e-ISSN 2963-2870
Vol 3 2022

ANALYSIS OF LEARNING ASSISTANCE SERVICES WEBINAR TUTORIALS IN THE COVID-19 PANDEMIC

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Abstract

Universitas Terbuka (UT) as a State University which is the pioneer of Distance Education (PJJ) in Indonesia. UT has provided two kinds of learning service assistance namely face-to-face tutorials and online tutorials. UT provides alternative learning assistance services such as webinar tutorial (TUWEB) as an option for learning assistance services for face-to-face tutorials are not possible during the pandemic, therefore it is important to thoroughly analyze and evaluate the webinar tutorial learning assistance service, both from the evaluation of teaching staff (tutors), user experience and user satisfaction of students towards TUWEB as well as comparisons of academic achievements of students participating in TUWEB and other learning assistance services organized by UT as material for evaluation and improvement in the implementation of TUWEB in the future. This study is conducted purposively with 1.185 students and 222 tutors as the respondents. It is analyzed descriptively and quantitatively by using multiple linear regression analysis. Based on the result, it was found that the performance of TUWEB UPBJJ-UT Bengkulu tutors generally had met the expected quality standard criteria so that it was recommended to return to teaching the same subjects. As many as 71% of respondents get a good user experience and 77% of respondents get high user satisfaction with TUWEB learning services assistant while the variables that have a significant effect on user satisfaction of TUWEB learning aid services are dependability and stimulation. The average value of the cumulative achievement index of all respondents is the highest average GPA obtained by TUWEB service users which is 3.56, the smallest is the average GPA of TMK service users of 3.21, and the average GPA of Tuton learning assistance service users is 3.40.

Keywords: Learning Service Assistant, TUWEB, Pandemic

1 INTRODUCTION

Universitas Terbuka (UT) is a credible institution and is trusted by the government to equalize education rights for Indonesian all over the country, is fully committed to carrying out this mandate. UT has consistently and constructively shown its commitment to being the best in providing educational services through an open and distance higher education system (PTTJJ) PTTJJ (Pendidikan Tinggi Terbuka dan Jarak Jauh) adapted to the needs of industry and technological developments (Universitas Terbuka, 2015)

UT students are expected to be able to study independently based on their initiation as individual or group tutorials. UT provides teaching materials that are designed to be studied independently. In addition to using teaching materials provided by UT. On the other side, students can also take the initiative to use other reading materials in the library following tutorials, either face-to-face or via the internet, radio, and television; and utilize other learning resources such as computer-assisted teaching materials and audio/video programs. If they have learning difficulties, students

can request information about study assistance from the local Office Regency (Universitas Terbuka, 2015).

.For creating a balance between the learning process and learning achievement, UT has provided two types of learning assistance in the form of tutorial services, namely face-toface tutorials. However, unexpected circumstances hit, the spread of Covid 19 in the world, including in Indonesia, caused a tremendous impact on all levels of society, as well as destroying all sectors. The Indonesian government has also taken a policy aimed at breaking the chain of transmission of the Covid-19 pandemic. One of them is the implementation of social distancing policies, where residents must carry out all activities at home, such as working, worshiping, and studying at home. So that UT as soon as possible provides alternative learning assistance services such as tutorial webinar (TUWEB) as an option for learning assistance services because face-to-face tutorials are not possible as learning assistance services (Mikaresti et al.,2021)

TUWEB is a service in the form of synchronous tutorial activities which use webinar technology in its delivery. TUWEB is bidirectional and multi-user. TUWEB is guided by teaching staff (tutors) who are taken from the field of science and are expected to supervise and motivate the course of learning assistant services properly. Tutor evaluation is very important to do to find out the extent of the tutor's competence to accompany the student's independent learning process.

User experience analysis is aimed to see appraisal and user experience through software service (Cerejo, 2012). Furthermore, it is expected to see which indicators affect user satisfaction. This is done to find out what indicators affect the satisfaction of users of a learning service assistant.

Related to the above description, it is important to do an evaluation and full analysis of TUWEB as a learning assistance service. It started with the evaluation of teaching staff (tutors), user experience, and student user satisfaction with TUWEB as well as the comparison of the academic achievement of the students by using TUWEB with another learning assistance service organized by UT. This is material for evaluation and improvement in the implementation of TUWEB in the future.

2 METHODOLOGY

The research will be conducted intentionally (purposive). The sample size is the number of samples to be taken from a population. According to Arikunto (2012), if the total population is below 100, it is necessary to study it as a whole, but if it is more, it can take 10% -30%. Requirements to become a population are students who have participated in TUWEB. The total

population is 11,854 students, so from the data obtained the following sample size: n = 11,854 (10%) = 1185 student respondents and 222 tutor respondents taken by the census. Analyzed descriptively and quantitatively using multiple linear regression.

In analyzing *user experience* and *user satisfication* data obtained from questionnaires, the Likert Scale is used. According to Nazir (2014) that the Likert Scale is a psychometric scale used in questionnaires and is one of the techniques that can be used in the evaluation of a program or planning policy. For Assessment of each indicator = Total Score per Indicator/Number of Respondents. Questionnaires are obtained from various literature studies that will be sent to each user of the TUWEB learning assistance service.

2.1 Tutor Evaluation

Tutor Evaluation by Students

In the table below are some aspects that are assessed by students on the performance of tutors during the implementation of the tutorial, namely.

Assessment criteria: 1 strongly disagree; 2 Disagree; 3 Agree; 4 Very Agree

Tabel 1. Aspects of the Evaluated Tutor

No.	Aspects of the Evaluated Tutor	Assessment			
		1	2	3	4
1	At the first meeting outline the rules of the tutorial clearly				
2	Each meeting clearly outlines the objectives and material benefits of the course				
3	Deciphering the material clearly and interestingly				
4	Providing additional material outside of modules and easy-tounderstand examples				
5	Use easy-to-understand language				
6	Be polite in carrying out the tutorial				
7	Motivate students to actively participate				
8	Giving assignments/exercises to students at the end of each meeting				

9	Discusses assignments/exercises given in the previous week				
10	Encourage all students to actively participate in discussions/tutorials				
11	Provide opportunities for all students to answer questions / respond to other students' answers in tutorials				
12	Assigning tutorial assignments on the 3rd, 5th, 7th meeting				
13	Provide feedback on the results of student assignments in detail so that students know the advantages and disadvantages				
14	Invite students to make conclusions about the material that has been discussed				
15	Start and end tutorial meetings on time				

2.2 Tutor Evaluation by UPBJJ

Some aspects assessed by UPBJJ on tutor performance ranging from preparation, implementation, to reporting are summarized in the table below

Tabel.2. Assessment Aspects ***by UPBJJ***

No.	Assessment Aspects	Fulfilled	
		Yes	No
1.	Submit a recapitulation of values in a predetermined format in a timely manner		
2.	Submit sample results of 3 tutorial assignments that have been given grades and feedback (highest and lowest task values)		
3.	Carry out the tutorial according to a predetermined schedule (8 x meetings)		
4.	Submitting RAT and SAT		
5.	Record tutorial meetings on the Tutorial Meeting Notes form consistently		

After the tutor evaluation questionnaire by students and UPBJJ-UT has been filled in, it is then recapitulated and processed per tutor per course. The result of appraisal category as follow :

4. The categories of assessment results by students (maximum score of 4.00) are as follows:
   a. *score* less than 2.50;
   b. *score* between 2.50 and 3.00;
   c. *score* greater than 3.00.

5. Categories of assessment results by UPBJJ-UT (maximum value meets 5 aspects)
   a. Required all aspects of tutoring
   b. Required aspects 1 and 2 of the tutor assessment;
   c. Unrequired aspects 1 and 2 of the tutor's assessment.

After obtaining the results of the Tutor evaluation questionnaire assessment are categorized, then recommend the follow-up of the results based on the following criteria below:

User Experience

Table.3. Questionnaire table of user experience learning assistance service UPBJJ-UT Bengkulu

No	*User Experience* component	Score						
		1	2	3	4	5	6	7
1	*Attractiveness* (Daya Tarik)	Not Interesting/ Interesting						
		Disliked / PleasantNot comfortable to use / Convenient to use						
		User-Friendly/ Not user-friendly						
2	*Dependability* (Ketepatan)	Not as expected / as expected Slow/ Fast						
		Subjective/Objective						
		Unclear/clear						
3	*Efficiency* (Efisiensi)	Inefficient / Efficient						
		Not practical / Practical						
		Complicated / Simple						
		Not Useful/ Helpful						
4	*Novelty* (Kebaruan)	Conventional / Innovative						
		Not creative / Creative						
		Boring / Interesting						
		Legacy / Renewable						
5	*Perspicuity*	Difficult / Easy Control / Very clear						
	(Kejelasan)	Unorganized / Organized						
		(Material) Non-Conforming / (Material) Appropriate						

6	*Stimulation* (Stimulasi)	Difficult / Easy Control / Very clear Unorganized / Organized (Material) Non-Conforming / (Material) Appropriate

Source : Siregar, 2019 and Wijaya, 2021

The assessment criteria are as follows:

1 = very not good
2 = less
3 = slightly less
4 = enough
5 = fairly good
6 = good
7 = very good

User Satisfication

Table. 4. Questionnaire table user satisfication learning assistance service UPBJJ-UT Bengkulu

No	Komponen *User Satisfication*	SS	Score			
			S	RG	TS	STS
Content		C1 : does the learning assistance service you choose provide the learning motivation you need? **1** C2: is the content of the material / learning motivation in accordance with what you need? C3 : does the learning assistance service you choose provide the same benefits as you need? C4 : does the learning assistance service you choose provide sufficient learning material / motivation?				
	Accuracy	A1 : is the learning assistance service you choose accurate? A2 : Are you satisfied with the accuracy of the learning **2** assistant service you choose?				
3	*Format*	F1 : do you feel that the resulting output is already in an easy-to-use format? F2 : is the material / learning motivation provided clear?				
4	*Ease of Use*	E1 : is the learning assistance service you choose that is used *user friendly*?				

		E2 : is the learning assistant service you choose easy to use?
5	*Timeliness*	Q1 : do you get the material / motivation needed to learn on time you need it? Q2: does the learning assistance service you choose provide *up to date* learning material / motivation?

Source : Wisudiawan, 2013

Notes:

Strongly Agree (SS)	: 5
Agree (A)	: 4
Doubt (RG)	: 3
Disagree (TS)	: 2
Strongly Disagree (STS)	: 1

3 FINDINGS AND DISCUSSION

3.1 Respondents Characteristic

The characteristics of respondents in this study will describe the respondent's age, gender, working status, and marital status. This is intended to determine the distribution of data and the diversity of students who use the learning assistant service.

3.1.1 Respondent Age

According to Nasir and Masrur (2010) there is a link between age and academic achievement mediated by emotional intelligence. The distribution of respondents by age can be seen in the table as follows:'

Table. 5. Age of respondents who use the study assistance service at UPBJJ-UT Bengkulu

No	Ages	Total (people)	Percentage
1.	18-25	799	67
2.	26-35	257	22
3.	36-45	117	10
4.	46-55	12	1
	Total	1185	100

Source: Primary Data, 2022.

The age categories according to the Ministry of Health are as follows: 1) Toddlerhood: 0–5 Years; 2) Childhood: 5–11 Years; 3) Early Adolescence: 12–16 Years; 4) Late Adolescence: 17–25 Years; 5) Early Adulthood: 26–35 Years; 6) Late Adulthood: 36–45 Years; 7) Early Seniors: 46–55 Years; 8) Late Age: 56–65 Years; and 9) Tenure: > 65 Years (Hakim, 2020).

Based on the table above, it shows that out of 1185 respondents. 26 to 35 years of age as much as 257 or 22% is early adulthood, 36 to 45 years old is 117 or 10% of late adulthood, and 45 to 55 years old as many as 12 people or 1% are early elderly. Meanwhile, the majority of respondents aged 18 to 25 years as many as 799 people with a percentage of 67% being in late adolescence. At this time the individual begins to stabilize and begins to understand the direction of life and realize from the purpose of his life and have a certain stance based on one clear pattern (Lerner, 2020).

3.1.2 Gender

Men and women have different ways of thinking or views. So that activities in achieving academic achievement also have the potential to have differences. The distribution of respondents by gender can be seen in the table as follows:

Table. 6 Gender of users of learning assistance services at UPBJJ-UT Bengkulu

No	Gender	Total (people)	Percentage (%)
1	Male	210	18
2	Female	975	82
	Total	1185	100

Source: Primary Data, 2022.

Based on the table above, it can be seen that the number of female respondents is more dominant than male respondents with a total of 975 or a percentage of 82% while men number 210 or a percentage of 18% of the total number of respondents 1185 people. According to Nasir and Masrur (2010) there is a link between gender and academic achievement mediated by emotional intelligence.

3.1.3 Working Status

UT students are facilitated with online and remote learning services that allow some students to work together. The distribution of respondents based on working status can be seen in the table as follows:

Table. 7 Working Status of users of study assistance services at UPBJJ-UT Bengkulu No Employment Status Number (Persons) Percentage (%)

No	Employment Status	Number	Percentage (%)
1	**Work**	**736**	**62**
2	**Not Work**	**449**	**38**
	Total	**1185**	**100**

Source: Primary Data, 2022.

Based on the table above, it can be seen that the number of respondents who have working status is more than the number of respondents who have not worked with 736 or the percentage is 62% while those who have not worked are 449 or the percentage is 38% of the total number of respondents 1185 people.

3.1.4 Marital Status

A person with marital status will have more activities and future planning than someone who is not married. This has the potential to influence respondents in their achievements on their academic performance. The distribution of respondents based on marital status can be seen in the table as follows:

Table. 8 Marital Status of learning assistance service users at UPBJJ-UT Bengkulu

No	**EMPLOYMENT STATUS**	**NUMBER (PERSONS)**	**PERCENTAGE (%)**
1	Married	746	63
2	Single	439	37

Total	1185	100

Source: Primary Data, 2022.

Based on the table above, it can be seen that the number of respondents who have mating status is more than the unmarried respondents with a total of 746 or the percentage is 63% while the unmarried ones are 439 or the percentage is 37% of the total number of respondents 1185 people.

3.2 Evaluation Result

Based on the results of the evaluation that has been carried out by the Manager of Tutorials and Teaching Materials along with staff in the field of Tutorials and Teaching Materials, it can be concluded:

A total of 222 Tutors in 2022.1 received an assessment of the results of the evaluation questionnaire by students with a score of more than or equal to 3 and received the results of the evaluation by UPBJJ with an assessment meeting all aspects of the tutor's assessment. So that the follow-up results based on this evaluation are the Tutors are reassigned for the same course.

A total of 7 tutors in the 2022.1 period received an assessment of the results of the evaluation questionnaire by students with a score of more than or equal to 3 and received the results of the evaluation by UPBJJ with an assessment meeting the assessment aspects

of 1 and 2 tutor assessments. So that the follow-up results based on this evaluation are the Tutors are reassigned with improvements in administrative fulfillment in the next semester.

A total of 2 tutors in 2022.1 received an assessment of the results of the evaluation questionnaire by students with a score of more than or equal to 3 and received the results of the evaluation by UPBJJ with an assessment that did not meet aspects 1 and 2 of the tutor's assessment. So that the follow-up results based on this evaluation are Tutors Not Assigned Anymore.

Based on the data above that has been carried out, it can be concluded that the performance of the UPBJJ-UT Bengkulu TUWEB Tutors has broadly met the expected quality standard criteria so that it is recommended to return to teaching the same course. For Tutors who meet the assessment aspects 1 and 2 of the tutor assessment so that they are reassigned with the improvement of the next semester's administrative fulfillment and are given verbal and personal guidance by each Person in Charge of the tutor report examiner to be more disciplined again in terms of tutorial

administration. Meanwhile, for Tutors who do not meet the assessment aspects of tutor evaluation by UPBJJ, the Tutors are not reassigned by UPBJJ-UT Bengkulu.

3.3 *User Experience* and *User Satisfication* Analysis of TUWEB Learning Assistance Service

Analysis of *User Experience* and *User Satisfication on* TUWEB was carried out to find out how the student experience and satisfaction after attending the TUWEB learning assistance service. TUWEB is a virtual tutor-assisted learning service. Performed for 2 hours on schedule every week within a period of two months using the MS Teams application. Students can discuss and ask tutors about courses virtually. Based on the processing of primary data, the following information is obtained;

Table. 9. Data User Experience Help Help Learning Tutorials Web-Based Tutorials

No.	Category	Range (*User Experience Value*)	Number of Respondents (People)	Percentage (%)
1	Less	24 - 72	37	3%
2	Enough	73 – 120	311	26%
3	Good	121 – 168	837	71%
Total			**1185**	**100**

Source; Primary data processed, 2022

Based on the table above, it is known that the number of students who have user experience in the category is less than 37 people or only 1.67%. The good category dominates, with 71% indicating that users respond positively to TUWEB's learning assistance service. Based on the information in the questionnaire, these three respondents said that signal constraints were the biggest obstacles so that they could not receive the material optimally. The *user experience value* consists of 6 indicators, namely, attractiveness, *dependability, efficiency, novelty, perspicuity, stimulation.* Judging from 180 respondents, *the dependability* indicator obtained the lowest average value (23) and *perspicuity* (23.8) obtained the highest average value. *Dependability* describes the clarity of TUWEB; not as expected / as expected, slow / fast, subjective / objective, or unclear / clear. *Perspicuity* describes the precision of TUWEB ; difficult / easy, confusing / very clear, disorganized / organized, (material) inappropriate / (material) appropriate.

Table. 10. Data User Satisfication Web-Based Tutorials Learning Help

No.	Category	Range (*User Satisfication Value*)	Number of Respondents (People)	Percentage (%)
1	Rendah	12-28	39	3%
2	Sedang	29-44	231	19%
3	Tinggi	45-60	915	77%
Jumlah			**1185**	**100**

Source; Primary data processed, 2022

Based on the data above, it is known that the number of students with user satisfaction in the low category amounted to 39 people or only 1.67%. The high category dominates, namely 77% of students feel satisfied after participating in TUWEB. Satisfaction assessment or *User Satisfication* comes from several indicators as follows; *content, accuracy, format, ease of use* and *timeliness. Ease of use obtained the highest score of (8.8).* Students consider TUWEB to be one of the best learning service assistances during a pandemic (easy and practical), because students can easily discuss directly with tutors through video conferences. This service is appropriately chosen for courses that are difficult to learn independently and require more intense guidance. 71% of 1185 respondents said network constraints were a major problem, especially during bad weather, rain and students in rural areas. Information was also obtained regarding the need for a large quota for TUWEB learning assistance services.

3.4 Factors Influencing User Satisfaction Towards Learning Assistance Services TUWEB

User satisfication of TUWEB is measured by the user's assessment of *attractiveness, dependability, efficiency, novelty, perspicuity, stimulation.* Meanwhile, *user satisfication* of TUWEB is measured based on user satisfaction with *content, accuracy, format, ease of use* and *timeliness.* To determine the influence of the variables *attractiveness, dependability, efficiency, novelty, perspicuity, stimulation* on the magnitude of tuweb *user satisfication* , data processing is carried out using multiple linear regression as follows;

Table 11. Regression data of factors influencing user satisfaction towards web-based tutorial learning help services.

		R Square		F	Sig.	
		.772		97.525	.000[a]	
	Model	**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	**Std. Error**	**Beta**		
1	(Constant)	13.732	1.631		8.417	.000
	X1 (*attractiveness)*	-.043	.151	-.026	-.282	.778
	X2 (*dependability)*	**.421**	**.172**	**.242**	**2.444**	**.016**
	X3 (*efficiency)*	-.006	.189	-.004	-.032	.974
	X4 (*novelty)*	-.084	.175	-.048	-.477	.634
	X5 (*perspicuity)*	.156	.173	.086	.903	.368
	X6 (*stimulation)*	**1.154**	**.156**	**.659**	**7.379**	**.000**

F table: 2.150

T table: 1.653

Source; Primary data 2022

Based on the table above, the value of R^2 or R square is 0.772 or equal to (77.2%). This illustrates that the magnitude of the contribution of an independent variable to its dependent variable is 77.2% or it can be said that the variation of its independent variable used in this model can explain by 77.2% to the variation in its dependent variable. While the remaining 22.8% is explained or influenced by some variables that are not contained and are not included in this model.

The test used to determine the overall influence of independent variables on dependent variables is the F test. With the level of significance obtained by 0.000 and the calculated F value>F table (97.525>2.150) and it can be concluded that these factors have a simultaneous effect on the satisfication user of the TUWEB learning assistance service.

Based on the output generated in the table above, it can be seen that there are 2 variables that have a significant effect on *the user satisfication* of the TUWEB learning assistance service. These

variables are X2 (*dependability) and* X6 (*stimulation).* In the variable X2 (*Dependability)* obtained the value of T counting > T table (2,444 > 1,653) and the significance value (0.016 < 0.05), it can be concluded that variable X2 (*Dependability)* affects *the user satisfication* of the TUWEB learning assistance service. The variable X6 (*stimulation)* has a calculated T value > t table (7,379> 1,653) and a significance value (0.000 < 0.05), so it can be concluded that the variable X6 (*stimulation)* affects *the user satisfication* of the TUWEB learning assistance service. Meanwhile, several other variables such as X1 (*attractiveness),* X3 (*efficiency),* X4 (*novelty),* X5 (*perspicuity)* did not have a significant effect on the *user satisfication* of the TUWEB learning assistance service. So in an effort to increase user satisfaction with TUWEB's learning assistance services, managers can increase *dependability* and *stimulation.*

3.5 Comparison of the academic achievements of users of the TUWEB learning assistance service with other learning assistance services.

TUWEB or webinar tutorial is a learning assistant service where students can meet face-to-face virtually and have two-way communication with tutors. While tuton is a learning assistance service where students are guided online through the Open University elearning website, students can discuss and do questions and answers via the website. While TMK or course assignments are learning assistance services in the form of assignments. Students who do not take the tuton and TUWEB study assistance services will be automatically netted by this learning assistance service. The following is a comparison of the academic achievement index of 1185 students who use the learning service.

Table 12. Comparison of academic achievements of users of study assistance services

Types of Learning Assistance Services	Highest GPA	Lowest GPA	Average GPA
TUWEB	3.95	1.54	3.56
TUTON	3.93	2.00	3.40
TMK	3.80	2.00	3.21

Source: Primary Data, 2022.

From table above, the result of accumulative academic achievement index as the highest score is TUWEB (3,95) while TUTON and TMK are 3,93 and 3,80. The lowest academic achievement index is 1,54 of TUWEB while TUTON and TMK is 2,0. The highest average score of

accumulative academic achievement index among of all students is TUWEB of 3,56 and the lowest is TMK with 3,21.

TUWEB is assumed to be effective because students meet virtually, making discussion and gaining answer directly on the obstacle of certain major but TUWEB needs a good signal and network for accessing Microsoft Teams as virtual application. TUTON is able to acomodate 2 ways communication neverthless ineffective as TUWEB because tutors is not always accessing e-learning at the same time, it needs more effort in monitoring e-learning to discuss with tutor. For TMK, there's no 2 ways communication, the students are directed and instructed to do task 1,2 and 3 then must be corrected as trial to face Semester Test (final test).

In spite of being a medium for studying and practicing in the face of the final exam, these three learning assistance services also have their own grade contribution to the final grade with certain terms and conditions. The height must reach a value of 30% and above in order to get a value that contributes to the final value. TUWEB contributed 50%, tutons by 30% and TMK by 20%.

4 CONCLUSION

1. The performance of TUWEB tutors in UPBJJ-UT Bengkulu has fulfilled quality standard then recommended to re-teach at the same courses.
2. 71 percent of respondents has good experience and 77 percent of respondents has been fully satisfied toward learning assistant of TUWEB where the significant variable affecting user satisfaction namely dependability and stimulation.
3. For average achievement index accumulation (IPK) from whole respondent, with the highest IPK is 3,56 and the smallest is 3,21 from TMK service whereas average IPK for TUTON is 3,40

SUGGESTION

For UT leaders, the advice that can be conveyed is to minimize obstacles in TUWEB learning assistance services, it is necessary to provide access to TUWEB recordings so that students who cannot follow because of signal constraints can play back the conference video. To overcome the large use of quotas, managers can consider using *conference* applications that are more quota-efficient and variable which has a significant effect on the user satisfication of TUWEB learning assistance services, namely dependability and stimulation, then in an effort to increase user satisfaction with TUWEB learning assistance services, managers can increase dependability and stimulation.

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e-ISSN 2963-2870
Vol 3 2022