

# **THE ROLE OF GURU PINTAR ONLINE UNIVERSITAS TERBUKA (SMART ONLINE TEACHERS OF OPEN UNIVERSITY) IN DEVELOPING THE ABILITY TO ANALYZE LEARNING ACTIVITIES OF UT STUDENTS**

**Titi Chandrawati<sup>1</sup>, Susy Puspitasari<sup>2</sup>, Untung Laksana Budi<sup>3</sup>, Ety Kartikawati<sup>4</sup>,  
Hanafi<sup>5</sup>**

*<sup>1, 2, 3, 4, 5</sup>Universitas Terbuka (INDONESIA)*

titich@ecampus.ut.ac.id

## **Abstract**

This study aims to investigate the role of Smart Online Teachers of Open University (GPO-UT) in developing the ability of Early Childhood Education Study Program (PGPAUD) UT students to analyze a video of a learning activity. This study was conducted on 25 PGPAUD students who took an online tutorial in the Media and Learning Resources course for Kindergarten class 01 between May and June 2023. The research method used a qualitative approach with data collection techniques in the form of open questions. The researcher evaluated the results of the students' analysis. The results showed that learning videos from the Smart Online Teachers platform can be a tool to develop students' analytical skills for a learning activity. In addition, through interactive online tutorials, which facilitate student discussion and reflection, students' analytical skills can be further developed. This study provides practical implications for the usefulness of the Online Smart Teacher learning platform.

**Keywords:** Online Smart Teacher, Open University, analytical skills, learning activity videos, PAUD, distance education

## **1 INTRODUCTION**

The development of technology in education has brought significant changes, especially in distance education, which is now increasingly in demand because of its flexibility (Anderson, 2020). In Indonesia, Universitas Terbuka (UT) is a pioneer in distance education with the aim of providing broad and equitable access to higher education. One of UT's innovations is the Guru Pintar Online (GPO) or Smart Online Teachers platform, which is designed to support student learning through online tutorials, interactive learning materials, and discussion sessions with tutors (Setiawan & Rahman, 2021). With the development of GPO, Universitas Terbuka strives for the Education Community, especially teachers, to be able to develop themselves by studying online the various facilities available in the GPO portal. Since its initial development

in 2008, GPO has indeed been designed to be a means for teachers to develop their teaching skills (Padmo & Suhartono, 2013 and Aisyah, 2023).

More specifically, GPO has become a tool like a scientific forum for teachers and other education personnel who are concerned with efforts to improve the quality of teacher education and the quality of learning in schools. The term smart in Guru Pintar Online means "Interaction Gateway between Teachers", with the aim that this online media and platform can be used as a means of interactive communication in order to foster a culture of lifelong learning (<https://gurupintar.ut.ac.id/index.php/tentang-gpo/>).

As UT students, namely students who study at distance education institutions, students are required to be able to learn independently (Gafur, 2024). Students who study online are required to be disciplined, diligent, and independent learners. Students of the UT Early Childhood Education Study Program (PGPAUD) who are also early childhood teachers are faced with the challenge of not only understanding the material, but also developing the ability to analyze a learning activity presented through several learning videos on the Guru Pintar Online Portal. This analytical ability is important because PAUD educators are expected to be able to analyze and reflect on the learning activities they carry out. In addition, student teachers must also be able to choose and apply the right approach to facilitate children's cognitive, social, and emotional development through appropriate media and methods (PAUDPEDIA, 2023). Guru Pintar Online is expected to be a platform that can facilitate the development of students' analytical skills through direct access to learning videos (Aisyah, 2023).

However, although the popularity of online learning continues to increase, the main challenge is still faced in ensuring that online learning is able to develop critical and analytical thinking skills. There are still some students who, when studying online, have not been able to develop their analytical or critical thinking skills (Ardiansyah & Meillynia 2022). Therefore, research is needed to understand how platforms such as Guru Pintar Online can play a role in improving students' analytical skills, especially for PAUD students who must understand the concepts and practices of learning for early childhood in depth.

According to Novita et al (2016), analytical skills are one of the elements in the cognitive domain of student learning outcomes. This analytical ability includes three processes, namely students can analyze relevant information elements, determine the relationship between

relevant elements, and determine the point of view on the purpose or benefits after studying information (Novita et al, 2016).

This study aims to explore the role of Guru Pintar Online in developing the analytical skills of PGPAUD students at Universitas Terbuka. Through a qualitative analysis of the experiences of students who take online tutorials in the Media and Learning Resources course for Kindergarten class 01, this study is expected to provide deeper insight into the effectiveness of learning videos on GPO in supporting the development of students' analytical skills, especially the ability to analyze a learning video. This learning experience is expected to provide an opportunity for students to analyze a learning video to analyze the benefits of the video content to the student as an early childhood teacher.

Problem statement:

How the GPO can support the development of the ability to analyze the learning activities of UT's Early Childhood Education (PGPAUD) students

## **2 METHODOLOGY**

This study uses a qualitative approach to explore the role of the Guru Pintar Online platform of Universitas Terbuka (UT) in developing the learning analysis skills of students in the Early Childhood Education Study Program (PGPAUD). A qualitative approach is considered appropriate because this study aims to understand students' perceptions, experiences, and views in the context of online learning, especially in developing analytical skills relevant to early childhood learning (Creswell & Poth, 2018).

### **2.1 Research Design**

The research design used is a case study involving PGPAUD UT students who are active in online tutorials for the Media and Learning Resources course for grade 01 Kindergarten. The case study allows researchers to explore the specific context of students' learning experiences on the Guru Pintar Online platform as well as the dynamics of interactions that occur during the online tutorial (Yin, 2018).

### **3. Research Participants**

The participants of this study were 25 PGPAUD UT students who took online tutorials on the Media and Learning Resources for Kindergarten class 01 course between May and June 2023. Participants were all students who took online tutorials on the Media and Learning Resources

for Kindergarten class 01 course in May-June 2023. By asking students who were participants in the online tutorial for the Media and Learning Resources for Kindergarten class 01 course to access the GPO UT portal and select the learning videos they were interested in and analyze the contents of the learning activity videos, it is hoped that students will have experience in using Guru Pintar Online and use it to actively increase their insight. Thus, the data obtained can be more representative in understanding the role of this platform in developing students' abilities to be able to analyze a learning activity (Miles, Huberman, & Saldaña, 2019).

#### **4. Data Collection Techniques**

Data were collected by providing open-ended questions containing questions related to the benefits of the learning video content on Guru Pintar Online for students and their perceptions of the role of the GPO platform in developing students' teaching skills. Questions were designed to explore aspects of interaction, independent reflection, accessibility, and ease of understanding the material available on the platform. This technique was chosen to allow students to provide in-depth and free answers, so that their perspectives can be revealed more comprehensively (Patton, 2020).

#### **5. Data Analysis Techniques**

Data obtained from the open-ended questionnaire were analyzed using thematic analysis. This technique aims to identify patterns, main themes, and sub-themes that emerge from students' experiences in using Guru Pintar Online. The stages of thematic analysis include data transcription, theme grouping, and drawing conclusions. This process is carried out systematically to ensure the validity of the data and meaningful findings (Braun & Clarke, 2021).

#### **6. Data Validity**

Data validity is maintained through triangulation of data sources and checking by peers (peer debriefing) who have expertise in online learning in PAUD. This technique is expected to increase the credibility of the research results and ensure that the interpretation of the data is in accordance with the learning context experienced by students (Lincoln & Guba, 2020).

With this method, the research results are expected to provide input regarding the role of the Open University Online Smart Teacher in developing the ability to analyze a learning activity of PGPAUD students, so that the results can be useful for improving the quality of distance education, especially in the PGPAUD program.

### **3 FINDINGS AND DISCUSSION**

This study aims to explore the role of the Open University (UT) Online Smart Teacher platform in developing the ability of Early Childhood Education (PGPAUD) students to analyze a learning activity. Based on thematic analysis of data collected through open questionnaires, several main themes were found that describe the contribution of the Online Smart Teacher platform to the development of PGPAUD students' analytical skills, namely through aspects of effective online interaction, independent reflection, and accessibility of learning materials.

#### **3.1 Effective Online Learning**

Most students reported that Guru Pintar Online (GPO) is a very useful portal for UT students to improve their learning activities. Tutors at Guru Pintar Online play an important role in guiding students to understand and analyze video content more deeply through structured discussions (Ardiansyah A. & Meillynia B.V., 2022). In addition, students feel the benefits of the learning videos they observe and analyze, especially when they have learning problems for early childhood, such as how to use appropriate media and methods to teach their early childhood students.

This interaction facility supports constructivist theory, where active learning through discussion can improve students' understanding and analytical skills (Setiawan & Rahman, 2021). The interactions that occur through Online tutorials also allow students to share perspectives with each other, which in turn enriches their insights into various approaches to PAUD learning.

#### **3.2 Reflection and Independent Evaluation**

The Guru Pintar Online platform also provides access for students to reflect on the learning they have taken. In this case, the self-reflection features provided by the platform, such as discussion forums in GPO, help students identify their strengths and weaknesses in understanding the material (Wulandari, 2023). This self-reflection is an important step in the analysis process because it allows students to critically evaluate the knowledge they have acquired and how it can be applied in the context of early childhood education. Several students expressed that they felt they had found solutions to overcome the problems they encountered in their classes. There were also students who analyzed the strengths and weaknesses of a teacher who taught in the GPO learning video. The benefits of video content for student self-development can be felt after students reflect on themselves and see examples of learning videos

that they choose and observe. This finding supports previous findings that GPO can improve the abilities and competencies of PAUD teachers (Aisyah, 2023).

Here are examples of students' opinions who found benefits from studying learning videos from the Guru Pintar Online Portal:

Student A:

The benefit of the video is that I can understand how to solve the problem of children who still do not understand the difference between upper and lower case letters.

Student B:

The benefit of the smart teacher video, I learned a lot and added to my knowledge and made it easier for me to overcome the situations in the videos on the smart teacher. Therefore, the smart teacher video is very useful for me who is new to teaching and teaches me to do various activities that children in the video. So that it inspires us to become more creative and effective educators in implementing learning in Paud/TK.

Student C:

The benefits of the Guru Pintar Online video are;

Guru Pintar Online is an online learning service that is very useful as a learning resource space and inspirational source to improve the quality of education and learning

### **3.3 Accessibility and Ease of Access to Learning Materials**

Accessibility is the main factor that is seen as supporting the development of student learning analysis. With the availability of online learning materials through Guru Pintar Online, students can access learning resources whenever they need. This is especially important in the context of distance learning, where students need the flexibility to organize their own learning time (Ramadhani & Kusuma, 2020).

Students stated that easy access to additional materials, such as learning videos, journals, and case studies, allowed them to deepen their analysis of specific topics, such as the use of media in early childhood education. This supports research showing that access to rich and diverse resources in an online environment can facilitate deeper learning and better analytical understanding (Fitra Jaya et al, 2023).

### **3.4 Discussion**

Based on the results obtained, the Open University Smart Teacher Online platform plays an important role in developing the ability to analyze learning activities of PGPAUD students. This finding is in line with research that confirms that an online learning environment that provides space for interaction, reflection, and accessibility of learning materials can improve students' critical and analytical thinking skills (Lincoln & Guba, 2020). In the context of early childhood education, this analytical ability is very important because students are expected to be able to evaluate and choose the most appropriate learning strategies to support children's holistic development.

However, this study also revealed several challenges faced by students in using Smart Teacher Online, such as limitations in face-to-face interactions that sometimes hinder their understanding of more complex material. Therefore, to maximize the potential of the Smart Teacher Online platform, improving interactive features such as live video sessions or collaborative tutorials can be an effective strategy in improving students' analytical skills.

This study provides practical implications for the development and refinement of online learning platforms, especially in the context of distance education in the field of PAUD. With the increasing use of online learning platforms, the results of this study can be the basis for improving the quality of the Smart Teacher Online platform as a means of developing analytical skills among early childhood education students.

## **4 CONCLUSION**

This study shows that the Guru Pintar Online platform of Universitas Terbuka (UT), especially learning videos for PAUD teachers, has a significant role in supporting the development of the ability to analyze the learning activities of Early Childhood Education (PGPAUD) students. Through effective online interactions, independent reflection, and accessibility of learning materials, Guru Pintar Online is able to create an interactive and flexible learning environment. In addition, the teaching and learning activities depicted in the videos on GPO make students feel helped in understanding several ways to overcome learning problems that students experience. The directions contained in the GPO learning videos followed by discussions with tutors and fellow students are felt to be able to help students develop their teaching skills.

Independent reflection, facilitated by various features on the platform, allows students to critically evaluate their understanding, thereby strengthening analytical thinking skills. In

addition, easy access to digital resources supports deeper and independent learning, which is essential in distance education. However, the challenges identified, such as limited face-to-face interactions, suggest that improving collaborative features and live sessions in Guru Pintar Online can further enrich students' learning experiences.

The results of this study emphasize the importance of online learning platforms that support interaction and reflection in distance education, especially in the context of PAUD. The practical implication of this study is the improvement of the quality of the Guru Pintar Online platform to maximize the development of students' analytical skills, which will ultimately contribute to the quality of early childhood education in Indonesia.

### ACKNOWLEDGEMENTS

The researcher would like to thank Universitas Terbuka for the opportunity to access data from the Guru Pintar Online platform and to all UT PGPAUD students who participated in this study. The researcher also appreciates the support of colleagues and other parties who provided constructive input to improve this study. The support and participation of all parties played a major role in completing this study.

### REFERENCES

- Anderson, T. (2020). *The Theory and Practice of Online Learning*. Athabasca University Press.
- Ardiansyah A. & Meillynia B.V., 2022, Pembelajaran Di Era *Emergency Remote Teaching*: Analisis Faktor Penghambat Partisipasi Diskusi Online Mahasiswa dan Strategi untuk Mengatasinya, J-PAI : Jurnal Pendidikan Agama Islam Vol. 9 No. 1 Juli – Desember 2022
- Aisyah, S, 2023, The Advantages Of *Guru Pintar Online* (Gpo) In Enhancing The Professional Competence Of Early Childhood Educators, *International Conference on Innovation Open and Distance Learning (2023 INNODEL)*
- Braun, V., & Clarke, V. (2021). *Thematic Analysis: A Practical Guide*. SAGE Publications
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. Sage Publications.
- Fitra Jaya et al, 2023, Analisis Layanan Website Pembelajaran dan Implikasinya pada Pendidikan Tinggi Terbuka Jarak Jauh, Edukatif: Jurnal Ilmu Pendidikan Volume 5 Nomor 2 April Halaman 716 - 727



- Gafur A, 2024, Evaluasi Kemampuan Mahasiswa Pendidikan Jarak Jauh Dalam Mengikuti Tutorial Online, *Journal of Science and Social Research* Feb 2024, VII (1): 78 – 86
- Lincoln, Y. S., & Guba, E. G. (2020). *Naturalistic Inquiry*. SAGE Publications.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2019). *Qualitative Data Analysis: A Methods Sourcebook*. SAGE Publications.
- Padmo, D.A & Suhartono (2013), The Use of Teachers Communication Forum Through an Open Educational Resource in Indonesia, Konferensi ICDE, Tianjin, China.
- Patton, M. Q. (2020). *Qualitative Research and Evaluation Methods*. SAGE Publications.
- PAUDPEDIA, 2023, Membangun Kesamaan Visi Wujudkan Satuan PAUD Berkualitas Melalui Survei Lingkungan Belajar, <https://paudpedia.kemdikbud.go.id/berita/membangun-kesamaan-visi-wujudkan-satuan-paud-berkualitas-melalui-survei-lingkungan-belajar?do=MTc4Ni0xZmI0ZjgxZQ==&ix=MTetYmJkNjQ3YzA=>
- Yin, R. K. (2018). *Case Study Research and Applications: Design and Methods*. SAGE Publications.

