THE IMPLEMENTATION OF DISTANCE LEARNING: A STUDY ON WEBINAR TUTORING AT MAKASSAR REGIONAL UNIVERSITAS TERBUKA

Jalil[1*], Kusmaladewi[2], Makkatenni[3]

[1,2,3]Universitas Terbuka (INDONESIA)

[*]jalil@ecampus.ut.ac.id

Abstract

Unlike its conventional counterpart, distance learning is expected to overcome any access difficulties imposed by geographical barriers. It has the capacity to fit learning into areas throughout the country including remote areas situated in island areas. This is supported by a wide selection of learning-service modes, e.g., face-to-face tutoring, radio tutoring and online tutoring, with the latter made accessible particularly to remote learners. In addition to the learning modes, learners may work through both print and non-print learning materials. During 2020, the outbreak of COVID-19 gave rise to strict constraints in the learning mode regularly applicable in face-to-face setups, leading Universitas Terbuka to immediate shifts in carrying out tutoring services from traditional face-to-face to webinar basis (known as Tutorial Webinar or Tuweb). This research aims to scrutinize student assessment on the concept of distance learning through the implementation of Tuweb at Universitas Terbuka of Makassar. Quantitative descriptive method was selected, with data collected from a modified Likert-scale questionnaire that included 20 items. The research was restricted to a population of the entire students in Tuweb during the even semester of 2022. Results of descriptive analysis from 2.963 questionnaires using SPSS 23 show that the score ranged between 10.792 and 11.183 at a mean of 10.945. This indicates that the implementation of webinar tutoring (Tuweb) at Universitas Terbuka of Makassar well corresponded to the concept of distance education designed by Universitas Terbuka.

Keyword: webinar, Makassar, tutoring, distance learning

1   INTRODUCTION

Unlike its conventional counterpart, distance learning is expected to overcome any access difficulties imposed by geographical barriers. It has the capacity to fit learning into areas throughout the country including remote areas situated in island areas. This is supported by a wide selection of learning-service modes, e.g., face-to-face tutoring, radio tutoring and online tutoring, with the latter made accessible particularly to remote learners. Emergency The Covid-19 outbreak in 2020 had a huge impact on the world of education. one of them is changing the mode of face-to-face learning in the classroom to online at all levels of education (COL, 2020; Rahmi, 2020).

Face-to-face learning through online media is carried out from elementary school to tertiary education by utilizing various platforms (Herliandry et al., 2020). This condition does not only occur in conventional universities but also universities that have organized an open and distance learning system (PTJJ). The Open University (UT), as the organizer of PTJJ, was also affected. One of the tutorial services most in demand by students of the Open University is Face-to-face tutorials. During the Covid-19 pandemic, switching face-to-face tutorials in class to face-to-face tutorials through the website or webinar tutorials (Tuweb) The academic service policy during the Covid-19 pandemic is contained in the Rector's Decree Number 721 of 2020. The policy is not much different from the implementation of face-to-face tutorials that have been carried out at the Open University. Tutorial activities which include introductory activities, core activities and closing activities remain to be implemented in tuweb. The only difference in the venue is that if face-to-face tutorials have been carried out in real classrooms, then tuweb is carried out in virtual classrooms. Webinar participants are not widely present in classrooms with teachers, but can be in different locations, the range is wider because they can be located anywhere as long as they are covered by the internet network. Learning activities through webinars at UT Makassar Region are still being carried out. Therefore, it is very important to review the implementation of Tuweb at the Open University in UT Makassar Region. This study aims to analyze the implementation of Tuweb in Makassar Regional - UT through assessment by students and tutors.

2   METHODOLOGY

This study used a mixed research design. The population in descriptive quantitative design is all students of each UT Makassar Regional course who take part in webinar tutorials in the even semester of 2022/2023. The focus of this research is the evaluation of the implementation of webinar tutorials at Makassar Regional Universitas Terbuka. The sample used is a saturated sample, that is, all students of each course. The questionnaire was prepared on a Likert scale of 4. The collected data is then grouped into preliminary activities, core activities and closing activities. Descriptive statistical analysis was performed using the SPPSS 23 application.

3 FINDINGS AND DISCUSSION

3.1 Respondents

Respondents who answered as many as 2,936 respondents/courses. Respondent Distribution Based on district shows that the highest respondents came from East Luwu Regency, which is 415 (14.13%) of the total respondents. There were 37 respondents from outside the working area of South Sulawesi, namely from Barito, Biak, Bima, Kolaka/North Kolaka, Kota Baru, North Morowali Pasang kayu. This is because the Tuweb service allows students from other UT Regions to follow Tuweb in UT Makassar if the number of students in the original UT does not meet the minimum number in one tutorial class.

Table 1. Respondent Distribution by District/City

District/City	Number (student/MK	Percentage (%)
Bantaeng	11	0,36
Barru	142	4,68
Bone	138	4,55
Bulukumba	58	1,91
Enrekang	153	5,04
Gowa	122	4,02
Jene ponto	105	3,46
Soppeng	34	1,12
Kep Selayar	166	5,47
Luwu	158	5,21
East Luwu	415	13,68
North Luwu	102	3,36
Makassar	227	7,48
Maros	177	5,84
Palopo	7	0,23
Pangkep	172	5,67
Parepare	25	0,82
Pinrang	100	3,30
Sidrap	129	4,25
Sinjai	17	0,56
South Sulawesi	15	0,49
West Sumbawa	1	0,03
Takalar	101	3,33
Tana Toraja	49	1,62
North Toraja	80	2,64
Wajo	105	3,46

Wajo	97	3,20
N A	91	3,00
Barito	1	0,03
Biak	5	0,16
Bima	2	0,07
Kolaka	6	0,20
New town	10	0,33
Luwuk	3	0,10
New Mimika	6	0,20
North Morowali	1	0,03
Pasang Kayu	2	0,07
Sum	**2.936**	**100**

Source: Data after processing

3.2   Implementation of Tutorials

3.2.1   Tutorial Completion Activities

The upstream activities observed in this study were Explaining the Tutorial Rules Clearly at the first meeting and describing the objectives and benefits of the course material clearly at the beginning of each meeting The results of the analysis of 2936 respondents showed that 93% of respondents strongly agreed that the tutor carried out the preliminary activity. These results make it clear that participants feel it is important to have a clear understanding of the tutorial rules before starting. This can help them to engage in the learning process and avoid confusion or conflict.

Table 2. Results of descriptive analysis of tutorial precursor activities

Assessment Items	N	Mean	Median	Std. Dev	Variance	Sum
At the first meeting clearly outline the rules of the tutorial	2936	3,73	4,0	0,516	0,267	10.949
"Each meeting outlines the objectives and benefits of the course material clearly	2936	3,71	4,0	0,523	0,273	10.904

The rules in this case are the rules that govern the behavior of participants in the tutorial. These rules can include such things as Ethics and expected behavior in the classroom, Procedures for asking and discussing and procedures for completing tasks or projects.

Explaining the rules of the tutorial at the initial meeting is important. This is expected to provide students with an understanding of the learning process, study time, student

participation during tutorials, and the assessment system carried out by tutors. Thus, students can actively participate in the tutorial process, improve their abilities and skills, which in the end will increase their learning achievement (Frank &; Scharf, 2013; Oh et al., 2019)

The second study activity shows that students feel it is important to understand the purpose and benefits of the course material they are studying. This can help them to stay motivated and engaged in the learning process. Learning objectives are descriptions or statements and descriptions of the abilities expected at the end of learning (Asrori, 2016)

A goal is something to be achieved, while a benefit is the result of achieving that goal. Therefore, it is important to understand these two things in order to learn effectively (Merrill, 2022). By understanding the purpose and benefits of the course material, students can develop a better understanding of the material, be more motivated to learn, more easily identify relevant information and more easily apply the material in real life (Merrill, 2002; Schunk, & Zimmerman, 1998; Hattie, & Gan, 2011; Mayer, 2014).

3.2.2   Core activities of the tutorial

Activities in ti\utorial include explaining clearly and interestingly. Providing additional material outside the module and examples that are easy to understand, "Using language that is easy to understand. Being polite in carrying out tutorials, Motivating students to participate actively, Providing opportunities for all students to answer questions / responding to other students' answers in tutorials, Encouraging all students to actively participate in discussion/tutorial activities. The results of the analysis of the core tutorial activities show Table 3

Table 3. The results of the analysis of respondents' assessment of the core learning activities

Assessment Items	N	Mean	Median	Std. Deviation	Variance	Sum
Provide additional material beyond easy-to-understand modules and examples	2936	3,69	4	0,54	0,291	10843
Use easy-to-understand language	2936	3,76	4	0,50	0,250	11029

Be polite in carrying out tutorials	2936	3,78	4	0,49	0,239	11089
Motivate students to actively participate	2936	3,76	4	0,49	0,242	11053
Encourage all students to actively participate in discussion/tutorial activities	2936	3,76	4	0,50	0,250	11029
Provide opportunities for all students to answer questions / respond to other students' answers in tutorials	2936	3,75	4,	0,501	0,251	11005

Webinar tutors carry out tutorials on core activities according to tutorial implementation guidelines. This can be seen from the average value of student assessment of tutors based on 6 assessment aspects, which is 3.75 and the median of these scores is 4. The median score shows that the majority of students answered on a scale of 4 Similarly, the variance value ranges from 0.239 – 0.291 from 6 assessment items. This means that all respondents rated the tutorial uniformly as expected.

Based on the results of descriptive analysis through SPSS, six aspects of the core tutorial activities were assessed at the Open University of Makassar. The results showed that the highest average score was given for aspects of "being polite in carrying out tutorials" (3.7769), followed by "providing additional material outside the module and examples that are easy to understand" (3.6931) and "using easy-to-understand language" (3.7565) (Freud & Wilsom, 2003; Sugiyono, 2012, 2017)

Meanwhile, the other three aspects that were assessed were more related to student interaction and participation in the tutorial, namely "motivating students to actively participate", "encouraging all students to actively participate in discussion/tutorial activities", and "providing opportunities for all students to answer questions/respond to other students' answers in the tutorial", had almost the same average score, namely 3.7646, 3.7565, and 3.7483.

In the median score given by students, it can be seen that for all aspects, the median value given is 4, which means that the majority of students give an assessment of 4. This shows that in general, students give a positive assessment of teacher performance at Makassar Open University.

However, it should also be noted that there are variations in the assessments given by students, which is reflected in the standard deviation values that range from 0.48867 to 0.53958. This indicates that there are some students who may give lower or higher grades compared to the grade point average.

These results show that tutors have succeeded in providing additional material that is useful to students. These additional materials can help students to understand the material more deeply and broadly. In addition, easy-to-understand examples can also help students to practice the material they have learned and improve student learning outcomes (Barni, 2020; Fahyuni, 2008; Khusnul & Suharyadi, 2021)

Based on the results of data analysis and expert opinions above, it can be explained that providing additional material outside the module is one of the important aspects that tutors need to pay attention to in providing tutorial services. Tutors need to provide additional material that is relevant to the material taught, easy for students to understand, and can help students to understand the material more deeply and broadly (Fojtík, 2018; Parker, 2020; Wulandari &; Widodo, 2020).

The use of easy-to-understand language is one of the important factors that can affect the effectiveness of learning. Language that is easy to understand can help students to understand the material more quickly and easily. In addition, easy-to-understand language can also increase student motivation (Hamidi &; Chavoshi, 2018; Thani et al., 2022), as well as improving communication and interaction between students and tutors and between students and students (Fojtík, 2018)

Based on the results of data analysis and expert opinions above, it can be concluded that the use of easy-to-understand language is one of the important aspects that tutors need to pay attention to in providing tutorial services. Tutors need to use language that is appropriate to the student's level of understanding, avoid using jargon or technical terms that are not common, and use language that is communicative and interesting.These results show that tutors have succeeded in creating a comfortable and enjoyable learning atmosphere for students. This can be one of the factors that contribute to a student's positive assessment of a tutor's overall performance.

According to research conducted by Thani et al, (2022), in addition to the use of language, motivation is one of the important factors that can affect student learning outcomes. Motivation can encourage students to study harder and diligently. Based on the results of data analysis and

expert opinions above, it can be concluded that motivation is one of the important aspects that tutors need to pay attention to in providing tutorial services. Tutors need to create an interactive learning atmosphere and actively involve students to increase student motivation.

Motivating students can be done in several ways, including: 1) Using interactive learning methods and involving students actively, 2) Providing opportunities for students to ask questions and express opinions, 3) Always give appreciation to students who actively participate, and 4) Create a fun and comfortable learning atmosphere (Harris, 1991; Pratiwi et al., 2020)

3.2.3   Tutorial Concluding Activities

The closing activities of the tutorial namely: Giving assignments/exercises to students at the end of each meeting, Discussing assignments/exercises given in the previous week, Giving tutorial assignments at meetings 3, 5, 7, Giving feedback on the results of student assignments in detail so that students know the advantages and disadvantages, Inviting students to make conclusions about the material that has been discussed and. Start and end tutorial meetings on time.

Table 4. Results of Analysis Activities Closing Tutorial

Assessment Aspect	N	Mean	Median	Std. Dev.	Variance	Sum
Give assignments/exercises to students at the end of each meeting	2936	3,68	4	0,55	0,307	10799
Discuss tasks/exercises given in the previous week	2936	3,68	4	0,55	0,307	10796
Assign tutorial tasks at meetings 3, 5, 7	2936	3,81	4,	0,46	0,215	11183
Provide feedback on the results of student assignments	2936	3,68	4	0,56	0,310	10792
Invite students to make conclusions about the material that has been discussed	2936	3,68	4	0,54	0,289	10817

Start and end tutorial meetings on time	2936	3,75	4	0,51	0,256	11011

The results of descriptive analysis of 2936 respondents/courses showed that the average score based on the Likert scale on 6 aspects of assessment was 3.68 – 81. Based on these values, it illustrates that all tutors have carried out their duties well. This is supported by the media value of everything is 4. The median value indicates that the most value is 4. However, it was still found that some students rated tutors less than the average score. this can be seen from the value of Standard deviation between 0.46 – 0.55.

Assignment plays a role in increasing meaningful learning activities. In addition, the assignment aims to determine the extent of learning outcomes achieved by students (Naidu, 2006). Giving assignments to students is one way to provide opportunities for students to be able to reconstruct the knowledge gained both from the subject matter book and from other sources related to the learning they received in the weinar tutorial process (Parker, 2020). Providing feedback on student assignments is one of the factors to increase student motivation and enthusiasm for learning (Crisp, 2007; Race, 2010)

4   CONCLUSION

Based on the discussion above, it can be concluded that the webinar tutorial held at the Makassar regional Open University, in accordance with the guidelines and principles of organizing distance universities, starts from the preliminary activity to the closing activity. Tutors as mentors and vacilitators can help students understand their teaching materials so as to improve their learning outcomes.

REFERENCES

Asrori, M. (2016). Definition, objectives and scope of learning strategies. *Madrasah*, *6*(2), 26. https://doi.org/10.18860/jt.v6i2.3301

Barni, H. M. (2020). The use of the internet as an enrichment material for students in lectures. *Proceedings of Antasari International Conference*, 99–108.

COL. (2020). *Guidelines on Distance Education during COVID-19*. COMMONWEALTH OF LEARNING.

Crisp, B. R. (2007). Is it worth the effort? how feedback influences students' subsequent submission of assessable work. *Assessment and Evaluation in Higher Education*, *32*(5), 571–581. https://doi.org/10.1080/02602930601116912

Fahyuni, E. F. (2008). *Textbook of Technology and Communication (Principles and Applications in the Study of Islamic Thought)*. Umsida Press.

Fojtík, R. (2018). Problems of Distance Education. *International Journal of Information and Communication Technologies in Education*, *7*(1), 14–23. https://doi.org/10.2478/ijicte-2018-0002

Frank, T., & Scharf, L. F. V. (2013). Learning Contracts in Undergraduate Courses: Impacts on Student Behaviors and Academic Performance. *Journal of the Scholarship of Teaching and Learning*, *13*(4).

Freud, R. J., & Wilsom, W. J. (2003). *Statistical Methods* (Second Edi, Issue July). Academic Press.

Hamidi, H., &; Chavoshi, A. (2018). Analysis of the essential factors for the adoption of mobile learning in higher education: A case study of students of the University of Technology. *Telematics and Informatics*, *35*(4), 1053–1070. https://doi.org/10.1016/j.tele.2017.09.016

Harris, R. (1991). Some ideas for motivating students. *Retrieved October*. https://www.attend.org.uk/sites/default/files/M1-R2A9 Ideas for Motivating Students.pdf

Herliandry, L. D., Nurhasanah, Suban, M. E., &; Kuswanto, H. (2020). Learning during the Covid 19 pandemic. *Journal of Educational Technology*, 22(1), *62*. https://doi.org/10.32529/al-ilmi.v5i1.1608

Khusnul, N. R. I., &; Suharyadi, A. (2021). Lecturer Strategies in E-Learning Management to Improve Student Learning Outcomes in Higher Education. *Manage: Journal of Educational Management*, *8*(1), 34–48. https://doi.org/10.24246/j.jk.2021.v8.i1.p34-48

Naidu, S. (2006). E-Learning: A Guidebook of Principles, Procedures and Practices. In *E-Learning: A Guidebook of Principles, Procedures and Practices*. https://doi.org/10.56059/11599/53

Oh, J. W., Huh, B., &; Kim, M. R. (2019). Effect of learning contracts in clinical pediatric nursing education on students' outcomes: A research article. *Nurse Education Today*, *83*. https://doi.org/10.1016/j.nedt.2019.08.009

Parker, A. (2020). Interaction in Distance Education: The Critical Conversation THE PEDAGOGICAL PROCESS. *Educational Technology Review*, *c*, 13--17.

Pratiwi, D. I., Putri, J., &; Suhadi, A. (2020). Short Story as a Media for Motivating Students' Improvement in Reading. *Premise: Journal of English Education*, *9*(1), 30. https://doi.org/10.24127/pj.v9i1.2620

Race, P. (2010). Using feedback to help students to learn. In *The Higher Education Academy*. https://phil-race.co.uk/wp-content/uploads/Using_feedback.pdf

Rahmi, R. (2020). Learning Innovation During the Covid-19 Pandemic. *AL-TARBIYAH: The Educational Journal*, *30*(2), 111–123. https://doi.org/10.24235/ath.v30i2.6852

Sugiyono. (2012). *Statistics for Research*. Alphabeta.

Sugiyono. (2017). Statistics for Research. Bandung: Alfabeta Publishers. In *Alfabeta*.

Thani, F. N., Ramatic, M., &; Sohi, M. H. (2022). The role of self-directed learning in the effectiveness of e-learning during the COVID-19 pandemic. *Technology of Education Journal*, *16*(3).

Wulandari, S., &; Widodo, A. (2020). *How Do Students Understand the Material of Animal Kingdom? (Development Invertebrate Learning Material Based on Students' Prior Knowledge)*. *438*(Aes 2019), 129–131. https://doi.org/10.2991/assehr.k.200513.029