IMPLEMENTATION OF WEBINAR TUTORIALS ON ONLINE TUTORIALS FOR SCIENTIFIC PAPERS COURSES IN THE SOCIOLOGY PROGRAM

Nur Hayati[1], Parwitaningsih[2], Sri Pujiati[3]

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

Abstract

This research aims to evaluate the implementation of a webinar-based online tutorial learning program in Karya Ilmiah courses. This is because starting from the 2022 academic year, students who take the scientific papers course, apart from being required to take online tutorials, are also required to take part in webinar tutorials. The focus of this research is Sociology students who take scientific papers courses and tutors. This research uses a qualitative descriptive approach using interview techniques. Based on the research results, it can be concluded that the implementation of online tutorials for scientific work courses went smoothly even though there were only a few participants, not half the total participants. We can see the implementation of this webinar tutorial from the management of learning implementation, learning activities, participation in the webinar tutorial, interactions in the webinar tutorial, and responses in the webinar tutorial. In the course of learning through this webinar tutorial, various obstacles or barriers were encountered. The obstacles found included problems logging in to Microsoft Office365, not being able to create a webinar tutorial link, not being able to record the webinar, poor internet network, lack of student participation, and constraints on the schedule/time of holding the webinar. Apart from that, another obstacle is students' ignorance that scientific work webinar tutorials are something that must be followed. Therefore, it is important to socialize the mandatory provisions for participating in the Scientific Papers webinar tutorial.

Keywords: implementation, webinar tutorial, online tutorial, Karya Ilmiah

5 INTRODUCTION

Circular Letter from the Ministry of Research, Technology and Higher Education Number B/565/B.B1 HK.01.01/2019 dated July 8 2019 states that Undergraduate, Master, and Doctoral Programs, graduates of undergraduate and applied undergraduate programs are required to prepare a final program assignment report including articles scientific knowledge and upload it to the higher education repository and/or the Ministry of Research, Technology and Higher Education. This provision also of course applies to students of the Diploma IV Program and the Open University (UT) Undergraduate Program (Yunus, 2022). It can be said that every undergraduate student at the Open University who is at the final level is required to write scientific papers.

Writing this scientific paper is not an easy thing. This is because writing is an activity of expressing thoughts, ideas, and thoughts in writing or linguistic symbols with a specific purpose (Zahroh, 2017). However, UT students are required to have the ability to write scientific papers because this is very important for students (Sarmadan, 2017). Especially now, Scientific Papers courses are one of the graduation prerequisites that must be completed and fulfilled by students who are at the end of their study program in each study program. However, students' ability to write scientific papers is still low. As stated by (Aslichati et al., 2014) students' lack of ability to write scientific papers is primarily due to the fact that they have never been trained to write scientific papers, either through research activities or scientific book reviews. Therefore, students need a lot of study and guidance to be able to write this Scientific Papers well.

To gain the ability to write scientific papers, final-year students are of course required to take part in an online learning process that is carried out asynchronously and synchronously. Asynchronous learning is a learning process that is not carried out at the same time between the 'teacher' and the learner. (Belawati, 2019). In this case, learning is carried out through elearning applications. Synchronous learning is online learning designed with interaction patterns between students and lecturers carried out at the same time (real-time) (Belawati, 2019). Since the 2022.1 registration period, UT has provided synchronous learning facilities. Synchronous learning in the Scientific Papers course is carried out through webinar tutorials. According to V. J. Caiozzo, F. Haddad, S. Lee, M. Baker et al., in (Sunarya & Ratih Wulandari, 2023), webinars are seminars, workshops, presentations and teaching that are held virtually, virtual face-to-face delivered using internet media and attended by many people from various places, during the webinar participants can communicate directly either through video or chat. In the Scientific Papers course, learning through webinar tutorials uses Ms. Teams and Webinar tutorial can be said to be still relatively new. Microsoft Teams is an application and service created by Microsoft to make it easier to connect via virtual or direct devices and can be done anywhere with good and clear video quality (Zakirman & Rahayu, 2022). Learning through this webinar tutorial, students are guided by competent tutors, both tutors or lecturers from UT itself, as well as tutors from campuses in Indonesia. This webinar tutorial was held in four meetings with a duration of 120 minutes or two hours. In this webinar tutorial, there is interaction between the tutor and students because they meet directly at the specified time. Not only do tutors provide guidance and evaluate scientific

papers, but in these meetings students can also discuss and ask questions regarding obstacles or difficulties in writing scientific papers. However, there are still many students of scientific writing courses, Sociology Program who do not take part in webinar tutorials.

In fact, if we look at the results of previous research on "Analysis of Student Attitudes towards the Use of Microsoft Teams as a Webinar Tutorial Media (Tuweb), Zakirman stated that overall 74.48% of active students were in the good category, while 27.93% were passive in the very poor category.. This shows that students enjoy and are more motivated to use Microsoft Teams during webinar tutorials (Zakirman & Rahayu, 2022). Then the research results are related to the impact of technology on the overall learning environment and student learning outcomes. With Webinar tutorial/technological assistance following the tutorial process, it will result in increased student achievement, because they not only master the material but also master the technology. Then, how is the implementation of the Scientific Papers webinar tutorial in the Sociology Study Program, considering that there are still many students who have not participated in the website? are there any problems? Therefore, this article will discuss the implementation of the Scientific Papers webinar tutorial in the Sociology Program.

6 METHODOLOGY

This article uses a descriptive qualitative approach and tends to use analysis to explain the implementation of webinar tutorials in online tutorials for Scientific Papers courses in the Sociology Program (Mappasere & Suyuti, 2019). It can also be said that by using a qualitative approach, the results of this research can be explained in more detail (Herman Saputra et al., 2021). The population in this study were students taking the Scientific Papers course for the 2022 period and Scientific Papers tutors from the Sociology Program. Meanwhile, the sampling technique uses random sampling technique (Usman & Akbar, 2017). The data retrieval or collection method uses observation during the online tutorial or learning period, then interviews are conducted with students taking the Scientific Papers course and with the tutors who teach the course. After the data is collected, validity testing is then carried out through data reduction, data presentation and verification as data analysis (Sugiyono, 2010).

7 FINDINGS AND DISCUSSION

3.1 Scientific Papers Courses

Scientific Papers is a scientific article, which is prepared and developed by taking into account special provisions relating to: content, language, reasoning, systematics and format, as well as other conventions. The Scientific Papers referred to here is a scientific article, which is a form of writing that contains systematic writing or reports regarding the results of studies (thoughts) or research results presented in accordance with the conventions or rules for writing scientific essays (Yunus, 2022). According to the *Kamus Besar Bahasa Indonesia*, Scientific Papers is written work created using scientific principles, based on data and facts (observation, experiment, literature review) (https://kbbi.kemdikbud.go.id).

Scientific Papers is a stand-alone course, separate from the TAP and PKP courses with a weight of 0 credits. Scientific Papers course participants are Diploma IV or Undergraduate Program students who register for Scientific Papers courses in the same semester or semester package where there are Pemantapan Kemampuan Profesional (PKP) or Tugas Akhir Program (TAP) courses.

Students are required to follow Scientific Papers guidance through Independent Study, Assignments, and Guidance which is carried out through Webinar Tutorials (Webinar tutorial) and Online Tutorials (Tuton); and create, produce, and upload a scientific article that is free of plagiarism and meets the provisions of UT scientific essay writing standards. Scientific articles written can be sourced from literature reviews or research results. Students can be said to have passed (L) if the Scientific Papers they produce has a minimum score of 75.

Students can be exempted from the obligation to take part in Scientific Papers course tutorials/guidance and write scientific articles if they have published scientific articles in national or international scientific journals or proceedings (seminars) as First Author during the time the student concerned was studying at UT.

3.2 Implementation of Online Tutorials for Scientific Papers

The learning activities of students who take guidance in career courses are like courses in general. In this case students do the following things.

3.2.1 Independent Study

According to Kozma, Belle, Williams, independent learning is an individual student's automatic effort to achieve certain academic competencies (Zakaria & Ibrahim, 2018). Independent study, namely activities carried out by students before the start of the tutorial by studying Karil course orientation materials, Scientific Papers Course Guide, independent assignments, as well as preparing online tutorials and webinars. By studying these things, they will at least have knowledge about tutorials for Karya Ilmiah courses. It can also be said that this Independent Study is part of the online tutorial for the Karya Ilmiah course in session 1 or learning activity 1.

3.2.2 Online Tutorial

Online tutorial (Tuton) is an internet-based tutorial service or web-based tutorial (WBT) offered by the Open University and attended by students via the internet network and is one of the forms of tutorial held by UT. To be able to access Tuton, students must activate their account on the site http://elearning.ut.ac.id. Then they will get an account and password to be able to enter the Tuton site (https://www.ut.ac.id/tutorial-online/). This online tutorial is held to help students understand the study material. The material in tutoring or electronic tutorials is an enrichment of the existing course material in teaching materials, or an emphasis on important material that students must learn. (Wahyuningsih et al., 2019).

In the online tutorial for the Scientific Papers course, the learning flow is carried out over 14 learning activities or eight sessions. The asynchronous meeting was held for 2 sessions with a session duration of one week. Apart from that, the webinar tutorial is carried out synchronously or face to face online in four sessions, with a duration of 2 hours or 120 minutes per session.

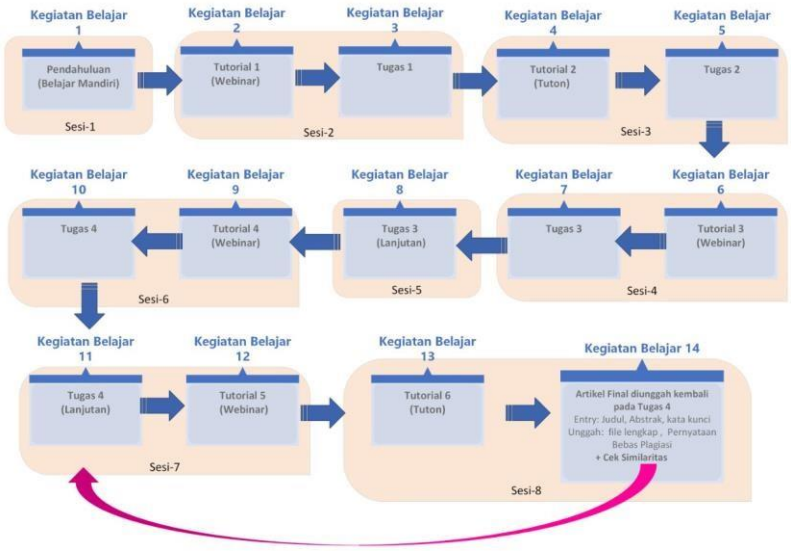

Figure 1. Online tutorial learning flow for the Scientific Papers course

3.2.3 Doing Assignments

Assignments, namely the activities of carrying out a number of assignments which will be uploaded to the tutorial/guidance page and improving scientific article writing assignments. In this case, students will work on several assignments, namely Assignment 1, Assignment 2, Assignment 3, and Assignment 4. In Assignment 4, students have started uploading the final draft of their scientific article which will later be refined after following the webinar tutorial 12. After final, the assignment is uploaded again in Assignment 4 in Learning Activity 11.

3.2.4 Webinar Tutorial

Based on the Open University Webinar Tutorial Technical Guidelines (2021), webinar tutorials or web-based tutorials (Tuweb) are a tutorial mode that is online synchronous (at the same time) and non-contiguous (not side by side), where interaction between student tutors and students carried out at the same time (real time), but in different rooms/places. Learning interactions are carried out using a webinar application that is connected to the internet network. The webinar tutorial for the Karil course was conducted in four meetings with a duration of 120 minutes using *Microsoft Teams.*

3.3 Implementation of the Scientific Papers Webinar Tutorial

One of the learning services for Scientific Papers courses provided by the Open University, apart from online tutorials via e-learning, is webinar tutorials (tuweb). As explained above, webinar tutorials are a synchronous tutorial mode. This means that the interaction between tutors and students is carried out in real time via the webinar application. The use of webinar tutorials is actually a common thing in distance learning at the Open University. However, in the Scientific Papers course, this webinar tutorial is a new learning service because previously the Karil course was only carried out asynchronously and then the results of the Scientific Papers were on the karil.ut.ac.id page. Webinar tutorial for this Scientific Papers course in learning using the *Microsoft Teams* application. In the webinar tutorial, tutors and students can interact with each other directly (real time) through images (video) and text (chat) according to the specified time (Dharman et al., 2020). The aim of holding webinar tutorials is to equip students to write scientific papers because every student is an academic person who must have competence in the field of writing scientific papers (Sunarya & Ratih Wulandari, 2023).

The webinar tutorial for the scientific papers course was held in four meetings, namely in Learning Activities 2, 6, 9, and 12. The duration of the webinar tutorial was 120 minutes or two hours. Because students come from all over Indonesia and have time differences and some work, study programs usually advise tutors to make an agreement on a Webinar tutorial schedule. However, if there is no agreement, the tutor determines the time for implementing Webinar tutorial directly. After an agreement is reached, the tutor creates the Webinar tutorial link. We can see the implementation of this webinar tutorial from the management of learning implementation, learning activities, participation in the webinar tutorial, interactions in the webinar tutorial, and responses in the webinar tutorial.

3.3.1 Management of learning implementation

Before implementing the webinar tutorial, the tutor created Scientific Papers website link in Microsoft Teams first. The link will be created after the tutor and student have agreed on a schedule for implementing Webinar tutorial. The following is a display of the tuweb link.

Figure 2. Tuweb Link feature in e-learning

When it was time to implement Tuweb, tutors and students clicked on the link. After clicking the link, a display will appear that will go to Microsoft Teams and direct you to the webinar tutorial class by opening the class using the application or web. Here's what it looks like.

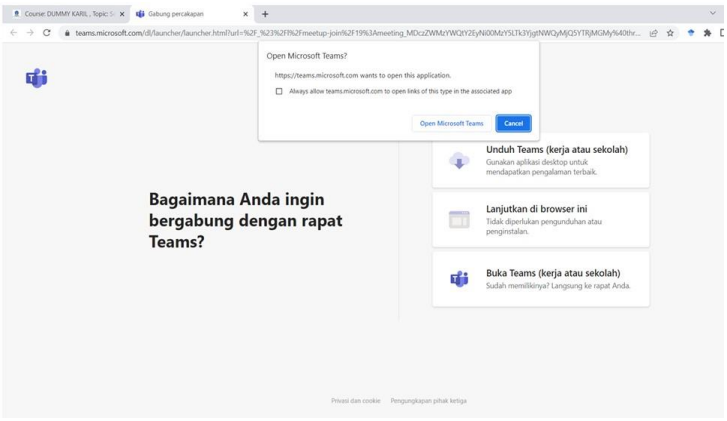

Figure 3. View of Tuweb in Microsoft Teams

After successfully entering the class, the webinar tutorial class in question will appear. In this class you will find tutors and students as participants taking Scientific Papers courses. Every time there is a Tuweb Scientific Papers meeting, of course the tutor has prepared the material that will be presented so that you don't feel confused about the material that will be presented. At the beginning of the meeting, the tutor conveys the purpose of implementing the Tuweb, then delivers the material. For example, in the first meeting, the tutor will convey the concept of Scientific Papers and examples, so what is conveyed will not deviate from the material. Likewise the next webinar tutorial. At the end of the webinar tutorial meeting, the tutor usually asks if there are any questions regarding assignments and obstacles in writing scientific papers. This was done not only as a form of attention, but also to see students' responses to the website. After that, if there are no questions, the tutor concludes, reminds students to continue writing, and finally closes the webinar tutorial activity.

Figure 4. Display of Scientific Papers webinar tutorial implementation

3.3.2 Learning activities

The purpose of this learning activity is the learning activity carried out by tutors and students that occurs in the career course webinar tutorial. In this case, the tutor not only provides material to students according to the meeting theme, but also provides guidance. For example, at the first webinar tutorial meeting, the tutor provides material about the concept of scientific papers and provides examples of scientific papers. Apart from providing material, the tutor at the next meeting will guide, correct and provide input regarding the Scientific Papers that the students write. They discussed and asked each other questions. Not only that, students also record what the tutor conveys, both material and the results of scientific papers guidance.

Figure 5. On the left is the Tuweb page for the first meeting, on the right is the Tuweb display when the tutor is correcting the student's scientific work

3.3.3 Participation in webinar tutorials

According to Peterson, participation is a person's emotional and mental involvement in achieving goals and taking responsibility for them. Student participation in class can also be interpreted as active involvement of students in class by answering questions from lecturers and asking questions as well as participating in class discussions and activities (Safrida et al., 2017). Student participation in the Scientific Papers webinar is very important so that students can understand the material presented by the tutor so that it is hoped that writing this Scientific Papers will run smoothly. Even though implementing Scientific Papers webinar tutorials based on guidelines is mandatory, in reality there are still many students who do not participate. Of the total Scientific Papers class participants of 15 people per class, only around 5 people per class participated in the webinar tutorial. Of course, this is still far from expectations if you look at the mandatory participation provisions on this website.

3.3.4 Interaction in webinar tutorials

According to Durahman, Noer & Hidayat, webinars emerged as a solution to the need for face-to-face meetings with participants in different locations (Dharman et al., 2020). In learning through this webinar tutorial, participation and interaction are very important. Soekanto stated that social interaction is a social process because social interaction is the main condition for social activities to occur (Fahri & Qusyairi, 2019). Therefore, this webinar is an alternative solution for interaction between tutors and students, as well as students and students to interact, communicate and discuss this scientific papers.

Interaction in webinar tutorials between tutors and students, as well as between students and students, can be seen from the question and answer activities and discussions when discussing the material at each meeting. Based on the research results, the interaction between tutors and students runs harmoniously where on the tuweb, intense interaction occurs. Not only are tutors actively asking questions, students also ask a lot of questions regarding their scientific writing. Especially when the tutor is providing guidance by discussing the articles written by the students one by one. For example, usually they will ask about the appropriate theory to analyze the topic of the article they are taking. Apart from that, they also asked about the correct way to quote and the shortcomings of the writing they wrote.

According to students, interaction in this webinar tutorial is also very necessary because this webinar tutorial is an opportunity for students to ask about various difficulties they face in writing scientific papers. According to them, the webinar tutorial which lasted four meetings was deemed insufficient because they still needed a lot of guidance from the tutors. Tutors also said that they felt that the scientific papers guidance website was lacking, especially considering that students experienced very diverse abilities and difficulties, for example they were less able to search for articles related to the topics they chose.

3.3.5 Responses in webinar tutorials

With this webinar tutorial, where the interaction between tutors and students takes place in real time, of course it produces several benefits, one of which is the response from students. Even though there are still a few people participating in Tuweb, no more than 10 people, they think that with this webinar tutorial, where they can interact directly with tutors and other students, for example discussions and questions and answers, they will feel less alone and find a sense of togetherness. , becomes motivation to do scientific papers, and does not experience too much difficulty in doing scientific papers. This is in accordance with research from Hrastinski in (Belawati, 2019) that synchronous learning is more capable of presenting discussions between students compared to asynchronous learning. Plus, in the webinar tutorial, the tutor provided positive and quick responses to student questions. The positive response from the tutor also resulted in students' enthusiasm for taking part in the webinar tutorial increasing.

3.4 Obstacles in Implementing Scientific Papers Webinar Tutorials

The implementation of the webinar tutorial not only ran smoothly. In the course of learning through this webinar tutorial, various obstacles or barriers were encountered. Obstacles found include:

a. Problems logging in to Microsoft Office365. The problem is that many tutors still have difficulty logging in to Microsoft Office365. Even though each tutor has received a default account and password provided by the Pusat Bantuan Belajar (PBB), in fact many of them still experience difficulties because username and password cannot be used. This account can be used if you report it first to the UN.
b. Cannot create a webinar tutorial link. When the tutor has been given a Microsoft 365 username and password, the tutor should be able to create a link to the webinar tutorial.

However, in reality, many tutors are found who cannot create the link because they have difficulty logging in. As a result, the admin in the Sociology Program had to create the link.

c. Cannot record webinar tutorials. For tutors who can create links, recording Karil's tuweb activities is not a problem. However, this is different from tutors who cannot log in to Microsoft 365. Because they cannot log in, the result is that when implementing tuweb, they cannot record the tuweb, they can only take screenshots.

d. Network/signal difficulties. Network constraints are still a problem in online tutorials and webinar tutorials. This obstacle is not only felt by tutors, but also students. There are still many students who experience network problems because the students' homes are located in regional areas, so the webinar tutorial videos are often disconnected and stuttered.

e. Lack of student participation. The number of participants in the online tutorial for the Scientific Papers course was 15 students. However, there were not as many people who attended and participated in Scientific Papers website as the number of participants in the online tutorial. On average, around 5 students participate in Karil's webinar tutorials at each meeting. Of course, this is still far from half the original number of participants, which was 15 students. To increase student participation in this website, tutors have actually done this by providing messages via the massage feature in elearning. However, only a handful of students responded to the message. Many students still don't know about the mandatory provisions for following Weibnar tutorials and are indifferent so that when it comes to implementing TuWeb, students still don't show up. Another effort made by tutors to increase student participation is by creating WhatsApp or Telegram groups, but only a few people join, not as many as the total participants in the online tutorial class. Therefore, the advice that can be given is that before the online Scientific Papers tutorial learning takes place, it would be better for the Study Program or Learning Assistance Center to conduct outreach via webinars or radio tutorials to final year students. This activity is not only socialization, but is expected to be a motivation so that they understand the procedures and participate in the implementation of online tutorials and webinar tutorials for the Scientific Papers course.

f. Schedule/Time. Schedule/time is one of the obstacles in implementing webinar tutorials. This is because it is difficult to reach an agreement between students and tutors, plus many students who take this Scientific Papers have worker status. The schedule for

implementing this tuweb is usually carried out at the end of the week, between Friday and Sunday, with the time range between 16.00-20.00 which is considered free time. Even so, it turns out that there are still many students who do not participate.

8 CONCLUSION

Based on the research results, it can be concluded that the implementation of online tutorials for scientific work courses went smoothly even though there were only a few participants, not half the total participants. We can see the implementation of this webinar tutorial from the management of learning implementation, learning activities, participation in the webinar tutorial, interactions in the webinar tutorial, and responses in the webinar tutorial. In the course of learning through this webinar tutorial, various obstacles or barriers were encountered. The obstacles found included problems logging in to Microsoft Office365, not being able to create a webinar tutorial link, not being able to record the webinar, poor internet network, lack of student participation, and constraints on the schedule/time of holding the webinar. Apart from that, another obstacle is students' ignorance that scientific work webinar tutorials are something that must be followed. Therefore, it is important to socialize the mandatory provisions for participating in the Scientific Papers webinar tutorial.

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