

COMMUNICATION PATTERNS OF LECTURERS WITH TUTORS IN DISTANCE LEARNING

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Abstract

One of the study assistance services available at UT is Tutorial. In tutorials, learning activities are carried out under the guidance of a tutor as a facilitator. Tutors have very important functions, roles and positions in the implementation of tutorials, practice and/or practicum. This research was conducted to find out the communication patterns of supporting lecturers with tutors in increasing students' willingness to learn independently, especially the communication patterns of supporting lecturers with online tutors. This research is a qualitative research that is exploratory and clarification using a case study approach. The population in this study are all tutors who are registered at the open university. The samples in this study were online tutors registered at open universities. The results of this study are the communication patterns of supporting lecturers and Tutor Tuton consisting of open communication patterns, responsive communication patterns, appreciative communication patterns, constructive communication patterns, and egalitarian communication patterns. Communication between the supporting lecturer and the Tutor Tuton is established in a formal context that is oriented towards organizational interests and shows the form of the supporting lecturer's responsibility for the smooth implementation of the online tutorial. Communication between the supporting lecturers and Tutor Tuton also runs harmoniously between the supporting lecturers and Tutor Tuton by applying the principles of equality, fairness and equality.

Keywords: Pola Komunikasi, Sistem Pembelajaran Jarak Jauh, Tutor

1 INTRODUCTION

Distance learning (PJJ) is learning by using a medium that allows interaction between instructors and students. In PJJ between teachers and students do not meet face to face, in other words through PJJ it is possible for teachers and students to be in different places and even be separated by great distances. so it greatly facilitates the learning process.

At present, the distance education system has developed rapidly and become an integral part of the modern education system. Various countries in the world have used this distance education system as an alternative in an effort to expand people's opportunities to obtain education. In Indonesia, the implementation of the distance education system already has a formal legal basis with the inclusion of this system in the Law on the National Education System.

UT implements a distance and open learning system. The term distance means that learning is not carried out face-to-face, but uses media, both printed media (modules) and non-printed (audio/video, computer/internet, radio and television broadcasts). Students are required to study independently. Independent learning means learning on the initiative, with or without the help of others in learning. One of the principles of independent learning is being able to know when you need help or support from another party. This understanding includes knowing when to meet with other students, study groups, administrative administrators at UPBJJ and tutors.

One of the learning assistance services available at UT is Tutorial. In tutorials, learning activities are carried out under the guidance of a tutor as a facilitator. This learning assistance service consists of 2 types, namely face-to-face tutorials (TTM) and online tutorials (TUTON). Both TTM and Tuton discussed and discussed matters that were considered difficult and very important for students to master. The material discussed in the tutorial activity concerns.

1. Essential competencies or important concepts in a course;
2. problems found by students in studying the module;
3. Problems related to student performance (practice/practicum) inside or outside the tutorial class; and/or
4. Problems related to the application of knowledge in everyday life.

TTM activities are managed by study groups (Pokjar). Pokjar is a means for Open University students to be able to build commitment and mutual agreement to help each other and mutually support the smoothness and success of studying at the Open University with or without the facilities of other parties. Pokjar can be in the form of Independent Pokjar or UPBJJ-UT Pokjar. Pokjar Mandiri is a Pokjar that was formed on the initiative of students independently and chaired by students. The UPBJJ-UT Pokjar was formed by the UPBJJ-UT to help provide services to a group of students and is coordinated by one Pokjar Management. The UPBJJ-UT Pokjar management is an individual whose role is to assist student study group activities based on the provisions set by UT. The Pokjar management is appointed and determined by the Head of the UPBJJ-UT based on a contract.

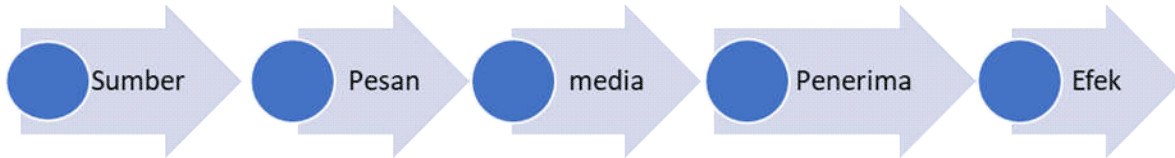
Meanwhile, TUTON is a student learning facility that is accessed online. Students interact with other students on the UT tutorial page, which is better known as the e-learning page.

Both TTM and TUTON, the learning process is assisted by educators known as tutors. Tutors have very important functions, roles and positions in the implementation of tutorials, practice and/or practicum. TTM and TUTON aim to help and motivate students in the learning process in order to broaden, deepen, and sharpen understanding in dealing with and solving problems in their independent learning. It's just that, TTM tutors communicate with Pokjar, online tutors communicate with subject lecturers at Central UT. Usually online tutor communication with supporting lecturers is done by utilizing online communication tools such as email and forming groups in the WhatsApp application.

In communication science, exchanging information as done by online tutors and supporting lecturers will eventually lead to the formation of a pattern of communication within the group

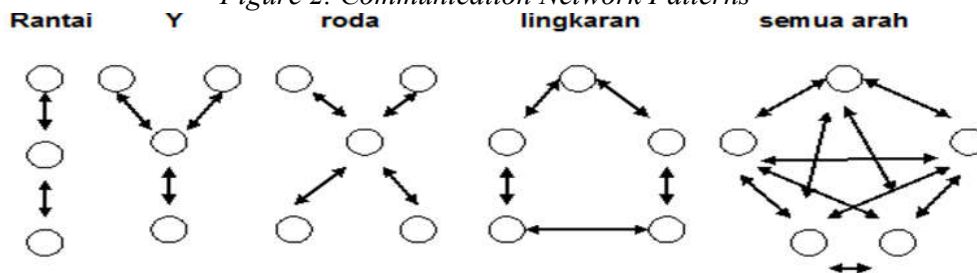
itself. This pattern of communication runs continuously until the group goals are achieved. In the communication patterns that are formed as a result of interactions between group members, it will be seen the patterns and structures of communication that exist within the group, so that it can be seen how messages or information, especially those related to achieving group goals, are exchanged and disseminated within the group, and the roles what each individual in the group agrees with.

Figure 1. Elements and Communication Process



According to Setiawan (2000), there are several patterns of communication networks, namely chain patterns, Y, wheels, circles and all directions (Figure 1). Each of these network patterns has characteristics as described in table 1.

Figure 2. Communication Network Patterns



5 Table 1. Characteristics of Communication Network Patterns

	<i>Rantai</i>	<i>Y</i>	<i>Roda</i>	<i>Lingkaran</i>	<i>Semua arah</i>
Kecepatan	<i>Sedang</i>	Sedang	Cepat	Lamban	Cepat
Kecermatan	Tinggi	Tinggi	Tinggi	Rendah	Sedang
Timbulnya pimpinan	Sedang	Sedang	Tinggi	Tidak ada	Tidak ada
Moral	Sedang	Sedang	Rendah	Tinggi	Tinggi

In this communication network pattern, there are roles played by network members. Eriyanto in his book Communication Network Analysis mentions several roles of network members or in the terms of the book are actors, namely: Bridges yang berfungsi dua kelompok terpisah dalam suatu jaringan

- a. Bridges that serve two separate groups in a network
- b. Hubs are actors that have the most connections in the network
- c. Cutpoints are actors that become the glue of the network, where without the presence of actors the network will split

This research was conducted to find out the communication patterns of supporting lecturers with tutors in increasing students' willingness to learn independently, especially the communication patterns of supporting lecturers with online tutors.

2 METHODOLOGY

This research is a qualitative research that is explorative and clarification using a case study approach. Exploratory research and clarification of a phenomenon or social reality. by way of describing a number of variables relating to the problem and the unit under study (Faisal.1992: 20).

Data collection methods used in this study consisted of documentary and interview methods.

1. Documentary data collection is carried out by examining and compiling documents/reports regarding the success of tutors who are academic respondents. then recorded according to the information needs based on research objectives.
2. Data collection by structured interviews. according to what was stated by Sulisty (2006: 171) that structured interviews are interviews using a list of questions that have been prepared beforehand. Thus, an interview guide has been prepared which contains questions that are relevant to the research objectives. Interviews are also possible to be developed in order to dig deeper and detailed information as long as it is still in the context related to the research objectives.

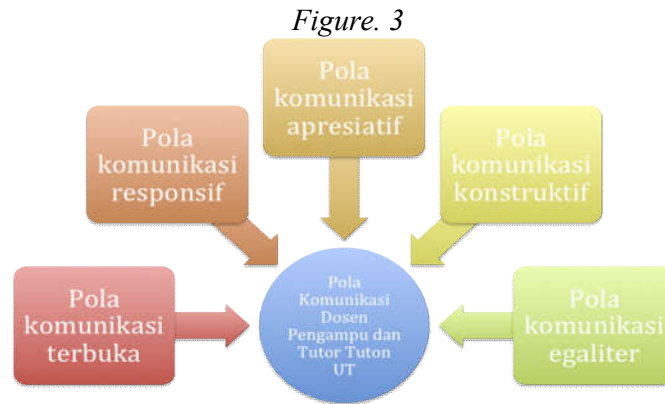
The population in this study were all registered tutors at open universities. The samples in this study were online tutors registered at open universities who were members of the Whatsapp group made by teacher

3 FINDINGS AND DISCUSSION

3.1 The pattern of communication between lecturers and Tutor

This study aims to describe the pattern of communication between lecturers and Tutor Tuton. Communication pattern is a description of a communication process that describes the relationship between one communication component and another communication component (Soejanto, 2001:27). Another understanding of the pattern of communication is a form of relationship between communication participants in a process of sending and receiving messages.

Based on the results of this study, the communication patterns of supporting lecturers and Tutor Tuton consist of open communication patterns, responsive communication patterns, appreciative communication patterns, constructive communication patterns, and egalitarian communication patterns.



3.2 Open Communication pattern

Patterns are synonymous with the activity of conveying important information, such as information about UT's and directions regarding the implementation of online tutorials, both from a policy and technical perspective. In addition to building trust, open communication patterns are carried out by supporting lecturers to Tutor Tuton to build togetherness, a sense of belonging, and to obtain useful feedback. This communication pattern does not take place in a short time, but there is continuity in each semester.

In general, most of the Tutor Tuton who were respondents agreed that the supporting lecturers conveyed directions openly about online learning. Even so, there were 3% of respondents who did not agree that supporting lecturers openly convey directions to tutors about online learning. According to one respondent, directives regarding online learning were not carried out by supporting lecturers, but were only conveyed through Tutor Tuton training and refreshments.

Communication between supporting lecturers and Tutor Tuton is not done face to face, but through internet-based media, such as *instant messaging* (IM) and e-mail. The most used medium is IM WhatsApp, because this media can support communication between a limited number of supporting lecturers and a large number of tutors. This communication pattern is carried out by creating WhatsApp *groups* (WA groups), both at the study program level or per-subject groups.

Figure.4



Communication between supporting lecturers and tutors in the WhatsApp *group* can take place in various patterns. Based on Figure 4.4, the majority of respondents (52%) strongly agree that supporting lecturers are open when interacting on WhatsApp tutor groups. This open communication pattern, for example, supporting lecturers actively provide the latest information regarding the implementation of Tuton. In addition, supporting lecturers are also open in submitting periodic evaluations of tutor performance, especially in relation to student discussion and assessment assessments.

Even so, there are 3% of respondents who disagree that the supporting lecturer is open when interacting with the WA *group* tutor. This generally happens to tutors who are members of large WA *groups* (not WA per subject). WA *group* has more heterogeneous characteristics, where the Tuton Tutors who join come from various subject areas, as well as the course lecturers as administrators. Due to its heterogeneous nature, tutors who are members of large WA *groups* usually do not get information from their supervisory lecturers, but from interdisciplinary lecturers. The nature of information exchange in this group is also more multi-directional compared to the WA *group* per subject, where Tutors often respond to questions from other Tutors regarding obstacles in implementing tutorials

3.3 The Responsive Communication Pattern

WA group as a medium for sharing information regarding the implementation of UT tutorials has a number of advantages, one of which is the possibility of two-way communication with immediate feedback. This characteristic allows various questions, both from tutors and supporting lecturers, to be responded to quickly. Based on the graph in Figure 4.5, the majority of respondents (56%) agree that the supporting lecturer responds quickly to questions given by the tutor on the Tutor's WhatsApp group.

Figure. 5



The most frequently asked questions by tutors in the WhatsApp group are regarding technical problems, where most tutors think that these problems should be forwarded to UT internal parties who understand the Learning Management System (LMS) system. In addition, tutors often ask questions about UT policies, such as assignment assessment criteria and discussions.

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Communication between supporting lecturers and Tutor Tuton is established in a formal context that is oriented towards organizational interests. Supporting lecturers, as internal parties of the UT organization, need to be responsible for the smooth implementation of the online tutorial. This responsibility is manifested in various activities, one of which is by establishing good communication with tutors in order to have good performance

Figure.6



Based on the graph in Figure 6, the majority of respondents strongly agree that supporting lecturers have a sense of responsibility towards tutors. This responsibility is closely related to the previous discussion, namely when the supervising lecturer gives directions, responds to questions from the Tutor, to evaluates and provides input regarding the Tutor's performance.

Figure. 7



Figure. 8



Based on the graphs in Figure 7 and Figure 8, the majority of respondents strongly agree that the supporting lecturers understand the wishes and expectations of the tutors.

3.4 Appreciative Communication Patterns

Figure. 9



Figure.10



Figure. 11



Based on the graph in Figure 9, most respondents agree that the supporting lecturers give appreciation to tutors, both those who always open means of communication with students, to tutors who always motivate students, or who are active on e-learning sites. Even so, there were 12% of respondents who thought that the supporting lecturers had not given this appreciation.

3.5 Constructive Communication Patterns

Figure. 12

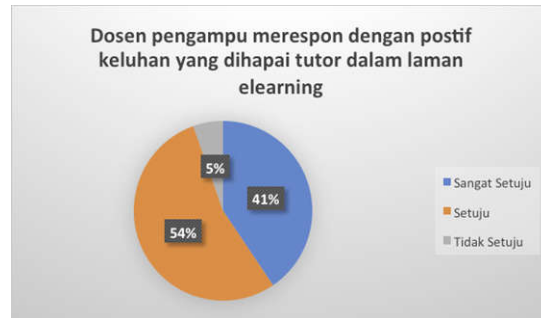
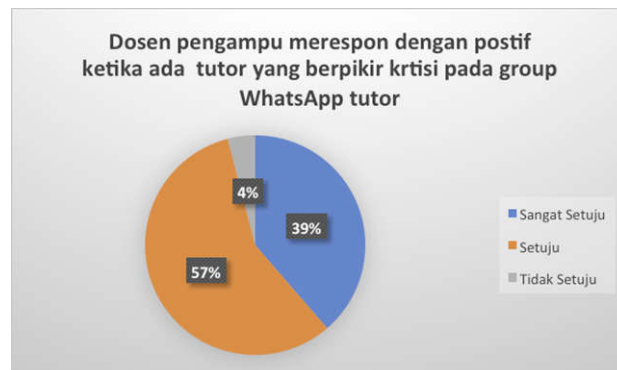


Figure.13



Figure.14



Based on the graphs in Figures 16 and 17, the majority of respondents agree that the supporting lecturers treat all tutors fairly. In addition, the respondents also considered that the supporting lecturers had provided equal opportunities to all tutors without exception

3.6 Egalitarian Communication Pattern

Figure.15

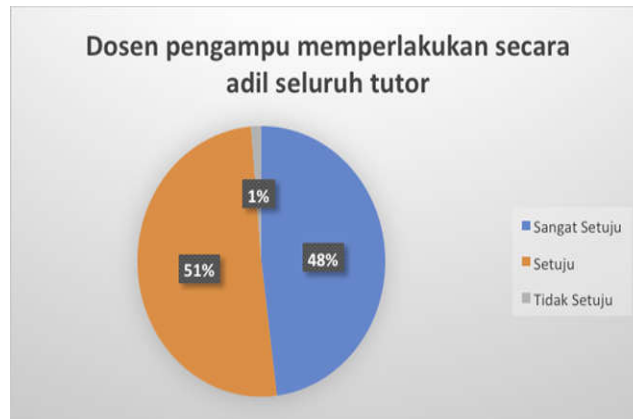
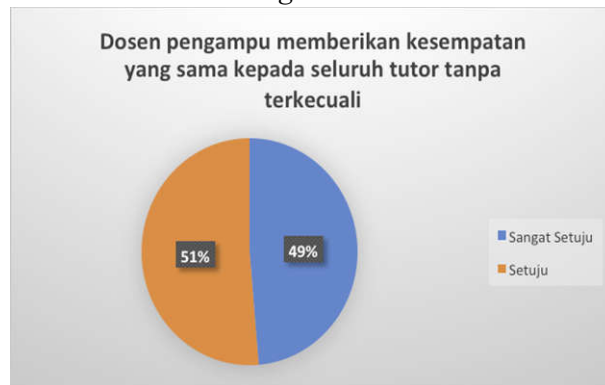


Figure.16



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4 CONCLUSION

Based on the results of the analysis and discussion of the data, the authors draw the following conclusions from this study:

1. Communication between the supporting lecturer and Tutor Tutor is established in a formal context that is oriented towards organizational interests and shows the form of the supervisor's responsibility for the smooth implementation of the online tutorial.
2. Communication between the supporting lecturers and Tutor Tutors runs harmoniously between the supporting lecturers and Tutor Tutors by applying the principles of equality, fairness and equality
3. Good communication between the supporting lecturers and Tutor Tutons has an impact on the level of activity and willingness to learn students

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