

# THE STUDENT PERCEPTION ANALYSIS OF UNIVERSITAS TERBUKA MAKASSAR'S ONLINE LEARNING SERVICE: EVALUATING THE QUALITY OF ITS INNOVATIVE INTEGRATED WEBINAR TUTORIAL (TUWEB) & LEARNING MANAGEMENT SYSTEM (LMS)

**Jamil<sup>1</sup>, Ibandong<sup>2</sup>**

*<sup>1,2</sup>Universitas Terbuka (INDONESIA)*

## **Abstract**

This research aims to investigate Universitas Terbuka (UT) Makassar's student perceptions of its innovative online learning service (OLS) through an integrated webinar tutorial (Tuweb) using the synchronous *Microsoft Teams* application with an asynchronous learning management system (LMS). In this OLS, the Tuweb learning materials will be stored in LMS so students can review and relearn them. It has been carried out during the covid-19 pandemic in the online class of the Primary Teacher Education (PTE) study program, uniting students across Indonesia in its distance education program. Research on this OLS has been going on for three semesters, taking place in eight meetings over eight weeks of the course. The research approach used is quantitative using descriptive analysis. Its population includes Tuweb class of PTE study program's undergraduate students with 219 respondent samples using a random sampling technique. It used a Likert scale questionnaire and google form as a data collection technique. This research finds that student perceptions about such OLS model are dominantly in the excellent and good categories. In detail, based on 31 questions submitted to respondents, the student perceptions of the quality of such innovative OLS in good, excellent, poor and very bad categories consecutively are accounted for 41.94%, 58.06%, 0%, and 0%. These confirm that such an OLS model works very well for the students. It is a very innovative digital learning technology approach as it combines both synchronous and asynchronous learning approaches, giving student learning flexibility over different places and times. Furthermore, it gives students missing the synchronous Tuweb class a chance to catch up with Tuweb learning material as they can independently review and learn it asynchronously through LMS. This integrated online learning service is a significant innovation in assisting students to learn independently, enhance their learning module materials mastery, and improve their academic achievement.

Keywords: Perception, webinar tutorial, independent study

## **1 INTRODUCTION**

Open University have undergone changes in guiding students to achieve success. Guidance and services are carried out digitally so that students can independently use print media and online mode applications to support their learning process. The Webinar Tutorial assistance service (Tuweb) and the Learning Management System (LMS) are one of the excellent features offered by the Open University to facilitate superior learning as an online study aid. Students' perceptions of understanding, appreciation of service procedures and the quality of learning aid services are very important to assist students in obtaining the competencies they want to achieve in each of the subject areas taught.

In the Digitalization Era, online learning Assistance Services have a very big impact on all lines. Higher education institutions are one of the parties that must improve and follow these changes. The use of the Webinar tutorial learning application (Tuweb) and the Management System

Learning application (LMS) is one of the biggest breakthroughs provided by the Open University to keep up with these big changes. This application will of course be maximized by knowing how the perceptions of students, especially PGSD Undergraduate Program students as the focus of this research on the services utilization. Knowing whether this service helps support student learning processes that are independent, flexible in use and can be accessed anytime and anywhere by utilizing spare time so that the main tasks as elementary school teachers can go hand in hand.

These perceptions of course directed towards the online learning model with the ability of students to accept, adapt, and regulate online learning activities from various corners. The perceptions possessed by students can form impressions and experiences of everyday life. The quality of Tuweb services combined with LMS and the accuracy of student perceptions have a major influence on the response to provide excellent service in an online learning system that is takes place in a scheduled synchronous manner by using the class link. The combination with the asynchronous LMS application helps learning to run completely. A new learning environment that involves setting, interpreting and adapting so that students will get the same psychological experience as face-to-face tutorials (TTM).

## **2 METHODOLOGY**

This research use qualitatif method with description analysis. The data analysis method used is the percentage of each answer. After the collected data is analyzed, then will be interpreted captured conclusion. The population of this research were 661 PGSD undergraduate students who joined the online class following the Webinar tutorial (Tuweb) and Learning System Management (LMS). Data collection was carried out using a probability sampling technique with a total target. Questionnaires were sent to students through Google form link to their cell phone numbers. The data collection uses a Likert scale and students who answered the questionnaire as much as 219 at the same time selected as samples.

## **3 FINDINGS AND DISCUSSION**

Students' perceptions when viewed from the research indicators showed a very good results in the use of Webinar tutorials combined with LMS applications. A total of 219 students who filled out the questionnaire showed the dominance of positive answers related to service quality. Student perceptions regarding online learning assistance services through the Tuweb application combined with the LMS application can be described as follows: There were (1) 127 students or 58.06% were in the very good category, (2) 92 students or 41.94% were in the good category, (3) While the categories were not good and very bad 0%. These indicates that the use of this

application is effective for students because their answer choices are all well defined. No one student complained that the service was not good.

Tuweb results help the improvement of the student's mastery of the subject given in the module with a "very good" percentage in 59%, and then the "good" classification in 41%. Both Microsoft Teams application and LMS application are very feasible to use in providing online learning assistance services. This emphasizes the importance of using webinar tutorials and learning system management. These two applications have met student expectations very well to help support the successfull of independent learning.

Students almost do not experience significant obstacles in learning the material that is taught through Tuweb. The use of this application is very helpful in improving the mastery of the material presented by the tutors. The material is an important concept that the tutor chooses according to the competencies to be achieved during the eight meetings. According to Herminingsih, H. (2021). Students have a very good perception of using webinar tutorials and can adapt to online learning to help students improve their mastery of the material and improve their mastery of important concepts in the module. Stewart, W. H., & Lowenthal, P. R. (2022).

Monitoring the implementation of the Tuweb-LMS got monitoring 8 times and tutor evaluation 3 times at meetings 3, 5 and 7 to find out about implementation, achievement, and suitability of RAT & SAT for each subject based on assignments from UPBJJ-UT Makassar. The monitoring results show that the average attendance and participation rate of PGSD study program students is 95.03% (BLBA, UT Makassar 2022.1). The implications of online learning by utilizing Tuweb using the Teams application combined with the LMS application show very good perceptions of students.

The combination of two synchronous Learning Tutorial Webinar (Tuweb) applications and the asynchronous Learnig Management System (LMS) application shows a very good level of performance. This study assistance service provides an opportunity for students within 1 week to deepen one sub material through Tuweb whose core material is stored in the LMS through 8 material initiations, 8 discussion activities and 3 course assignments. The learning assistance services help students explore key concepts more flexibly.

The LMS application as a learning service will further strengthen the understanding of important concepts of learning material through discussion activities. Then the coursework will increase the understanding of the subject matter (BMP) or modules. Synchronizing the two learning applications is able to encourage and build a conducive and enjoyable learning atmosphere so that

students do not feel alone or feel isolated in the independent learning process. During the Covid-19 pandemic and post-Covid, this study assistance mode runs until the 2022 registration period.

The student's Mastery of the subject matter which contains the competencies that students will achieve is better from each module. The quality of online learning services has become the concern of UPBJJ-UT Makassar by continuing to monitor every learning activity and evaluate tutors regularly in 3 times during the semester. Rachmi, T., & Siregar, H. (2022). The implementation of the tutorial webinar activity at the Open University of Makassar has been carried out in a systematic and structured manner to ensure that the competency of the courses is achieved, tutorial activities are based on the Tutorial Activity Design and Tutorial Activity Unit (RAT-SAT), each tutor subject has informed at every tutorial meeting about the course material including competencies to be achieved.

In general, the very good perception of online learning is the answer obtained from the majority of students. based on geographic and demographic conditions in the working area of UPBJJ-UT Makassar, the level of utilization and student learning activities in Tuweb and LMS activities shows a very good level of participation. Students show enthusiasm and take advantage of online learning services at 99.03% (BLBA, 2021). Before entering class, students have prepared themselves well by previously studying the material and videos that have been provided in the application. According to Shearer, R. L., Aldemir, T., et al (2020). Online learning continues to evolve, with a pedagogical approach, innovating beyond replicating students' face-to-face experiences.

Next, students' perceptions of the feasibility of learning management systems (LMS) obtained the following data. The students answer were: Very good category (59.10%), and good category as much as 40,90%, while less good 0%, and very bad category 0%. Overall, students who participate in online learning services give a very good perception considering that online classes take place regularly and are structured according to the concept of learning assistance services. All learning activities are grouped based on online classes per course with participants between 20-40 students per class. Learning through Learning system management (LMS), and Tutorial webinar (TUWEB) is very in line with the learning character of distance education students (Open University) and based on student perceptions is in the very good category (62%), good category as much as (38%), less good 0%, and very poor category 0%.

The Open University as a distance education institution is very concerned in providing study assistance to improve independent study skills so that students can achieve maximum results.

Participation in online learning activities contributes (50%) to the final grades of students. According to Hewindati, Y. T., & Belawati, T. (2020, July). Student participation in online tutorial activities affects students' final grades. Students' active participation is correlated with their final semester exam scores. The provision of online services is very influential on student achievement.

#### 4 CONCLUSION

This research have some conclusion as follow:

1. Perceptions of the quality of student academic services are in the very good category (58.06%), and the good category is 41.94%, while 0% is not good, and the very bad category is 0%, out of 31 questions submitted to 219 respondents. These results emphasize the importance of using webinar tutorials and learning management systems. The online learning process runs very well and supports independent learning for undergraduate PGSD students Program.
2. The management tutorial webinar service (TUWEB) combined with the Learning Management System (LMS) really helps students improve their mastery of the material being taught (BMP) or material in modules..

#### REFERENCES

- Belawati, T., Nizam, N., Letak, P., Darmanto, B. A., (2020). Potret pendidikan tinggi di masa covid-19.
- Belawati, T., Padmo, D. A., & Prasetyo, D. (2020). Exploration of learner-content interaction using interactive digital materials. In *EDULEARN20 Proceedings* (pp. 8939-8948). IATED.
- Prawatiningsih, D. (2022). Kualitas Pembelajaran E-Learning Berdasarkan Persepsi Mahasiswa. *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, 5(1), 25-35.
- Herminingsih, H. (2021). Persepsi Mahasiswa Terhadap Pembelajaran Daring Pada Masa Pandemi Covid-19 Melalui Aplikasi Teams Meeting: Studi Kasus di UPBJJ UT Jember Kabupaten Probolinggo. *Sukma: Jurnal Pendidikan*, 5(1), 63-78.
- Hewindati, Y. T., & Belawati, T. (2020, July). Online Tutorials And Student Achievement: A Case Of Ecology Course. In *Proceedings of EDULEARN20 Conference* (Vol. 6, p. 7th).
- Muflikah, B., Kusuma, V. A., & Swidarto, S. (2022). Analisis Penggunaan Tutorial Webinar di Masa Pandemi Covid-19 dengan Pendekatan Technology Acceptance Model Pada Universitas Terbuka. *Kelola: Jurnal Manajemen Pendidikan*, 9(1), 52-59. Webinar. *TA'DIBUNA: Jurnal Pendidikan Agama Islam*, 5(1), 32-43.
- Shearer, R. L., Aldemir, T., Hitchcock, J., Resig, J., Driver, J., & Kohler, M. (2020). What students want: A vision of a future online learning experience grounded in distance education theory. *American Journal of Distance Education*, 34(1), 36-52.

- Stewart, W. H., & Lowenthal, P. R. (2022). Distance education under duress: a case study of exchange students' experience with online learning during the COVID-19 pandemic in the Republic of Korea. *Journal of Research on Technology in Education*, 54(sup1), S273-S287.
- Rusdiantho, K. S. G., & Elon, Y. (2021). Persepsi Mahasiswa terhadap Pembelajaran Online Fase Pandemic Covid-19. *Edukatif: Jurnal Ilmu Pendidikan*, 3(5), 2573-2585.
- Rachmi, T., & Siregar, H. (2022). Peningkatan Kualitas Manajemen Tutorial Tatap Muka Berbasis Webinar. *TA'DIBUNA: Jurnal Pendidikan Agama Islam*, 5(1), 32-43.
- Padmo, D., Belawati, T., Idrus, O., & Ardiasih, L. S. (2017). The state of practice of mobile learning in Universitas Terbuka Indonesia. In *Mobile Learning in Higher Education in the Asia-Pacific Region* (pp. 173-190). Springer, Singapore.
- Tarchi, C., Brante, E. W., Jokar, M., & Manzari, E. (2022). Pre-service teachers' conceptions of online learning in emergency distance education: How is it defined and what self-regulated learning skills are associated with it?. *Teaching and Teacher Education*, 113, 103669.
- Williamson, B., Eynon, R., & Potter, J. (2020). Pandemic politics, pedagogies and practices: digital technologies and distance education during the coronavirus emergency. *Learning, Media and Technology*, 45(2), 107-114.
- Webb, E. J., Campbell, D. T., Schwartz, R. D., & Sechrest, L. (1966). *Unobtrusive measures: Nonreactive research in the social sciences*. Rand McNally.

