TUTOR'S PERCEPTION OF THE QUALITY OF ONLINE TUTORIAL COURSES MATERIALS CASE STUDY: INFORMATION SYSTEMS STUDY PROGRAM, UNIVERSITAS TERBUKA

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Abstract

This article aims to find out the perceptions of tutors regarding the course material for an online tutorial, that has been provided by the Information System study program at Universitas Terbuka. As a new study program, it is necessary to evaluate the quality of those course materials presented on an online tutorial, in order to provide precise and updated materials. The online tutorial materials consist of several items: namely the Rancangan Aktifitas Tutorial (RAT), Satuan Aktifitas Tutorial (SAT), essential concepts, topics of a discussion forum, the question of practices, and assignments. This article is written using a quantitative descriptive approach. Respondents are tutors, who have teaching experience and a background of expertise in information systems and technology, for about 300 respondents. Data was collected in the periods of 2021/22.2 and 2022/23.1. Respondents have filled out the survey instrument that consists of all aspects related to the presentation of essential concepts, topics of a discussion forum, and assignments. The results of the analysis show that for the periods of 2021/22.2, 95.63% of tutors agreed and strongly agreed that all of the aspects of online course material are good enough. As for the 2022/23.1 period, 96.94% of tutors agreed and strongly agreed that all of the aspects of online course material is good enough. There was an increase of about 1.31%. Several notes from tutors are to be followed up by the study program so that the implementation of online tutorials, especially for the Information System Study Program can run better in the coming semester.

Keywords: online tutorial, tutor's perception, course material

1 INTRODUCTION

Universitas Terbuka (UT) is one of the state universities that implement distance higher education. To serve student spread all over the world, UT provides several types of tutorials, namely face-to-face tutorials managed by regional offices, online tutorial, and webinar tutorials. Face-to-face tutorials are held at the location closest to students. The tutor for this activity is a local university lecturer or practitioner who has a background of expertise in information systems and technology, around the student's location. Online tutorial are managed by the Central office, and asynchronous learning. In addition, there are also webinar tutorials that utilize virtual meeting technology so that tutorial learning is carried out synchronously. The webinar tutorial is organized by the regional office.

Online tutorials are internet-based tutorials so students and tutors can carry out these activities from their respective locations (Eleftheriou, 2013,. Hamid 2020, Zu, 2014). Online tutorials at the Universitas Terbuka were developed using the Moodle software and can be accessed via the http://www.ut.ac.id/online-learning. Wihadanto (2016) stated that online tutorials are a learning system that requires instructor (tutor/lectures or practitioner), learner (student) and need a learning strategy that follows the chosen and used platform (i.e. Moodle).

According to Holmberg (in Wardani, 2000), there are three functions of the tutorial as follows.

1. Helping students to develop their ability to think,

2. Helping students interact academically with tutors and with fellow students. By interacting, students learn to solve various learning problems through additional explanations, information, discussions, and other activities.

3. Helping students to apply their skills acquired through assignments and discussions that tutors have given feedback.

In an online tutorial, the tutor has an essential role as a facilitator. Puspitasari (2013) explained that in the implementation of an online tutorial at UT, tutors

1. must have competence in their fields,

2. must have a high commitment because tutors have the task of preparing material to be delivered online (initiation material),

3. have to prepare material to be discussed in discussion forums, giving motivation to students who take part in the discussion to stay active in communicating in each session, both with tutors and with other students who follow online tutorial, and

4. Must evaluate all of the tutorial activities.

While for students to follow the tutorial must do the following steps:

1. Register online tutorials for courses that they followed.

2. Activate the online tutorial account through the e-learning.ut.ac.id page.

3. Fill out the form of willingness to follow the online tutorial

The UT online tutorial is held for 8 weeks, including of initiation materials, discussion forums and assignments. Initiation material and discussion forum are available every week, and assignments are available in week 3rd, 5th and 7th. Students participate in tutorial by discussing initiation material and conducting discussion every week and working on the assignment that are available. The tutor is in charge of managing the class, responding to and assessing student discussions and assignments.

At each meeting, tutor we are required to:

1. Provide initiation material. Initiation material aims to trigger and spur student in understanding material which contain guidance for students to compile concept map, material summaries or material in-depth

2. Create and managed discussion forum. The discussion aims to stimulate student to express their thoughts related to the material provided or invitation to discuss a problem (case study) related to the initiation material. This activity also give a challenge to student to have critical thinking of a problem.

3. Provide enrichment material that is relevant to the material being discussed. The enrichment material aims to provide additional scientific insight regarding initiation material source from Open Educational Resources (OER)

4. Giving tutorial assignment. Tutorial assignment are given at the 3rd, 5th, and 7th meeting to measure the level student's understanding of the tutorial material.

5. Tutor also have to facilitate various tutorial activity, such as providing information and leading discussions, exercise, remind student to study the material for the next meeting, provide responses to student in discussion forum, and provide feedback on student assignments on the Tutorial Assignment menu.

Puspitasari, 2013 and Wahyuningsih, 2014 said that the level accessibility of students in online tutorial is still low, and UT continues to develop and improve online tutorial services. The online tutorial score contribution id 30% toward the final grade to encourage student to be more motivated to participate in the online tutorial.

Furthermore, in the guidelines of Discipline and Ethics of Universitas Terbuka in following Online Tutorials, there are general provisions in this online tutorial activity that students should know: (a) Actively follow Online Tutorial an active role in discussions, and submit the Assignments on schedule. (b). Online tutorial's final score comes from participation (20%), discussion (30%), and 50% from the assignments.

Online tutorials at UT are one of the services that are in great demand by students. Material of online tutorial is prepared by the study program, consists of several items, namely the Rancangan Aktivitas Tutorial (RAT), Satuan Aktivitas Tutorial (SAT), initiation material per week, forum discussion per week, and assignment. UT also design practice question practice question per week, so the student can use these practice question to evaluate their understanding. So far, UT has prepared learning material that the student can study subject easily, with the guidance of tutors in online tutorials.

The material of courses is prepared by the study program. As a new study program, Information System study program is trying to meet the target of making material courses. The quality of the

material courses is the key factor for determining student satisfaction (Ali, 2011 and Setyowati, 2020). To find out the responses from tutors and to improve the quality of the material of courses, the Information System study program conducted a survey in 2022. This survey aims to know the quality of the material courses. Questions on the questionnaire included scheduling online tutorial, suitability of courses with tutors, quality of initiations material, discussion forum material, and assignment materials. In this questionnaire, researchers also asked for the tutor's input on the process of implementation of online tutorial, especially in the Information System study program.

This study result can provide input and improvement for the material courses of the online tutorial in the following year.

2   METHODOLOGY

This paper analyses and evaluates the quality of material courses of the online tutorial at System Information study program. The data samples used in this paper were tutors of System Information study program at 2021/22.2 and 2022/23.1. Data were analyzed using descriptive analysis.

Perception assessment research using the descriptive analysis method was carried out by (Permadi, 2018) which showed that 50% of the respondents had negative perceptions of learning comprehension. In this case, the respondents were a student at senior high school, while the respondents in our study were tutor who provides learning in online tutorial learning, with the object of our research being material in online tutorial learning.

Descriptive analysis in education has been discussed by (Loeb et al, 2017) who explained through descriptive analysis can identify and describe variations and trends from the sample study. Based on that discussion, we apply this method to online tutorial questionnaire data that has been filled in by the tutor. The subject in questionnaire amounted to 14 subject for each semester, each subject as four assessments i.e. : 1) strongly not agree, 2) not agree , 3) agree and 4) strongly agree. After obtaining the percentage of each assessment subject, the trend of values for each subject will be obtained through there tendencies analysis.

3   FINDINGS AND DISCUSSION

In the 2021/22.2 period, the number of tutors who answered the questionnaire was 165 persons. From the result of the questionnaire that has been obtained, we see that in general, tutor states that the scheduling accuracy (agree and strongly agree) = 96.36%. They stated that the suitability of the ability subject was 94.55%. This means that the tutors feels in accordance with the class this semester. The suitability of the time setting is 96.97%, which means the tutors fell that the

implementation of the online tutorial is in accordance with the course load. The quality of initiation material, discussion material, and assignment questions in online tutorial also get a high mark from tutors. This means that material of online tutorial at System Information study program is considered very good. The average answer of the tutor answering agree and strongly agree is 95.63%. More detailed information descripted in Table 1.

Table 1. The result of 2021/22.2

No	Subject	Subject	Strongly not agree	Not agree	Agree	Strongly agree
1	Scheduling accuracy	B.1	2.42%	1.21%	33.94%	62.42%
2	The determination of the mastery course is in accordance with the tutor's expectations	B.2	2.42%	3.03%	38.79%	55.76%
3	Setting the time for implementing online tutorials in accordance with the course load	B.3	2.42%	0.61%	42.42%	54.55%
4	The initiation material is easy to understand	B.4	2.42%	1.21%	42.42%	53.94%
5	The initiation material is qualified	B.5	1.82%	0.61%	52.12%	45.45%
6	The use of language in the initiation materials (1 to 8) is sufficient	B.6	2.42%	0.00%	46.67%	50.91%
7	Initiation material courses are up to date	B.7	2.42%	2.42%	52.73%	42.42%
8	Discussion forum material (1 to 8) is easy to understand	B.8	2.42%	0.61%	43.64%	53.33%
9	Discussion forum material (1 to 8) is qualified	B.9	2.42%	3.64%	44.24%	49.70%
10	The use of language in discussion forum material (1 to 8) is sufficient	B.10	1.82%	1.21%	47.88%	49.09%
11	Discussion forum material (1 to 8) is up to date	B.11	3.03%	4.24%	46.67%	46.06%
12	The assignment is qualified	B.12	1.82%	4.24%	41.82%	52.12%
13	The assignment is up to date	B.13	1.82%	6.06%	49.09%	43.03%
14	The Study Program provides good services to tutors	B.14	2.42%	0.00%	33.33%	64.24%
		Max	3.03%	6.06%	52.73%	64.24%
		Min	1.82%	0.00%	33.33%	42.42%
			Strongly not agree	Not agree	Agree	Strongly agree
		Mean	2.29%	2.08%	43.98%	51.65%

The graph of the result of the 2021/22.2 period questionnaire per subject is shown in Figure 1.
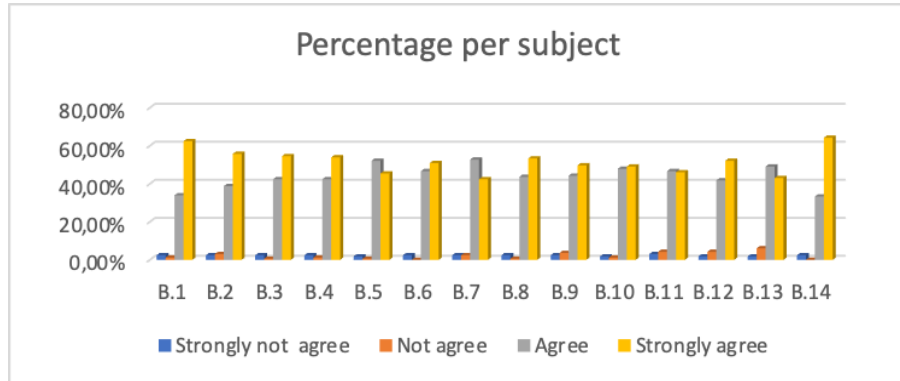
Figure 1. Percentage per subject of the 2021/22.2 period

The graph of the average result of the 2021/22.2 period questionnaire is shown in Figure 2.
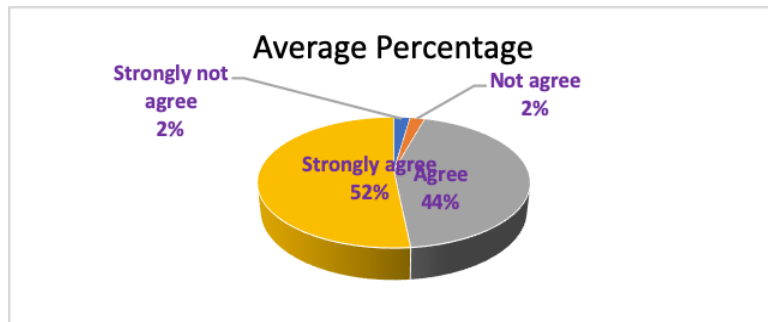

Figure 2. The Average Percentage of the 2021/22.2 Period

In the 2022/23.1 period, the number of tutors who answered the questionnaire was 231 person. From the result of the questionnaire that has been obtained, we see that in general, tutors answered that the online tutorial materials were very good. Tutors stated that the scheduling accuracy (agree and strongly agree) = 99%. The tutor stated that the suitability of the ability subject was 98%. This means that the tutors feel in accordance with the class in this semester. The suitability of the time setting is 99%, which means the tutors feel that the implementation of online tutorial is in accordance with the course load. The quality of initiation material, discussion question forum, and assignment questions in online tutorials also get a high mark from tutors. This means that the material courses of the Information System study program were considered very good. More detailed information is in Table 2.

Table 2. The result of 2022/23.1

No	Subject	Subject	Strongly not agree	Not agree	Agree	Strongly agree
1	Scheduling accuracy	C.1	0%	1%	39%	60%
2	The determination of the mastery course is in accordance with the tutor's expectations	C.2	0%	2%	41%	57%
3	Setting the time for implementing online tutorial in accordance with the course load	C.3	0%	1%	46%	52%
4	The initiation material is easy to understand	C.4	0%	1%	47%	52%
5	The initiation material is qualified	C.5	0%	0%	54%	45%
6	The use of language in the initiation materials (1 to 8) is sufficient	C.6	0%	2%	50%	48%
7	initiation material course is up to date	C.7	0%	4%	60%	35%
8	Discussion forum material (1 to 8) is easy to understand	C.8	0%	2%	43%	55%
9	Discussion forum material (1 to 8) is qualified	C.9	0%	2%	51%	47%
10	The use of language in discussion forum material (1 to 8) is sufficient	C.10	0%	1%	52%	47%
11	Discussion forum material (1 to 8) is up to date	C.11	0%	3%	61%	36%
12	The assignment is qualified	C.12	0%	3%	50%	46%
13	The assignment is up to date	C.13	0%	3%	57%	40%
14	The Study Program provides good services to tutors	C.14	0%	0%	35%	65%
		Max	0.00%	4.33%	60.61%	65.37%
		Min	0.00%	0.00%	34.63%	35.50%
			Strongly not agree	**Not agree**	**Agree**	**Strongly agree**
		Mean	0.00%	2.03%	49.75%	48.19%

The graph of the result of the 2022/23.1 period questionnaire per subject is shown in Figure 3.
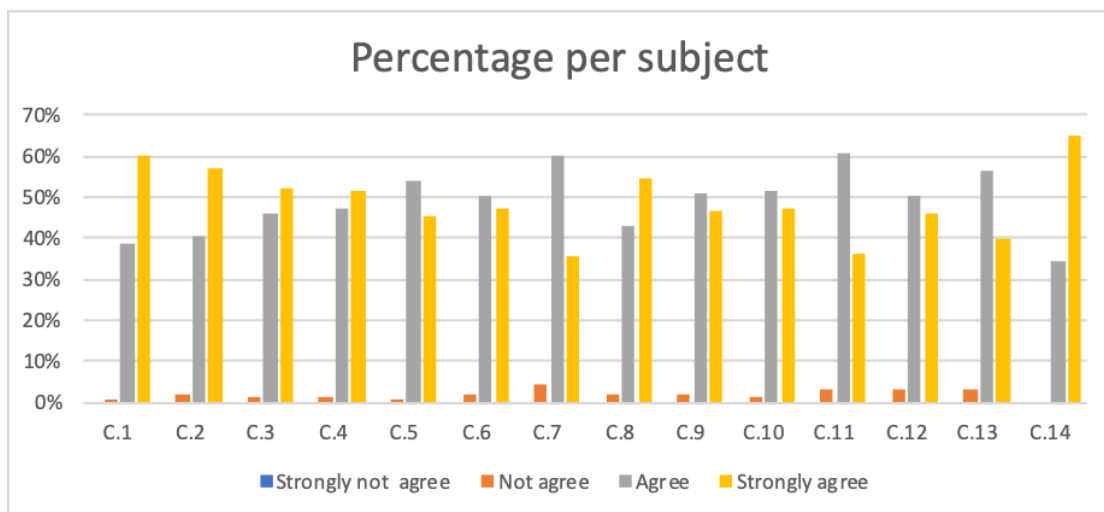
Figure 3. Percentage per subject of the 2021/22.2 period

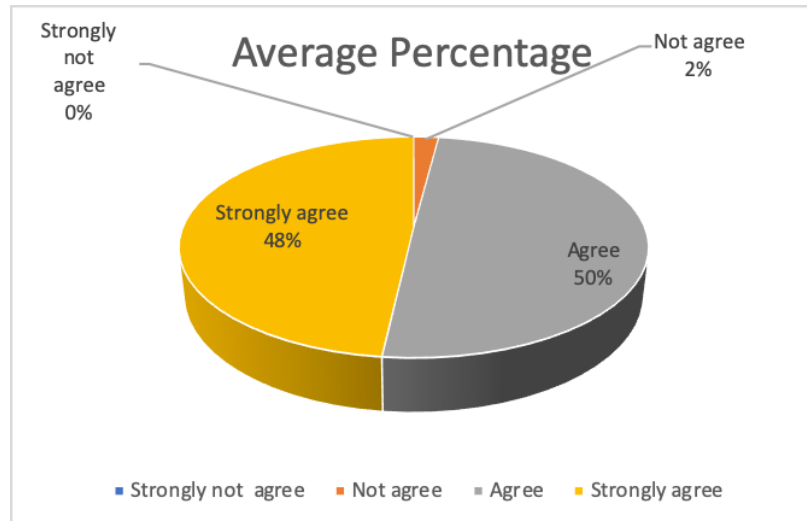The graph of the average results of the 2022/23.1 period questionnaire is shown in Figure 4

Figure 4.. The Average percentage of the 2021/22.2 period

4   CONCLUSION

From the result of this study, it can be concluded that the online tutorial for the Information System study program is in accordance with the tutor's expectations. Some notes from the tutor are that even if the result is good, the study program must still update the material of online tutorials. Updating this material certainly also improves the quality of online tutorial implementation, especially in the Information System study program.

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