EVALUATION OF TUTOR PERFORMANCE IN THE IMPLEMENTATION OF TUWEB FOR STUDENTS IN THE ELEMENTARY SCHOOL TEACHER EDUCATION STUDY PROGRAM AT UNIVERSITAS TERBUKA MAKASSAR

Husnaeni[1], Hasanuddin[2]

[1]*Mathematics Education Study Program Universitas Terbuka (INDONESIA)*
[2]*Communication Studies Program Universitas Terbuka (INDONESIA)*

Abstract

The learning at the Universitas Terbuka (UT) is characterized by a distance learning system (SBJJ) with various learning support services to facilitate students and teaching staff who are in different places and times. The services provided by UT intend to help the students to able studying independently and manage their learning process by understanding and deepening course material in various ways. UT provides space for interaction within students and their learning materials, interaction within the students, and also interaction between the students and their tutors through various tutorial methods including tutorials via Web (Tuweb). The implementation of Tuweb in the Elementary School Teacher Education (PGSD) program at UT-Makassar for the 2023.1 period where mostly attended by students which is necessary to evaluate its implementation. Evaluation of Tuweb implementation focuses on tutor preparation and performance regarding Tuweb implementation. The research samples were in study groups (Pokjar) Makassar, Maros, Luwu, Gowa and Enrekang. The tutor preparation data before Tuweb were collected from: https://lms.ut.ac.id which is the tutor files that include: Tutorial Activity Design (RAT); Tutorial Program Unit (SAT), Presentation Material (PPT), Task Plan, and Task Grid. While the Tuweb tutor performance data was obtained from observations of Tuweb implementation with observation sheets to assess initial activities, main activities and final activities of Tuweb implementation. The results of research regarding tutor preparation for 5 tutors obtained an average of = 91% in the **very good category**. And the results of observations of tutor performance in the implementation of Tuweb obtained an average of = 86% in the **good category**. The results of this research show that the results of evaluating the performance of Tuweb tutors for 2023.1 PGSD Program students at UT-Makassar obtained an average score = 88.5% in the **good category**.

Keywords: evaluation, student's satisfacation, tutor's quality, webinar turotial

1   INTRODUCTION

Universitas Terbuka (UT) implements an open and distance learning system which has meaning that they don't mind any restrictions on age, year of diploma, study period, registration time, and frequency of taking exams. And the meaning of distance is that the learning process does not has to be done face to face, instead they utilise media, both printed (modules) and non-printed (audio/video, computer/internet, radio and television broadcasts). The learning process that takes place at UT requires students to study independently, but this does not mean

that students are left to be confused on their own, but UT will provide their students to be able to study independently. The services provided by UT aim to help students learn independently and manage their learning process by understanding and deepening course material through various modes. The modes of learning assistance services prepared by UT are in the form of tutorials via radio and television, face-to-face tutorials (TTM), online tutorials (Tuton), and webinar tutorials (Tuweb).

The presence of the tutor on TTM, Tuton, or Tuweb is considered an important component in organizing tutorials which are held in 8 occasuins in one semester (Sugiran et al, 2019). According to Akhter and Ali (2016), tutors are highly necessary to run the distance education programs. There are no institute that has ideal planning, effective study materials, having top tier ranks in distance education institute can work to achieve its goals without having dedicated, qualified and trained tutors even if it is conducted online. Tutors are educators who facilitate the student learning process, manage the learning activities, the resource persons who show facts and empirical evidence in their field of science, and guide students in understanding the material in tutorial activities.

According to Guri-Rosenblit (2018), the successful of online learning demands more from students and teachers than demonstrating learning management systems, downloading files, and designing power-point presentation materials. Despite most of the students these days commonly using technology in their personal and social lives. This is explained by Tait (2018), that students learn well with network support at universities that carry out tutorials quickly and develop or independently and will continue to this day. This has been proven during the Covid-19 pandemic, almost all universities conduct online learning which definitely uses the internet, including the implementation of learning by UT students who take tutorials via the Web (Tuweb).

Webinar tutorial (Tuweb) is a face-to-face tutorial mode using web seminar facilities via the internet network which is carried out synchronously (real time/at the same time) (Open University, 2020/2021). Tuweb was organized in order to improve services and efficiency of TTM implementation, especially in areas that are geographically difficult to reach and require high costs to implement. By using the Mirosoft Teams application as a social application that connects students with tutors and between students online, making it easier to interact in communicating audiovisually. The application of Tuweb is a solution provided by UT to optimize the Tuweb learning process with a distance learning process that is more

communicative and interactive, and easily accessible anywhere and anytime. Apart from using the Mirosoft Teams application, Tuweb is also equipped with a Learning Management System (LMS) application.

Learning Management System (LMS) is a platform that helps to deliver online content for learning purposes (Rottmann, at.al., 2020). Furthermore, Rottmann, at.al. (2020), technically defines that LMS is web-based software used to facilitate the delivery of online, face-to-face and mixed (Hybrid) courses either in an academic environment or in the business world. So students and tutors who study using Tuweb mode at UT must use this application. Apart from that, Tuweb classes are virtual classes equipped with features: attendance, assignment space, tutorial materials, asynchronous facilities such as Tuton, and other information. This is in accordance with the UT Education Services Policy Semester 2022.1, that students who take Tuweb are required to use the LMS application which contains tutorial material, tutorial assignments, discussion material and other information provided by tutors on the page https://lms.ut.ac.id .

In order to optimize the implementation of Tuweb, it is necessary to evaluate the implementation of Tuweb regarding the performance of tutors in the implementation of Tuweb for the Elementary School Teacher Education (PGSD) study program at UT-Makassar for the 2023 period.

2   METHODOLOGY

This research method uses a descriptive survey method. According to Riduwan (2007)

The population on this research were all Bachelor's Degree-PGSD Study Program tutors who implemented Tuweb. For respondents, there were 5 tutors in charge of implementing Tuweb, 5 tutors who were in Study Groups (Pokjar) in Gowa Regency, Enrekang Regency, Maros Regency, Luwu Regency, and Makassar City during the 2023 registration period.1. Research variables on tutor performance in implementing Tuweb include initial activities, main activities and final activities. This paper only discusses the performance of tutors in the implementation of Tuweb in the Bachelor's Degree-PGSD program for the 2023.1 registration period at UT-Makassar.

The technique used to collecting the data in this research is an observation format to assess tutor performance and Tuweb preparation documents at lms@ut.ac.id. Tutor preparation includes Tutorial Activity Design (TAD), Tutorial Activity Unit (TAU), Tuweb Presentation

Materials (TPM), Tutorial Assignment Design (TAsD), and Task Guidelines (TG). And for the tutor performance includes initial activities, main activities and final activities in Tuweb implementation. There are 2 criteria used, if the indicator appears = **2** and if it does not appear = **1**. The use of a yes-no or yes-no scale is in accordance with the Guttman scale (Riduwan, 2013), that the scale used is for clear (firm) answers and consistent. To calculate the performance level of tutors and tutor preparation documents in the implementation of Tuweb using a rating scale, namely the highest score obtained from multiplying the highest score for each indicator by the number of indicators that appear and the number of respondents (Riduwan and Akdon, 2010).

Here are the formulation used to determine the tutor's performance level:

Number of scores obtained/Number of highest scores

$$Score = \frac{Scores\ obtained}{Highest\ scores} \times 100\%$$

Based on the calculation of this equation, the criteria for the level of preparation and performance of tutors at each stage of Tuweb are determined, which can be seen in the following table:

Tabel 2.1. Tutor Preparation & Performance Level Criteria (%)

| No.	Interval	Criteria
1.	90 - 100	Very Good
2.	80 - 89	Good
3.	70 - 79	Average
4.	60 - 69	Bad
5.	50 - 59	Very Bad

3   RESULTS AND DISCUSSION

Respondents to the research regarding tutor readiness in implementing Tuweb for Bachelor's Degree-PGSD students were 5 tutors with a distribution of 5 classes during the 2023 registration period.1 who were the research respondents. The tutor files that must be prepared are: (1) Tutorial Activity Design (TAD); (2) Tutorial Activity Unit (TAU); (3) Tuweb Presentation Materials (TPM); (4) Tutorial Assignment Design (TAsD); and (5) Task Guidelines (TG). The results of file readiness from each tutor can be seen in table 3.1 and the following diagram.

3.1. Tuweb Tutor Completeness

No.	Completeness	A	B	C	D	E
1.	Tutorial Activity Design (TAD)	√	√	√	√	√
2.	Tutorial Activity Unit (TAU)	√	√	√	√	√
3.	Tuweb Presentation Materials (TPM)	√	√	√	√	√
4.	Tutorial Assignment Design (TAsD)	x	√	√	√	x
5.	Task Guidelines (TG)	x	x	x	x	x
	Total (%)	80	90	90	90	80

Annotation: Names of the tutor**:** A, B, C, D, E and √ = Yes; x = No, and the grade √ = 2, x = 1
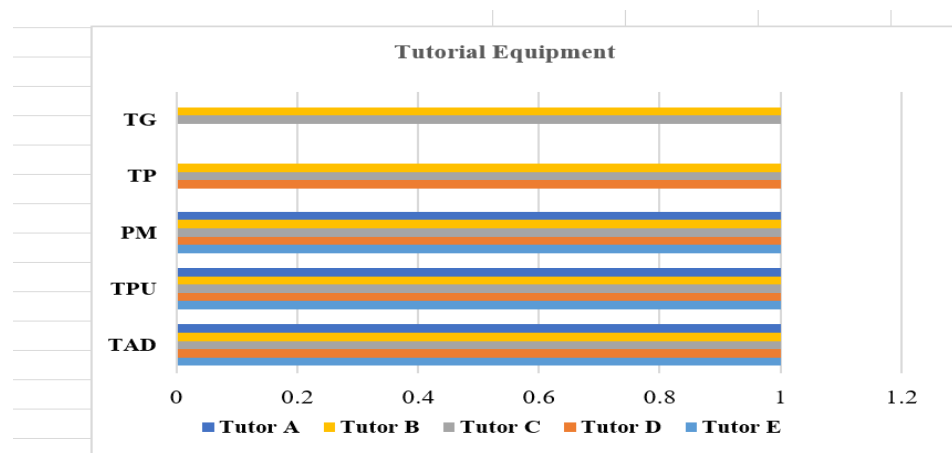
Anotation: TAD = Tutorial Activity Design; TAU =Tutorial Activity Unit; TPM= Tuweb Presentation

Materials; TAsD= Tutorial Assignment Design; TG = Task Guidelines.

Diagram 3.1. Tutor Readiness File

Based on the results of the research on 5 tutor files prepared before Tuweb implementation, it shows that not all tutors prepared their files before Tuweb implementation. As it seen in table and diagram 3.1, Tutor A and Tutor E only prepared 3 files out of the 5 required or = 80%. Meanwhile Tutors B, C, and Tutor D prepared 4 files or = 90%, while the Tutorial Activity Design (TAD), Tutorial Activity Unit (TAU), and Tuweb Presentation Materials (TPM) all tutors prepare or = 100%. So the average tutor preparation result = (80+90+90+90+80)/5= 86%, according to table 2.1 regarding Tuweb preparation criteria, all tutors are in the **good** category.

The results of research on tutor performance were obtained through observations of 5 tutors regarding the implementation of Tuweb in initial activities, main activities and final activities. The observation sheet for the initial activity consists of 6 indicators, the main activity consists of 7 indicators, and the final activity consists of 3 indicators. The results of observations

regarding the implementation of Tuweb during initial tutoring activities can be seen in table 3.1 below.

Tabel 3.1. Tuweb Initial Activities

No.	Indicator	Average score = (%)
1.	Open the Tuweb	10 = 100
2.	Abseen the Students	7 = 70
3.	Explain the Tuweb implementation plan	10 = 100
4.	Explain the types of activities that students will carry out on Tuweb	10 = 100
5.	Motivate the Students	9 = 90
6.	Explain the assessment system	8 = 80

In table 3.1, it shown that the tutor opened Tuweb, explained the Tuweb implementation plan, and explained the types of activities that students would carry out on Tuweb, getting the highest score, for example = 10 or 100%. The next highest score = 9 or 90% is for the tutor motivate the students who participating in Tuweb, and the next score = 8 or 80% is for the tutor explaining the assessment system in Tuweb. The lowest score = 7 or 70% is for the tutor attending to student attendance. So the average score for initial Tuweb implementation activities = (10+7+10+10+9+8)/6= 9 or 90% which is in the **very good** category.

One of the initial tutorial activities is opening the Tuweb, and this is very necessary so that students can prepare themselves for taking Tuweb and can focus on the Tuweb material. Apart from that, in the initial Tuweb activities, tutors also need to explain the implementation plan and the types of activities that students will carry out while attending Tuweb. This is in line with what is conveyed in the Open University tutor training material (2016), that at the first meeting, tutors need to explain the scope of the course material or tutorial planning and explain the activities that students will carry out during the tutorial. This is also confirmed by the research results of Simanjuntak & Rumanta (2013) and Sahusilawane & Hiariey (2014), that the scope explained by the tutor is in accordance with the tutorial material.

Motivating the students who participate in Tuweb is also significant so the students able complete their studies on time. According to Anita (2017), the tutors have to motivate the students during the tutorial process so that students able learn independently in finding and solving problems related to teaching materials that are difficult to understand and assignments given during the tutorial. Apart from that, tutors also have the responsibility to remind them of

the description of learning outcomes and important concepts of the course they want to achieve. It is expected that providing motivation during the implementation of Tuweb can help students facilitate the completion of their education without leaving their studies *(drop-out).* This is in line with the opinion of Tait, A. (2018), that the main factors in student *drop-out* from online programs are: time pressure for part-time students; self-management skills; family support; logistics; and support from institutions. Therefore, a tutor should be able to provide motivation for students participating in Tuweb.

Explaining the assessment system in the initial meeting Tuweb obtained score = 8 or 80%. On the first Tuweb meeting, the tutor needs to convey the assessment system for the courses. In the Technical Instructions for Organizing UT Webinar Tutorials during the Covid-19 Pandemic, semester 2020/21.1 (2020.2), Tuweb grades consist of 3 Tutorial Assignment grades and Participation Grades. According to the 2019/2020 Catalog (Administration System), that there are three tutorial assignments that students must complete, on the third, fifth and seventh meetings. Based on the results of observations, there are still tutors who do not convey the assessment system in implementing Tuweb. It is very important for students to know this so they can manage their time well and can carry out assignments according to schedule optimally. The lowest score = 7 is for tutors who do not attend to students because the names of students participating in Tuweb are already on the page https://lms.ut.ac.id so there are some tutors who think there is no need to take attendance anymore and it will also be visible on the Microsoft screen Teams.

The results of observations on the main activities of implementing Tuweb which involve 7 indicators can be seen in table 3.2 below.

Tabel 3.2. Tuweb Main Activities

No.	Indicator	Average score (%)		
1.	Explain what the competencies students will achieve	13	=	93
2.	Clarify the material to be discussed	14	=	100
3.	Explain the importance of the material to be discussed	12	=	86
4.	Discusses Tuweb concept material	14	=	100
5.	Tutors understand thoroughly Tuweb material	13	=	93
6.	Give assignments 1, or 2, or 3	12	=	86
7.	Show attention to groups other than the presentation group	13	=	93

Based on table 3.2, the tutor clarifies the material to be discussed, and discusses the Tuweb concept material with the highest score = 10. The next highest score = 9 is in the statement that the tutor explains the competencies that students will achieve, the tutor understand thoroughly the Tuweb material, and the tutor shows attention to groups other than the presentation group. Explaining the importance of the material to be discussed gets a score = 8. Meanwhile, the lowest score = 7 is for the tutor giving assignment 1, or 2, or 3. So the average score for Tuweb's core activities is obtained = (13+14+12+14+ 13+12+13)/7 = 13 or 93% in the very good category. According to Wardhani (in Sugiran, et al. 2015) states that there are five performance variables that all tutors must master, namely; (1) tutorial preparation, including preparation of tutorial plans, preparation of tutorial materials, and preparation of assignments for students, (2) mastery of tutorial material as material that will be given to students, (3) tutor's ability to present teaching material, (4) ability to communicate with students, and (5) tutor discipline in carrying out assignments, utilizing time, giving assignments according to schedule, and collecting assignment grades on time. This was also stated by Kadariah, et al. (2021) that the performance displayed by tutors in carrying out their duties in the tutorial activity process is indicated, namely; 1) the tutor's mastery of the tutorial material, 2) the way the tutor delivers the tutorial material, 3) the way the tutor communicates in interacting with students, 4) the work discipline of the tutor in carrying out his duties, and 5) the way the tutor assesses the assignments given to students. If it is related to the tutor's performance, then the student's affective or emotional response to the implementation of Tuweb towards the tutor's performance is a manifestation of student satisfaction.

The results of observations on Tuweb's final activities with 3 indicators is table 3.3 below.

Tabel 3.3. Tuweb Final Activities

No.	Indicator	Average score
1.	Summing up the Tuweb material	5 = 83
2.	Conveying the plan for upcoming Tuweb	5 = 83
3.	Closing the Tuweb righ on time	6 = 100

Based on the results of observations of the final Tuweb activities carried out by tutors as in table 3.3, the highest score = 6 was for closing Tuweb on time. The average score for the final Tuweb activity = (5+5+6)/3 = 5.3 or 89% in the **good** category. By closing Tuweb right on time, to prevent the clash with the next tutor's schedule, and provide an example to students in

improving discipline which has an impact on student learning outcomes. Furthermore, the lowest score = 9 was in the tutor's activities in concluding Tuweb material and presenting Tuweb plans at the next meeting. In the Open University Education Services Policy Semester 2021/22.2 (2022.1) that in closing tutorials, tutors are required to: (5) provide additional materials in tutorials to enrich and strengthen students' mastery of learning outcomes in the form of videos, articles, etc. And the delivery of the next Tuweb plan is intended so the students can prepare themselves both materially and mentally so that they can participate in Tuweb optimally. So the average score results for Tuweb implementation can be presented in table 3.4 below.

Tabel 3.4. Average Percentage of Tuweb Implementation

Tuweb Activities	Average Score Precentage (%)
Initial Activities	90
Main Activities	93
Final Activities	89
Average Score	91

Based on the results of observations regarding the implementation of Tuweb in the initial activities, main activities and final activities, an average score = 91% was obtained and the tutor preparation level score for Tuweb implementation obtained an average score = 86%. So the overall average score for the evaluation of tutor performance in Tuweb implementation is obtained = (91+86)/2 = 88.5% in the **good** category.

4   CONCLUSION

Based on the results of research regarding the evaluation of the implementation of Tuweb for students of the Elementary School Teacher Education Study Program (PGSD) at UT-Makassar for the 2023.1 period of 5 tutors and 50 students, the average score percentage = 88.5% in the **good** category.

REFERENCE

Akhter, N., & Ali, A. (2016). Analysis of Assignments' Assessment for Distance Learners in Single Vs Dual Mode Institutions. Bulletin of Education and Research, 38 (2). 15-35. https://files.eric.ed.gov/fulltext/EJ1210304.pdf.

Anita, A.S. (2017). *Penilaian Tutor Terhadap Penguasaan Pengelolaan Proses Pembelajaran*. Jurnal Pendidikan Kewarganegaraan, 7(1): 75-81.

Brindley, at.al. (2004). The Current Context of Learner Support in Open, Distance and Online Learning: An Introduction. https://uol.de/fileadmin/ user_upload/ c31/MDE/Download/asfvolume9_ebook.pdf

Guri-Rosenblit, S. (2019). Open Universities: Innovative Past, Challenging Present, and Prospective Future. *International Review of Research in Open and Distributed Learning, 20, 4: 179-194.*

Kadariah, dkk. (2021). Kinerja Tutor terhadap Kepuasan Mahasiswa pada Tutorial Webinar (TUWEB) PGSD UPBJJ-UT Makassar di Kabupaten Wajo. *Jurnal Ekonomi dan Pendidikan. 4(1):80-88.*

Riduwan. 2013. Dasar-dasar Statistik. Bandung: Alfabeta.

Rottmann, A., Barreto, D., & Rabidoux, S. (2020). What in the World is a Learning Management System? In D. Barreto, A., A. Rottmann, & Rabidoux (Eds.), Learning Management Systems. EdTech Books. Retrieved from https://editechbooks.org/learning_management_systems/introduction.

Sahusilawane & Hiariey. (2014). Evaluasi Pelaksanaan Tutorial Tatap Muka Pendidikan Dasar di Kabupaten Seram Bagian Barat pada UPBJJ-UT Ambon. *Jurnal Pendidikan Terbuka dan Jarak Jauh*, Volume 15, Nomor 1, halaman 54 – 61.

Santoso, H. (2015). Perencanaan dan Pelaksanaan Kegiatan Tutorial Program Studi Ilmu Perpustakaan di Universitas Terbuka. *UPT Perpustakaan Universitas Negeri Malang.*

Simanjuntak, H & Rumanta, M. (2013). Kualitas Pelaksanaan Tutorial Tatap Muka S1-Pendas di UPBJJ-UT Pangkal Pinang. *Jurnal Pendidikan Terbuka dan Jarak Jauh*, Volume 14, Nomor 2, halaman 120 – 131.

Sugiran, P. Daulay, B.Zaman, F. Effendy, L. Amalia. (2016). Evaluasi Tutor Online untuk Meningkatkan Kualitas Layanan Tutorial Tatap Muka pada Pendidikan Jarak Jauh. *Jurnal of Information System Engineering and Business Intelligence. 2(1).*

Sugiyono, P. D. (2019). Statistika Untuk Penelitian. Cetakan ke-21 Indonesia.

Tait, A. (2018). *Education For Development*: From Distance to Open Education. *Journal of Learning for Development, 5(2), 101 – 115.* https://jl4d.org/index.php/ejl4d/article/view/294/313.

Universitas Terbuka. (2016). Materi Pelaksanaan Tutorial. PAU-PPI. Universitas Terbuka.

Universitas Terbuka. (2016). Ruang Lingkup TTM dan Program Pelatihan Tutor TTM. PAU-PPI. Universitas Terbuka.

Universitas Terbuka. (2022). Kebijakan Layanan Pendidikan Universitas Terbuka Semester 2021/22.2 (2022.1). Universitas Terbuka.