INTEREST DEGRADATION ANALYSIS OF ONLINE TUTORIAL

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Abstract

Universitas Terbuka, one of the universities that organizes an open and distance education system, continues to innovate to provide the best service to each student. One of the learning services at the Universitas Terbuka is a non-face-to-face learning service through online tutorials. Universitas Terbuka Padang, one of UT's regional services, also allows students to choose these services. However, student participation in online tutorials decreased, as seen by the students registered for online tutorials for two consecutive periods. This paper used quantitative methods. The research population is UT Padang students from the management department with non-face-to-face service types. We used purposive sampling. The research results are as follows: the presentation design is quite attractive, usability and accessibility are straightforward, Content is appropriate, and Interaction sometimes happens. Finally, the results obtained recommendations for policymakers based on student suggestions: the online tutorial platform must provide a voice recording feature, webinar tutorial, and remainder schedule.

Keywords: interest degradation, online tutorial, distance education

1   INTRODUCTION

Based on Higher Education Law number 12 of 2012, article 31 concerning Distance Education (DE) explains that (DE) is a teaching and learning process remotely through various communication media. DE will provide higher education services to community groups who cannot attend face-to-face or regular education, expand access, and facilitate higher education services in education and learning.

Universitas Terbuka (UT), one of the universities that organizes an open and distance education system, continues to innovate to provide the best service to each student. One of the learning services at the Universitas Terbuka is a non-face-to-face learning service through online tutorials. Online Tutorial is an internet-based tutorial service or web-based tutorial offered by UT, followed by students through the internet network. Universitas Terbuka Padang, as one of the region's units of distance learning programs, also opens opportunities for students to choose this service.

This non-face-to-face service or online tutorial can be chosen by students at the first time of registration. However, UT Padang students' enthusiasm and participation in this non-face-to-

face service are not great. This can be seen from the decrease in the number of students registering for online tutorials for two consecutive periods.

Table 1. UT Padang Online tutorial Students in 2022

Period	Registration
2022.1	4575
2022.2	3918

Source: sipelapor.ut.ac.id

Based on observations, UT Padang students do not take online tutorials because they do not check online tutorial registration on the academic portal and do not fill out the form of willingness to follow tutorials on e-learning applications. Even though UT Padang has urged students to fill out the online tutorial willingness form through various social media. In addition, the many obstacles students face accessing online tutorials on the e-learning website also cause students not to participate in online tutorials. Based on the results of interviews with several students, it is known that the obstacles that often arise when using e-learning websites are difficult to access during peak hours, then access to material and discussions is limited to text only, so sometimes students find it challenging to understand the material. There is no reminder timer related to assignment deadlines, so students often forget to send assignments to the e-learning page.

Universitas Terbuka provides alternative Course Assignments (CA) for students not participating in the online tutorial form. Based on the results of initial interviews with several students, it is known that they deliberately did not follow the online tutorials in which they wanted to take part in CA. According to them, CA is considered more practical and easier to process. The many steps required when registering for online tutorials make them prefer CA. Even though students have been informed during the new student orientation that CA is not a tutorial service. So, the contribution of the CA value to the final value of the percentage is minimal. The following is the number of students who participated in CA in two consecutive periods.

Table 2. Course Assignments in UT Padang

Period	Number of Students
2022.1	1801
2022.2	2599

Source: UT Padang

Although the value contribution is minimal compared to taking online tutorials, student enthusiasm to take part in this CA is relatively high, as can be seen from the increase in the number of students who prefer to take CA compared to online learning. Students who take online tutorials experience a decrease, even though students should take more online tutorials because the contribution of grades to final grades is more significant than CA. They are facilitated with tutors and materials that can be discussed at any time and are not limited to assignments such as CA.

Therefore, this article aims to find out the causes of the degradation of interest of UT Padang students following an online tutorial. Based on appearance, access, Content, Interaction, and user convenience.

2   METHODOLOGY

The type of research used is quantitative research, where the dependent variable is student interest in following online tutorials, and the independent variable is the design of the e-learning website appearance, usability and access, Content, Interaction, and user convenience. The population is UT Padang students in the 2022 Management Study Program with non-face-to-face services. This population was chosen because the Management Study Program is a favorite non-basic education program at UT Padang. The management study program opens non-face-to-face services with two service schemes: a Semester Package System and a Non-Semester Package System. Non-face-to-face tutorial and non-semester package system students of the management study program at UT Padang should access the elearning.ut.ac.id page for tutorial activities, but unfortunately, many students still do not access the page. Students of the Management study program are recorded to be the most participants in CA both for the 2022.1 and 2022.2 periods

The purposive sampling technique is UT Padang management study program students who participate in CA twice. Secondary data is obtained from the SRS application. Primary data were taken from the study sample. The research instrument used a research questionnaire.

Table 1. Operational Variables

Sub Variables	Indicators	Measuring Instruments	Score
Presentation Design	1. Visual consistency 2. Website background 3. Website typography 4. Website Layout	Unattractive Quite interesting Pull Very interesting	0 1 2 3

Usability and Accessibility	1. Website navigation system 2. System access stability 3. File type facility 4. Feature	It is not easy It is pretty easy Easy It is easy	0 1 2 3
Content	1. Materials as needed 2. Up-to-date material 3. Discussions relevant to the material 4. Tasks relevant to UAS questions	Not compliant Quite suitable Appropriate Fits perfectly	0 1 2 3
Interaction: Feedback	1. Introduction of tutors and courses 2. Ease of contact with tutors 3. Active Tutors in discussion rooms 4. Tutors provide feedback on assignments	None Sometimes Often Always	0 1 2 3
User Comfort	1. Recommended amenities or features 2. Recommendations regarding the type of tutorial	From the form distributed to students, it was found that students recommended additional features in the form of voice recording and remainder schedule. Then, students also recommend additional webinar tutorials	

3 RESULT

Based on data processing, a description of the object of study is obtained as follows.
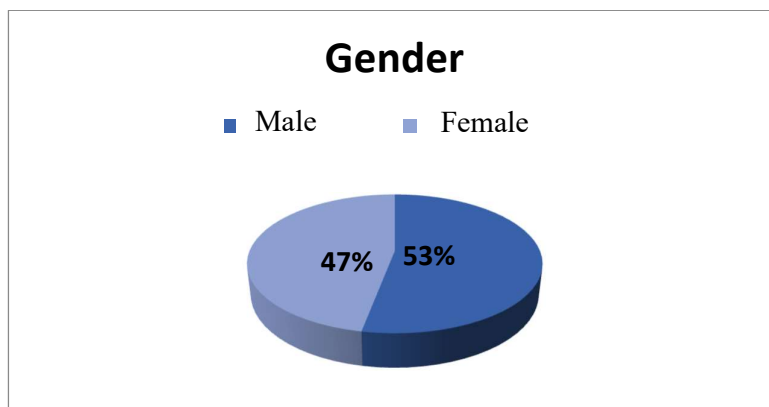
3.1 Gender

Figure 1. Respondent's Gender

Based on the results of the research questionnaire, it is known that male respondents numbered 97 people, while for female respondents, there were 86 people (Figure 1). This shows that the students of the management study program who follow CA the most and do not follow online tutorials are men.

3.2   Region of origin

Table 2. Respondent's Domicile

Region of origin	Sum
Agam District	11
Dharmasraya Regency	4
Mentawai Islands Regency	3
Fifty City District	6
Padang Pariaman District	3
Pasaman Regency	1
West Pasaman Regency	5
South Coast District	19
Sijunjung Regency	2
Solok Regency	2
South Solok Regency	66
Tanah Datar District	4
Bukittinggi City	5
Padang City	40
Padang Panjang City	2
Pariaman City	2
Payakumbuh City	5
Sawahlunto City	2
Solok City	1
Total	**183**

Based on the results of the research questionnaire, it is known that the least respondents came from Solok City, amounting to one person, and the most came from South Solok Regency, totaling 66 people (Table 2). This is because South Solok Regency has a UT Service Centre and study groups that mostly manage non-basic education students.
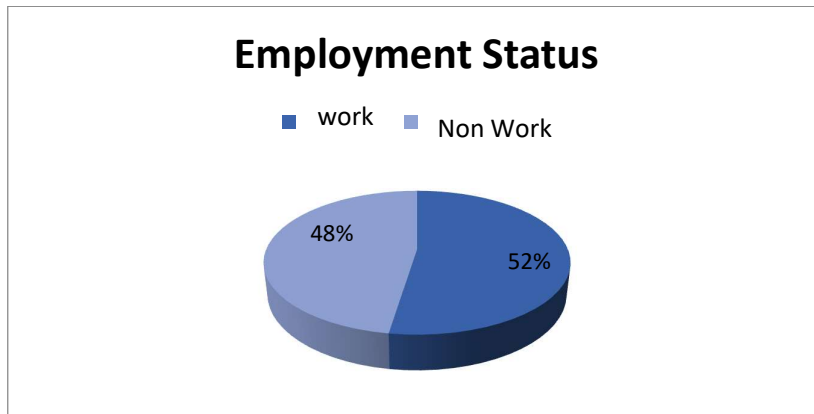
3.3 Employment Status

Figure 2. Respondent's Job Status

Based on the results of the research questionnaire, it is known that respondents with working status numbered 96 while respondents with non-working status amounted to 87 people. This shows that UT Padang's management study program students who take part in CA are already working. From interviews with several respondents, it is known that they chose CA because it was considered more practical than online tutorials. There is no need to fill out the willingness form to access CA, and three assignment submissions without the need to run lectures have helped contribute grades to the final grade. Then, the working system is also considered easy to use, just by downloading questions and uploading answers.
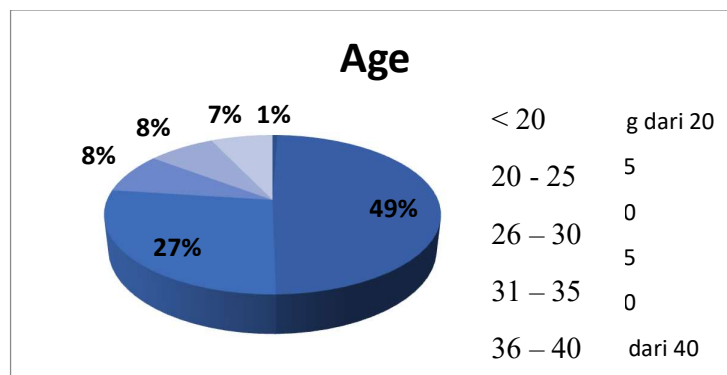
3.4 Age

Figure 3. Respondent's Age

Based on the questionnaire results, the respondents who participated the most in CA were 20 to 25 years old. Meanwhile, the age group following CA is at least less than 20. The age group of 20 to 25 years is the age group that most follow CA because this age group is more likely to

like practical things. An expert, Prof. Dr. Heddy, believes that one of the characteristics of the millennial generation is to want to be fast-paced, practical, and to the *point*.

4   DISCUSSION

In this section, based on data processing, the following findings are obtained

4.1   Presentation Design

Table 3. Website Design Presentation

Presentation Design	Number of Respondents			
	Unattractive	Quite interesting	Pull	Very interesting
Visual consistency	20	85	45	33
Website background	1	104	51	27
Website typography	11	94	58	20
Website Layout	24	86	64	9

Based on the questionnaire about presentation design, it was found that the average student considered visual consistency, website background, website typography, and website layout quite attractive. Based on the results of the questions on the distributed questionnaire, it is known that the display of images and background colors is monotonous, and there is less variety, so it looks less attractive. The website text looks small, so some information is not visible, some of the writing color selection looks pale, and the layout of the menus on the website looks less attractive. This aligns with research conducted by Dwi Nugraheny (2016), who found that the school website's design has sufficient criteria for system improvement. Research conducted by Andi Aulia Hamzah (2012) states that the visual appearance of e-learning websites significantly influences interest in following online tutorials.

4.2   Usability and Accessibility

Table 4. Website Usability and Accessibility

Usability and Accessibility	Number of Respondents			
	Not Easy	Easy Enough	Easy	It is Easy
Website navigation system	-	93	90	-
System access stability	31	112	40	-
File type facility	12	99	72	-
Features provided	23	105	55	

Based on the questionnaire about Usability and Accessibility, it was found that the average student assessed the website navigation system, system access stability, file type facilities, and features provided were relatively easy to access. Based on the results of questions on the

questionnaire distributed, it is known that sometimes the website is difficult to access at certain times. Sometimes, they suddenly log out of the system. The task upload speed is not entirely smooth. The facility of file types that can be uploaded already uses popular file formats, but variations must be added. The features that have been provided still need a few additional features to make it easier for users. This aligns with research by Margaretha Evi Yuliana et al. (2021), in which respondents stated that web accessibility through e-learning media was moderate. The web often errors, and internet signals are less stable. In research conducted by Reva Nabawi (2018), respondents stated that there are several obstacles for students in accessing the website, including being unable to search, not being able to download the information needed, and several menus that do not have Content.

4.3   Content

Table 5. Content Website

Content	Number of Respondents			
	Not compliant	Quite Appropriate	Appropriate	Fits Perfectly
Materials as needed		86	94	
Up-to-date material		87	96	
Discussions relevant to the material		85	98	
Tasks relevant to UAS questions		86	94	

Based on the contents of the questionnaire, it was found that the average student assessed the material according to needs, up-to-date material, discussions by the material discussed, and assignments under UAS questions. Based on the results of interviews with several respondents, it is known that although the material is appropriate and up to date, the discussion needs tutors to explain in more detail in language that is easier to understand, considering that not all students can understand the material just by reading. This aligns with research conducted by Otib SH (2021), stating that the Content of e-learning websites in elementary school residents' learning is appropriate and excellent. Furthermore, research conducted by Dziky Muhamad et al. (2021), e-e-learning media based on discovery learning is declared suitable for use because the material contained in the media is under the subject matter so that it can facilitate the learning process and increase interest in learning.

4.4   Interaction

Table 5. Interaction Website

Interaction	Number of Respondents			
	None	Sometimes	Often	Always
Introduction of tutors and courses		97	86	
Ease of contact with tutors		100	83	
Active Tutors in discussion rooms		132	51	
Tutors provide feedback on assignments		96	87	

The questionnaire about Interaction found that the average student sometimes stated the tutor's introductory items and course, the tutor's ease of contact, active participation in the discussion room, and the tutor provided feedback on the assignment. Based on the results of the questions in the questionnaire distributed, it is known that tutors rarely reply to messages addressed personally directly to tutors even though they want to ask questions related to assignment assessment or attendance that are not discussed in the discussion menu. Students are also sometimes late submitting assignments because there is no special reminder regarding the limit of uploading assignments from the system or tutors. Research conducted by Wulan Probo B et al. (2022) states that service interaction simultaneously has a positive effect on consumer satisfaction.

4.5   User Comfort

The following information is obtained from the questionnaire related to suggestions about user convenience. First, students recommend that e-learning be added with voice recording features. Voice recording was needed because not all students can understand the material by reading; with this feature, it is expected that there will be recordings related to the material being discussed. So that students who are dominant in listening learning styles can more easily understand the material presented. This aligns with Jeanette Ophelia P et al. (2016) research, which shows that student learning styles vary, including visual, auditorial, and kinesthetic, but most students have auditorial learning style tendencies.

The second recommendation is the existence of a schedule reminder feature. This feature is necessary because the tutorial and task upload schedules are often missed. So far, information is limited to e-learning websites. If you do not open the website, students cannot see the tutorial and assignment upload schedules. This aligns with research conducted by M Yudha Putra et al.

(2023), stating that the reminder application about lecture schedules and assignments has been successfully developed. This feature can also speed up accessing lecture schedule information and assignments efficiently and quickly.

Third, students recommend adding online tutorials with webinar tutorial facilities because students also want real-time Interaction with tutors. This is because if students only rely on messages in e-learning, they do not understand what the tutor conveys. This aligns with research conducted by Harry Sitepu et al. (2016), who stated that one of the innovations is web-based e-learning using webRTC technology. WebRTC technology provides several functions to communicate through various media, such as voice, video, and text, without installing additional plugins because modern browsers support it.

5   CONCLUSION

Student enthusiasm and participation in online tutorials have decreased. This can be seen from the decrease in students who register online learning for two consecutive periods. This type of research is quantitative with purposive sampling techniques. Research results on student perceptions of the online learning page show that Presentation Design is attractive, Usability and Accessibility are pretty straightforward, Content is appropriate, and Interaction is sometimes. Based on the analysis of student suggestions related to online tutorials, voice recording features, webinar tutorials, and remainder schedules are needed.

Suggestions for further research need a deeper study of the urgency and need for CA to be applied. This is to anticipate the decline in student interest in the learning process. Further research is expected to trace the impact of CA on the quality of learning and distance education graduates.

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