
3	11.00-11.15				Dr. Muh. Alwi, S.Sos., M.Si.
4	11.15-11.30				Kristina Anugerah Aji, S.Sn., M.Pd.
5	11.30-11.45				Dr. Ir. Kasful Anwar, M.Si.
6	11.45-12.00				Prof. Devanto Shasta Pratomo, S.E., M.Si., Ph.D
7	12.00-12.15				Dr. Ade Imelda Frimayanti, M.Pd.I.
8	12.15-12.30				Dr. Suhartono, S.Pd., M.Pd.
9	12.30-12.45				Sylvia Marthalina, S.IP.
IV	**Thursday, 5th November 2026**	**Ayodya A Moderator: Angga Sucitra Hendrayana, S.E., M.Si.**	**Ayodya B Moderator: Dr. Lisda Ariani Simabur, S.Sos., M.SI.**	**Ayodya C Moderator: Dr. Della Raymena Jovanka, S.Pd., M.Si.**	**Ayodya D Moderator: Dr. Tepati Hak Kewajiban, M.Pd.**
1	10.30-10.45	Risnashari, S.E, M.M.	Dra. Ranak Lince, S.Pd., M.Pd.	Dr. Muhammad Agusalim, S.E., M.Si.	Dr. Juli Firmansyah, S.Pd., M.Pd.
2	10.45-11.00	Ulul Hidayah, S.T., M.Si.	Dr. Lisda Ariani Simabur, S.Sos., M.SI.	Made Diyah Putri Martinasari, S.Pd., M.Sc.	Dr. Karisdha Pradityana, S.Pd., M.Pd.
3	11.00-11.15	Nur Asiah, S.Sos., M.Si.	Dra. Marisa, M.Pd.	Prof. Dr. Maximus Gorky Sembiring, M.Sc.	Nova Tri Prasetiyo, M.Pd.
4	11.15-11.30	Dewi Aulianty, S.E.	Prof. Dr. Mohammad Imam Farisi, M.Pd.	Dr. Della Raymena Jovanka, S.Pd., M.Si.	Dr. Jaka Warsihna, M.Si.
5	11.30-11.45	Dr. Subekti Numawati, M.Si.	Sukimo Hadi Raharjo, S.Pd.H., M.Fil.H.	Dr. Noorina Hartati, S.E., M.Sc.	Teguh Nursantoso, S.Kom., M.MSI.
6	11.45-12.00	Angga Sucitra Hendrayana, S.E., M.Si.	Ibnu Harris	Elin Herlinawati, M.Si.	Gayatria Oktalina, S.Pd., M.Pd.
7	12.00-12.15	Dr. Milde Wahyu, S.E., M.M.	Dr. Syahrinullah, S.E., M.M.	Arina Haque, S.Pd., M.A.	Dr. Tepati Hak Kewajiban, M.Pd.
8	12.15-12.30	Dr. Kusnadi, S.Pd., M.Si.	Dwi Kristanti, S.Sos., M.P.A.	Dra. Husnaeni, M.Pd.	Khairunnisa, M.M.
9	12.30-12.45	Mohamad Arif Rahmansyah, S.Pd., M.Pd.	Aulia Nurdiansyah, S.Pd., M.A.	Prof. Made Yudhi Setiani, S.IP., M.Si., Ph.D.	Irpan Kusyadi, M.Kom.
10	12.45-13.00	Dr. Endang Wahyuningrum, M.Si.	Denisha Trihapningsari, S.Kom., MMSI.	Niscahon Piyasin	Prof Muhammad Mohsin Javed
11	13.00-13.15	Prof. Dr. Rhini Fatmasari, S.Pd., M.Sc.	Prof. Liang Chih Chang	Adhi Susilo, S.Pt., M.Biotech.St., Ph.D.	Dr. Suresha Nilmini Perera

ONLINE PRESENTER

SCHEDULE

DATE : NOVEMBER 5th, 2026
TIME : 09.00 – 12.00 Western Indonesia Time (UTC+7 or GMT+7)
LINK : https://sl.ut.ac.id/innodel2026-zoom
ZOOM MEETING ID : 951 5505 4499
PASSCODE : 220948

MODERATOR: Diki, S.Si., M.Ed., Ph.D.

No.	TIME	PRESENTER	TITLE
1.	09.00-09.15	Tábata Rejane Bertazzo	Digital Competences in the Era of Artificial Intelligence: A Systematic Review for Education in Management, Business, and Production
2.	09.15-09.30	Mauricio Gagliardi Palma	Impacts of Generative AI on Distance Education Pedagogical Models
3.	09.30-09.45	Denise Itajahy Sasaki Gomes Venturi	BETWEEN TECHNOLOGY AND INCLUSION: PEDAGOGICAL AND ACCESSIBILITY ASPECTS IN VIRTUAL LABORATORIES IN ENGINEERING
4.	09.45-09.55	Steve Warner	Beyond AI Detection: Transforming Assessment, Quality Assurance, and Academic Integrity in the Age of Generative AI
5.	09.55-10.10	Meidiani Elsandra Pratiwi	Pedagogy and Ethics Inside the Prompt: The PATOK Framework for Generative AI Use in Higher Education
6.	10.10-10.25	Arini Adiputri	Digital Leadership and Generative AI Readiness in Open and Distance Learning: Developing a High-Impact Experiential Learning Framework for Sustainable Higher Education

ONLINE PARALLEL SESSION

No.	TIME	PRESENTER	TITLE
7.	10.30-10.45	Dr. Vivi Indra Amelia Nst, S.I.P., M.A.	Data Quality Management Framework for Lecturer Publication Data: Supporting Higher Education Quality Assurance and Accreditation
8.	10.45-11.00	Mahmoud Hawamdeh	Implementation of STEAM Activities Associated with 21st-Century Skills in West Bank Schools: Perspectives of Teachers and Educational Supervisors
9.	11.00-11.15	Dr. Belle Louis Jinot	SUSTAINABLE LEARNER SUPPORT PRACTICES IN THE OPEN AND DISTANCE LEARNING CONTEXT
10.	11.15-11.30	Yasir Riady, S.S., M.Hum.	REDISCOVERING THE USE OF AI IN EDUCATION : UTILIZATION OF GENAI IN AIDAYUNIKA AND CHATBOT UNIVERSITAS TERBUKA
11.	11.30-11.45	Ir. Mochamad Priono, M.Si.	AN IDEAL INNOVATION DISSEMINATION MODEL IN OPEN AND DISTANCE HIGHER EDUCATION: INTEGRATING COMMUNICATION, ACTOR ROLES, AND STUDENT EXPERIENCE
12.	11.45-12.00	Anugrah Murtini, M.Hum.	Understanding the Challenges and Strategies of Tutors in Assisting Undergraduate English Education Students with PKP Report Writing: An Open and Distance Learning Context
13	12.00-12.15	Anfas, S.T, M.M	BEYOND GEOGRAPHIC BARRIERS: LPKBJJ AND DISTANCE LEARNING READINESS IN SOUTHEAST SULAWESI
14	12.15-12.30	Prof. Ing. Zuzana Palková, PhD.	Designing and Piloting a Transnational Agritourism MOOC for Pacific Higher Education: A Mixed-Methods Evaluation Framework

INFORMATION FOR ONLINE PRESENTERS

Online presenters are kindly requested to attend the INNODEL 2026 Opening Ceremony via the official YouTube livestream and participate in their scheduled Parallel Sessions via Zoom.

Opening Ceremony – YouTube Livestream
https://sl.ut.ac.id/INNODEL2026-UTTV

Parallel Sessions – Zoom
https://sl.ut.ac.id/innodel2026-zoom
Meeting ID: 951 5505 4499
Passcode: 220948

Thank you for your participation and contribution to INNODEL 2026. We look forward to welcoming you to the conference.

INFLUENCE OF LEARNING SUPPORT SERVICES ON STUDENT RETENTION AT UNIVERSITAS TERBUKA YOGYAKARTA

Whika Febria Dewatisari, Suyatno Suyatno, Hariyadi Hariyadi

Universitas Terbuka

ABSTRACT

Student retention remains a critical challenge in open and distance learning institutions, where students are expected to manage their learning independently with limited face-to-face interaction. This study aims to examine the influence of learning support services on student retention at Universitas Terbuka Yogyakarta. A literature review approach was employed by examining relevant journal articles, books, institutional reports, and previous studies on student retention, learning support, student engagement, and distance education. The review focused on several forms of learning support, including academic advising, online and face-to-face tutorials, digital learning resources, administrative assistance, communication services, and technological support. The findings indicated that accessible, responsive, and student learning support services positively contribute to students' academic engagement, satisfaction, sense of belonging, and commitment to completing their studies. Tutorial services and academic guidance help students understand course content and develop independent learning skills, while effective administrative and technological support reduces non-academic barriers that may lead to withdrawal. Regular communication and timely feedback also strengthen students' connection to the institution, particularly among those who study while working or live far from regional educational service centres. However, the effectiveness of these services is influenced by students' digital literacy, internet access, time management skills, and awareness of the support available to them. This study concludes that integrated and proactive learning support services are essential for improving student retention at Universitas Terbuka Yogyakarta. The findings provide a conceptual foundation for developing more personalised, inclusive, and data-informed student support strategies in open and distance learning institutions.

Keywords: learning support services, student retention, open and distance learning, student engagement, Universitas Terbuka

FROM SUBMISSION TO SELF-REGULATION: OPTIMIZING SIM-ARIL AS A SMART FEEDBACK ENGINE FOR ACADEMIC WRITING IN OPEN AND DISTANCE LEARNING (ODL) ENVIRONMENT

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ABSTRACT

Academic writing development in open and distance learning (ODL) environments remains challenging because students must independently regulate complex writing processes while receiving limited opportunities for continuous interaction and feedback. Existing digital learning platforms often emphasize assignment submission rather than supporting writing development as an iterative process involving planning, feedback utilization, reflection, and revision. This study aimed to develop and evaluate SIM-Aril as an online portfolio-based self-regulated feedback platform for supporting academic writing development in an ODL context. This study employed a Research and Development (R&D) design involving needs analysis, platform development, validation, implementation, and evaluation. Data were collected from 122 students and 38 tutors through self-regulated writing questionnaires, tutor competency questionnaires, expert evaluation, and qualitative responses. Quantitative data were analyzed using descriptive statistics, reliability analysis, correlation analysis, regression analysis, and exploratory factor analysis, while qualitative data were analyzed thematically. The findings demonstrate that SIM-Aril supported academic writing development through the integration of digital portfolio assessment, tutor scaffolding, and student self-regulated writing processes. Students demonstrated strong engagement in revision, feedback utilization, metacognitive monitoring, and other writing regulation activities. Tutor evaluation indicated that academic writing supervision represented an important component supporting SIM-Aril implementation. The integrated findings show that SIM-Aril functions not merely as a digital submission platform but as a self-regulated feedback ecosystem that connects learner autonomy, instructional support, and formative feedback. This study contributes theoretically by extending digital assessment research through a model that integrates individual self-regulation, socially shared regulation, and feedback literacy within technology-supported academic writing environments. Practically, the findings suggest that effective digital assessment in ODL should be designed to support learning processes rather than only evaluate final outcomes.

Keywords: academic writing; self-regulated learning; digital assessment; feedback literacy; online portfolio; open and distance learning

THE AI-DRIVEN WAVE OF DEINSTITUTIONALIZATION: READINESS OF MATHEMATICS EDUCATION POSTGRADUATES AT UNIVERSITAS TERBUKA

Endang Wahyuningrum

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ABSTRACT

The deinstitutionalization and privatization of higher education, which are increasingly driven by artificial intelligence, require graduate students to possess multidimensional readiness to adapt to shifts in distance learning models; however, the mapping of this readiness within the context of mathematics education programs has rarely been empirically studied. This study aims to assess the level of preparedness of master's students in Mathematics Education at the Open University in facing the trends of deinstitutionalization and privatization of education in the post-industrial era. The study employed a descriptive quantitative approach using a five-point Likert scale instrument comprising 32 statements across six dimensions of readiness: conceptual understanding, digital technology readiness, openness, infrastructure and resources, participation in professional development, and critical digital literacy. The instrument was distributed to current students in the UT Master's Program in Mathematics Education, and the collected data were analyzed descriptively to obtain total scores and scores by dimension, which were then categorized into five readiness levels ranging from "Not Ready" to "Very Ready." The research findings provide a comprehensive overview of students' readiness across these six dimensions, including an identification of the dimensions with the highest and lowest readiness scores. These findings demonstrate the extent to which graduate students in mathematics education at distance learning institutions are prepared to adapt to the structural shift toward technology-based higher education. This study contributes to providing an empirical profile of student readiness that can serve as a foundation for the Open University in designing intervention programs and strengthening digital competencies tailored to students' needs in the era of educational deinstitutionalization.

Keywords: Deinstitutionalization,privatization of education,distance learning, mathematics education

ASSIGNMENTS COMPLETED, LEARNING NOT GUARANTEED: THE DIVISION OF COGNITIVE LABOR BETWEEN STUDENTS AND GENERATIVE AI IN ACADEMIC TASK COMPLETION AMONG UNIVERSITAS TERBUKA STUDENTS IN BENGKULU

Herry Novrianda

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ABSTRACT

Generative artificial intelligence has increasingly become part of how students seek explanations, develop ideas, and complete academic assignments. In open and distance learning, this technology can support students in learning more flexibly and independently. However, the rapid completion of assignments does not necessarily indicate that students have genuinely understood the subject matter. This study explored how students divided cognitive work between themselves and generative AI, as well as the conditions under which AI functioned as a learning aid or took over important aspects of students' thinking processes. The study employed a qualitative approach with a case study design involving students of Universitas Terbuka in Bengkulu. Twenty students were purposively selected by considering variations in academic programs, semesters, and patterns of AI use. Data were collected through in-depth interviews, stimulated-recall sessions in which students revisited their interactions with AI, and analyses of assignment instructions, drafts, and final submissions. The data were thematically analyzed using self-regulated learning and cognitive offloading as interpretive lenses. The findings revealed four modes of AI use: as a learning scaffold, a thinking partner, a tool for accelerating task completion, and a substitute for core cognitive work. AI use tended to support learning when students had developed initial ideas, verified the information provided, and revised AI-generated responses. In contrast, cognitive engagement weakened when students delegated analysis, argument construction, and conclusion development to AI without adequate verification. Some students produced well-structured assignments but struggled to explain the underlying concepts and reasoning. These findings suggest that the key issue is not merely how frequently AI is used, but which intellectual tasks remain under students' control. This study recommends process-based assessment that incorporates disclosure of AI use, source verification, critical reflection, and oral justification of submitted work.

Keywords: generative AI, cognitive offloading, division of cognitive labor, self-regulated learning, open and distance learning

BEYOND DETECTION : FINAL-YEAR STUDENTS RATIONALITIES FOR USING GENERATIVE ARTIFICIAL INTELLIGENCE AND ACADEMIC WRITING SERVICES AND THE REDESIGN OF AUTHENTIC ASSESSMENT IN SOUTHEAST SULAWES

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ABSTRACT

The rapid development of generative artificial intelligence and the growing accessibility of academic writing services have transformed how students complete final academic projects while creating new challenges for academic integrity. This study examines the rationalities underlying final-year students' use of generative artificial intelligence and academic writing services and proposes the redesign of authentic assessment in higher education institutions in Southeast Sulawesi, Indonesia. A qualitative multi-site case-study design was employed. Data were collected through semi-structured interviews with final-year undergraduate and postgraduate students, academic supervisors, and institutional academic managers. The interviews were complemented by an analysis of institutional academic integrity policies, supervision records, and online advertisements for academic writing services. The data were analyzed thematically using Rational Choice Theory and an integrity-by-design perspective. The findings identified five interconnected rationalities: pressure to complete studies on time, limited research and academic writing competence, competing employment and family responsibilities, inadequate supervision and academic feedback, and the accessibility of digital assistance combined with a low perceived risk of detection and institutional sanctions. Three patterns of use were also identified. First, generative artificial intelligence was used as academic assistance for generating ideas, improving language, and organizing written work. Second, it was used substitutively when a substantial part of the students' intellectual and writing processes was transferred to the technology. Third, students outsourced part or all of their academic work to third-party writing services. The boundary between assistance and substitution was shaped by disclosure, the degree of student engagement, ownership of ideas, and the ability to explain and defend the submitted work. Based on these findings, the study proposes a process-based authentic assessment model comprising staged submissions, documented supervision, reflective

artificial intelligence-use logs, technology-use disclosure statements, digital version-history reviews, progress presentations, and interactive oral assessments. The model shifts institutional responses beyond text-similarity detection toward the verification of learning processes, intellectual ownership, and students' academic accountability. This study offers a context-sensitive framework for developing adaptive, transparent, and integrity-oriented artificial intelligence policies and assessment systems applicable to conventional, blended, open, distance, and flexible learning environments.

Keywords: Generative artificial intelligence; academic writing services; academic integrity; rational choice; authentic assessment.

SUSTAIN-OPEN 2030: AN INTEGRATED OPEN EDUCATION AND MICRO-CREDENTIAL ECOSYSTEM FOR SUSTAINABLE LIFELONG LEARNING

Iis Solihat

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ABSTRACT

Introduction: The rapid transformation of the global workforce, digitalization, and the growing demand for lifelong learning have challenged higher education institutions to provide flexible, accessible, and industry-relevant learning opportunities. At the same time, achieving the Sustainable Development Goals (SDGs) 2030 requires inclusive educational models that reduce learning costs and expand access to quality education. This study introduces SUSTAIN-OPEN 2030, an integrated ecosystem that combines Open Educational Resources (OER), micro-credentials, digital certification, and industry collaboration to support sustainable lifelong learning. Methods: This innovation was developed using a design-based research approach involving needs assessment, ecosystem design, stakeholder consultation, and framework validation. The model integrates five key components: (1) OER-based learning resources, (2) competency-based micro-credentials, (3) digital badges and verifiable credentials, (4) cross-institutional credit transfer mechanisms, and (5) industry partnership networks. The framework was aligned with UNESCO's Open Education Recommendations, lifelong learning principles, and SDGs 2030 objectives. Results: The proposed ecosystem provides a flexible learning pathway that enables learners to access high-quality educational content at low cost, acquire industry-relevant competencies, and accumulate stackable credentials recognized across institutions and employers. The model enhances educational accessibility, supports workforce reskilling and upskilling, promotes international academic mobility, and strengthens collaboration between universities and industry. Furthermore, SUSTAIN-OPEN 2030 contributes directly to SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), and SDG 17 (Partnerships for the Goals). Discussion: SUSTAIN-OPEN 2030 demonstrates how the integration of open education and micro-credential ecosystems can address emerging challenges in higher education while fostering sustainable human capital development. By connecting open learning resources, competency recognition systems, and industry engagement, the framework offers a scalable and sustainable solution for future-ready education. The model has the potential to support national and international lifelong learning agendas and accelerate progress toward the SDGs by 2030.

Keywords: Open Educational Resources, Micro-Credentials, Lifelong Learning, Sustainable Education, Digital Credentials, Credit Transfer, SDGs 2030.

DETERMINANTS OF MATHEMATICS LEARNING SUCCESS OF DISTANCE LEARNING STUDENTS: PATH ANALYSIS OF ATTITUDE, ACHIEVEMENT MOTIVATION, AND TUTORIAL ACTIVITIES

Puryati

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ABSTRACT

In distance higher education, mathematics learning success heavily relies on self-regulation and independent learning abilities. This study aims to empirically analyze and prove the structural causal relationships between internal variables (attitude toward mathematics and achievement motivation) and an external variable (tutorial activity) on students' mathematics achievement, while examining the role of tutorial activity as an intervening variable. This quantitative research employed a survey method using Path Analysis on 200 study group students in Tangerang Regency during the 2025.2 academic term, selected via random sampling. Data gathered through questionnaires and achievement tests were processed using LISREL 8.80 software. The results revealed that mathematics achievement was directly and significantly influenced by attitude toward mathematics (), achievement motivation (), and tutorial activity (). Furthermore, tutorial activity was directly and significantly influenced by achievement motivation (), whereas the effect of attitude toward mathematics on tutorial activity was positive but statistically non-significant (). The study concludes that achievement motivation is the most dominant predictor of mathematics achievement and the primary driver for tutorial participation, suggesting that enhancing learning outcomes in distance higher education requires strengthening internal motivation alongside optimizing tutorial support.

Keywords: Distance Education, Attitude toward Mathematics, Achievement Motivation, Tutorial Activity, Path Analysis.

INTEGRATION OF LOCAL CONTENT CURRICULUM IN ADAPTIVE TOURISM GOVERNANCE

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ABSTRACT

This study aims to analyze the effect of local content curriculum integration on local wisdom-based tourism governance, with adaptive governance as a mediating variable, in the Labuan Bajo Tourism Area. Using a quantitative approach with a survey design, data were collected from 283 respondents selected through a purposive sampling technique. The research instrument was a structured questionnaire with 25 statement items measured using a Likert scale of 1–5. Data analysis was carried out using Structural Equation Modeling-Partial Least Squares (SEM-PLS). The results showed that all constructs had validity and reliability values that met the requirements: Cronbach's alpha ranged from 0.895–0.943; Composite Reliability 0.920–0.951; and AVE 0.598–0.663. All hypotheses were significantly supported ($p < 0.05$). The integration of local content curriculum has a direct and significant effect on adaptive governance ($\beta = 0.631$; $t = 14.392$) and on local wisdom-based tourism governance ($\beta = 0.347$; $t = 7.887$). Adaptive governance has a significant effect on local wisdom-based tourism governance ($\beta = 0.560$; $t = 12.296$). The indirect effect through adaptive governance mediation is 0.353, with a VAF of 50.41%, indicating partial mediation. The R^2 value for the tourism governance variable is 0.679, indicating a substantial contribution from the model. This study confirms that the integration of local content curriculum is a strategic instrument that not only shapes the adaptive capacity of local actors but also strengthens sustainable local wisdom-based tourism governance.

Keywords: Curriculum;Local Content;Tourism Governance;Education Policy; Adaptive Governance;

MAPPING TOPICS AND SENTIMENT IN INDONESIAN NEWS ON OPEN, DISTANCE, AND FLEXIBLE LEARNING

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ABSTRACT

The expansion of remote instruction during the COVID-19 pandemic increased the visibility of distance learning across Indonesian education. In Indonesian news coverage, the term Pembelajaran Jarak Jauh (PJJ) may refer both to systematically designed open, distance, and flexible learning (ODFL) and to temporary remote instruction introduced during disruptions. However, the topics and article-language tone characterizing Indonesian news coverage of ODFL remain underexamined. This study analyzes 938 Indonesian-language news articles published between January 2020 and July 2026. The articles were retrieved using 21 keyword literals and retained when a qualifying term appeared in the headline. A pre-declared grid search selected a 20-topic partition using corpus-external term coherence, while reinitialization tests indicated moderate topic stability. The three largest topics concern school-level distance-learning activation during extreme conditions, the initial transition to remote instruction during COVID-19, and student wellbeing and learning loss. Together, these topics account for 30.4% of the corpus. Other topics cover internet access, distance-education policy, online and hybrid university learning, teacher training, educational access, and institutional activities. A pretrained Indonesian classifier estimates article-language tone as 23.3% positive, 55.7% neutral, and 21.0% negative. A manual evaluation of 48 stratified articles found 75% agreement with the classifier, with Cohen's $\kappa = 0.62$ and macro-F1 = 0.744. Most disagreements involved procedural news reports classified as negative. The findings show that Indonesian news coverage of ODFL encompasses both planned educational provision and emergency remote instruction, with crisis-related and student-impact topics forming the largest areas of coverage. These findings describe thematic prominence and article-language tone within the retrieved corpus and should not be interpreted as estimates of national media attention, educational conditions, or public opinion.

Keywords: ODFL, Indonesian news media, topic modeling, sentiment analysis, sentiment analysis

APPLICATION OF COMPETENCY-BASED ACADEMIC EMOTIONAL INTERACTIVE LEARNING MODEL IN IMPROVING ENGLISH LEARNING OUTCOMES OF PGSD STUDENTS OF UNIVERSITAS TERBUKA BENGKULU

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ABSTRACT

This study aims to analyse the improvement of English learning outcomes of students at the Elementary School Teacher Education Study Program (PGSD) of the Univeristas Terbuka Bengkulu through the application of the Competency-Based Academic Emotional Interactive Learning Model. The research uses a mixed methods approach with a Sequential Explanatory design. The research subjects consisted of 101 students participating in the Tutorial Webinar (TUWEB) and three English tutors. Data were collected through learning outcome tests, observations, interviews, documentation, and questionnaires. Quantitative analysis used descriptive statistics and normality tests, while qualitative analysis used Miles, Huberman, and Saldana models. The results showed that the average score of students increased from 85.32 in Cycle I to 91.84 in Cycle II with an increase of 6.52 points. The normality test showed that the data was normally distributed (Sig. = 0.200 > 0.05). Qualitative findings show that the learning model is able to increase students' academic participation, confidence, learning motivation, and English language competence. The results of the study prove that the integration of academic, emotional, and competency interactive aspects is effective in improving student learning outcomes in the distance education system.

Keywords: learning outcomes, interactive learning, competence, emotional, English, distance education.

FROM RESISTANCE TO SATISFACTION: EVALUATING THE IMPLEMENTATION OF AUTOMATED ONLINE PROCTORING (AOP) AMONG OVERSEAS STUDENTS OF UNIVERSITAS TERBUKA

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ABSTRACT

The implementation of the Automated Online Proctoring (AOP) examination system at Universitas Terbuka Overseas Services (UT LLN) represents a strategic innovation for delivering flexible learning evaluations across geographical boundaries. This study aims to evaluate the utilization of AOP among overseas students by analyzing the sociological transition from initial technological resistance to acceptance. Employing a descriptive qualitative method with a case study approach, data were gathered through in-depth interviews with 420 students across Taiwan, Hong Kong, Japan, South Korea, Turkey, and Saudi Arabia, alongside document analysis. The findings reveal that initial student resistance—manifested as digital anxiety and administrative pushback—was successfully transformed into high satisfaction during the implementation phase. This successful transition was driven by inclusive, student-centric service interventions, including Exam Clinics, the provision of Non-SEB AOP alternatives for device-constrained students, and 24-hour AOP Helpdesks via Zoom. Primary technical challenges identified included login hurdles, facial recognition accuracy, artificial intelligence (AI) sensitivity, and internet network fluctuations. These findings emphasize that technological acceptability in open and distance learning heavily relies on human-centered and solution-oriented institutional support.

Keywords: Automated Online Proctoring (AOP), Open and Distance Learning, Technological Resistance, Student Satisfaction, Human-Centric Services

INOVASI BAHAN AJAR INTERAKTIF INKLUSIF: INTEGRASI ADAPTIVE LEARNING ENGINE DAN RECOMMENDATION ENGINE PADA PLATFORM ABAKHUS (APLIKASI BAHAN AJAR KHUSUS) UNIVERSITAS TERBUKA

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ABSTRACT

Digital learning material accessibility remains a significant challenge for visually impaired students at Universitas Terbuka (UT), Indonesia's largest open and distance learning university. This article presents the conceptual design of ABAKHUS (Aplikasi Bahan Ajar Khusus — Special Learning Material Application), an innovative inclusive interactive learning material platform that integrates an Adaptive Learning Engine and Recommendation Engine with Text-to-Speech (TTS) and Screen Reader technology. Using a conceptual approach based on needs analysis and systematic literature review, this article describes ABAKHUS's 11-module system architecture across four functional layers, with emphasis on three core modules: (1) Personal Learning Analytics as the core novelty of the invention, collecting and processing seven dimensions of learning behaviour data; (2) an Adaptive Learning Engine classifying students into four learning profiles; and (3) a Recommendation Engine generating five types of personalized recommendations. Findings indicate that the integration of these modules provides adaptive, personalized, and inclusive learning experiences for all UT students, including those with visual impairments, in alignment with Universal Design for Learning (UDL) principles and Permendiknas No. 70/2009 on Inclusive Education.

Keywords: BAKHUS, special learning material application, inclusive interactive learning, adaptive learning engine, recommendation engine, personal learning analytics, text-to-speech, inclusive education, Universitas Terbuka

OPEN PARALEGAL SOCIETY: AN IMMERSIVE HYBRID LEARNING MODEL FOR PARALEGAL EDUCATION AND ACCESS TO JUSTICE

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ABSTRACT

Equality before the law under Article 28D (1) of its 1945 Constitution, yet the institutional capacity to deliver on that guarantee is distributed very unevenly across Indonesia. Paralegals, recognised as legal aid actors under Article 9 (a) of Law No. 16 of 2011 on Legal Aid, are the principal instrument available for closing this distribution gap. Paralegal training in Indonesia has nevertheless remained text-centred, bounded by physical geography, and weakly connected to legal technology. The study is a qualitative, design-oriented case study combining doctrinal analysis of the Indonesian legal aid framework, document analysis of the programme blueprint, secondary system-level data, and stakeholder mapping using the Penta Helix framework. Regulation of the Minister of Law No. 34 of 2025 opens a regulatory window: it defines the paralegal positively, widens non-litigation competence to include consultation, case investigation, mediation and legal document drafting, permits cooperation with village government, and introduces the state-recognised non-academic designation CPLA (Certified Paralegal of Legal Aid). An immersive hybrid learning architecture that combines the full national curriculum with virtual-reality case-investigation simulation and a Metaverse dissolves the co-location constraint. The programme's declared partnerships map onto a five-actor configuration in which the organised bar and the judiciary operate as helices distinct from government, while the business and media helices remain latent, which identifies precisely where the design is thin. Universitas Terbuka is structurally well positioned to scale certified paralegal education, but that the pathway is contingent on accreditation of the university legal aid clinic as a legal aid organisation, on durable partnership with the organised bar, and an evaluation designed.

Keywords: Paralegal, Immersive Learning, Open and Distance Learning

DEVELOPMENT OF A FIGMA-BASED MICRO-CREDENTIAL USER INTERFACE FOR A FLIGHT TICKET BOOKING APPLICATION

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ABSTRACT

The rapid growth of digital applications has increased the demand for professionals with practical competencies in User Interface (UI) design. However, many existing UI learning programs still emphasize theoretical knowledge or fragmented design exercises, resulting in a gap between educational outcomes and industry requirements. This study aims to develop a micro-credentials program for User Interface design using Figma through a project-based learning approach, with the case study focusing on an airline ticket booking application. The research adopts the Design Science Research (DSR) methodology to develop both a UI design artifact and a structured learning model that aligns with current digital industry needs. The development process consists of user requirement analysis, user flow design, preparation of learning modules, and incremental UI prototyping using Figma. The prototype covers the complete user journey, including the Splash Screen, Get Started, Sign Up, Bonus Balance, Home, Flight Details, Choose Seat, Checkout, and Success Checkout screens, forming an end-to-end application prototype. Since this research is currently in the development stage, the study does not yet present evaluation results. The evaluation phase is planned to assess the developed user interface in terms of visual consistency, layout quality, interaction clarity, usability, and user flow using expert judgment and a Likert-scale questionnaire. The expected outputs of this study include a 30-hour micro-credentials learning program, instructional modules, a Figma-based UI design file, and a complete prototype of an airline ticket booking application. These outputs are expected to enhance learners' practical competencies, support portfolio development, and provide a standardized learning model that is relevant to the evolving needs of the digital industry.

Keywords: Micro-Credentials, User Interface, User Experience, Figma, Project-Based Learning, Design Science Research

DEVELOPMENT AND EVALUATION OF A SMARTPHONE-BASED ART PRACTICE APPLICATION AS AN INTEGRATED LEARNING ECOSYSTEM FOR ELEMENTARY SCHOOL TEACHER EDUCATION STUDENTS

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ABSTRACT

In distance education, limited direct interaction often prioritizes theoretical knowledge over practical skills in art instruction. This study evaluated thicacy of instructional videos delivered via a smartphone application in enhancing the art practice skills of Primary School Teacher Education students at Universitas Terbuka Bengkulu. The application was designed to integrate learning materials, video demonstrations, practical guidelines, assignments, artwork submission, tutor feedback, and digital student portfolios. Utilizing a Research and Development (R&D) methodology, followed by a one-group pretest posttest design, the study involved 509 students across face-to-face, webinar-based, and online tutorial classes. Thirteen tutors assessed the application's practicality and implementation, while six experts validated its content, language, media, art-related components, multimedia features, and application design. Data were collected through tests, questionnaires, observations, interviews, and assessments of students' practical work. Analysis involved normalized gain (N-gain), a paired-samples t-test, and descriptive percentage analysis. The findings indicated that the application significantly improved students' understanding and art practice skills. Students demonstrated enhanced comprehension of art concepts and improved practical application through replayable demonstrations. The application also facilitated more systematic workflows, enabling tutors to provide feedback and monitor skill development more efficiently. Despite persistent challenges, such as variations in digital literacy and internet connection stability, the improvement in learning outcomes was deemed effective. Consequently, integrating learning materials, instructional videos, and practical activities into a smartphone-based application proves effective in supporting art practice instruction for Primary School Teacher Education students.

Keywords: arts, culture, and crafts; instructional media; art education; distance learning; distance-based art practice

DEVELOPMENT OF AN INCLUSIVE LEARNING VIDEO SERIES BASED ON UNIVERSAL DESIGN FOR LEARNING (UDL) TO ENHANCE TEACHER COMPETENCE IN IMPLEMENTING INCLUSIVE EDUCATION

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Universitas Terbuka

ABSTRACT

Inclusive education encompasses a scope far broader than merely schools officially designated as inclusive. In Bengkulu Province, students with special educational needs (SEN) also attend regular schools that lack established inclusive education programs. Simultaneously, both inclusive schools and special schools face a shortage of teachers professionally trained in special education. Consequently, many teachers are tasked with identifying learning needs, managing behavior, and providing individual support without possessing the necessary competence. This study aims to develop and evaluate the effectiveness of an inclusive learning video series based on Universal Design for Learning (UDL), designed to enhance teacher competence in implementing inclusive education. The study employs a Research and Development (R&D) approach using the ADD model (Analysis, Design, Development), with the subsequent stages Implementation and Evaluation planned for the following year. A total of 210 teachers from inclusive schools, regular schools accepting students with SEN, and special schools in Bengkulu Province participated in this study. Fifty teachers were involved in the needs analysis, 50 in the limited trial, and 210 in the effectiveness test (comprising 105 teachers in the experimental group and 105 in the comparison group). Respondents were selected using a multistage stratified sampling technique, and product validation involved six experts and practitioners. Data were collected through questionnaires, interviews, observations, validation sheets, user response questionnaires, and competence tests. Data analysis was conducted descriptively using Aiken's V index, practicality score percentages, and an analysis of the difference between pretest and posttest scores. The study produced eleven videos covering the following topics: characteristics of students with special educational needs (SEN), assessment of learning needs, the role of shadow teachers, individual support, effective communication, Universal Design for Learning (UDL) principles, behavior and tantrum management, school-family collaboration, Individualized Education Programs (IEP), practices for providing appropriate support, and common errors in providing support. These videos

integrate contextual material, simulations, case studies, visual aids, and reflective activities. Validation and trial results confirm that the video series meets the criteria for validity and practicality. Effectiveness testing demonstrated a significantly greater improvement in teacher competence in the experimental group compared to the comparison group. Therefore, this video series offers a flexible professional development resource to strengthen teacher competence in delivering inclusive education that is responsive to the diverse needs of students.

Keywords: inclusive education, instructional videos, students with special educational needs, teacher competence, Universal Design for Learning

USER EXPERIENCE AND LEARNING READINESS IN INDONESIA'S MULTI-INSTITUTIONAL ONLINE LEARNING MARKETPLACE: IMPLICATIONS FOR ACCESS AND LEARNER SUCCESS

Adhi Susilo

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ABSTRACT

Multi-institutional digital learning platforms can widen access to higher education, but learner success depends on both educational value and a navigable user journey. This exploratory cross-sectional study examined user experience, motivation, learning readiness, and continued-use intentions on the Indonesia Cyber Education Institute LMS. Thirty-three users completed a 115-item questionnaire; descriptive statistics, Cronbach's alpha, Spearman correlations, nonparametric group comparisons, Net Promoter Score, and descriptive persona synthesis were used. Usability was favorable overall (M = 4.03), particularly for data privacy, content performance, and progress tracking. Lower ratings and recurrent problems concerned payment information, enrollment, authentication, course discovery, and certificate access. Usability was positively associated with behavioral intention (r_s = .59) and recommendation likelihood (r_s = .57), while motivation was associated with behavioral intention (r_s = .55). The findings reveal a utility-friction gap: users valued the platform's learning opportunities but encountered barriers in the transactions surrounding learning. Improvements should prioritize coherent onboarding, discovery, credential management, personalization, and optional self-regulation supports.

Keywords: digital learning marketplace, learner success, learning management system, technology-enabled learning, Indonesia

ADVANCED LEGAL ENGLISH & CONTRACT DRAFTING: MASTER LEGAL ENGLISH & THE STRUCTURE OF BOILERPLATE CLAUSES

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ABSTRACT

Course Overview:In today's global market, almost all high-value transactions involve contracts drafted in Legal English. The problem is that law graduates often have a strong grasp of legal theory but struggle to draft English clauses that are clear, concise and grammatically correct. This course does not merely teach language; it combines three key pillars: Foundational Legal English, Legal Writing Principles, and Advanced Contract Application, all presented in a practical, problem-solving format. This Advanced Contract Drafting for Lawyers course is a step-by-step guide (32 hours) that combines the fundamental principles of Legal English with techniques for analysing specific contract clauses. You will not merely learn theory; you will analyse contract structures, master boilerplate clauses, and apply the principles of clarity and consistency in every contract draft. Outcomes:• Improve your speed and accuracy when reviewing contracts.• Be able to draft crucial clauses (Indemnity, Dispute Resolution) that proactively mitigate legal risks.• Enhance your professional credibility and open doors to Legal Counsel positions in multinational companies or international law firms.

Keywords: Junior Lawyers, Legal Staff, Paralegals, Law Students.

DEVELOPING A MOOC-BASED DISTANCE LEARNING MODEL TO ENHANCE SOCIAL MEDIA BRANDING AND SALES STRATEGIES FOR SMALL AND MEDIUM ENTERPRISES

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ABSTRACT

The rapid growth of digital technology has encouraged Small and Medium Enterprises (SMEs) to utilize social media as a strategic platform for branding and sales activities. However, many SMEs still face limitations in digital marketing skills and access to structured training programs. This study aims to develop a MOOC-based distance learning model designed to enhance SMEs' capabilities in implementing effective social media branding and sales strategies. The research employs the ADDIE instructional design model, consisting of Analysis, Design, Development, Implementation, and Evaluation stages. In the analysis phase, the learning needs of SMEs related to digital marketing and social media utilization are identified. The design phase focuses on structuring learning objectives, content modules, and assessment strategies for online learning. During the development stage, multimedia learning materials and interactive modules are produced within the MOOC environment. The implementation phase involves delivering the training program to SME participants through an online learning platform, enabling flexible and accessible learning. The results indicate that the developed MOOC-based learning model can support SMEs in improving their understanding of social media branding, digital promotion strategies, and online sales practices. This study contributes to the development of scalable digital training models that support SME capacity building in the digital economy through distance learning approaches.

Keywords: MOOC-based learning, distance learning, SME branding, digital sales strategy, ADDIE model.

PEDAGOGY AND ETHICS INSIDE THE PROMPT: THE PATOK FRAMEWORK FOR GENERATIVE AI USE IN HIGHER EDUCATION

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ABSTRACT

The rapid integration of gen AI into higher-education teaching has made prompt formulation a routine part of pedagogical practice, yet lecturers have been left without principled guidance on how to do it well. Existing prompt engineering frameworks such as CLEAR, CRAFT, and CO-STAR are adapted from marketing and productivity contexts and optimize for generic output quality, remaining silent on both pedagogical soundness and instructional design. In parallel, AI ethics guidelines from bodies such as UNESCO articulate high-level principles of fairness, transparency, and human oversight, but rarely translate into concrete practice at the point where a prompt is written. Lecturers, teacher and academia are thus left to reconcile three disconnected literatures, prompt engineering, instructional design, and AI ethics, largely through intuition. This paper proposes PATOK, a conceptual framework for pedagogically grounded and ethically responsible prompting in higher education. PATOK identifies five interlocking components of an educator's prompt, Peran (Role), Audiens (Audience), Tujuan (Objective), Output, and Konteks (Context), and argues that each component simultaneously carries a pedagogical and an ethical function. Ethics is therefore not a separate stage or a sixth component but a load distributed across all five, which distinguishes PATOK from approaches that append ethical review after a prompt is composed. The framework is developed through a theory synthesis approach (Jaakkola, 2020), drawing on an integrative literature review (Torraco, 2016) across the three domains above. Worked examples demonstrate how PATOK transforms typical lecturer prompts into pedagogically deliberate and ethically explicit ones. The paper contributes a theoretically anchored framework for AI-assisted teaching, contextualized for Indonesian higher education through its bilingual formulation, and offers testable propositions for future empirical validation through expert review and classroom implementation studies.

Keywords: generative AI, prompt engineering, instructional design, AI ethics in education, higher education, teacher professional practice, conceptual framework, PATOK

BRAND EVANGELISM AND CONTINUANCE INTENTION TO USE UNIVERSITAS TERBUKA'S ONLINE LEARNING MANAGEMENT SYSTEM AMONG GENERATION Z: AN INTEGRATED TECHNOLOGY ACCEPTANCE MODEL

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ABSTRACT

Sustaining student engagement with learning management systems (LMSs) remains a critical challenge in open and distance learning (ODL), where long-term participation is essential for learning continuity and academic success. While the Technology Acceptance Model (TAM) has consistently identified perceived usefulness (PU) and perceived ease of use (PEOU) as key determinants of technology acceptance, limited research has examined how peer-driven advocacy influences students' post-adoption behavior toward institutional LMS platforms. Addressing this gap, this study extends TAM by integrating brand evangelism, conceptualized as enthusiastic peer advocacy, as an external social antecedent of PEOU, PU, and continuance intention (CI). Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). The results indicate that brand evangelism significantly enhances PEOU ($\beta = 0.761$, $p < 0.001$), while its direct effect on PU is not significant. PEOU strongly influences PU ($\beta = 0.810$, $p < 0.001$), and PU emerges as the primary predictor of continuance intention ($\beta = 0.926$, $p < 0.001$). Furthermore, brand evangelism indirectly affects continuance intention through the sequential mediation of PEOU and PU ($\beta = 0.571$, $p < 0.001$). The findings contribute to ODL and educational technology literature by demonstrating that peer advocacy shapes continuance intention primarily through users' perceptions of system usability and learning value rather than through direct persuasion. Practically, the study highlights the importance of combining user-centered LMS design with peer-support initiatives, student ambassador programs, and authentic user-generated guidance to strengthen sustainable LMS engagement among Generation Z learners.

Keywords: brand evangelism, continuance intention, Generation Z, open and distance learning, peer advocacy, post-adoption, Technology Acceptance Model, PLS-SEM

DISTINCTIVE CHARACTERISTICS OF DISTANCE LEARNING STUDENTS THROUGH A COMMUNICATION LENS: MAPPING MEDIA AND ACADEMIC INTEGRITY VULNERABILITY

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ABSTRACT

Distance education students exhibit distinct communicative characteristics: academic interaction is almost entirely mediated without face-to-face social control, informal learning communities are organized around chat groups, and time pressure is high due to their status as working adult learners. This study reanalyzes existing qualitative data (focus group discussions and in-depth interviews with students, lecturers, and regional directors across Aceh, Manado, Bandung, and Palangkaraya) to map the relationship between the type of communication medium students use and their vulnerability to academic integrity violations. The mapping reveals that vulnerability is not determined by technological sophistication but by the structural properties of each medium: closed, private channels such as WhatsApp and Facebook groups are prone to concealed offers of paid academic ghostwriting ("joki") that are difficult for institutions to monitor; public social media platforms such as TikTok and Instagram facilitate open, algorithmically amplified commercialization of such services; generative AI tools such as ChatGPT present dual vulnerability, functioning either as a verification aid or as a full cognitive outsourcing tool depending on user intent; while authoritative sources such as YouTube tend to promote information triangulation and show lower vulnerability. This study proposes a medium-vulnerability mapping model as a conceptual contribution to academic integrity research, which has largely remained medium-agnostic, and offers a diagnostic basis for Universitas Terbuka to design policy modules tailored to each medium's characteristics.

Keywords: education

OPTIMIZING THE DIGITAL LEARNING ECOSYSTEM TO IMPROVE EDUCATIONAL ACCESSIBILITY

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ABSTRACT

The development of digital technology has driven a transformation in education delivery through the implementation of various digital-based learning platforms and media. However, equitable access to education still faces challenges in the form of gaps in infrastructure, digital literacy, and the readiness of educators and students to utilize technology. This article aims to analyze strategies for optimizing the digital learning ecosystem to improve educational accessibility through a literature review approach. The research method used is library research, reviewing various scientific articles, books, research reports, and relevant policy documents regarding digital learning and educational accessibility. The data obtained was analyzed descriptively and qualitatively to identify factors influencing the effectiveness of the digital learning ecosystem. The results of the study indicate that optimizing the digital learning ecosystem requires adequate technological infrastructure support, improved digital literacy competencies for educators and students, the use of inclusive learning platforms, and collaboration between the government, educational institutions, and the community. Furthermore, adaptive and sustainable policies play a crucial role in expanding educational access, reducing the digital divide, and improving the quality of the learning process. Thus, developing an integrated digital learning ecosystem is an effective strategy for realizing more inclusive, equitable, and high-quality education in the era of digital transformation.

Keywords: digital learning ecosystem, educational accessibility, literature review, digital transformation, educational technology

ACADEMIC ACHIEVEMENT IN DISTANCE EDUCATION: THE ROLE OF SELF DIRECTED LEARNING AND WEBINAR TUTORIAL EFFECTIVENESS AMONG STUDENTS AT UNIVERSITAS TERBUKA MAKASSAR

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ABSTRACT

Academic achievement in distance education depends not only on students' ability to learn independently but also on the quality of institutional learning support, including webinar-based tutorials. This study aimed to examine the effects of self-directed learning and the effectiveness of Tutorial Webinars (Tuweb), both individually and simultaneously, on the academic achievement of students at Universitas Terbuka Makassar. A quantitative research design was employed involving n = 143 students, and the data were analyzed using multiple linear regression to examine the relationships among the study variables. The findings revealed that self-directed learning had a positive and statistically significant effect on students' academic achievement (p = 0.038 < 0.05), indicating that students with higher levels of self-directed learning tended to achieve better academic performance. Similarly, the effectiveness of Tuweb had a positive and significant effect on academic achievement (p = 0.006 < 0.05), suggesting that more effective webinar tutorials contributed to improved learning outcomes. Furthermore, self-directed learning and Tuweb effectiveness jointly exerted a significant influence on academic achievement (p = 0.019 < 0.05). However, the coefficient of determination (R^2) showed that these two variables accounted for only 5.5% of the variance in academic achievement, indicating that the remaining 94.5% was explained by other factors, such as learning motivation, prior academic ability, time management, learning environment, and family support. These findings underscore the importance of promoting self-directed learning and continuously improving the quality of webinar tutorials as complementary strategies for enhancing academic achievement in distance education.

Keywords: Self-Directed Learning; Webinar Tutorial Effectiveness; Academic Achievement; Distance Education; Universitas Terbuka Makassar

INTEGRATION OF ETHNO-GREEN CHEMISTRY IN CRYSTAL STRUCTURE MATERIAL BASED ON VIRTUAL REALITY

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ABSTRACT

Crystal structure learning in higher education requires learning media that can represent abstract concepts visually, interactively, and contextually. This study aims to evaluate the feasibility of GRESTAL: Green Chemistry and Ethnochemistry in Crystal Education as a Virtual Reality-based chemistry learning medium, analyze students' perceptions of VR use, assess the integration of Kotagede metalworking ethnochemistry and green chemistry, and examine the quality of the media's visual design and language. This study employed a descriptive quantitative approach supported by qualitative data as part of the implementation and evaluation stages of the ADDIE development model. The research subjects were students who had studied crystal structure and used the GRESTAL media. Data were collected using a four-point Likert-scale questionnaire covering five evaluation aspects: implementation of crystal structure learning, use of Virtual Reality, integration of ethnochemistry and green chemistry, visual appearance and media design, and language. The results showed that GRESTAL obtained an overall mean score of 3.64, equivalent to 91.09%, indicating a highly feasible category. The highest score was found in the Virtual Reality use aspect, with a mean score of 3.72 or 92.92%, followed by learning implementation with 3.65 or 91.25%, visual appearance and design with 3.62 or 90.52%, and both ethnochemistry-green chemistry integration and language aspects with 3.61 or 90.33%. These findings indicate that GRESTAL is feasible for crystal structure learning because it combines three-dimensional visualization, local cultural context, and sustainability principles in an integrated learning experience. This study contributes to the development of immersive, contextual, and green chemistry-oriented learning media for chemistry education.

Keywords: chemistry learning media, crystal structure, ethnochemistry, green chemistry, Virtual Reality

GOVERNING TRANSFORMATIVE DIGITAL ASSESSMENT IN OPEN AND DISTANCE HIGHER EDUCATION: AN INSTITUTIONAL CAPACITY APPROACH TO QUALITY ASSURANCE AND ACADEMIC INTEGRITY IN INDONESIA

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ABSTRACT

The rapid expansion of digital assessment in open and distance higher education has transformed how student learning is evaluated, monitored, and certified. However, the adoption of online examinations, automated assessment, learning analytics, remote proctoring, and artificial intelligence-assisted feedback also raises concerns regarding institutional accountability, assessment validity, data protection, academic misconduct, and equitable access. Existing studies predominantly examine digital assessment from technological and pedagogical perspectives, while its institutional governance dimensions remain insufficiently explored. This paper examines transformative digital assessment through the lens of public administration and institutional capacity, using Indonesian open and distance higher education as its policy context. It employs a qualitative conceptual-policy analysis of higher education regulations, quality assurance frameworks, institutional policies, international guidance, and recent scholarly literature. The analysis focuses on five interrelated dimensions: regulatory coherence, organizational capacity, inter-unit coordination, accountability mechanisms, and stakeholder participation. The paper argues that effective digital assessment cannot depend solely on technological infrastructure. It requires clear institutional rules, competent academic and administrative personnel, transparent decision-making, reliable quality assurance procedures, accessible complaint mechanisms, and proportional supervision of students' use of digital technologies and artificial intelligence. The paper proposes an institutional governance framework that integrates assessment design, digital inclusion, data governance, academic integrity, human oversight, and continuous quality improvement. This study contributes to the literature by positioning digital assessment as a public governance issue involving institutional legitimacy, accountability, fairness, and public value. The proposed framework provides practical guidance for universities, higher education regulators, and quality assurance agencies seeking to develop digitally enabled assessment systems that are innovative, credible, inclusive, and institutionally sustainable.

Keywords: Digital assessment; Institutional Capacity; Quality Assurance; Open and Distance Higher Education; Public Governance

GENERATIVE AI LITERACY AND FINANCIAL STATEMENT ANALYSIS COMPETENCE IN OPEN AND DISTANCE LEARNING ACCOUNTING EDUCATION: THE MEDIATING ROLE OF CRITICAL AI USE

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ABSTRACT

Generative Artificial Intelligence (GenAI) has rapidly emerged as a learning support tool in higher education, enabling students to access explanations, summarize information, and complete academic tasks more efficiently. However, frequent use of GenAI does not necessarily indicate the ability to critically evaluate the accuracy, credibility, and relevance of AI-generated outputs. This issue is particularly important in accounting education, where financial statement analysis requires analytical reasoning, professional judgment, evidence evaluation, and informed decision-making. While previous studies have largely focused on students' acceptance or adoption of AI technologies, limited empirical evidence explains how GenAI literacy enhances learning competence through students' critical use of AI, particularly in Open and Distance Learning (ODL) environments that demand high levels of self-directed learning. This study addresses this gap by proposing and empirically testing Critical AI Use as the mediating mechanism linking Generative AI Literacy and Financial Statement Analysis Competence, offering a novel framework for explaining how AI literacy is transformed into higher-order analytical competence in ODL accounting education. This study aims to examine the relationship between Generative AI Literacy and Financial Statement Analysis Competence and to investigate the mediating role of Critical AI Use among accounting students in an ODL context. A quantitative cross-sectional survey design will be employed. Data will be collected from at least 200 active accounting students at Universitas Terbuka who have taken or are currently enrolled in financial statement analysis-related courses and have experience using GenAI for academic purposes. Responses will be gathered through a five-point Likert-scale online questionnaire and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM), including assessment of the measurement and structural models and mediation analysis through bootstrapping. The findings are expected to advance the literature on AI literacy in accounting education by validating this novel explanatory framework and providing practical guidance for integrating AI literacy and critical AI

evaluation skills into accounting curricula to strengthen financial statement analysis competence in ODL settings.

Keywords: Accounting Education, Artificial Intelligence Literacy, Critical AI Use, Financial Statement Analysis Competence, Generative Artificial Intelligence, Open and Distance Learning

FROM AI ASSISTANCE TO SELF-REGULATED LEARNING: THE ROLE OF GENERATIVE AI IN ENHANCING STUDENT ENGAGEMENT IN OPEN AND DISTANCE LEARNING

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ABSTRACT

Generative Artificial Intelligence (GenAI) has rapidly transformed open and distance learning (ODL) by providing personalized learning support and fostering learner autonomy. However, the mechanism through which GenAI enhances student engagement remains underexplored. This study investigates the role of self-regulated learning (SRL) in explaining the relationship between GenAI use and student engagement among university students in an ODL environment. A quantitative correlational design was employed involving 356 undergraduate students at Universitas Terbuka, Indonesia. Data were collected using validated questionnaires measuring GenAI use, self-regulated learning, and student engagement, and analyzed using Structural Equation Modeling (SEM). The findings revealed that GenAI use had a significant positive effect on self-regulated learning ($\beta = .58$, $p < .001$) and student engagement ($\beta = .29$, $p < .001$). Self-regulated learning also significantly predicted student engagement ($\beta = .49$, $p < .001$) and partially mediated the relationship between GenAI use and student engagement. The structural model demonstrated a good fit (CFI = .96, TLI = .95, RMSEA = .048). These findings suggest that Generative AI serves not only as a learning support tool but also as a catalyst for developing students' self-regulated learning, which ultimately enhances engagement in open and distance learning. The study highlights the importance of integrating GenAI with pedagogical strategies that promote learner autonomy and active participation in higher education.

Keywords: Generative Artificial Intelligence, open and distance learning higher education, self-regulated learning, student engagement

INFLUENCE OF GREEN SKILLS TRENDS ON TAX LITERACY AMONG TAXPAYERS IN WASTE-PROCESSING SMES: EVIDENCE FROM THE CIRCULAR ECONOMY SECTOR

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ABSTRACT

The transition toward a green economy has increased the importance of green skills among business actors, particularly Small and Medium Enterprises (SMEs) operating in the waste-processing industry. Green skills encompass knowledge, competencies, values, and attitudes that support environmentally sustainable practices and resource efficiency. Simultaneously, tax literacy has become an essential determinant of taxpayer compliance and the successful implementation of government fiscal policies supporting sustainable development. This study examines the influence of green skills trends on the tax literacy of taxpayers in waste-processing SMEs. Using a quantitative explanatory approach, data were collected from 150 SME owners and managers engaged in waste recycling, waste management, and circular economy activities. Data were analyzed using multiple regression analysis. The findings indicate that green skills significantly and positively affect tax literacy. Environmental awareness, digital competency, and sustainability-oriented business practices contribute to improving taxpayers' understanding of tax regulations, tax obligations, and tax incentives related to environmental sustainability. The study recommends integrating taxation education into green skills development programs to enhance both environmental performance and tax compliance among SMEs.

Keywords: —

DIGITAL LEADERSHIP AND GENERATIVE AI READINESS IN OPEN AND DISTANCE LEARNING: DEVELOPING A HIGH-IMPACT EXPERIENTIAL LEARNING FRAMEWORK FOR SUSTAINABLE HIGHER EDUCATION

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ABSTRACT

The rapid advancement of Generative Articial Intelligence (GenAI) is transforming the landscape of open and distance learning (ODL), creating unprecedented opportunities for experiential learning while simultaneously challenging traditional pedagogical approaches. Despite increasing adoption of AI-supported learning technologies, limited research has examined how institutional digital leadership fosters educators' and students' readiness to integrate GenAI into meaningful learning experiences. This study develops and empirically validates a conceptual framework linking digital leadership, Generative AI readiness, learning engagement, and high-impact experiential learning outcomes within higher education institutions. Drawing upon Transformational Leadership Theory, Technology Acceptance Model (TAM), Experiential Learning Theory, and the Dynamic Capabilities View, the study proposes that digital leadership enhances institutional AI readiness, which subsequently improves student engagement and experiential learning quality. Furthermore, organizational learning culture is hypothesized to strengthen the relationship between AI readiness and learning outcomes. A quantitative research design using Partial Least Squares Structural Equation Modeling (PLSSEM) will be employed to analyze survey responses collected from lecturers and students in Indonesian open and distance universities. The proposed framework contributes theoretically by integrating leadership, articial intelligence, and experiential learning into a unied model for digital education. Practically, the ndings provide strategic guidance for universities seeking to implement sustainable AI-enabled pedagogical innovation while maintaining academic quality and institutional resilience.

Keywords: Digital leadership, Open and distance learning, GenAI, Learning engagement, Higher education

HIGHER EDUCATION INSTITUTION SUSTAINABILITY THROUGH MODULAR CURRICULUM INNOVATION: A QUALITATIVE DESCRIPTIVE STUDY OF THE INTEGRATION OF OER AND MICRO-CREDENTIALS

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ABSTRACT

The shifting landscape of higher education requires universities to adapt to financial pressures and dynamic industry needs. This study aims to provide an in-depth description of the integration of modular-based Open Educational Resources (OER) in supporting micro-credential programs as a strategy for maintaining institutional sustainability. The research method used in this study is a qualitative descriptive approach with a case study approach of OER integration into static archives management and micro-credentials in the Archival Sector. Data collection was conducted through in-depth interviews with campus management, curriculum developers, and academic staff, supplemented by a study of institutional policy documentation. Data analysis was conducted thematically through the stages of data reduction, data presentation, and conclusion drawing. The research findings indicate that the combination of modular OER and micro-credentials can create operational cost efficiencies in developing teaching materials while simultaneously opening up new revenue streams through the recruitment of non-regular participants. The flexibility of the modular curriculum facilitates the recognition of prior learning and accelerates the university's response to workplace demands. However, key challenges identified include cultural resistance among lecturers to sharing open materials, limited incentives, and immature quality assurance regulations. The study concludes that integrating these two elements strengthens the institution's financial, operational, and digital reputational resilience.

Keywords: Institutional Sustainability, Micro-Credentials, Modular Curriculum, OER, Qualitative Descriptive Study

AN IDEAL INNOVATION DISSEMINATION MODEL IN OPEN AND DISTANCE HIGHER EDUCATION: INTEGRATING COMMUNICATION, ACTOR ROLES, AND STUDENT EXPERIENCE

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ABSTRACT

This study aims to analyze the process of innovation dissemination in open and distance higher education and to formulate an ideal conceptual model of innovation dissemination based on the experiences of Universitas Terbuka students. This research employed a qualitative approach with a case study design. The informants were 14 active Universitas Terbuka students in at least their third semester who had experience receiving, using, or evaluating innovations in digital learning and academic administration services. Data were collected through semi-structured interviews developed based on Rogers' diffusion of innovations stages, namely knowledge, persuasion, decision, implementation, and confirmation. The data were analyzed using thematic analysis. The findings show that innovation dissemination in open and distance higher education is a gradual, dynamic, and continuous communication process. Students received innovation-related information through official channels such as the LMS, university website, email, social media, tutors, and regional offices. However, community-based channels such as WhatsApp or Telegram groups played an important role in accelerating clarification and understanding. The success of innovation dissemination was influenced by message clarity, channel suitability, perceived benefits, ease of use, technical support, coordination among internal actors, and the characteristics of distance learners. This study proposes an integrated student-experience-based innovation dissemination model consisting of five main components: initial innovation communication, integrated communication channels, innovation-driving actors, implementation support, and continuous evaluation and confirmation. The model emphasizes that innovation dissemination in open and distance higher education should move beyond an informative approach toward a participatory, adaptive, and sustainable communication strategy so that innovations can be effectively understood, accepted, used, and evaluated by students.

Keywords: innovation dissemination, diffusion of innovations, distance education, Universitas Terbuka, student experience

MOBILE SIMULATION-BASED LEADERSHIP LEARNING IN ORGANIZATIONAL BEHAVIOR: A SMART PEDAGOGY DEVELOPMENT STUDY IN OPEN AND DISTANCE EDUCATION

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ABSTRACT

This study aims to develop an initial design of a mobile application-based learning medium for leadership topics in the Organizational Behavior course within the context of distance education. The study was motivated by the dominance of theoretical learning, which often limits students' ability to understand the application of leadership styles, decision-making processes, and the consequences of managerial actions in dynamic organizational situations. This research employed a Research and Development approach by adapting the initial stages of the Borg and Gall model, namely research and information collection and planning. Data were collected through a needs analysis instrument involving 40 students, open-ended questionnaires and interviews with 5 application developers, and 10 experts in management (organizational behavior), leadership, and educational technology. Student data were analyzed using descriptive quantitative analysis, while developer and expert data were analyzed thematically. The findings reveal that 90% of students had learned leadership topics, yet they still faced difficulties due to limited decision-making practice and challenges in applying leadership styles across different situations. All students expressed interest in using a simulation-based application, particularly one that provides decision-making simulations, leadership style options, immediate feedback, decision evaluation, and personal leadership style analysis. Application developers emphasized the need for a lightweight application, branching scenarios, consequence dashboards, adaptive feedback, data security, and LMS integration. Experts highlighted the importance of realistic organizational contexts, reflective learning, theory-practice integration, and lecturers' roles as facilitators. The planning stage resulted in a mobile simulation-based application design consisting of concise learning materials, leadership simulations, dashboards, automated feedback, quizzes, reflection activities, leadership profiles, and LMS synchronization.

Keywords: mobile application, leadership, Organizational Behavior, distance education, simulation-based learning

SMART PEDAGOGY THROUGH MAKASSAR ETHNOMATHEMATICS E-COMIC: CONTEXTUAL LEARNING OF SOCIAL ARITHMETIC IN ELEMENTARY EDUCATION

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ABSTRACT

This study aims to analyze the feasibility of implementing the Makassar ethnomathematics-based e-comic "Sahabat Jalangkote" in social arithmetic learning at the elementary school level based on teachers' assessments. The need for mathematics education that is more relevant, engaging, and useful for real-world situations inspired this research, which aims to improve numeracy literacy specifically. This research employed a descriptive quantitative approach supported by qualitative data to enrich the analysis. It was part of a research and development study using the ADDIE model, focusing specifically on the implementation and evaluation stages. The research subjects consisted of 10 elementary school teachers who assessed the media using a four-point Likert-scale questionnaire. The instrument consisted of 34 items covering five aspects: content suitability and numeracy literacy, learning and motivation, student interaction and engagement, visual display and e-comic design, and language. The data were analyzed using feasibility percentages and interpreted based on media feasibility criteria. The results showed that the overall feasibility score of the media reached 88.24%, which falls into the very feasible category. The content suitability and numeracy literacy aspect obtained 89.38%, learning and motivation 88.33%, student interaction and engagement 86.50%, visual display and e-comic design 87.73%, and language 89.38%. These findings indicate that the "Sahabat Jalangkote" e-comic is feasible to be used as a learning medium for social arithmetic because it integrates numeracy concepts, Makassar cultural context, visual storytelling, and an engaging learning experience. This medium has the potential to support contextual mathematics learning, increase students' learning motivation, and strengthen elementary students' cultural literacy.

Keywords: e-comic, ethnomathematics, Jalangkote, numeracy literacy, social arithmetic

LEAPZOO: TEACHER-BASED FEASIBILITY EVALUATION OF LEAP MOTION EDUCATIONAL GAME FOR IMMERSIVE EARLY CHILDHOOD LEARNING

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ABSTRACT

Learning material that is more engaging, interactive, and tailored to the needs of young children are becoming more common as a result of technological advancements. However, learning practices in early childhood education still frequently rely on conventional visual and static media, which provide limited opportunities for children's active engagement. This study aims to analyze the feasibility of "LeapZoo," a Leap Motion-based educational game for animal recognition, as an immersive learning medium for early childhood education. The study employed a descriptive quantitative approach enriched with qualitative data. The research subjects were PAUD/TK teachers who served as media evaluators. The research instrument was a four-point Likert-scale questionnaire consisting of 28 items covering five assessment aspects: material suitability, early childhood motor learning, Leap Motion interaction, visual display and game design, and language. Quantitative data were analyzed using mean scores and feasibility percentages, while open-ended responses were analyzed thematically. The results show that LeapZoo achieved an overall mean score of 3.57, equivalent to 89.14%, and was categorized as highly feasible. The language aspect obtained the highest score, 3.73 or 93.23%, followed by visual display and game design with 3.62 or 90.50%, material suitability with 3.58 or 89.58%, motor learning with 3.48 or 86.98%, and Leap Motion interaction with 3.42 or 85.42%. These findings indicate that LeapZoo is feasible as an animal recognition learning medium that supports active, visual, and gesture-based learning experiences. The study implies that early childhood learning media can be strengthened through gesture-based technology that integrates game-based learning, embodied cognition, and thematic learning.

Keywords: animal recognition, early childhood education, educational game, game-based learning, Leap Motion

LEAP MOTION-BASED INTERACTIVE DIGITAL READING MEDIA: AN IMMERSIVE LEARNING INNOVATION FOR UNIVERSITY STUDENTS' INFORMATION LITERACY

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ABSTRACT

This study aims to analyze the needs for developing an interactive digital reading medium based on Leap Motion to support students' information literacy at Universitas Terbuka. The study is grounded in the increasing use of digital learning resources in distance education, while students' ability to navigate, evaluate, and use academic information still requires more interactive learning support. This research employed a Research and Development approach focusing on the Analysis stage of the ADDIE model. The participants consisted of 63 Universitas Terbuka students and 20 experts in digital learning, information literacy, instructional media, and distance education. Data were collected through student questionnaires, expert open-ended questionnaires, and documentation studies. Quantitative data were analyzed descriptively, while qualitative data were analyzed thematically. The findings show that students' need for interactive digital reading media was high, with an average score of 3.19 or 79.84%. Students' perception of gesture-based technology was also high, with a score of 3.04 or 76.11%. The main challenges faced by students included internet access, visual comfort, page navigation, and limited features for searching, annotating, and monitoring reading progress. Experts considered Leap Motion relevant as an innovation for digital reading media; however, its implementation should consider design simplicity, gesture stability, usability, user training, accessibility, and integration with the existing digital ecosystem of Universitas Terbuka. This study concludes that Leap Motion-based digital reading media has the potential to function as digital scaffolding that helps students read, search, evaluate, and manage academic information more independently in distance learning contexts.

Keywords: Leap Motion, information literacy, digital reading media, distance education, Universitas Terbuka

DESIGNING AN AI-POWERED E-LEARNING PLATFORM VIA AUTOMATED CONTENT CREATION AND PERSONALIZED INSTRUCTION

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ABSTRACT

Digital learning transformation requires e-learning platforms that are no longer static but able to adapt content to the individual characteristics of learners. This study aims to develop an Artificial Intelligence (AI)-based interactive e-course tutorial platform that integrates a personalized learning system, automatic content generation, and a contextual AI tutor. The methods applied include the development of an adaptive learning engine based on knowledge tracing and reinforcement learning, a generative module based on Large Language Models (LLMs) using a Retrieval-Augmented Generation (RAG) approach and learning analytics to monitor student engagement and learning performance. Evaluation is conducted through experiments using the RAGAS framework, focusing on the quality of the AI Tutor and the Automatic Content Generation module. The expected outputs of this research include a web-based e-course platform prototype, scientific publications, intellectual property registration, a curated dataset, and a commercialization roadmap through a white-label e-course model and an EdTech spin-off startup. This research is expected to contribute to the development of a national adaptive educational technology that is ready for wide adoption across higher education institutions in Indonesia.

Keywords: artificial intelligence, personalized learning, automatic content generation, retrieval-augmented generation, knowledge tracing

DEVELOPING SUSTAINABLE GOVERNANCE AND BUSINESS MODELS FOR ODFL INSTITUTIONS UNDER CONTINUOUS TECHNOLOGICAL DISRUPTIONS

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Universitas Terbuka

ABSTRACT

Open and Distance Flexible Learning (ODFL) institutions are increasingly challenged by continuous technological disruptions that require fundamental changes in governance, business models, and financial sustainability. While digital transformation has accelerated the adoption of online learning technologies, many ODFL institutions continue to experience fragmented governance structures, unsustainable business models, and limited fiscal agility in responding to rapidly changing technological and economic environments. Existing studies predominantly examine these issues separately, leaving a significant gap in understanding how structural governance, sustainable business models, and fiscal agility can be integrated into a comprehensive framework for institutional resilience. This study aims to develop a conceptual model of sustainable governance for ODFL institutions by integrating structural governance, sustainable business models, and fiscal agility to strengthen institutional resilience under continuous technological disruptions. The study employs a qualitative research approach using a comparative literature review. Scholarly publications, policy documents, and institutional reports on ODFL governance and digital transformation are systematically reviewed and comparatively analyzed to identify governance patterns, strategic approaches, best practices, and emerging challenges across different countries and institutions. The synthesis of the literature is used to construct an integrated conceptual framework that reflects the interrelationships among governance, business model innovation, and fiscal agility. The study is expected to produce a Sustainable Governance Framework for ODFL institutions that provides strategic guidance for policymakers and higher education leaders in designing adaptive governance systems capable of sustaining institutional performance amid continuous technological disruption. The proposed framework contributes to the literature by integrating governance, business model innovation, and fiscal agility into a unified conceptual model that supports long-term organizational sustainability.

Keywords: Open and Distance Flexible Learning, Sustainable Governance, Business Model Innovation, Fiscal Agility, Comparative Literature Review

HALAL CERTIFICATION MOOCS AS AN EFFORT TO EXPAND MSE ACTORS' AWARENESS AND LITERACY OF HALAL CERTIFIED PRODUCTS

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Universitas Terbuka

ABSTRACT

The implementation of Law Number 33 of 2014 concerning Halal Product Assurance requires the acceleration of the ownership of halal certificates for Micro and Small Enterprises (MSEs) products in Indonesia. However, low halal awareness and literacy among MSE actors, combined with limited access to conventional training, is the main obstacle. This research aims to formulate a concept framework for halal certification Massive Open Online Courses (MOOCs) as a flexible, free, and inclusive Distance Education (PJJ) solution. Using the Design-Based Research (DBR) approach, this research was carried out in three stages: analysis of MSE learning needs, design of the Halal Product Assurance System (SJPH) material structure, and preparation of modules into Learning Management System (LMS) MOOCs. This research produces a modular MOOCs model designed to be mobile-friendly to facilitate the accessibility of MSE actors independently. The implications of this concept are expected to be an effective means of mass education to accelerate halal literacy and support the sustainability of the MSE sector.

Keywords: MOOCs, Halal Certification, MSEs, Distance Education, Halal Literacy

EARLY CHILDHOOD EDUCATION TEACHERS' PERCEPTIONS OF ARTIFICIAL INTELLIGENCE CONCEPT INTEGRATION IN EDUCATIONAL GAMES: A PHENOMENOLOGICAL STUDY

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ABSTRACT

The integration of artificial intelligence in early childhood education has emerged as a strategic instrument to create adaptive, personalized, and interactive learning experiences. However, the effectiveness of AI implementation heavily depends on teachers' readiness and perceptions as primary facilitators in this digital transformation. This phenomenological study aims to explore the subjective meanings and perspectives of early childhood education teachers regarding AI integration through educational games. Employing a qualitative phenomenological design with purposive sampling, this research conducted in-depth interviews with PAUD Fathinah teachers to capture their lived experiences in navigating AI-based pedagogical tools. The data were analyzed using Moustakas' thematic analysis method to construct the essential structure of teachers' experiences. The findings reveal that teachers initially perceive AI as an abstract technical entity, yet gradually recognize its potential as a pedagogical partner capable of personalizing instruction. Teachers demonstrated high enthusiasm for updating their technological knowledge despite limited understanding of basic AI concepts. The integration of AI-based educational games was perceived as a bridge simplifying complex algorithmic concepts into concrete and enjoyable learning experiences. However, teachers emphasized the urgency of comprehensive AI literacy development to address concerns regarding misinformation risks and children's data privacy protection. The results highlight that successful AI integration depends on teachers' ability to balance digital innovation with ethical principles that safeguard data privacy and support individualized learning. This study contributes theoretical insights for developing technology integration strategies relevant to Indonesia's early childhood education ecosystem and provides practical recommendations for designing contextual AI applications while strengthening multi-stakeholder collaboration to ensure transparent and equitable implementation.

Keywords: Artificial Intelligence, Early Childhood Education, Educational Games, Teacher Perception, Phenomenology

VALIDATING A HUMAN–AI FEEDBACK FRAMEWORK FOR EFL WRITING IN OPEN AND DISTANCE LEARNING

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ABSTRACT

Artificial intelligence can provide immediate writing feedback, but its pedagogical value depends on whether students retain authorship and tutors retain contextual judgment. This study validates a human–AI feedback framework for English as a Foreign Language (EFL) writing in open and distance learning. The framework combines six safeguards: immediacy, actionability, learner agency, transparency, tutor mediation, and progress visibility. A two-stage mixed-method design was used. First, five experts evaluated 25 framework indicators using a four-point relevance scale. Second, 100 students completed an initial writing draft, received AI-generated feedback on grammar, clarity, and structure, revised their work, obtained tutor assessment, and completed a 24-item questionnaire with five open-ended prompts. Expert review produced a mean Aiken's V of 0.821, indicating satisfactory overall content validity while identifying implementation feasibility as the main area requiring refinement. Writing scores increased from 12.45 (SD = 2.04) to 14.86 (SD = 2.67), with a mean gain of 2.41 points, $t(99) = 14.98$, $p < .001$, and $dz = 1.50$. The perception scale demonstrated excellent reliability (Cronbach's $\alpha = 0.951$); dimension means ranged from 3.853 to 3.910 on a five-point scale. Students valued structural guidance, revision examples, and rapid feedback, but also reported cases in which suggestions altered intended meaning or used unsuitable vocabulary. They consistently described tutors as more contextual, detailed, and personally responsive. The findings support a complementary division of responsibility: AI provides rapid formative cues, students decide how to revise, and tutors provide final interpretation and evaluation. Because the design did not include a control group, improvement is attributed to the complete feedback–revision cycle rather than to AI alone.

Keywords: AI-assisted feedback; distance education; EFL writing; formative assessment; human–AI collaboration; learner agency

CRYSTALLIZING DIGITAL LEGITIMACY FOR INSTITUTIONAL SUSTAINABILITY: A CONCEPTUAL FRAMEWORK FOR OPEN AND DISTANCE LEARNING INSTITUTIONS

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ABSTRACT

The rapid digital transformation of higher education has fundamentally reshaped how Open and Distance Learning (ODL) institutions communicate, construct institutional identities, and build relationships with stakeholders. As one of the world's largest ODL institutions, Universitas Terbuka serves more than 768.248 active students, has produced over 2.1 million alumni, and reaches learners in 56 countries, highlighting the strategic role of digital communication in sustaining institutional relationships. Despite extensive research on digital communication, social media, branding, and institutional reputation, limited attention has been given to explaining how digital communication crystallizes into digital legitimacy and contributes to institutional sustainability. This study aims to develop a conceptual framework linking digital communication, institutional representation, digital legitimacy, and institutional sustainability in ODL institutions. Employing a conceptual research design, the study uses an integrative literature review and critical synthesis of recent international studies, integrated with The Mediated Construction of Reality, Representation Theory, and Organizational Legitimacy Theory. The study proposes that digital legitimacy emerges through a process of crystallization, whereby consistent and socially recognized institutional representations gradually become accepted as legitimate organizational reality. The framework extends organizational legitimacy theory into digitally mediated higher education by conceptualizing Crystallizing Digital Legitimacy as the mechanism linking digital communication, institutional representation, and institutional sustainability.

Keywords: —

DEVELOPING AN ETHICAL FRAMEWORK FOR STUDENT–LECTURER WHATSAPP COMMUNICATION IN DISTANCE HIGHER EDUCATION: INTEGRATING LINGUISTIC POLITENESS AND SIPAKATAU VALUES

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ABSTRACT

The increasing use of WhatsApp as a primary communication platform in the distance learning environment of Universitas Terbuka has transformed the way students and lecturers interact in academic settings. However, the convenience of digital communication has also introduced challenges related to communication ethics, particularly the emergence of both polite and impolite interaction patterns. This study aims to examine the ethical patterns of WhatsApp communication between students and lecturers by identifying forms of linguistic politeness and impoliteness and exploring their implications for academic relationships. A qualitative sociopragmatic approach was employed. The data consisted of WhatsApp conversations between students and lecturers, which were analyzed using thematic content analysis. The analysis was informed by Brown and Levinson's politeness theory, Culpeper's impoliteness framework, and the Bugis–Makassar cultural values of sipakatau (mutual humanization), sipakalebbi (mutual respect), and sipakainge (mutual reminder).

Keywords: digital communication ethics, WhatsApp, politeness, impoliteness, sociopragmatics, distance education, Universitas Terbuka

BEYOND POINTS AND BADGES: HOW USER EXPERIENCE AND ENGAGEMENT PLAY A ROLE IN THE IMPACT OF ANIMATED GAMIFICATION ON ENTREPRENEURIAL SKILLS IN DISTANCE LEARNING

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ABSTRACT

This quantitative study employed a survey method using purposive sampling to collect data from 121 undergraduate and postgraduate students across two distance learning universities in Indonesia and one private university in Thailand conducting hybrid lectures from January to July 2025. The final sample comprised 60 respondents based on 12 indicators measured using a Likert scale. Data analysis utilized Structural Equation Modelling with Partial Least Squares to examine relationships between DL Gamification, Student Engagement, User Experience (UX), and Entrepreneurial Skill Development. Furthermore, Animated 3D/2D DL Gamification significantly enhanced both UX (β=0.235, $p<0.001$) and Student Engagement (β=0.294, $p<0.001$). While the direct path from gamification to entrepreneurial skill development was not significant, indirect pathways through UX and engagement revealed strong effects. UX significantly moderated the gamification-engagement relationship (β=0.375, $p<0.001$) and the engagement-skill relationship (β=0.474, $p<0.001$). The measurement model demonstrated excellent reliability (Cronbach's Alpha >0.98) and validity (AVE >0.97). This study contributes to gamification literature by empirically testing an integrated model examining student engagement, UX, and entrepreneurial skill development—a combination rarely explored. Unlike prior studies measuring single engagement dimensions or entrepreneurial intent, this research provides evidence of UX and engagement as mediators translating gamification into tangible entrepreneurial outcomes in experiential distance learning. Results guide curriculum designers and educators on implementing effective gamification strategies in online learning. Investment in UX design is essential for gamification effectiveness, as positive user experiences facilitate engagement and skill development, supporting innovation through improved entrepreneurship education delivery.

Keywords: Animated Gamification, Distance learning, Entrepreneurial skill development, Student engagement, User experience (UX)

DEVELOPMENT OF CHATGPT-ASSISTED SLIDE-BASED LEARNING MEDIA TO ENHANCE TUTORS' COMPETENCE IN ONLINE TUTORIALS

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ABSTRACT

Slide-based media is widely used in learning and training activities because it is practical, easy to use, and capable of integrating various multimedia elements, such as text, images, audio, video, and animation. However, its implementation still faces several challenges, particularly in terms of design quality, visual selection, information presentation, and alignment with learning objectives. Therefore, this study aims to develop slide-based learning media that is appropriate for use in online tutorial activities. This study employed a research and development (R&D) approach to systematically design and evaluate the proposed learning media. Data were collected through questionnaires and Focus Group Discussions (FGDs) to obtain relevant information regarding the quality and feasibility of the developed media. Following the development process, the slide-based learning media were validated by three experts to assess their suitability for online tutorial learning. The results indicate that the developed slide-based media were deemed suitable for online tutorials, although several sections required revision and improvement. These findings suggest that appropriately designed slide-based media can serve as a supporting learning resource for tutors and contribute to the effective implementation of online tutorial activities

Keywords: ChatGPT, learning media, tutorial online

COURSE-LEVEL GRADE DISTRIBUTION ANALYSIS FOR ACADEMIC PERFORMANCE MONITORING IN OPEN AND DISTANCE LEARNING

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ABSTRACT

Monitoring academic performance in open and distance learning (ODL) requires an analytical approach that can identify meaningful changes at the course level, particularly when courses vary considerably in enrollment size and grade distribution patterns. This study aims to analyze changes in course-level grade distributions across two consecutive registration periods and to identify courses exhibiting notable shifts in academic performance. The study used aggregated counts of grades A, A-, B, B-, C, C-, D, and E from the same 25 undergraduate Statistics courses in the 2025.2 and 2026.1 registration periods. Changes in the grade distribution of each course were assessed using the Chi-square test with Monte Carlo p-values based on fixed margins, followed by the Benjamini-Hochberg false discovery rate procedure to account for multiple testing. Cramer's V and Jensen-Shannon Divergence (JSD) were used to quantify the magnitude of distributional change. The direction of change was further characterized based on shifts in the proportions of high grades (A and A-) and lower grades (D and E). A favorable shift was defined as an increase in high-grade proportions accompanied by a decrease in lower-grade proportions, an unfavorable shift as the opposite pattern, and a mixed/polarized shift as a simultaneous increase in both proportions. The results showed that 11 of the 25 courses experienced statistically significant changes in grade distributions after multiple-testing correction. Among these, six exhibited favorable shifts, three showed mixed/polarized shifts, and two demonstrated unfavorable shifts. Multivariate Statistical Methods showed the largest distributional change, characterized by increases in both high grades and grade E. In contrast, Time Series Analysis showed a favorable shift, with A/A- grades increasing by 16.2 percentage points and D/E grades decreasing by 12.7 percentage points. The findings also demonstrate that statistical significance alone may not indicate a substantively meaningful change, particularly in courses with very large enrollments. Integrating significance testing, effect size, distributional divergence, and direction of change can therefore provide a more informative basis for course-level academic performance monitoring and support the identification of courses requiring further academic evaluation in ODL systems.

Keywords: open and distance learning, grade distribution, academic performance, course-level monitoring, educational analytics.

DEVELOPMENT OF TURKISH LANGUAGE MOOCS FOR BEGINNER LEARNERS USING THE ADDIE MODEL

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ABSTRACT

The growing educational and cultural cooperation between Indonesia and Türkiye has increased the demand for accessible Turkish language learning resources tailored to beginner learners. This study aims to develop a Massive Open Online Course (MOOC) titled "Belajar Bahasa Turki dari Nol" ("Learning Turkish from Scratch") as an open, flexible, and technology-based foreign language learning medium. The research adopts a Research and Development approach using the ADDIE model, which consists of analysis, design, development, implementation, and evaluation stages. The analysis stage focuses on identifying learner needs and the context of Turkish language learning in Indonesia. The design stage produces a structured and progressive learning framework based on a self-paced learning approach. The development stage translates the design into multimodal learning content integrated into a Learning Management System, while the implementation stage emphasizes the technical and functional readiness of the MOOC. The evaluation stage is planned as a user-based evaluation to be conducted after the course is fully implemented. The results indicate that the ADDIE model enables a systematic development process and produces a MOOC that is ready to be used as an alternative medium for basic-level Turkish language learning.

Keywords: MOOCs, MOOCsTurkish, Turkish, ADDIE, Self Paced Learning

FACTORS CAUSING STUDENTS AT UNIVERSITAS TERBUKA MATARAM TO EXCEED THEIR STUDY PERIOD AND MITIGATION STRATEGIES

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ABSTRACT

This study aims to analyze the factors causing students at Universitas Terbuka (UT) Mataram to exceed their study period and to formulate strategies for addressing the issue. Using a descriptive approach, data were collected through questionnaires, interviews, and document analysis. The findings reveal that delayed graduation is caused by low learning motivation, poor time management skills, work and family demands, limited access to technology, insufficient understanding of the distance learning system, limited academic guidance, and low interaction with tutors. To address these issues, the recommended strategies include enhancing academic and counseling services, strengthening independent learning preparation, developing well-structured study plans, improving students' digital literacy, conducting student data collection and outreach via WhatsApp blast, providing region-specific online services managed by coordinators in each district/city, hosting Instagram live sessions to boost student engagement, and optimizing the contact center as a responsive communication channel. These findings are expected to serve as a reference for UT Mataram in designing policies and programs that can reduce the number of students exceeding their study period, improve retention rates, and accelerate study completion effectively.

Keywords: extended study period, delayed graduation, Universitas Terbuka, mitigation strategies, distance learning

MAPPING LEARNING READINESS AND STUDENT ENGAGEMENT AMONG OPEN UNIVERSITY STUDENTS IN OPEN AND DISTANCE LEARNING

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ABSTRACT

The rapid expansion of Open and Distance Learning (ODL) has shifted the focus of higher education from technological infrastructure to students' personal readiness for successful online learning. Despite the growing body of research on learning readiness and student engagement, empirical evidence that comprehensively profiles these constructs in the context of open universities remains limited. This study aimed to map the learning readiness and student engagement of Open University students by integrating technology competence, self-efficacy, achievement motivation, and self-regulated learning as key personal learning resources. A quantitative descriptive research design was employed involving 560 students of Universitas Terbuka selected through stratified random sampling. Data were collected using validated self-report questionnaires covering six constructs and analyzed using descriptive statistics, including mean scores, standard deviations, percentage distributions, and categorical profiling. The findings indicate that students generally demonstrate moderate-to-high levels of technology competence, self-efficacy, achievement motivation, self-regulated learning, learning readiness, and student engagement, although noticeable variations remain across dimensions. Self-regulated learning and technology competence emerged as the strongest dimensions, whereas several indicators of learning readiness and engagement require further institutional support. These findings provide an evidence-based profile of Open University students and offer practical implications for designing targeted academic support services, digital learning strategies, and institutional policies that enhance student success in ODL environments. The study contributes to the literature by presenting a comprehensive learning profile that integrates multiple personal learning resources within the context of open and distance higher education.

Keywords: learning readiness; student engagement; technology competence; self-efficacy; achievement motivation; self-regulated learning; open and distance learning

LEARNING READINESS AND ENGAGEMENT PROFILE OF OPEN UNIVERSITY STUDENTS: EVIDENCE FROM TECHNOLOGY COMPETENCE, SELF-EFFICACY, AND ACHIEVEMENT MOTIVATION

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ABSTRACT

The rapid expansion of digital and distance education has increased the need for empirical evidence regarding students' readiness to learn effectively in open and distance learning environments. While previous studies have predominantly examined causal relationships among learning readiness, technology competence, motivation, self-efficacy, and learning outcomes, limited attention has been given to developing a comprehensive evidence-based profile of students' learning characteristics. Addressing this gap, the present study aimed to develop an integrated learning profile of Open University students by examining five key dimensions: learning readiness, technology competence, achievement motivation, self-efficacy, and learning engagement. A quantitative descriptive research design with a cross-sectional survey approach was employed. Data were collected from 200 students at the Open University using validated self-report questionnaires. The data were analyzed using descriptive statistics, including mean, standard deviation, minimum and maximum scores, frequency distributions, and categorical interpretation to identify students' learning profiles across the five dimensions. The findings revealed that students generally demonstrated relatively high levels of learning readiness, technology competence, achievement motivation, self-efficacy, and learning engagement, indicating that they possess adequate academic, technological, and psychological capacities to participate effectively in open and distance learning. The results further suggest that these dimensions collectively represent an integrated learning profile rather than isolated learner characteristics. This study contributes to the literature by proposing the Evidence-Based Student Learning Profile as a multidimensional framework for understanding students in open and distance education. Unlike previous studies that primarily focused on causal modeling, this research demonstrates that descriptive research can generate meaningful scientific contributions by systematically mapping learner characteristics to support evidence-informed educational decision-making. The findings provide practical implications for universities in designing student orientation programs, strengthening digital literacy initiatives, enhancing academic support

services, and improving strategies to foster student engagement in online learning environments.

Keywords: learning readiness; technology competence; achievement motivation; self-efficacy; learning engagement; open and distance learning; evidence-based student learning profile

LEARNING ANALYTICS OF ASSESSMENT ALIGNMENT AND TUTORIAL WEIGHTING IN AN INTRODUCTORY CHEMISTRY COURSE FOR FOOD TECHNOLOGY STUDENTS UNIVERSITAS TERBUKA

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ABSTRACT

This study analyzes how a course-weighting policy that uses continuous assessment shapes final-grade outcomes. The subject that was inspected was Introduction to Chemistry for Food Technology (STTP4101), a course delivered by open and distance learning during the 2025/2026 even semester. Under the institutional rule, the online tutorial (Tuton) may contribute up to 30% of the final grade, but only when a student's online examination (UO) score is at least 30 and the Tuton score exceeds the UO score; otherwise, the final grade equals the UO score alone. The method that used were combining descriptive statistics, paired correlation analysis, a policy eligibility and score uplift analysis, a grade transition matrix, and a data quality verification. The reported results reflect the documented policy, yielding a rule-compliant analytic sample of N = 1,003 across 37 regional learning-service units. The overall grade profile remained top-heavy: 40.08% of students received the top grade (A) and 92.93% received B- or higher. Among the 887 students who were legitimately eligible for the conditional Tuton credit (UO ≥ 30 and Tuton > UO), the rule added a median of 9.88 points to the final score, and over 67.06% of all students with a valid UO score ultimately finished in a higher final-grade band than their UO score alone implied. Tuton and UO performance showed a weakly to moderately associated underscoring that tutorial engagement and examination mastery are empirically distinct sources of evidence of student learning rather than interchangeable indicators of the same underlying ability. We interpret these findings through the lens of assessment validity and summative alignment in open and distance learning, and conclude that this policy still produces a substantial and systematic upward shift in recorded achievement relative to examination performance alone. This pattern should be communicated transparently by the institution.

Keywords: open and distance learning, learning analytics, assessment validity, online tutorial, grade-transition analysis

ANALYSIS OF DIFFERENCES IN STUDENT LEARNING OUTCOMES BEFORE AND AFTER THE IMPLEMENTATION OF WEBINAR TUTORIALS (TUWEB) IN PRACTICAL COURSES WITHIN THE FOOD TECHNOLOGY STUDY PROGRAM AT UNIVERSITAS TERBUKA

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ABSTRACT

Webinar Tutorials (TUWEB) are a form of learning support service provided to assist Universitas Terbuka students in their studies. This study aims to analyze changes in student academic achievement in courses receiving TUWEB services within the Food Technology Study Program at Universitas Terbuka by comparing conditions before and after the implementation of TUWEB. The study utilizes secondary data from student academic evaluations across four practical courses: STTP4204 Food Engineering Principles, STTP4212 Food Nutritional Value Evaluation, STTP4214 Quality Assurance Systems in the Food Industry, and STTP4401 Experimental Design for Food Technology. The pre-TUWEB period covers semesters 2024.2 and 2025.1, while the post-TUWEB period covers semesters 2025.2 and 2026.1. A descriptive analysis was conducted on the distribution of grades (A, A−, B, B−, C, C−, D, and E) and the percentage of students achieving the minimum passing grade (D) based on the number of exam attempts. The results indicate an increase in the proportion of A and A− grades across all courses following TUWEB implementation, accompanied by a decrease in the proportions of certain C, C−, and D grades. Furthermore, the proportion of students achieving the minimum passing grade on their first attempt rose to 100% across all four courses after TUWEB, compared to 89.91–95.93% prior to TUWEB. However, the increase in high grades was not consistently accompanied by a decrease in E grades across all courses. The reduction in 'E' grades for courses with practical components following the introduction of the TUWEB service is attributed to the assessment criteria, which mandate the completion of all online tutorial assignments; failure to complete even a single assignment automatically results in an 'E' grade. These findings indicate positive changes in several academic achievement indicators following the implementation of TUWEB, although the causal relationship between TUWEB and changes in learning outcomes requires further investigation.

Keywords: Webinar tutorial (TUWEB), practical courses, academic achievement, grade distribution, course completion

FACTORS INFLUENCING STUDENT LEARNING SUCCESS IN THE FOOD PRODUCT DESIGN AND NUTRITION COURSE

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ABSTRACT

The Food Product Design and Nutrition course is a core course in the new Outcome-Based Education (OBE) curriculum in the Food Technology Study Program, Faculty of Science and Technology, Universitas Terbuka. As a practical course delivered through open and distance learning, this course applies a Project-Based Learning (PjBL) approach that combines asynchronous online tutorial activities and synchronous online practice through webinar tutorial services. This study aims to identify the stages of the online practical learning process, map student learning outcomes, and evaluate the effectiveness of course implementation. A quantitative descriptive approach was used using document observation. The sample consisted of 91 students who completed the course in the odd semester of 2025, selected through purposive sampling. Data were obtained from students' final grades, which consisted of online practical (praton) grades and final semester exam (FSE) grades. The results showed that the online practical learning process was implemented systematically through eight learning sessions involving learning materials, enrichment resources, online discussions, project-based assignments, submission of practical reports, and participation in webinar tutorials. Based on institutional graduation standards (minimum grade of B−, value of 2.5), 74.73% of students achieved the expected level of learning success. The grade distribution consisted of A (67.03%), A− (3.30%), B (1.10%), and B− (3.30%), while the remaining students obtained grades below the minimum standard. These findings indicate that the online Project-Based Learning design effectively supports student learning outcomes and competency achievement in the Food Product Design and Nutrition course, although further improvements are needed to improve the performance of students who have not yet met the expected academic standards.

Keywords: Outcome-Based Education, Project-Based Learning, online practical learning, learning achievement, Food Technology

DIGITAL ABUNDANCE, AUDIT FRICTION: INTERNAL AUDITORS' PERCEPTIONS OF MULTIPLE FINANCIAL APPLICATIONS IN OPEN AND DISTANCE HIGHER EDUCATION

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ABSTRACT

The rapid digitalization of financial management has led higher education institutions to adopt multiple applications for budgeting, expenditure processing, procurement, accountability, and financial reporting. While the proliferation of digital applications may raise concerns about system fragmentation and audit complexity, little is known about how internal auditors experience these systems in practice, particularly in open and distance higher education. This study explores internal auditors' perceptions of multiple financial applications at Universitas Terbuka, Indonesia, and examines whether such applications facilitate or hinder internal oversight. Using an interpretive qualitative approach, data were collected through in-depth interviews with internal auditors who routinely use financial applications and digital records in audit, review, evaluation, and monitoring activities. The data were analyzed thematically to capture auditors' experiences of system usability, data accessibility, integration, audit-trail availability, audit efficiency, and audit coverage. The findings reveal that auditors predominantly perceive multiple financial applications as facilitating rather than hindering internal oversight. Digital applications shorten audit processing time, improve access to historical records and audit trails, support pre-audit data analysis, and enable auditors to expand examination coverage from sample-based testing toward population-level analysis. However, these benefits coexist with several sources of audit friction, including incomplete system integration, restricted auditor access to certain user-level processes, continued reliance on manual document cross-checking, and the need for ongoing training when applications or system features change. These findings suggest a digital oversight paradox: digital abundance enhances audit visibility and efficiency while simultaneously generating new coordination, access, and verification demands. The study argues that effective digital oversight depends not on reducing the number of applications, but on strengthening interoperability, auditor-oriented access, data reliability, and continuous digital capability development. The study contributes to digital governance and institutional sustainability literature by demonstrating how integrated financial digital ecosystems can strengthen internal oversight in open and distance higher education.

Keywords: Internal Auditors, Financial Applications, Internal Oversight, Digital Oversight Paradox, Audit Efficiency, System Integration, Institutional Sustainability.

ASSESSMENT ANALYTICS IN AI-PROCTORED ONLINE EXAMINATIONS; PROFILING STUDENT EXAMINATION BEHAVIOUR FOR TRANSFORMATIVE ASSESSMENT IN OPEN AND DISTANCE LEARNING

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ABSTRACT

The widespread implementation of Artificial Intelligence (AI) in supporting Automated Online Proctoring (AOP) has reshaped assessment practice in open and distance learning generating detailed records of student examination behaviour alongside examination scores. Although AI proctoring systems collect detailed exam data, this information is mostly used for operations and reporting, not for improving assessment quality or supporting educator decision-making. Consequently, assessment decisions continue to rely largely on final grades, while behavioural evidence captured during examinations remains underused. Using routinely collected AOP examination records, this study investigates how examination behaviour can contribute to assessment analytics and institutional quality assurance. The study employed a quantitative exploratory design based on secondary data from 1,831 examination records covering 390 undergraduate courses administered by Universitas Terbuka Makassar during the 2026.1 examination period. Student achievement was measured using the Correct Response Rate (CRR), whereas examination behaviour was characterized by the Remaining Time Ratio (RTR). Descriptive statistics, Spearman's rank correlation, Mann–Whitney U tests, and behavioural profiling were used to analyse the data. The results show four recurring patterns of examination behaviour. No significant relationship was found between response accuracy and examination time utilisation, indicating that students who spent more time on an examination did not necessarily achieve better results. Examination records containing institutional violation remarks also displayed behavioural characteristics that differed significantly from those without such remarks, suggesting that final grades alone may not adequately reflect the quality and integrity of examination performance. These findings demonstrate that behavioural indicators derived from routine examination records provide additional evidence that is not visible through examination scores alone. Beyond describing examination outcomes, the proposed behavioural profiling model shows how routinely generated AI proctoring data can be transformed into evidence for assessment analytics, providing an

empirical basis for more trustworthy and data informed assessment practices in open and distance learning.

Keywords: assessment analytics, automated online proctoring, examination behaviour, artificial intelligence, transformative assessment.

AN IMMERSIVE VIRTUAL ARCHIVE EXHIBITION FOR OPEN CULTURAL HERITAGE LEARNING

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ABSTRACT

Access to regional cultural archives in Indonesia remains constrained by the physical location of collections, uneven descriptive metadata, and limited digital interpretation. This study examines the management of Minangkabau cultural archives in West Sumatra and develops a browser-accessible three-dimensional virtual exhibition as a potential open learning resource. A qualitative case study was combined with an action-research-oriented prototyping process. Data were collected through interviews with an archivist and a Minangkabau cultural expert, observation of archival practices, document analysis, and prototype testing. Selected digitized photographs were curated in MetaSteps using contextual descriptions, source information, thematic sequencing, and navigable exhibition zones. Perceived usability was assessed with the ten-item System Usability Scale (SUS) among 40 users. The findings show that effective virtual exhibition development depends on an institutional chain connecting acquisition, digitization, hierarchical description, cultural interpretation, rights review, and interface design. The prototype enabled users to explore archival objects and contextual narratives without visiting the archival repository. Its mean SUS score was 71/100, indicating acceptable perceived usability while also revealing room to improve navigation cues, accessibility, and interaction design. For open, distance, and flexible learning, the prototype can support asynchronous cultural inquiry, but the present evidence does not establish learning effectiveness. The study contributes a socio-technical design model that places archival provenance and cultural context before immersive presentation and identifies requirements for subsequent course-based evaluation.

Keywords: archival education, cultural heritage, immersive learning, open and distance learning, virtual exhibition

HUMAN-CENTRED, OUTCOME-BASED MOOC FOR AI-COLLABORATIVE LITERARY TRANSLATION: A 4D DEVELOPMENT STUDY IN OPEN AND DISTANCE LEARNING

Arina Haque, Dwi Rezki Hardianto Putra Rustan, Widyasari Widyasari, Karnedi Karnedi, Agus Riyanto, Vica Ananta Kusuma, Enggar Mulyajati, Afriani Afriani, Ardik Ardianto

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ABSTRACT

Industry 4.0 and the transition toward Society 5.0 have embedded AI—machine translation, translation memory, and AI writing assistants—into everyday translation work, producing two often-misunderstood realities: a fear that AI replaces human translators, and an industry demand for translators who collaborate with AI critically and ethically. Meanwhile, translation graduates frequently master theory yet lack verifiable, industry-aligned practical competence, while tool-oriented learning without a systematic pedagogical framework tends to produce rigid, literal translations and raises ethical and plagiarism concerns. Addressing these gaps, this study develops an outcome-based education (OBE) massive open online course (MOOC), delivered as a micro-credential, for human-centred augmented translation of English–Indonesian literary texts. Unlike prior tool-oriented approaches, it embeds AI within a principled translation-process pedagogy rather than treating AI as a standalone skill. Following the 4D development model—define, design, develop, and deploy—the course operationalises Nida and Taber's structured translation process (Analysis, Transfer, Restructuring) while positioning AI within a Technology Innovation Network as a supporting collaborator, keeping the human translator as the central decision-maker. The design phase has produced two stackable modules—one on the structured translation process, one on critical AI integration—with learning outcomes spanning knowledge, general and specific skills, and professional-ethics domains, aligned with national micro-credential quality-assurance guidelines. As a development-and-validation study, expert feasibility validation is currently underway and will be presented at the conference, while pilot implementation and effectiveness testing remain future work. The study contributes a replicable, human-centred model for integrating generative AI into ODL-based professional education, advancing smart pedagogy, sustainable micro-credential design, and SDG 4.

Keywords: outcome-based education, MOOC, micro-credential, human-centred AI, augmented translation, 4D model

IMMERSIVE MUSEUMS AS EXPERIENTIAL TOURISM LEARNING ENVIRONMENTS: THE ROLE OF INTERACTIVE TECHNOLOGY, PERCEIVED AUTHENTICITY, AND VISITOR ENGAGEMENT

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ABSTRACT

The growing adoption of immersive technologies is transforming museums from conventional exhibition spaces into interactive environments that enable visitors to experience cultural and historical narratives through digitally mediated and multisensory interactions. Beyond enhancing visitor experience, these environments offer potential opportunities for experiential tourism learning by allowing visitors to actively engage with heritage content rather than passively observe it. However, the educational potential of immersive museums may depend not only on technological sophistication but also on how visitors perceive the authenticity of the experience and engage with the content presented. This study examines the roles of interactive technology, perceived authenticity, and visitor engagement in shaping visitor experience within immersive museum environments and explores their implications for experiential tourism learning. The study adopts a quantitative approach and is conducted at two immersive museum settings in Indonesia: ImersifA at the National Museum of Indonesia in Jakarta and the Immersive Diorama at Museum Benteng Vredeburg in Yogyakarta. Data are collected from visitors who directly experience the immersive installations and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). Interactive technology is examined as a technological affordance facilitating active interaction with museum content, while perceived authenticity captures visitors' perceptions of the credibility and meaningfulness of digitally mediated cultural and historical representations. Visitor engagement reflects visitors' cognitive, emotional, and behavioral involvement during the immersive experience. By integrating these dimensions, the study provides empirical insights into how immersive museum technologies can facilitate engaging, authentic, and experience-oriented environments with potential relevance for tourism learning. The findings are expected to contribute to discussions on immersive technologies and virtual learning environments by demonstrating how technology-mediated museum experiences may extend beyond entertainment and serve as complementary experiential learning environments in tourism education.

Keywords: Immersive museums, experiential tourism learning, interactive technology, perceived authenticity, visitor engagement; visitor experience

AI-BASED ASSESSMENT EXPERIENCE AND STUDENT RETENTION: A SERVICE MARKETING PERSPECTIVE IN OPEN AND DISTANCE HIGHER EDUCATION

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ABSTRACT

The implementation of Automated Online Proctoring (AOP) at Universitas Terbuka aims to uphold academic integrity while providing a secure, scalable, and flexible assessment system for geographically dispersed students. Leveraging artificial intelligence (AI), AOP enables automated examination monitoring and supports the credibility and efficiency of distance assessment. From a service marketing perspective, AI-supported assessment represents an important digital service encounter within the student journey, where students perceptions of the assessment experience may shape their subsequent behavioral intentions. However, empirical evidence on how AI-based assessment experiences influence student retention in open and distance higher education remains limited. This study examines the effect of AI-Based Assessment Experience (AIBAE) on Student Retention among students who completed AI-proctored online examinations at Universitas Terbuka, Indonesia. A quantitative cross-sectional survey was conducted with 199 students using a five-point Likert-scale questionnaire. AIBAE was assessed through seven dimensions: perceived fairness, transparency, reliability, privacy protection, assessment convenience, confidence in AI, and perceived human-centeredness. Student Retention was measured through continuance intention, re-enrollment intention, and persistence intention. Data were analyzed using descriptive statistics, validity and reliability tests, and simple linear regression. The results indicate a positive AIBAE ($M = 4.115$, $SD = 0.738$) and a very high level of Student Retention ($M = 4.369$, $SD = 0.692$). The measures demonstrated excellent reliability ($\alpha = 0.974$ for AIBAE; $\alpha = 0.963$ for Student Retention). AIBAE had a positive and significant effect on Student Retention ($\beta = 0.701$, $t = 13.786$, $p < 0.001$), explaining 49.1% of its variance ($R^2 = 0.491$). These findings suggest that AI-enabled assessment should be managed not merely as an examination technology but as an integral part of the student service experience. Designing trustworthy, transparent, reliable, convenient, and student-centered AI-supported assessment systems can contribute to stronger student retention in open and distance higher education.

Keywords: AI-Based Assessment Experience, Student Retention, Service Experience, Service Marketing, Artificial Intelligence, Open and Distance Higher Education.

DESIGNING AN INTERACTIVE ONLINE ANIMAL EMBRYOLOGY PRACTICUM GUIDE FOR EXPERIENTIAL LEARNING IN OPEN AND DISTANCE EDUCATION

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ABSTRACT

Practical learning is essential in biology education because it provides students with opportunities to develop scientific knowledge and practical skills through observation and direct engagement with learning activities. In open and distance education (ODL), however, practical learning presents particular challenges, especially when students have limited access to laboratory facilities, are geographically dispersed, and require structured resources to conduct practical activities independently. This study aimed to design an interactive online Animal Embryology practicum guide that supports experiential learning in an ODL environment. A Research and Development (R&D) approach was employed through needs analysis, instructional design, product development, expert validation, and product revision. The developed guide was designed as an integrated online learning resource combining theoretical concepts, practical procedures, visual materials, multimedia resources, observation activities, worksheets, report templates, and assessment rubrics. These components were organized to guide students through practical activities, observation, interpretation, and reflection as part of an experiential learning process. The guide was evaluated by two expert validators using an instrument covering content, language, presentation, organization, and visual design. The validation results yielded scores of 94.84% and 98.04%, with an average validity score of 96.44%, indicating that the guide was highly valid and feasible for implementation following minor revisions. The developed guide provides a structured and engaging learning resource that can facilitate students' active participation and self-directed practical learning while connecting theoretical knowledge with observation-based activities. This study demonstrates the potential of an interactive online practicum guide to enhance the delivery of Animal Embryology practical learning in ODL and provides an adaptable instructional model for other biology and science practical courses.

Keywords: Animal Embryology, experiential learning, interactive learning, online practicum guide, open and distance education

LEARNING BEHAVIOUR PROFILE OF UNIVERSITAS TERBUKA STUDENTS: A DESCRIPTIVE ANALYSIS OF LEARNING MANAGEMENT, SELF-DIRECTED LEARNING SKILLS, AND ACADEMIC PROCRASTINATION

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ABSTRACT

The digital transformation of higher education has increased the importance of students' ability to regulate and manage their own learning, particularly within Open and Distance Learning (ODL) systems. However, empirical evidence describing the learning behaviour of Universitas Terbuka students remains limited, despite its importance for developing effective academic support services. This study aimed to describe the learning behaviour profile of students at Universitas Terbuka Makassar across three dimensions: learning management, self-directed learning skills, and academic procrastination. A quantitative descriptive survey design was employed involving 350 students selected through proportional random sampling. Data were collected using a five-point Likert questionnaire that had demonstrated satisfactory validity and reliability in the parent study. Descriptive statistics, including mean, standard deviation, frequency distribution, and score categorization, were used to analyse the data. The findings indicate that students demonstrate high levels of learning management and self-directed learning skills, suggesting that most respondents are capable of planning, organizing, and directing their learning independently. Nevertheless, academic procrastination remains at a moderate level, indicating that delaying academic tasks continues to be a challenge for a proportion of students. These findings provide a comprehensive baseline profile of learning behaviour among Universitas Terbuka students and offer empirical evidence to support the design of academic assistance programmes, the strengthening of self-directed learning competencies, and institutional strategies to reduce academic procrastination within ODL environments.

Keywords: Learning behaviour; Learning management; Self-directed learning skills; Academic procrastination; Open and Distance Learning

UTILIZATION OF GENAI CHATBOTS WITHIN A TEACHER-IN-THE-LOOP FRAMEWORK FOR JUNIOR SECONDARY MATHEMATICS LEARNING THROUGH A DEEP LEARNING APPROACH

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ABSTRACT

The use of generative artificial intelligence (GenAI) can create a risk of cognitive dependency when students access AI directly while engaging with content that requires complex mathematical reasoning. This study aimed to evaluate the effectiveness of utilizing AI tools, specifically ChatGPT and Gemini, exclusively by teachers in the preparation space or "backstage" within a Teacher-in-the-Loop framework to enhance students' understanding of the Pythagorean Theorem and optimize germane cognitive load (GCL) through a Deep Learning approach. Employing a sequential explanatory mixed-methods design, data were collected from 96 junior secondary school students, comprising 61 students in the experimental group and 35 in the control group, through a quasi-experimental design and further examined through semi-structured interviews with two educators. Quantitative findings indicated that the experimental group demonstrated significantly higher conceptual understanding ($p = 0.001$, $d = 0.54$) and substantially greater GCL stability (SD = 5.80 vs. 9.50), with 85.3% of students achieving High or Very High GCL levels. Qualitative analysis revealed three key mechanisms underlying these outcomes: (1) teachers actively served as ethical circuit breakers by filtering AI-generated output drafts to mitigate the disruption caused by instantaneous computational thinking; (2) joyful learning was facilitated through the efficiency of ChatGPT-assisted lesson planning, which freed teachers' time for more human-centered support in the classroom; and (3) meaningful instructional differentiation was enabled by the enhanced diagnostic insights generated through Gemini. In conclusion, this indirect AI engagement model was empirically shown to amplify teachers' pedagogical agency while simultaneously protecting students' intellectual autonomy. The study implies that isolating AI use in the backstage constitutes an ethical pedagogical operating standard and is strongly recommended, particularly for school ecosystems with limited access to digital devices for students.

Keywords: Artificial Intelligence (AI), Teacher-in-the-Loop, Deep Learning, Ethical Circuit Breaker, Germane Cognitive Load

ENHANCING SUSTAINABLE FINANCIAL INCLUSION THROUGH OPEN AND DISTANCE LEARNING: EVIDENCE FROM COMMUNITY EMPOWERMENT PROGRAMS IN INDONESIA

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ABSTRACT

Limited financial literacy and financial inclusion remain significant challenges for many Indonesian communities, particularly among rural populations and micro, small, and medium enterprises (MSMEs). Conventional face-to-face financial education programs often encounter constraints related to geographical accessibility, time, cost, and the sustainability of learning activities, limiting their effectiveness in reaching diverse communities. Open and Distance Learning (ODL) offers an innovative educational approach that enables flexible, inclusive, and technology-supported learning opportunities. This study aims to examine the role of ODL in promoting sustainable financial inclusion through community-based financial education and to identify key lessons that can inform the development of inclusive learning models. A qualitative case study approach was employed, drawing on evidence from community empowerment programs implemented in Indonesia. Data were collected through observations, focus group discussions, interviews with program participants and facilitators, and analysis of program documentation. The findings indicate that ODL, supported by digital communication platforms, interactive learning resources, and continuous mentoring, enhances participants' financial literacy, strengthens digital financial capabilities, and encourages greater adoption of formal financial services. The study also identifies critical success factors, including learner-centered instructional design, community engagement, digital accessibility, and ongoing facilitation. This research contributes to the growing discourse on ODL by proposing a community-based framework for sustainable financial inclusion that integrates financial education, digital learning, and community empowerment. The proposed framework provides practical implications for open universities, policymakers, and development organizations seeking to expand equitable access to lifelong financial learning and support sustainable community development.

Keywords: Open and Distance Learning, Financial Inclusion, Financial Literacy, Community Learning

IDENTIFYING AND PRIORITIZING CRITICAL SUCCESS FACTORS FOR ONLINE TUTORIAL IMPLEMENTATION IN OPEN AND DISTANCE LEARNING: INSIGHTS FROM TUTOR EVALUATION

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ABSTRACT

Online tutorials are a key component of Open and Distance Learning, serving as the primary medium for academic interaction and learning support. Despite their strategic role in supporting student learning, there is still limited empirical evidence on which factors should be prioritized to ensure successful online tutorial implementation. This study aims to identify and prioritize the Critical Success Factors (CSFs) for online tutorial implementation by analyzing tutor evaluation data collected from the Information Systems Study Program, Faculty of Science and Technology, Universitas Terbuka. A quantitative approach was employed using secondary data consisting of 1,056 tutor evaluation responses collected during the 2025 Odd and Even semesters. The data were analyzed using descriptive statistics, reliability testing with Cronbach's Alpha, and Multiple Linear Regression. The results indicate that Platform Usability, Tutorial Planning and Management, Content Presentation, Tutorial Assignments, and Discussion and Interaction are significant Critical Success Factors influencing the Services variable, while Initiation Materials do not have a statistically significant effect. Among these factors, Platform Usability has the largest standardized regression coefficient ($\beta = 0.2203$), indicating that it should be the primary focus for improving online tutorial services. The findings provide empirical insights into the factors that most strongly influence successful online tutorial implementation and offer a prioritized set of Critical Success Factors to support strategic decision-making and continuous quality improvement in Open and Distance Learning.

Keywords: online tutorials, Critical Success Factors, multiple linear regression, open and distance learning, tutor evaluation

LEARNING ANALYTICS OF STUDENT PERFORMANCE AND MINIMUM COMPETENCY ACHIEVEMENT IN STANDARDIZED LIVE ONLINE PROCTORED EXAMINATIONS: EVIDENCE FROM AN OPEN AND DISTANCE UNIVERSITY

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ABSTRACT

Automatic Online Proctoring (AOP) is an innovation in the implementation of digital-based exams that allows exam supervision to be carried out automatically while maintaining academic integrity. In addition to functioning as a monitoring system, AOP also produces participant activity data that has the potential to be used as a source of learning analytics. This study aims to analyze the relationship between the time of the exam and the number of correct answers in the implementation of the Open University AOP exam with variations in the number of questions. The study used a quantitative approach with an observational design on exam log data of 1,603 participants. The data analyzed included the number of correct answers, the number of questions in each exam package (30, 35, 39, 40, 45, and 50 items), and exam completion time calculated based on a maximum duration of 90 minutes. The analysis is carried out through descriptive statistics and correlation tests, which will then be complemented by regression analysis to identify the effect of processing time on the achievement of exam results. Preliminary results showed that there was a variation in the distribution of completion time and the number of correct answers in each question package, which indicated that the characteristics of the question package had the potential to affect the participants' work patterns. The findings of the research are expected to provide an empirical basis in the evaluation of AOP-based exam design, particularly in determining the number of questions, time allocation, and developing fairer, more effective, and data-based assessment policies in open and distance higher education environments.

Keywords: Learning Analytics, Live Online Proctoring, Online Assessment, Academic Integrity, Student Performance, Distance Education

DESIGN AND EVALUATION OF AN INTEGRATED STUDENT SUPPORT PLATFORM TO ENHANCE STUDENT LEARNING EXPERIENCE IN OPEN AND DISTANCE HIGHER EDUCATION

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ABSTRACT

Digital transformation has accelerated the adoption of online academic services in higher education institutions. Within Open and Distance Higher Education (ODHE), where most interactions between students and institutions occur virtually, academic support services play a critical role in facilitating students' learning journeys. However, these services are often fragmented across multiple digital platforms, requiring students to navigate different systems to access academic information and support. Such fragmentation may reduce service efficiency and negatively affect students' learning experience. Although previous studies have primarily focused on Learning Management Systems (LMS) and digital learning platforms, research on integrated student support platforms that provide a single point of access to academic services remains limited.

Keywords: Integrated Student Support Platform, Student Learning Experience, Student Support Services, Design Science Research, Open and Distance Higher Education

QUALITATIVE DESCRIPTIVE ANALYSIS: BRAND POSITIONING AND STUDENTS' DECISION TO CHOOSE DISTANCE HIGHER EDUCATION AT THE OPEN UNIVERSITY OF MAJENE

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ABSTRACT

This study aims to analyze the relationship between brand positioning and the seasonal paradox phenomenon in student registration patterns at the Open University (UT) Majene. This anomaly is characterized by the high retention rate of on-going students but the low absorption of new students in even semesters, and vice versa in odd semesters. This study uses a descriptive qualitative approach with the data analysis model of Miles, Huberman, and Saldana. Data was obtained through in-depth interviews, observations, and documentation studies of registration data for the period 2022.2–2026.1. The results of the study show that UT Majene's brand positioning rests on the pillars of learning flexibility and affordability (Points-of-Difference). However, the dynamics of registration fluctuations are proven to be triggered by a shift in the focus of campus operational and socialization-promotion policies (sosprom). In even semesters, policies are focused on academic services and on-going student retention, while new student recruitment is limited to only the worker and non-formal segments. On the other hand, in odd semesters, resources are massively concentrated to recruit fresh graduates, which has an impact on reducing administrative assistance for old students, thus triggering an increase in registration delays (churn rate). Theoretically, these findings confirm the concept of high-involvement decision making and relationship marketing in the higher education services industry. The practical implications of this study recommend the implementation of a balanced marketing strategy through the automation of digital-based registration reminder services for on-going students in odd semesters, as well as the differentiation of continuous promotional messages in even semesters to balance student registration patterns in an inclusive and sustainable manner.

Keywords: —

DIGITAL LEARNING WELL-BEING AMONG OPEN AND DISTANCE LEARNING STUDENTS: EVIDENCE FROM UNIVERSITAS TERBUKA

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ABSTRACT

Digital learning has become an important part of open and distance learning (ODL). Students rely on digital technologies to access learning materials, study independently, and communicate with others. This study examined digital learning well-being among ODL students at Universitas Terbuka using five dimensions adapted from the WINDEE Digital Well-being Framework: Healthy Digital Engagement, Learning Quality, Emotional Well-being, Social Well-being, and Digital Responsibility and Safety. Data were collected through a questionnaire using a four-point Likert scale from 51 students of Universitas Terbuka. Questionnaire validity was assessed using item-total correlation at a 5% significance level, while reliability was evaluated using Cronbach's alpha. The results showed that seven of the 34 questionnaire items were invalid, while the overall instrument demonstrated high internal consistency, with a Cronbach's alpha of 0.94. Among the five dimensions, Digital Responsibility and Safety had the highest mean score (3.62 ± 0.62), followed by Learning Quality (3.40 ± 0.81), Healthy Digital Engagement (3.36 ± 0.74), Social Well-being (3.19 ± 0.86), and Emotional Well-being (2.99 ± 0.93). These findings indicate that students generally demonstrated positive digital learning well-being, although emotional well-being showed a relatively lower score and greater variation among respondents. The findings provide an initial overview of digital learning well-being in an ODL context and may support further research on students' experiences in digitally mediated learning environments.

Keywords: digital learning well-being, open and distance learning, digital learning, student well-being, Universitas Terbuka.

EVALUATING DISCUSSION PROMPT MODELS TO ENHANCE STUDENT ENGAGEMENT IN ONLINE DISTANCE LEARNING: A CASE IN REGIONAL PLANNING COURSE

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ABSTRACT

Asynchronous discussion forums in Open and Distance Learning (ODL) environments often face challenges regarding student engagement and interaction depth. Lack of student engagement and interaction levels in Open and Distance Learning (ODL) asynchronous discussion forums can be problematic. This study examines how students perceive and prefer five different discussion prompt models used in an online tutorial course in Regional Planning (STPL4334). Mixed-methods descriptive approach was used to collect data from students via a structured survey. The typologies of prompt assessed were: (1) Observation, (2) Problem Exploration, (3) Analysis and Calculation, (4) Case Problem-Solving, and (5) Journal Review. The quantitative results showed the Case Problem-Solving Model received the highest preference rating with a mean score of 4.30 out of 5.00 followed by the Journal Review Model with a mean score of 4.05 out of 5.00. Qualitative feedback further indicated that real-world contextual scenarios and structured scientific literature reviews significantly boosted academic insights and critical thinking. Conversely, calculation-heavy and free-observation models scored relatively lower. These findings provide actionable insights for instructional designers and online tutors in formulating discussion prompts that foster higher-order thinking and active participation in distance higher education.

Keywords: Discussion Prompts, Distance Learning, Instructional Design, Online Tutorials, Regional Planning, Student Engagement

BUILDING THE FOUNDATIONS FOR IMMERSIVE AND VIRTUAL LEARNING: ICT LITERACY AMONG DISTANCE LEARNERS AT UNIVERSITAS TERBUKA

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ABSTRACT

Although Universitas Terbuka has provided an extensive technology-based learning ecosystem, the diversity of students' backgrounds can result in varying levels of digital proficiency. This paper aims to examines the level of information and communication technology literacy among students at Universitas Terbuka in the context of distance learning and considers its relevance as foundational capacity for immersive and virtual learning. The research employed a quantitative survey design conducted with 384 active students and selected through simple random sampling from a population of 551,030 students. ICT literacy was measured across four main dimensions, namely information literacy, computer literacy, digital literacy and internet literacy. Descriptive analysis showed that 358 students (93,2%) demonstrated high overall ICT literacy. Across individual dimensions, high literacy was showed in internet literacy (92%), information literacy (88%), computer literacy (79%) and digital literacy (78%). The results indicate that, in general, the students of Universitas Terbuka possess a high level of ICT literacy showed by capability of understanding academic information, accessing online learning services, using the internet to obtain learning resources, and communicating via digital media. Internet literacy and information literacy emerged as the most prominent competencies, whilst computer literacy and digital literacy showed greater variation in proficiency, particularly in the use of software, data security management, and the utilisation of more complex features on learning platforms. These findings underscore the need for the availability of technology to be accompanied by structured, adaptive digital competency-building programmes tailored to students' needs.

Keywords: ICT Literacy, Virtual Learning Environments, Immersive Learning, Distance Education

DESIGNING AND EVALUATING INTERACTIVE MATHEMATICS LEARNING VIDEOS FOR OPEN AND DISTANCE EDUCATION

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ABSTRACT

Distance education is an education in which learners are separated from instructors, and learning is conducted through various learning resources supported by communication, information, and other media technologies. The Mathematics Study Program, Faculty of Science and Technology, Universitas Terbuka, delivers its courses through distance education, including the introduction to network analysis course. This course covers topics including weighted graphs, minimum spanning trees, shortest paths, maximum flow, Eulerian tours, and real-world problem-solving using algorithms such as Kruskal, Prim, Dijkstra, Ford, Ford–Fulkerson, and others. A survey conducted among students who had completed the course revealed that 94.44% of the respondents expressed the need for learning videos to improve their understanding of the course materials. In response to this need, the research team developed H5P-based interactive learning videos that integrate algorithm explanations, demonstrations of algorithm implementation on network models, step-by-step problem-solving discussions, and three types of embedded self-assessment activities, namely multiple-choice questions, short-answer questions, and drag-and-drop exercises, enabling students to actively interact with the learning materials and transforming the videos from one-way instructional media into interactive learning experiences within the learning management system. A total of 23 interactive learning videos were developed in this study, with an average duration of 13 minutes 3 seconds per video. The videos were evaluated over two consecutive semesters to examine whether their effectiveness remained consistent when implemented with different student cohorts, namely students enrolled in the Even Semester of Academic Year 2024/2025 and the Odd Semester of Academic Year 2025/2026. The first evaluation showed an increase in the percentage of correct responses from 40% in the pre-test to 82% in the post-test, while the second evaluation showed an improvement from 26% to 50%. Although the improvement varied between the two cohorts, both evaluations consistently demonstrated that the interactive learning videos improved students' academic performance in network analysis and can serve as a sustainable learning resource for distance education.

Keywords: distance education, interactive learning video, learning video design, mathematics learning video, network analysis

FUN LEARNING WITH SPAL: DEVELOPING A GAMIFIED VIRTUAL LABORATORY FOR PUBLIC SECTOR ACCOUNTING EDUCATION

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ABSTRACT

The increasing demand for digital transformation in higher education requires innovative learning media that can bridge the gap between theoretical knowledge and practical competencies in public sector accounting. However, existing learning practices remain predominantly lecture-based and provide limited opportunities for students to experience authentic public financial management processes. This study aims to develop Smart Public Accounting Learning (SPAL), a gamified virtual laboratory designed to facilitate interactive, competency-based learning in village financial management, Regional Public Service Agency (BLUD) accounting, and local government financial management. The study adopts a Research and Development (R&D) approach using the ADDIE model enriched with Design Science Research (DSR) principles. The development process consists of needs assessment, regulatory analysis, instructional and gamification design, web-based prototype development, and expert validation of the prototype and learning content. The development resulted in a SPAL prototype featuring gamification elements, including learning missions, progressive levels, points, badges, instant feedback, and case-based simulations that replicate the complete public financial management cycle from budgeting and accrual-based accounting to financial reporting and performance evaluation. The platform also integrates digital learning modules and competency-based assessments to support self-paced learning. The findings indicate that SPAL provides a structured framework for integrating gamification into public sector accounting education and offers a practical foundation for future implementation and empirical evaluation. This study contributes to the advancement of digital learning innovation by proposing a scalable virtual laboratory model that has the potential to enhance student engagement, practical competencies, and digital transformation in public sector accounting education.

Keywords: gamification, virtual laboratory, public sector accounting education, digital learning, Design Science Research, ResearchADDIE

REDISCOVERING THE USE OF AI IN EDUCATION : UTILIZATION OF GENAI IN AIDAYUNIKA AND CHATBOT UNIVERSITAS TERBUKA

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ABSTRACT

Technology has continued to develop after the COVID-19 pandemic, as evidenced by the emergence of Artificial Intelligence (AI). The current phenomenon is that humans choose AI as a tool to facilitate work, such as in the education sector. Every convenience in something usually has important challenges to be aware of. So this study aims to find out the experience of lecturers in using AI, examine the impact of AI in the higher education sector, and identify the influence of AI on learning. This study was conducted by survey. The research respondents were 139 tutors at the Medan Open University. Google forms were used as a tool to collect data. The data were analyzed using quantitative analysis techniques. The results of the study prove that overall, tutors have used AI as a tool in learning activities, which AIDAYUNIKA's tools to support the online tutorial. The most widely used AI is ChatGPT. AI is an effective tool in helping to find references and create learning materials as well as evaluate and improve the quality of research, so that it can be beneficial. AI also affects student involvement in their learning.

Keywords: artificial intelligence, educational, educationaltechnology, technologylearning

WRITING SCIENTIFIC PAPERS THROUGH SYSTEMATIC, ARGUMENTATIVE, AND ACADEMICALLY ETHICAL THINKING

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ABSTRACT

Academic writing is an essential competency that enables university students to develop systematic, critical, and argumentative thinking while communicating ideas in accordance with academic conventions. However, academic writing instruction in higher education is often delivered through fragmented, conventional approaches that offer limited opportunities for independent learning, authentic assessment, and the gradual development of writing competencies. Consequently, many students continue to experience difficulties in organizing scientific papers, constructing academic arguments, synthesizing scholarly literature, and applying the principles of academic integrity. This study develops a microcredential entitled "Writing Scientific Papers through Systematic, Argumentative, and Academically Ethical Thinking," designed for diploma, undergraduate, and postgraduate students from various disciplines. Using a Research and Development (R&D) approach, the study includes needs analysis, instructional design, development of digital learning resources, expert validation, limited implementation, evaluation, and iterative refinement. The resulting microcredential consists of three competency-oriented learning modules supported by instructional videos, infographics, digital handouts, formative assessments, authentic writing activities, peer review, and independent learning through a Learning Management System (LMS). Rather than focusing solely on content delivery, the program integrates structured learning experiences, multimedia resources, authentic assessment, and continuous feedback that guide learners through the complete process of scientific writing. The program culminates in the production of a complete scientific paper that demonstrates the competencies learners have developed throughout the learning process. This study contributes an innovative digital learning model that supports flexible learning while strengthening students' competencies in producing systematic, argumentative, and academically ethical scientific papers.

Keywords: micro-credential, scientific paper writing, digital learning, authentic assessment, academic integrity

EVALUATION OF CLASS-BASED ONLINE EXAM IMPLEMENTATION IN IMPROVING THE QUALITY OF ACADEMIC SERVICE AT UNIVERSITAS TERBUKA

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ABSTRACT

The development of digital technology has driven a paradigm shift in learning evaluation from conventional examination systems to computer- and internet-based examination systems. Online examinations are one form of academic service provided by UT to students. This study aims to evaluate the implementation of classroom-based online examinations in improving the quality of academic services at UT Gorontalo. This study was conducted at UT Gorontalo in 2026 using a qualitative approach. Evaluation of the implementation of classroom-based online examinations at UT Gorontalo was conducted using the CIPP Model. Data collection was carried out through interviews, observations, and documentation studies. Informants in this study were parties related to the implementation of online examinations at UT Gorontalo, including the DJRU Manager, PJLU, ICT, examination supervisors, and students. The collected data were analysed using the Miles, Huberman, and Saldana models. The results of the study indicate that the implementation of classroom-based online examinations provides convenience for students in taking the exams. UT Gorontalo has a good infrastructure and reliable human resources, so the examination process runs quite smoothly. There are not many problems related to grades with the implementation of online examinations. Students were satisfied with the classroom-based online exam service. Of the 14 online exam locations, problems were found with unstable networks, delays in exam implementation because computers had not been set up for online exams, internet network disruptions from Telkom in Gorontalo City, and a power outage from PLN at one of the exam locations. For better implementation of classroom-based online exams, UT Gorontalo needs to coordinate better with the exam-administering human resources in the field, strengthen technical assistance services to students, increase socialization of online exam implementation, and coordinate with the schools where the exams are held to improve supporting facilities for online exams. This research is a form of evaluation of the classroom-based online exam that was first implemented by UT Gorontalo after the shift in the form of exam services from face-to-face to online exams.

Keywords: Class-based, evaluation, quality, academic services, online exams

CHALLENGES AND OPPORTUNITIES: AI IN BLENDED AND HYBRID LEARNING IN DISTANCE LEARNING HIGHER EDUCATION

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ABSTRACT

Amid the accelerating digitalization of education, blended and hybrid learning powered by artificial intelligence (AI) offers significant opportunities to improve educational quality and learning equity in higher education. This research examines how AI can personalize learning experiences, facilitate broader access for students from diverse backgrounds, and enhance student engagement through adaptive, data-driven instruction. However, ethical challenges related to privacy and algorithmic fairness must be addressed to optimize the application of AI in this context. One of the main objectives of this research is to identify effective strategies for reducing transactional distance and developing sustainable policies that support the use of AI in education. With a systematic and reflective approach, the results are expected to provide a foundation for developing more inclusive and responsible educational practices in the future. AI-powered blended and hybrid learning has the potential to significantly transform higher education by improving access, engagement, and the quality of learning. In this context, AI enables the customization of learning experiences to individual needs, which can substantially reduce the gap between students from diverse backgrounds. However, several ethical challenges must be addressed, including privacy concerns and the potential for bias in AI algorithms, which could disadvantage certain groups. Therefore, developing sustainable and inclusive policies is crucial to ensure that the application of AI in the education sector is not only effective but also equitable for all students. Future research should focus on best practices that integrate pedagogical and ethical approaches, creating transparent and accountable learning environments. Furthermore, it is crucial to involve stakeholders in formulating appropriate ethical guidelines to guide the use of AI in education, ensuring trust and sustainability in this increasingly complex education system.

Keywords: Blended Learning, Hybrid Learning, Distance Learning, Artificial Intelligence, Educational Quality, Learning Equity, Educational Ethics.

THE INTIMACY IMPERATIVE: TOWARD AN AUTHENTIC INTIMACY PEDAGOGY FOR AI-ENHANCED EDUCATION

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Universitas Terbuka

ABSTRACT

The rapid advancement of Artificial Intelligence (AI) is fundamentally transforming education by enhancing instructional efficiency, personalization, and learner support through intelligent tutoring systems, adaptive learning, generative AI, and learning analytics. While these developments have significantly improved the cognitive and operational dimensions of education, they also raise a fundamental question concerning the future role of authentic human relationships in increasingly AI-mediated learning environments. Existing scholarship has largely emphasized technological innovation, learner engagement, and instructional effectiveness, whereas authentic human intimacy remains underexplored as a foundational educational construct. Moreover, established educational theories, including Humanistic Learning Theory, Community of Inquiry, Transactional Distance Theory, and Relational Pedagogy, provide valuable perspectives on interaction and learning but offer limited explanations of how authentic human relationships should be intentionally cultivated in AI-enhanced education. This conceptual paper addresses this theoretical gap by proposing Authentic Intimacy Pedagogy (AIP) as a new human-centered framework for AI-enhanced education. Employing Conceptual Framework Analysis as the primary methodological approach, complemented by Critical Integrative Literature Synthesis and Concept Analysis, the study systematically synthesizes multidisciplinary perspectives from educational technology, online learning, humanistic education, relational pedagogy, ethics of care, and human-centered AI. The analysis identifies a fundamental shift in educational priorities from cognitive optimization toward relational flourishing and introduces Intimacy Presence as a complementary dimension to existing theories of online learning. Building upon this construct, the paper develops the Authentic Intimacy Ecosystem, comprising five interrelated dimensions: Recognition, Reciprocity, Shared Growth, Meaningful Presence, and AI-Augmented Humanity. Collectively, these dimensions operationalize AIP by positioning AI not as a substitute for educators but as a catalyst that expands opportunities for authentic human connection. The paper contributes to the growing discourse on AI-enhanced education by reconceptualizing educational success beyond academic achievement and technological efficiency toward authentic human relationships and learner flourishing. It further proposes a future research agenda for empirically validating Intimacy Presence and AIP across diverse

educational contexts. Ultimately, this study argues that the future of education will depend not on the intelligence of educational technologies alone but on their capacity to amplify authentic human intimacy, ensuring that AI serves as an enabler of a more humane, inclusive, and transformative educational experience.

Keywords: AI; AIP; AI-Enhanced Education; Human-Centered Education; Community of Inquiry; Intimacy Presence; Open Flexible Distance Learning; Relational Pedagogy

PROSPECTIVE STUDENTS' INTEREST IN DISTANCE LEARNING PHYSICAL EDUCATION: A SURVEY OF MOTIVATIONS AND INFLUENCING FACTORS IN INDONESIA

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ABSTRACT

Higher education plays an important role in developing high-quality human resources, including in the field of physical education. Growing public awareness of the importance of a healthy lifestyle, the increasing demand for competent physical education teachers, and advances in educational technology have encouraged Distance Learning (DL) as an alternative approach to expanding access to higher education. This study aims to analyze the level of interest, motivation, and factors influencing prospective students in choosing the Distance Learning Physical Education Study Program. A quantitative descriptive survey was conducted involving 200 respondents from various provinces across Indonesia. The results showed that 66% of respondents were highly interested, while 34% were interested in the Distance Learning Physical Education Study Program. The main factors driving this interest were the desire to become professional physical education teachers or sports coaches (31.34%), personal interest in sports (23.88%), and the demand for physical education teachers in various regions (20.40%). These findings indicate that interest in Distance Learning Physical Education is driven not only by an interest in sports but also by professional opportunities and the need for qualified teachers across different regions. In the context of physical education, which is characterized by practical learning, the high level of interest provides a new perspective on the implementation of distance learning through the integration of digital learning and practical learning experiences. These findings highlight the potential of distance learning as a model for delivering physical education higher education that can expand access to higher education without compromising the development of practical competencies. Therefore, higher education institutions should

strengthen their promotional strategies, develop technology-enhanced curricula that integrate theoretical and practical learning, and provide comprehensive information regarding learning flexibility and career prospects.

Keywords: Distance Learning; Physical Education; Practice-Oriented Learning; Prospective Students; Student Interest; Higher Education.

TREND ANALYSIS OF ARTIFICIAL INTELLIGENCE-BASED E-RESOURCES UTILIZATION AMONG ACADEMICS FOR DISTANCE EDUCATION

irmayati irma, Mohamad Adning, Nurpadillah David, Rudi Susilo Darmawan, Cherrie Rachman, kani

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ABSTRACT

This study aims to analyses trends in the utilization of Artificial Intelligence (AI)-based e-journals through the LeapSpace platform in supporting academic and research activities within the field of Distance Education (DE). The Library Service Center of Universitas Terbuka (UT) provides various digital reference resources, including e-resources. ScienceDirect, integrated with the LeapSpace platform, is one of the e-resources offered by the UT Digital Library to support academic and research activities at UT. This research employed a quantitative descriptive approach by analysing secondary data from UT e-resource usage statistics covering the period from 2024 to the first half of 2026. The findings indicate a significant upward trend in the utilization of digital literature resources among academics. The use of licensed ScienceDirect e-journals increased substantially, with item requests rising from 15,938 in 2024 to 55,781 in 2025, and reaching 48,820 during the first semester of 2026 alone. The LeapSpace platform was introduced in 2026 as part of the adoption of artificial intelligence technology. The number of active monthly users grew from 43 users in January to 129 users in April 2026. The data also reveal a sharp increase in the use of search instructions (prompts), with an average of 52.5 prompts per user. Survey results indicate positive tendencies and varied patterns in the utilization of ScienceDirect through LeapSpace to support academic and research activities. Furthermore, the findings demonstrate that LeapSpace facilitates large-scale literature exploration, as evidenced by the number of cited scientific references (References Cited), which reached a peak of 88,425 citations in May 2026. In conclusion, the growing trend of AI-based e-resource utilization has had a transformative impact on UT students and lecturers by accelerating the processes of searching, filtering, and citing scientific literature. This technology has become an essential academic support system that enhances productivity and improves the quality of scholarly work within the open and distance learning environment.

Keywords: E-Journals, Artificial Intelligence (AI), LeapSpace, e-resources, Distance Education.

BEYOND GEOGRAPHIC BARRIERS: LPKBJJ AND DISTANCE LEARNING READINESS IN SOUTHEAST SULAWESI

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ABSTRACT

Archipelagic geography presents distinctive challenges for students in open and distance higher education, particularly where direct access to academic support is limited. This study examines the impact of Layanan Pendukung Kesuksesan Belajar Jarak Jauh (LPKBJJ) on students' understanding of the Universitas Terbuka learning system and their readiness for independent learning in island areas served by Universitas Terbuka Kendari. A qualitative descriptive approach was employed, with data collected through interviews with students who had participated in LPKBJJ and analyzed thematically. The findings indicate that LPKBJJ helps students better understand the distance learning process, including access to learning resources and academic services, participation in tutorials, study-time management, completion of assignments, and preparation for examinations. Students also reported reduced confusion and greater confidence in adapting from conventional face-to-face education to independent distance learning. These benefits are particularly relevant for students in archipelagic areas, where geographical distance requires effective use of learning support services. The study concludes that LPKBJJ functions as a strategic learner-support mechanism that bridges geographical and pedagogical distance and strengthens an inclusive, accessible, and sustainable open, distance, and flexible learning ecosystem in Southeast Sulawesi.

Keywords: LPKBJJ, Learner Support, Distance Learning, Self-Directed Learning, Archipelagic Students

DEVELOPMENT OF AUGMENTED REALITY–BASED INTERACTIVE FLIPBOOK MEDIA FOR DISTANCE LEARNING

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ABSTRACT

The integration of technology in distance education is essential to overcome learning challenges, particularly in abstract and complex subjects such as cost accounting. This study aimed to develop and evaluate an Augmented Reality (AR)-based interactive flipbook as an innovative learning medium for cost accounting courses at Universitas Terbuka, Indonesia. Employing a Research and Development (R&D) design consisting of three stages—analysis, development, and evaluation—this study involved 72 undergraduate students. The validity of the media was assessed through expert validation by content, media, and language specialists, while student questionnaires were administered to examine practicality. Learning effectiveness was measured using pre-test and post-test designs analyzed with normalized gain (N-gain) and paired sample t-tests. Results showed that the AR-based interactive flipbook was rated "Very Valid" with an average expert validation score of 89.8%. Student responses indicated the media was "Very Practical" (86.5%), although accessibility remained a challenge (79.5%). Effectiveness testing revealed significant improvements in learning outcomes, with an N-gain of 0.48 (moderate category) and statistically significant differences between pre-test and post-test scores ($p < 0.05$). These findings demonstrate that AR-based interactive flipbook media is valid, practical, and effective for enhancing self-directed learning in distance education, particularly in visualizing abstract cost accounting concepts, and it offers strong potential as a model for technology integration in similar educational contexts.

Keywords: Augmented Reality (AR), Cost Accounting, Distance Learning (DL), Educational Technology, Interactive Flipbook, Self-Directed Learning

UNDERSTANDING THE CHALLENGES AND STRATEGIES OF TUTORS IN ASSISTING UNDERGRADUATE ENGLISH EDUCATION STUDENTS WITH PKP REPORT WRITING: AN OPEN AND DISTANCE LEARNING CONTEXT

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ABSTRACT

The writing of the Pemantapan Kemampuan Profesional (PKP) report poses particular challenges for undergraduate English Education students, especially within an open and distance learning context where academic guidance is primarily mediated through online interaction. This study aims to examine the challenges encountered by tutors and the strategies they employ in assisting students with PKP report writing. A qualitative descriptive design was employed, with data collected through observations and semi-structured interviews with selected tutors in the English Education Department at Universitas Terbuka. The data were analyzed thematically to identify recurring challenges and tutoring strategies. The findings indicate that tutors faced four interrelated challenges: students limited academic writing competence, inadequate understanding of PKP report structure and academic conventions, inconsistent engagement during the guidance process, and substantial variation in students' ages and learning backgrounds. Age diversity was particularly significant because adult learners returning to higher education often required additional support in digital literacy, time management, and adapting to academic writing practices. To address these challenges, tutors implemented several adaptive strategies, including the provision of writing templates and exemplars, regular online mentoring, simplified and contextualized explanations, iterative feedback, and peer collaboration. The findings suggest that effective PKP supervision requires not only tutors' pedagogical adaptability but also systematic institutional support. A more structured supervision model incorporating standardized writing guidance, staged feedback, digital support, and clear communication mechanisms is therefore recommended. This study contributes to the understanding of tutor-mediated academic writing support in open and distance higher education and provides practical implications for strengthening PKP supervision and improving students' academic writing outcomes.

Keywords: academic writing, open and distance learning, PKP report, tutor strategies

BRIDGING THE SATISFACTION–EXPERIENCE GAP IN OPEN, DISTANCE, AND DIGITAL EDUCATION (ODDE): EVIDENCE FROM FIRST-SEMESTER STUDENTS IN INDONESIA-MALAYSIA

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ABSTRACT

SourceURL:file:///home/genesys/Downloads/Bridging the Satisfaction–Experience Gap in Open.doc ABSTRACT_SUHARTONO.docThe expansion of Open, Distance, and Digital Education (ODDE) has significantly enhanced access to higher education, particularly for non-traditional learners. However, ensuring a high-quality student experience remains a persistent challenge. This study examines the experiences of first-semester students enrolled in Semester September 2025 and July 2026 at a Indonesia and Malaysian open university using institutional survey data (n = 1,798; response rate = 28.3%). Adopting a descriptive–interpretive approach supported by thematic analysis, the study investigates student satisfaction, identifies underlying challenges, and develops an explanatory framework of student experience in ODDE. While findings indicate a high overall satisfaction score (M = 4.56/5.00), qualitative evidence reveals persistent and systemic issues related to assessment design, learning resource accessibility, and digital platform usability. Drawing on Transactional Distance Theory and Self-Determination Theory, the study demonstrates that students' experiences are shaped by the interaction among structural, pedagogical, and learner conditions. The study introduces the concept of a "satisfaction–experience gap," highlighting the misalignment between perceived satisfaction and actual learning conditions. This research contributes to ODDE scholarship by providing empirical evidence from a Southeast Asian context and offers practical insights for enhancing engagement, retention, and system design in digital higher education.

Keywords: Open, Distance, and Digital Education (ODDE), Student Experience, Satisfaction–Experience Gap, Digital Learning Environments, Thematic Analysis

CONTINUOUS QUALITY ASSURANCE FOR MICRO-CREDENTIALS AND CROSS-DISCIPLINARY PROJECT-BASED LEARNING

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ABSTRACT

Industrial developments and digital transformation demand a more flexible education system through micro-credentials. Cross-disciplinary project-based learning is also often constrained by rigid assessment standards, and conventional quality assurance systems are often rigid and irrelevant for assessing short modular learning outcomes. This research designs a sustainable quality assurance framework for micro-credentials programs through a cross-disciplinary project-based learning approach to address the challenges of skills relevance in the digital age. Using qualitative and cyclical methods of the PDCA, the proposed model emphasizes on industry validation, integrated assessment rubrics, and transparency of digital badges to maintain the credibility and acceptability of graduates. This study uses a descriptive qualitative method with literature study and analysis of the education quality policy framework, and involves the analysis of the internal quality assurance cycle, namely Determination, Implementation, Evaluation, Control, and Improvement (PPEPP). Evaluation of modular curriculum implementation models in several pilot institutions, focusing on the effectiveness of industry feedback and validation of learning outcomes. This research is expected to produce a modular quality assurance framework that combines industry partner validation with academic assessment, as well as a sustainable micro-credentials development model that can ensure equal and transparent credit recognition between study programs.

Keywords: Continuous Quality Assurance, Micro-Credentials, Cross-Disciplinary Project-Based Learning, modular quality assurance framework, credit recognition.

RESPONSIBLE IN PRINCIPLE, UNEVEN IN PRACTICE: A MIXED-METHODS STUDY OF STUDENT AI USE IN OPEN AND DISTANCE HIGHER EDUCATION

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ABSTRACT

SourceURL:file:///run/user/1000/doc/7d2acb48/Responsible in Principle, Uneven in Practice.docxArtificial intelligence (AI) is increasingly embedded in students' learning practices, yet its educational value depends on how responsibly it is used. This study investigates how students at Universitas Terbuka, Indonesia's open university, use AI and negotiate ethical boundaries in open and distance learning. A convergent mixed-methods design analyzed survey responses from 187 consenting students. Closed-ended items were summarized using frequencies, percentages, and means; responses to three open-ended questions were thematically analyzed and integrated with quantitative findings. AI adoption was widespread: 84.5% reported at least occasional experience, ChatGPT was used by 81.8%, 59.4% used AI only for selected parts of assignments, and 88.8% either combined AI output with their own reading and thinking or iteratively refined prompts. Ethical awareness was high: 86.6% endorsed responsible and transparent use, 81.3% viewed ethical guidelines as important, and 78.6% reported reviewing, fact checking, and editing AI outputs. Yet only 39.0% reported citing or disclosing AI contributions; 61.5% perceived institutional guidelines as clear, and 56.1% considered training adequate. Thematic analysis showed that students defined ethical AI through human oversight, verification, transparency, and using AI as an aid rather than a replacement for independent thinking. Deadlines, workload, convenience, performance pressure, and unclear rules emerged as drivers of unethical use, while students called for explicit policies, practical AI-literacy training, tutor guidance, and clearer disclosure standards. Integration revealed a central tension between strong ethical intentions and inconsistent disclosure practices. The findings highlight the need for institution-wide AI literacy and assessment policies tailored to open and distance education.

Keywords: artificial intelligence, open and distance education, AI ethics, academic integrity, AI literacy, mixed methods

GENERATIVE AI FOR INCLUSIVE ISLAMIC EDUCATION: DESIGNING A SMART PEDAGOGY FOR RELIGIOUS MODERATION IN OPEN AND DISTANCE LEARNING

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ABSTRACT

The emergence of Generative Artificial Intelligence (GenAI) is transforming the landscape of education by enabling more accessible, personalized, interactive, and adaptive learning experiences. However, its integration into Islamic education presents critical challenges, particularly concerning the accuracy of religious information, algorithmic bias, contextual interpretation, and the potential misuse of AI-generated content. These challenges are especially relevant in Open and Distance Learning (ODL), where learners possess diverse cultural, social, and religious backgrounds and depend extensively on digital learning environments. This study aims to design a smart pedagogy that integrates GenAI into Islamic Religious Education (IRE) to foster inclusive learning and strengthen religious moderation in ODL contexts. Employing a Design-Based Research (DBR) approach, the study follows an iterative process encompassing needs analysis, pedagogical design, expert validation, implementation, reflection, and refinement. The proposed pedagogy conceptualizes GenAI as an intelligent learning partner that supports, rather than replaces, educators and does not function as an autonomous source of religious authority. It is designed to facilitate contextualized socio-religious case generation, exploration of diverse perspectives, critical dialogue, reflective learning, and the development of moderate responses to contemporary religious and social issues. To ensure epistemic responsibility, AI-generated content is critically evaluated and verified through the Qur'an, Hadith, authoritative Islamic scholarship, and credible academic sources. The resulting pedagogy is expected to strengthen learners' critical religious literacy, AI literacy, dialogical competence, appreciation of diversity, and capacity to apply principles of religious moderation in real-life contexts. The study is expected to produce a smart pedagogy framework and a set of design principles for the ethical, critical, and human-centered integration of GenAI into inclusive Islamic education. By bringing together generative artificial intelligence, inclusive pedagogy, and religious moderation, this study contributes to the emerging discourse on responsible AI integration in Islamic education and offers a pedagogical framework that is particularly relevant to digitally mediated and culturally diverse ODL environments.

Keywords: Generative Artificial Intelligence, Islamic Religious Education, Religious Moderation, Smart Pedagogy, Open and Distance Learning, Inclusive Education.

MASTERING OR MASTERED? FACE-TO-FACE INTERACTION IN THE GENERATIVE AI ERA OF OPEN AND DISTANCE LEARNING

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ABSTRACT

Open and distance learning (ODL) institutions such as Universitas Terbuka rest on the premise that flexible, technology-mediated instruction can substitute for face-to-face contact between learners and institutions. The rise of generative artificial intelligence (GenAI) both extends and complicates this premise: GenAI expands what an independent learner can produce, yet makes it harder to verify whether the understanding behind that output is genuinely the learner's own. This conceptual paper revisits this tension through three established frameworks—Moore's Transactional Distance Theory, the Community of Inquiry framework, and self-regulated learning theory—read alongside recent evidence on cognitive offloading and AI over-reliance. It argues that as GenAI increasingly substitutes for dialogue and automates structure in fully virtual ODL environments, transactional distance does not necessarily shrink; it changes character, placing new demands on social and cognitive presence that only certain forms of face-to-face interaction can reliably restore. Drawing on practitioner observation from training in distance-learning skills, the paper proposes a conceptual framework for when limited, purposeful face-to-face interaction can function as a verification and consistency mechanism within ODL, rather than a retreat from its founding philosophy.

Keywords: Transactional Distance, Community of Inquiry, Generative AI, Cognitive Offloading, Open and Distance Learning

DESIGNING AN OFFLINE-FIRST WEB-BASED LEARNING ENVIRONMENT TO ENABLE UBIQUITOUS LEARNING AND SELF-REGULATED LEARNING

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ABSTRACT

In open, distance, and flexible learning (ODFL), fluctuating network infrastructure represents a persistent instructional constraint that frequently disrupts students' learning continuity and self-regulated learning (SRL) routines. To address these pedagogical challenges, this paper proposes a conceptual instructional design for an offline-first web-based learning environment utilizing Progressive Web App (PWA) architecture to support ubiquitous learning. The conceptual framework synthesizes key educational technology foundations, including Zimmerman's cyclical SRL model, Pintrich's contextual regulation, Winne and Hadwin's information processing, Boekaerts' dual-processing model, and Azevedo's metacognitive scaffolding. To justify instructional media selection and interaction design, the model integrates Mayer's segmenting principle, Roediger and Karpicke's retrieval practice, Moore's transactional distance theory, and Hwang's ubiquitous learning criteria. Methodologically situated within Phase 2 (Design and Modeling) of Design and Development Research (DDR), this paper outlines the architectural and instructional blueprint of pre-caching micro-lecture videos and interactive formative quizzes prior to formal expert validation. Furthermore, the paper clarifies the offline-first paradigm, explaining how an initial brief online touchpoint acts as an intentional metacognitive forethought phase rather than an architectural contradiction. This open design proposition is intended to serve as a theoretical baseline for forthcoming expert appraisal and scholarly discussion regarding resilient digital learning environments in distance higher education.

Keywords: ubiquitous learning, offline-first, online learning, self-regulated learning, distance higher education.

A HYBRID FUZZY DECISION-MAKING MODEL FOR THE EVALUATION OF LEARNING MATERIALS USING OPERATOR THEORY AND RISK MANAGEMENT

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ABSTRACT

Quality learning materials are crucial to supporting effective learning in higher education, particularly in institutions implementing distance learning systems that emphasize student independence. In this context, readability, clarity of presentation, and ease of understanding are crucial. The evaluation process generally involves multiple criteria and subjective user assessments, thus introducing uncertainty in decision-making. This study applied a hybrid fuzzy decision-making model that integrates operator theory and risk management to support learning materials evaluation. Fuzzy theory is used to represent uncertainty in user assessments, while a weighted average operator aggregates various evaluation criteria into a quality index. To improve the reliability of the evaluation results, the model integrates the Conditional Value-at-Risk (CVaR) risk measure with the risk parameter so that aspects with high potential risks receive more attention in the decision-making process. This model provides a systematic framework for evaluating the textbook's quality, determining improvement priorities, and supporting more objective, consistent, and evidence-based decision-making. The research results are expected to serve as a decision-making tool for study programs and educational institutions to sustainably improve the quality of learning materials.

Keywords: fuzzy decision making, operator theory, risk management, Conditional Value-at-Risk, learning material evaluation

UTILIZING DISTANCE LEARNING (PJJ) INNOVATIONS AS A SOURCE OF EDUCATIONAL INFORMATION TO OPTIMIZE DIGITAL ARCHIVE MANAGEMENT

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ABSTRACT

The advancement of technology during remote learning eras has accelerated distance learning (PJJ) innovations, generating strategic digital data repositories. This study aims to analyze the utilization of PJJ innovation outcomes as an integrative educational information source to support archival management transformation in educational institutions. Employing a descriptive-qualitative approach through literature review and observations of educational technology implementation, the findings reveal that digital recordings, interactive modules, and Learning Management System (LMS)-based document management function not only as knowledge-transfer media but also as dynamic institutional archival assets. Leveraging these innovations effectively improves information retrieval efficiency, enhances academic documentation transparency, and fosters a digital archive-aware culture among educators and staff. The implications emphasize the need to standardize PJJ data governance in alignment with national archival principles to ensure long-term information authenticity and security.

Keywords: Distance Learning Innovation, Educational Information Source, Archival Management, Digital Archives, Technology Transformation

STUDENT ENGAGEMENT IN ONLINE TUTORIALS USING PROBLEM-BASED LEARNING IN THE HINDU RELIGIOUS EDUCATION COURSE AT UNIVERSITAS TERBUKA

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ABSTRACT

Distance education requires higher levels of student engagement because learning does not take place entirely through face-to-face interaction. This condition presents a challenge in Hindu Religious Education, which emphasizes not only mastery of knowledge but also the ability to connect religious values with real-life issues. This study aims to analyze student engagement in Problem-Based Learning (PBL)-based online tutorials in the Hindu Religious Education course at Universitas Terbuka and to identify the supporting factors and constraints that influence such engagement. The study employed a quantitative descriptive approach supported by qualitative data. The respondents were 45 students who participated in an online tutorial for the Hindu Religious Education course. Data were collected through questionnaires, interviews, and a literature review. Quantitative data were analyzed descriptively using frequency distributions and percentages, while interview data were analyzed thematically. The findings show that PBL encourages student engagement in the learning process. A total of 48.9% of students agreed and 46.7% strongly agreed that PBL increased their active participation in learning. PBL also helped students understand the course material through problem solving related to everyday life. Nevertheless, student engagement still faced several constraints, including difficulties in understanding problems, limited direct interaction, technology access, and the need for tutor support. These findings indicate that student engagement in online tutorials is determined not only by PBL design but also by student readiness, the quality of tutor facilitation, the availability of learning resources, and technological support. Therefore, optimizing PBL in online Hindu Religious Education tutorials should focus on providing authentic problems, strengthening collaborative interaction, providing scaffolding, and delivering continuous feedback.

Keywords: student engagement; Problem-Based Learning; online tutorial; Hindu Religious Education; distance education

ARCHIVE ACQUISITION PROGRAM AS AN ARCHIVE PRESERVATION MEASURE IN DISASTER-PRONE AREAS (CASE STUDY OF ARCHIVE ACQUISITION AT UT BANDA ACEH)

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ABSTRACT

This study aims to analyze the implementation of an archival acquisition program as an action to rescue vital documents after a disaster, with a case study focus on Universitas Terbuka (UT) Banda Aceh, following the major earthquake that caused a Tsunami to strike the UT Banda Aceh area, where the UT Banda Aceh office was completely destroyed by a tectonic earthquake measuring Magnitude 9.1 on the Richter scale off the coast of Sumatra, which shook the region and caused a tsunami in the Indian Ocean on December 26, 2004, significantly affecting the provision of educational services and archival management in disaster-prone areas, particularly at Universitas Terbuka (UT) Banda Aceh. The massive disaster destroyed more than hundreds of thousands of houses, reducing them to rubble, and officially recorded more than 230 thousand deaths both in Indonesia and in several other countries along the Indian Ocean coast. This tragedy left profound grief and became a turning point for the people of Aceh and the international community, while hundreds of health facilities, as well as thousands of educational facilities, became a crucial moment for demonstrating the Archival Acquisition Program as an Action to Rescue Archives in Disaster-Prone Areas. The geographical vulnerability to the threat of natural disasters requires archival institutions, in this case the Higher Education Archival Institution (LKPT) - UT, to act quickly in rescuing both active and static archives in order to prevent the loss of UT Banda Aceh's institutional memory and ensure the restoration of the civil rights of the academic community. The research methodology used is qualitative descriptive with a case study approach to archive acquisition at UT Banda Aceh. Data collection was conducted in depth through interviews with the central archives team and UT Banda Aceh staff, direct observation of the physical condition of documents before and after the disaster, as well as a documentation study of the standard regulations for handling disaster emergency archives implemented by the institution. The conclusion of this study shows that the post-disaster archival acquisition program at UT Banda Aceh has proven effective in mitigating the risk of losing academic records, such as graduation data, student grades, and institutional asset documents. The success of these rescue efforts is largely determined by the speed of response of the archival team, particularly archivists at LKPT, the availability of standard operating procedures for emergency response, and

the use of digitization technology during document evacuation. The implications of this study affirm that acquisition programs in disaster-prone areas are not merely routine document transfer activities, but rather an essential institutional risk management strategy. Therefore, higher education institutions, particularly UT, which has Regional UT offices located in disaster-prone areas, are recommended to establish a cloud-based data replication system on a regular basis to ensure the long-term security of archives.

Keywords: Archival acquisition, archival rescue, post-disaster, UT Banda Aceh

STUDENTS' PERCEPTIONS OF THE USE OF ARTIFICIAL INTELLIGENCE (AI) IN MASSIVE OPEN ONLINE COURSES (MOOCS) LEARNING AT UNIVERSITAS TERBUKA

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ABSTRACT

The use of Artificial Intelligence (AI) in distance learning has helped improve the speed and flexibility of the teaching and learning process. Positive perceptions among students are essential for the acceptance of these technological advancements. This study aimed to identify students' perceptions of the use of Artificial Intelligence (AI) in discussion forums within Massive Open Online Courses (MOOCs) learning at Universitas Terbuka. A descriptive quantitative method was employed to achieve this objective, involving 63 active student participants who were using MOOCs-based learning. The results showed that participants demonstrated positive responses toward MOOCs-based learning. Almost all statements evaluating satisfaction with MOOCs learning received above-average scores. Meanwhile, the involvement of AI in discussion forums still generated both support and opposition regarding its use. Although the presence of AI can be highly beneficial, when it is employed as a tutor assistant to provide feedback in discussion forums, the majority of participants tended to disagree and preferred to rely on direct interactions facilitated by tutors. The findings of this study have implications for determining the extent to which AI should be used in discussion forums so that, both substantively and practically, it does not disrupt the smooth implementation of the learning process.

Keywords: Artificial Intelligence; Students; Massive Open Online Courses; Perceptions

DIGITAL COMPETENCES IN THE ERA OF ARTIFICIAL INTELLIGENCE: A SYSTEMATIC REVIEW FOR EDUCATION IN MANAGEMENT, BUSINESS, AND PRODUCTION

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ABSTRACT

Driven by rapid technological advancements, this study aims to map the state of the art and identify the essential digital technologies and competences for professional training in the Management, Business, and Production axis, with special attention to the impact of Artificial Intelligence (AI). A mixed qualitative-quantitative approach was adopted, conducted through a systematic literature review across the Web of Science, IEEE Xplore, and Scopus databases, analyzing 48 articles published in the last ten years. The consistency of the categorizations was validated using Fleiss' Kappa coefficient. The results indicate that Digital Environments and AI/Machine Learning are the most recurrent technologies in the field. Using the DigComp 3.0 framework, the most prominent digital competences include Communication and Collaboration, Information Search, Evaluation, and Management, and Problem Identification and Resolution. The research highlights the need for an educational model that integrates technical mastery (hard skills) with behavioral and ethical skills (soft skills), moving beyond purely instrumental training. The main observed impacts include the modernization of higher education and professional development, though realizing these is hindered by the urgent need for human capacity building in the face of digital transformation. In conclusion, these findings provide valuable directions to improve pedagogical practices and align academia with the demands of the labor market.

Keywords: —

IMPACTS OF GENERATIVE AI ON DISTANCE EDUCATION PEDAGOGICAL MODELS

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ABSTRACT

Background: The rapid integration of Generative Artificial Intelligence (GenAI) is reconfiguring virtual learning environments, demanding a deeper understanding of its impact on educational technologies and teaching methodologies. Objective: This study aims to conduct a bibliometric review of the global literature to map the intellectual, conceptual, and social structure of publications regarding the application of GenAI in learning resources and pedagogical models within Distance Education. Methodology: Employing science mapping techniques, bibliographic metadata will be extracted from high-impact databases, specifically Scopus, Web of Science, and Emerald. Data analysis will be conducted using bibliometric indicators, encompassing keyword co-occurrence, bibliographic coupling, and collaboration networks among authors and institutions. Expected Results: The mapping is expected to reveal thematic hotspots, such as mass personalization, instructional design automation, and the transition to adaptive models, while identifying the most impactful authors and journals in the field. Trend analysis should also highlight emerging gaps, particularly concerning ethical dilemmas, algorithmic bias, and academic integrity in remote environments. Conclusion: The outlined panorama will provide a solid empirical foundation and valuable guidelines for researchers and educational managers, directing the development of future research agendas and the formulation of institutional strategies for the ethical and effective adoption of AI in distance learning.

Keywords: —

BETWEEN TECHNOLOGY AND INCLUSION: PEDAGOGICAL AND ACCESSIBILITY ASPECTS IN VIRTUAL LABORATORIES IN ENGINEERING

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ABSTRACT

This study presents a scoping review aimed at identifying, mapping, and synthesizing scientific evidence related to the pedagogical and accessibility aspects of virtual laboratories designed for higher education in Engineering and Computing. Although the literature on these environments has grown in recent years, aspects related to learning, access, accessibility, inclusion, and equity are addressed with different meanings and levels of implementation and evaluation. The review was structured based on two complementary search strategies in the Scopus and Web of Science databases, focused, respectively, on the educational context of the labs and on accessibility aspects and related dimensions. The selection and reporting process was guided by PRISMA-ScR, and the data were organized through data charting, taking into account the educational context, the modalities and technologies used, pedagogical and accessibility aspects, and the forms of assessment. The results show that flexibility, increased access, autonomy, engagement, and learning are recurring benefits associated with virtual labs, although they are not always accompanied by measures specifically related to the stated attributes. Aspects related to digital accessibility are less common and show less consistency in how they are implemented and assessed, while remote access, availability, and flexibility appear more frequently. The synthesis also shows that stated attributes, features incorporated into the environments, and dimensions actually assessed are not equivalent pieces of evidence. This distinction contributes to a more accurate interpretation of the evidence and highlights gaps related to the implementation and monitoring of pedagogical and accessibility aspects in virtual labs.

Keywords: —

BEYOND AI DETECTION: TRANSFORMING ASSESSMENT, QUALITY ASSURANCE, AND ACADEMIC INTEGRITY IN THE AGE OF GENERATIVE AI

Steve Warner

UWI School of Business and Applied Studies Limited (UWI-ROYTEC), Trinidad and Tobago

ABSTRACT

The rapid adoption of generative artificial intelligence in higher education has challenged traditional approaches to assessment, academic integrity, and quality assurance. Institutional responses have frequently focused on detecting unauthorized AI use and determining whether submitted work was produced by learners or generated by artificial intelligence. Some universities are also developing policies and guidelines aimed at limiting, regulating, or curtailing the use of AI. However, detection-based approaches, policies, and guidelines offer limited assurance that assessment accurately reflects learners' understanding and learning. This paper argues that the growing accessibility of generative AI requires a shift from an emphasis on detection towards the redesign of assessment itself. It proposes an assessment framework centred on the authentic demonstration of knowledge, process-based evidence, learner explanation, application, modification, and reflection. Particular attention is given to strategies such as staged assessment, oral verification, authentic problem-solving, disclosure of AI use, and tasks requiring learners to explain, critique, modify, or extend submitted work. Examples from computer programming education illustrate how learners may be required not merely to submit functional code, but to explain its logic, trace its execution, identify errors, and modify solutions in response to changed requirements. Such approaches provide stronger evidence of learning while recognising that generative AI is increasingly embedded within contemporary educational and professional environments. The paper concludes that academic integrity in the age of generative AI should be protected not primarily through technological surveillance, but through assessment designs that make learners' thinking, decision-making, and understanding visible. This approach can strengthen both quality assurance and the credibility of assessment in higher education.

Keywords: —

SUSTAINABLE LEARNER SUPPORT PRACTICES IN THE OPEN AND DISTANCE LEARNING CONTEXT

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Open University of Mauritius

ABSTRACT

The study explores how digital support enhances a learner's journey at the Open University of Mauritius. The focus is on understanding the challenges associated with the adoption of technology and the development of a comprehensive support framework to enhance online learning experiences. According to studies, although the ownership of technological tools is widespread among the population, ownership is not comparable to the effective use of the tools for educational purposes. This study investigated the ability of students who lack access to digital resources to achieve academic success within standard timeframes, typically three years for undergraduate degrees and two years for postgraduate degrees. Through a mixed-methods approach, the study examined how students and technology interact in online settings, allowing for an in-depth analysis of support systems and a greater understanding of learners' experiences and preferences. Purposive sampling was used to identify individuals who had engaged in studies over three years at a blended learning institution. An online questionnaire survey was used to collect data from 296 students registered in thirteen programmes, and a semi-structured interview was conducted with thirteen tutors and three student support professionals. Moreover, thirteen focus-group discussions were conducted with undergraduate and postgraduate students, along with tutors. The theoretical framework underpinning this study was the Community of Inquiry (CoI) framework, which promotes higher-order cognition and is grounded in sound philosophical and epistemological principles. In this study, a conceptual framework for sustainable learner support in Open Distance Learning (ODL) was developed in an attempt to investigate and improve student engagement and satisfaction in online learning. This framework encapsulates multiple support dimensions that operate as an interconnected system rather than as isolated functions. It indicates that learner support is an ongoing process that evolves through sustained interaction among cognitive, technical, emotional, administrative, mentoring, and quality-assurance components. It recommends a holistic approach to learner support in the ODL context.

Keywords: learner support; ODL; student engagement; holistic support system.University

IMPLEMENTATION OF STEAM ACTIVITIES ASSOCIATED WITH 21ST-CENTURY SKILLS IN WEST BANK SCHOOLS: PERSPECTIVES OF TEACHERS AND EDUCATIONAL SUPERVISORS

Mahmoud M. Kh. Hawamdeh

Al-Quds Open University

ABSTRACT

This study explored the implementation of 21st century STEAM-related activities in West Bank schools from the perspective of teachers and educational supervisors. It also investigated students' engagement in STEAM-related activities, obstacles that could impede implementation, and requirements that could improve STEAM-related activities. The study employed a descriptive mixed-methods design. Quantitative data were teacher questionnaires, and qualitative data were from semi-structured interviews with teachers and educational supervisors. 2773 teachers and 35 educational supervisors were contacted. 201 teachers filled in the questionnaire from a convenience sample, and four educational supervisors were interviewed. STEAM activities associated with 21st century skills were highly implemented (M = 3.96, relative weight = 79.28%). Thematic analysis showed that school leadership, particularly the role of the principal, was critical in creating a conducive learning environment for the implementation of STEAM activities. Another meaningful component was the provision of science and technology laboratories. Also, supporting teachers to design and develop interdisciplinary activities that promote creative, critical and technological thinking was important, while strong interest was expressed in developing STEAM-related 21st century skills that lower-secondary students should acquire. While these results were encouraging, there were substantial barriers to implementation. Chief among these were a lack of education funding, lack of technology and physical infrastructure and insufficient active professional learning for teachers. Additionally, teachers expressed constraints around incorporating STEAM practices and providing students with authentic hands-on learning. No statistically meaningful difference between male and female participants was found in the implementation of STEAM in summer schools ($p > .05$). However, statistically important male-favorable differences were found in attending STEAM-based teaching principles, STEAM-based 21st-century skills, student engagement in STEAM-based learning, and perceived implementation barriers ($p \leq .05$). They also recommend sufficient funding and resources for STEAM education implementation in addition to improving school facilities, expanding continuous professional development opportunities for teachers, and creating sustainable partnerships with local institutions

to provide both knowledge and resources as well as technical support to improve the quality and sustainability of STEAM education.

Keywords: STEAM education; 21st century skills; computer-based teaching; student engagement; teachers; educational supervisors; West Bank

BEYOND TECHNOLOGY INTEGRATION: THE QLICK MODEL FOR CREATING ENGAGING AND MEANINGFUL DIGITAL LEARNING

Rhini Fatmasari

Universitas Terbuka

ABSTRACT

"The rapid expansion of information and communication technology (ICT) and artificial intelligence (AI) has transformed students' access to knowledge and learning resources. However, providing access to technology does not necessarily lead to meaningful learning. The growing use of digital technologies also raises concerns regarding students' ability to use them critically, independently, ethically, and responsibly. This study aims to develop Quantum Learning ICT Integration (QLICK) as a pedagogical model that moves beyond the instrumental use of technology by integrating the principles of Quantum Learning with ICT to create engaging, meaningful, and human-centered digital learning experiences. The model emphasizes holistic student development while promoting active learning, critical and creative thinking, ethical technology use, and learner autonomy. These principles are consistent with the QLICK concept developed in the study, which places meaningful questioning and active engagement at the center of technology-supported learning. The study employed a Research and Development (R&D) approach by combining the Major Steps in the R&D Cycle of Borg and Gall with the Systems Approach Model of Educational Research and Development. The development process included research and information collection, identification of learning-model characteristics, content analysis, model construction, assessment development, preliminary field testing, product revision, main field testing, and further refinement of the model. The study was conducted in the context of senior secondary education at SMA Plus PGRI Cibinong, SMAN 1 Cibinong, SMAN 39 Jakarta, SMAN 51 Jakarta, SMA PGRI 1 Bandung dan SMA PGRI 2 Bandung Indonesia. The study resulted in the development of the QLICK model with two distinctive components: the SMART framework (Synergy, Multi-systems, Apps, Resources, and Tools) and the SUPER learning syntax (Suggestology, Urge, Powered, Encourage, and Reinforced). SUPER guides learners from developing interest, recognizing their potential, and establishing learning goals toward meaningful questioning, critical inquiry, engagement with wider digital resources and global learning communities, and reinforcement through authentic learning achievements. The model also repositions teachers as facilitators who motivate, guide, and support learners in navigating abundant digital and AI-enabled learning resources. The findings indicate that the distinctive contribution of QLICK lies not simply in integrating technology into

instruction, but in transforming how learners engage with knowledge through technology. QLICK therefore provides a pedagogical framework for creating digital learning environments that are engaging, inquiry-driven, holistic, ethically grounded, and oriented toward lifelong learning."

Keywords: QLICK; Quantum Learning; ICT integration; digital learning; artificial intelligence in education; meaningful learning; lifelong learning

DATA QUALITY MANAGEMENT FRAMEWORK FOR LECTURER PUBLICATION DATA: SUPPORTING HIGHER EDUCATION QUALITY ASSURANCE AND ACCREDITATION

Vivi Indra Amelia Nasution

Universitas Terbuka

ABSTRACT

Higher education institutions in Indonesia face increasing demands for accurate, valid, and timely lecturer publication data to support two interrelated needs: internally, fulfilling the institution's Strategic Plan (Renstra) indicators and internal performance monitoring; and externally, meeting national reporting obligations such as KPI (Key Performance Indicator) achievement, institutional and study program accreditation, and university rankings. However, managing lecturer publication data remains constrained by persistent data quality issues, including incomplete records, inconsistent data definitions, duplicate entries, and manual validation processes. These challenges are compounded by data fragmentation across disparate platforms, including human resource databases, internal research management systems, and external reporting repositories. This study applies Data Quality Management (DQM) as a technical and operational approach to managing lecturer publication data across five key quality dimensions: completeness, accuracy, validity, consistency, and uniqueness. The integration of Master Data Management (MDM), standardized metadata, and API-based data exchange is identified as an essential mechanism to resolve data duplication and system interoperability barriers across institutional platforms. The analysis shows that reliable, high-quality publication data underpins performance analytics dashboards and decision-support systems, enabling institutions to track progress against internal Renstra targets and accurately report on national KPIs, accreditation assessments, and ranking evaluations. Ultimately, an integrated data quality management approach strengthens institutional Quality Assurance (QA) processes and streamlines the fulfilment of both internal strategic objectives and external reporting requirements.

Keywords: Accreditation, Data Governance, Data Quality Management, Interoperability, Lecturer Publication Data, Quality Assurance, University Ranking

DEVELOPMENT OF PAKIS (PTERYDOPHYTE ACCUMULATION OF KNOWLEDGE IN IMMERSIVE SIMULATION) WEBAR-BASED VIRTUAL LABORATORY FOR PTERIDOPHYTE MORPHOLOGY PRACTICUM IN DISTANCE EDUCATION

Dr. Subekti Nurmawati, M.Si.

Universitas Terbuka

ABSTRACT

This development research reports the design and implementation of a Virtual Laboratory (Virtual Lab) for fern morphology (Pteridophyta) to support biology practicum activities within the distance education environment of Universitas Terbuka (UT). The development was motivated by the geographical dispersion of students and their limited access to physical laboratories and authentic biological specimens. The study aimed to develop an end-to-end digital practicum prototype that enables students to conduct observation, measurement, identification, assessment, and reporting activities through a web-based platform. The development employed an iterative-incremental approach, prioritizing the validation of high-risk technical components before expanding the system functionality. The prototype was developed using React 18, Vite, React Three Fiber, three.js, Zustand, localStorage, A-Frame, and AR.js. The resulting platform provides calibrated 2D, interactive 3D, and WebAR observation modes, supported by anatomical hotspots, virtual measurement tools, explode and cross-section features, guided observation tasks, characteristic identification forms, autosaved observation worksheets, automated and lecturer-based assessment, and practicum reporting. The system also supports multiple user roles, including students, lecturers/tutors, 3D content managers, and faculty administrators. The inclusion of Selaginella as the primary specimen and Lycopodium as a comparative specimen demonstrates the feasibility of a scalable, data-driven multi-module architecture. The prototype successfully demonstrates the technical feasibility of transferring fern morphology practicum activities into a digital environment accessible through a web browser. Future development should focus on integrating production-quality 3D assets, microscopic-level observation, UT SSO/LMS integration, backend-based data synchronization, and large-scale user acceptance testing to evaluate learning effectiveness.

Keywords: Virtual Laboratory, Pteridophyta, Fern Morphology, 3D Visualization, WebAR, Distance Education, Digital Practicum, Universitas Terbuka.

PARAMITA-PDBA: DASHBOARD MONITORING AND MOBILE TRACKING PRINTED LEARNING MATERIAL

Teguh Nursantoso, S.Kom., M.MSI., Agus Saeful Mujab, S.E., M.M., Widya Mellysa, S.Kom., Debi, S.Kom., Shep Subagya, S.Kom., Sani Jupranta Tarigan, S.Kom., Fadillah Febrian Nurmaedy, S.Kom., Hanson Geraldi Pardede, S.Kel., Nurul Komalasari, Lestariningsih,

Universitas Terbuka

ABSTRACT

The era of Society 5.0 requires higher education institutions to undertake digital transformation across all aspects of their services, not only in the learning process but also in academic support systems, including administrative and academic logistics services, particularly in institutions that implement distance learning, such as Universitas Terbuka. Therefore, an effective, efficient, and adaptive academic logistics system is a key factor in supporting the learning success of Universitas Terbuka students. This study proposes an integrated mobile platform capable of managing the logistics flow of learning materials in a real-time and adaptive manner. The study aims to develop an integrated mobile version of the learning materials service center information system, implement the Agile framework throughout the software development life cycle to ensure system flexibility, and analyze the system's impact on the efficiency of learning materials distribution and its relationship with students' learning accessibility. This study employs the **Research and Development (R&D)** method with an **Agile Scrum** approach. The results show that the mobile application for learning materials is capable of providing information on the stock of learning materials stored in Universitas Terbuka (UT) warehouses and at its printing partner, PARAMITA. The application also provides information on the progress of learning materials deliveries, including the total number of *delivery orders* (DOs), the number of learning materials that have been delivered, *delivery orders* (DOs) being processed at the warehouse, delivery status, returns to Regional UT Offices, and reshipments (*retries*). In addition, the application provides a history of learning materials deliveries, complemented by geolocation information presented in map form and proof of receipt of the learning materials.

Keywords: logistic, platform mobile,metode agile

DISTANCE LEARNERS PERCEIVE TUTOR FEEDBACK IN ONLINE TUTORIAL

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Universitas Terbuka

ABSTRACT

Feedback from tutors is considered an essential component in the facilitator function within distance education. Nonetheless, there is a lack of information about how distance learners view it. This paper examined Universitas Terbuka students' views on tutor feedback in the context of online tutorial lessons and their connection with students' satisfaction and motivation. Using a quantitative correlational research approach, a Likert-scale questionnaire was used on 1,481 students from four different faculties, which were later analyzed using descriptive statistics, linear regression, and ANOVA. The results have shown that most students (89.5%) had some kind of feedback, mostly corrective (52.6%), all viewed positively: benefit from feedback (97.6%), satisfaction with it (96%), and necessity (98.7%). Linear regression has found very strong correlations between types of feedback, its perceived benefits and students' expectations and satisfaction/motivation ($R = .87$-$.99$, $p < .001$). Students stated that the lack of feedback demotivates them. Overall, it can be concluded that feedback that students find valuable increases satisfaction and motivation, while its absence makes tutorials unidirectional.

Keywords: tutor feedback, students' perception, online tutorial, distance learning

E-VIVA UT: AN AI ASSISTED ONLINE ORAL EXAMINATION MODEL FOR AUTHENTIC ASSESSMENT AND ACADEMIC INTEGRITY IN OPEN AND DISTANCE HIGHER EDUCATION

Dr. Milde Wahyu, S.E., M.M.

Universitas Terbuka

ABSTRACT

The rapid expansion of open and distance higher education, together with the widespread use of generative artificial intelligence (GenAI), has intensified concerns about how institutions can verify individual understanding, authorship, and higher order reasoning in online assessment. This paper proposes E-VIVA UT, an AI assisted online oral examination model designed for large scale open and distance higher education. Using a design based innovation approach, the study integrates assessment literature, official institutional statistics, and conceptual system design to develop an auditable model that combines authenticated access, lecturer validated question banks, adaptive questioning, synchronous oral interaction, structured rubrics, speech to text transcription, AI supported evidence mapping, human scoring, moderation, and quality assurance. The model is positioned as a selective and risk based assessment mechanism rather than a universal replacement for existing examinations. The analysis indicates that E-VIVA UT can strengthen assessment authenticity, provide richer evidence of student reasoning, and support academic integrity in a GenAI rich environment, provided that human academic judgment remains decisive and that privacy, accessibility, reliability, bias, and digital inclusion are explicitly governed. A future empirical pilot is proposed to test validity, interrater reliability, user acceptance, technical performance, and operational feasibility.

Keywords: artificial intelligence, academic integrity, authentic assessment, online oral examination, open and distance learning, Universitas Terbuka

INSTRUCTIONAL DESIGN AND PEDAGOGICAL STRATEGIES TO HANDLE PSYCHOMOTOR DOMAIN SUBJECTS (PRACTICUM)

Prof. Muhammad Mohsin Javed

Virtual University of Pakistan

ABSTRACT

Ensuring laboratory skill acquisition in open and distance learning/education's frameworks (ODL/E) is still a critical pedagogical challenge. Accessibility, flexibility and convenience which are the core of ODL become more critical in developing students' conceptual and procedural skills, making scientific inquiry accessible to a diverse student population for practicum part of the curriculum. However, the successful implementation of different types of labs requires careful consideration of technical infrastructure, curriculum design, and the balance between virtual and physical laboratory experiences. By adhering to best practices, educators can effectively integrate various technological driven approaches into their teaching, thereby enhancing educational outcomes while addressing these challenges (Verstege et al., 2021). Nevertheless, alongside this transformative potential, ODL and fully online education continue to face enduring and recurring challenges (Van Laar et al., 2020). This proposal is focused on examining it thoroughly as a key explanatory factor and intervention point in the sustainability of ODL and technology driven HE landscape.

Keywords: —

LEVERAGING LEARNING ANALYTICS TO MODEL DIGITAL PARTICIPATION AND ACADEMIC PERFORMANCE AMONG OLDER LEARNERS

Prof. Liang Chih Chang

National Open University Taiwan

ABSTRACT

As open and distance learning (ODL) platforms evolve, older adults are increasingly engaging with digital environments (Gungea, 2025). The patterns and depth of this digital participation play a critical role in fostering their academic engagement and success (Wu & Jiang, 2026). To capture these dynamics, this project utilizes learning analytics and big data associated with variables of digital engagement, generated within Universitas Terbuka's (UT) digital platforms, bypassing the need for invasive primary data collection. Specifically, drawing on the framework by Conijn et al. (2016), this project will extract secondary datasets to analyze key behavioral and social variables, such as platform login frequencies, discussion forum participation rates, peer-to-peer interaction networks, and time spent on learning modules. These variables will be jointly modeled with institutional data, including student retention rates and final grades, to explore how different dimensions of digital engagement connect to learning outcomes among older learners. Beyond the theoretical contributions, this project places a strong emphasis on institutional collaboration. By focusing on advanced statistical modeling and mutual capacity building, the applicant will collaboratively analyze these theoretical relationships with UT researchers. As an associate editor for Leisure Sciences [SSCI] and an editorial board member for Research in Gerontological Nursing [SSCI], the applicant will also share an editorial perspective with UT researchers. Ultimately, these shared insights will facilitate the institutional design of data-driven, proactive intervention strategies and personalized learning pathways, thereby significantly improving academic performance and retention for older learners, while also equipping UT researchers with the skills to successfully publish their findings in top-tier SSCI journals.

Keywords: —

ADAPTIVE GAMIFICATION FOR ENHANCING LEARNER ENGAGEMENT IN OPEN AND DISTANCE LEARNING

Dr. Suresha Nilmini Perera

The Open University of Sri Lanka

ABSTRACT

Open and Distance Learning (ODL) has become an important approach for expanding access to higher education, particularly for working adults, lifelong learners, and geographically dispersed communities. Universities such as Universitas Terbuka (UT), Indonesia, and The Open University of Sri Lanka (OUSL) have extensive experience in delivering technology-supported ODL programmes to large and diverse student populations (Belawati, 2006; Zuhairi et al., 2020). Despite its flexibility, sustaining learner engagement remains a persistent challenge in ODL. Limited interaction, reduced social presence, and learners' competing personal and professional commitments may lead to irregular participation, reduced motivation, and inconsistent learning behaviours (Garrison & Vaughan, 2008; Martin et al., 2020). Research at both UT and OUSL has shown that learner support and self-directed learning are important factors influencing student success in ODL (Belawati, 2006; Zuhairi et al., 2020). Gamification has been widely adopted to increase learner motivation and participation through elements such as badges, challenges, progress indicators, achievement levels, and feedback (Deterding et al., 2011; Hamari et al., 2014). However, many gamification implementations provide the same experience for every learner without considering differences in engagement patterns or motivational needs (Koivisto & Hamari, 2019). Adaptive gamification offers a more personalised approach by tailoring learning experiences according to learner characteristics. Learning Analytics (LA) enables institutions to understand learner behaviour by analysing data generated through Learning Management Systems (LMS), including login frequency, resource access, discussion participation, assessment activities, and learning progress (Ferguson, 2012; Siemens & Baker, 2012). At UT, LMS based learning analytics have been used to identify behavioural learning patterns and their relationship with academic performance (Ratnaningsih et al., 2022). More recent work has explored the integration of Artificial Intelligence (AI) and Learning Analytics to support personalised learning in distance education (Purwoningsih et al., 2024).

Keywords: —

AI-AGENT INTEGRATED DIGITAL TEXTBOOK FOR DISTANCE LEARNING

Niscahon Piyasin

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ABSTRACT

Sukhothai Thammathirat Open University (STOU) is an open university delivering education through a distance learning model, serving a large and geographically dispersed student population across Thailand and beyond. A persistent challenge inherent to this model is the timely provision of academic support — ensuring that each learner can access guidance that is both responsive and tailored to their individual needs, regardless of location or time of day. To address this challenge, STOU undertook a research project to develop an Intelligent Question-Answering System for Distance Learning, integrating Natural Language Processing (NLP) technology with Knowledge Graph infrastructure and embedding it within the university's digital course materials. The NLP component enables the system to accurately interpret student queries in natural language, analyses contextual meaning, and efficiently retrieve relevant knowledge from the connected knowledge graph. A defining capability of the system is its availability around the clock — 24 hours a day, 7 days a week — ensuring that all students, wherever they are and whenever they study, can access academic assistance equitably and without delay. This represents a structural shift in distance learning: from a model in which learners must wait for instructor responses, toward a learner-centered model that genuinely supports self-directed learning.

Keywords: —

GRADUATE LABOUR MARKET DYNAMICS IN INDONESIA: EDUCATIONAL SPECIALISATION, GENERATIONAL DIFFERENCES, AND IMPLICATIONS FOR NEW GENERATIONS

Prof. Devanto Shasta Pratomo, S.E., M.Si., Ph.D., Dias Satria, Bahtiar Fitanto, Yureni Agustina, Vina Wahyu M, Kukuh Arisetyawan

Brawijaya University

ABSTRACT

The expansion of higher education in Indonesia has not been accompanied by equally strong labour-market absorption, raising concerns about educational alignment and graduates' access to decent work amid technological change. This study examines how educational specialisation, skills, and regional economic structures are associated with graduate unemployment across generational cohorts. Using microdata on 71,887 tertiary-educated individuals from the August 2024 National Labour Force Survey (SAKERNAS), the analysis employs two-level multilevel logistic regression to account for individual characteristics and provincial contexts. The findings reveal substantial generational differences. STEM graduates face higher unemployment probabilities among Generation Z and older cohorts, while graduates in education and humanities exhibit consistently lower probabilities. Vocational training is associated with lower unemployment across all cohorts, whereas the association between digital skills and unemployment varies across generations. Manufacturing-dominated provincial economies are associated with higher unemployment among Generation Z, suggesting that industrial development does not necessarily translate into sufficient opportunities for highly educated entrants. These patterns are consistent with potential misalignment between educational specialisation and labour demand, although education–job mismatch is not directly measured. The findings highlight the importance of aligning higher education with productive job creation, strengthening school-to-work transitions, and expanding lifelong learning. As artificial intelligence reshapes skill requirements, these priorities can inform efforts to improve graduate employability and support pathways towards decent work.

Keywords: Graduate unemployment; educational specialisation; generational differences; digital skills; decent work; Indonesia

SPATIOTEMPORAL DYNAMICS OF MARINE PRODUCTIVITY IN THE THOUSAND ISLANDS (KEPULAUAN SERIBU), INDONESIA: IMPLICATIONS FOR SUSTAINABLE COASTAL ECOSYSTEM MANAGEMENT

Dr. Ir. Kasful Anwar, M.Si.

Universitas Terbuka

ABSTRACT

Marine productivity plays a crucial role in sustaining coastal ecosystem functions, fisheries resources, and the resilience of tropical island environments. However, increasing anthropogenic pressures, climate variability, and coastal development have altered the spatial and temporal patterns of marine productivity in many tropical archipelagic regions. This study aims to investigate the spatiotemporal dynamics of marine productivity in the Thousand Islands (Kepulauan Seribu), Indonesia, and evaluate its implications for sustainable coastal ecosystem management. Multi-temporal satellite-derived oceanographic data, including chlorophyll-a concentration, sea surface temperature, and other environmental parameters, were integrated with geographic information system (GIS)-based spatial analysis to identify productivity patterns and their controlling factors. The results reveal significant spatial and seasonal variations in marine productivity, with productivity hotspots influenced by oceanographic processes, nutrient availability, hydrodynamic conditions, and coastal environmental characteristics. Temporal analysis indicates that seasonal monsoon variability strongly regulates productivity fluctuations, while long-term environmental changes contribute to ecosystem dynamics across the archipelago. The integration of remote sensing and spatial modelling provides valuable insights into the ecological status and productivity potential of tropical coastal waters. These findings highlight the importance of continuous monitoring of marine productivity as a scientific basis for ecosystem-based management, sustainable fisheries development, and blue economy strategies in the Thousand Islands. This study contributes to advancing coastal resource management approaches by providing a comprehensive understanding of marine productivity variability in tropical island ecosystems.

Keywords: marine productivity; chlorophyll-a; remote sensing; GIS; tropical coastal ecosystem; Thousand Islands; sustainable coastal management; blue economy.

DESIGNING AND PILOTING A TRANSNATIONAL AGRITOURISM MOOC FOR PACIFIC HIGHER EDUCATION: A MIXED-METHODS EVALUATION FRAMEWORK

Prof. Ing. Zuzana Palková, PhD.

Slovak University of Agriculture

ABSTRACT

Higher education institutions in Pacific Island Countries face the challenge of providing learning opportunities that combine locally relevant knowledge with transferable competences in sustainable agriculture, tourism, food systems and rural development. This paper presents the design and piloting framework of the AGRI-TOUR Massive Open Online Course (MOOC), developed within an international Erasmus+ Capacity Building in Higher Education project involving European and Pacific partners.

The course consists of eight thematic modules addressing agritourism, sustainable food systems, cultural sustainability, precision agriculture, local food traditions, women's empowerment, rural and island tourism, and environmental sustainability. The educational model combines structured learning materials, video-based content and module-level assessment within a common transnational learning environment.

A mixed-methods evaluation framework was developed to assess both learning outcomes and the quality of the learner experience. The methodology combines a PRE/POST questionnaire measuring knowledge, perceived competences and intentions across key sustainability and agritourism domains; eight module-level PRE/POST proficiency tests; and a final course evaluation addressing clarity, effectiveness, usability, engagement, relevance, satisfaction and accessibility. Open-ended feedback is used to identify strengths, barriers and priorities for further optimisation of the course. Participant data are linked through non-identifying pilot codes, enabling analysis of learning gains while supporting cross-institutional comparison.

The study provides a structured model for evaluating transnational digital learning in geographically dispersed higher education contexts, with particular attention to the needs of Small Island Developing States. Beyond assessing the AGRI-TOUR MOOC itself, the proposed framework contributes to the discussion on how international capacity-building projects can translate face-to-face training, locally generated knowledge and multidisciplinary content into scalable, comparable and evidence-based online learning environments.

Keywords: agritourism; higher education; MOOC; Pacific Island Countries; Small Island Developing States; digital learning; capacity building; sustainability education; mixed-methods evaluation; learning outcomes

2026 INNODEL SPONSORS

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IMPORTANT INFORMATION FOR TRAVELLING AND CONFERENCE

Bandung City, West Java

Bandung is the capital of West Java Province, located in a highland basin about 700 meters above sea level and surrounded by volcanic mountains. Known as "Paris van Java" and the "City of Flowers", Bandung has a cool climate and a long history as a center of education, culture, and creative industries. The city hosted the historic Asian-African Conference in 1955 and is home to many leading universities. The majority of its population is Sundanese, known for their friendliness and hospitality. Bandung is also famous for its heritage architecture, natural attractions, shopping outlets, and rich Sundanese culinary offerings.

Universitas Terbuka Bandung (UT Bandung)

Universitas Terbuka Bandung, known as UT Bandung, is one of UT's regional offices in West Java Province, serving students across Bandung and its surrounding regencies. UT Bandung is honored to host the INNODEL 2026 Conference.

SAFETY AND SECURITY

Bandung is a safe and welcoming city for visitors. We have ensured all necessary security arrangements for the conference participants. You are our valued guest, and Indonesia is known for its warm hospitality. However, it's still important to take precautions to protect yourself and your belongings, especially in crowded areas and when using public transportation.

CONFERENCE VENUE

This conference will be held at éL Hotel Bandung, located at Jl. Merdeka No.2, Braga, Bandung, West Java, which is close to many important locations in the city, making it easy for participants to access them.

TRANSPORTATION TO BANDUNG AND THE VENUE

Participants can reach Bandung by air or by land. International participants are generally recommended to fly into Soekarno-Hatta International Airport (Jakarta) and continue to Bandung by high-speed train, while domestic participants can fly directly to Bandung. The accessible routes to the event venue include:

- **By Air (Husein Sastranegara / Kertajati Airport)**

  Domestic participants can fly directly to Husein Sastranegara Airport in Bandung, which resumed scheduled commercial flights on 17 September 2026 and is located only about 5 km from the city center. From the airport, the venue at Jl. Merdeka can be reached in about 15–30 minutes by official airport taxi or app-based services like Grab, Gojek, or Blue Bird. Kertajati International Airport in Majalengka (about 2–2.5 hours from Bandung) serves as an alternative for selected routes, including international flights from Kuala Lumpur and Singapore. As airport services are still being adjusted, please check the latest schedule with your airline before booking.

- **Via Soekarno-Hatta Airport and High-Speed Train (Whoosh) – Recommended for International Participants**

  International participants are recommended to fly into Soekarno-Hatta International Airport (Jakarta). From there, travel to Halim Station and take the Whoosh high-speed train to Padalarang or Tegalluar Station (about 30–45 minutes), then continue to the venue by feeder train, taxi, or ride-hailing services. Regular trains from Gambir Station to Bandung Station (about 3 hours) and shuttle/travel services are also available. If you have booked a pickup or have your own car, you can drive to the venue via the Cipularang toll road with the help of a map or GPS.

CLIMATE

Bandung has a cool tropical highland climate. In November, Bandung enters the rainy season, with rain usually falling in the afternoon or evening. The air temperature generally ranges from around 18°C to 29°C. Days are pleasantly warm, while evenings and early mornings can feel cool. It is recommended to bring an umbrella and a light jacket.

TRAVEL ADAPTER FOR INDONESIA

For information, type C and F adapter models are used in Indonesia. Don't forget to bring universal travel adapter so that you don't have trouble charging the gadget you bring.

CULINARY SPOT IN BANDUNG

Bandung is known as a culinary city, because there are many delicious culinary spots. As a multicultural country, Indonesia, especially Bandung, serves halal and non halal food. Our recommended culinary areas include:

Identic Food	Non Halal Food	Viral Food
Batagor Kingsley	Bakmi Naga Resto	Seblak Jeletot
Mie Kocok Mang Dadeng	Kedai Tjimahi Babi Panggang	Cuanki Serayu
Sate Hadori	Braga Permai	Surabi Imut
Nasi Timbel Ibu Imas	Paskal Food Market	Kopi Toko Djawa
Warung Nasi Ampera		Batagor Riri
Lotek Kalipah Apo		
Bebek Ali		

TRAVELING AREA IN BANDUNG

Bandung, West Java, has many interesting tourist attractions, including natural tourism, historical tourism, and shopping tourism. Our recommended tourist destinations include :

No	Tempat Wisata	Lokasi
1	Gedung Sate	Jl. Diponegoro No.22, Citarum, Kec. Bandung Wetan, Kota Bandung, Jawa Barat.
2	Museum Konferensi Asia Afrika	Jl. Asia Afrika No.65, Braga, Kec. Sumur Bandung, Kota Bandung, Jawa Barat.
3	Jalan Braga	Braga, Kec. Sumur Bandung, Kota Bandung, Jawa Barat.
4	Kawah Putih Ciwidey	Sugihmukti, Kec. Pasirjambu, Kabupaten Bandung, Jawa Barat (approximately 2 hours from the city center).
5	Tangkuban Perahu	Cikahuripan, Kec. Lembang, Kabupaten Bandung Barat, Jawa Barat (approximately 1 hour from the city center).
6	Farmhouse Susu Lembang	Jl. Raya Lembang No.108, Gudangkahuripan, Kec. Lembang, Kabupaten Bandung Barat, Jawa Barat.

7	Masjid Raya Bandung	Jl. Dalem Kaum No.14, Balonggede, Kec. Regol, Kota Bandung, Jawa Barat.
8	Saung Angklung Udjo	Jl. Padasuka No.118, Pasirlayung, Kec. Cibeunying Kidul, Kota Bandung, Jawa Barat.
9	Taman Hutan Raya Ir. H. Djuanda	Kompleks Tahura, Ciburial, Kec. Cimenyan, Kabupaten Bandung, Jawa Barat.
10	Trans Studio Bandung	Jl. Gatot Subroto No.289, Cibangkong, Kec. Batununggal, Kota Bandung, Jawa Barat.

Currency Exchange

For foreign currency exchange, money changers are available in central Bandung, such as along Jalan Braga, Jalan Riau (RE Martadinata), and major shopping malls.

For Urgent Assistance

If you need any assistance before or during your stay in Bandung, please contact us via WhatsApp.

PIC :

Hanna Hanifa Varda - UT Bandung : +62877 2716 2008

Ke Bandung membeli peuyeum,
Singgah sebentar di Jalan Braga.
Sampurasun kami ucapkan,
Selamat datang di Tanah Pasundan.

Terima kasih dan selamat datang

INNODEL 2026
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ORGANIZING COMMITTEE

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