

IMPLEMENTATION OF ONLINE TUTORIAL AT UNIVERSITAS TERBUKA

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Abstract

Online tutorial is a facility provided by the Universitas Terbuka (UT- Indonesia Open university) for all of UT's students which have been registered in a certain semester. Online tutorial was guided by tutors. Online tutors must give initiation for eight times, three compulsory tasks and discussion forums. Based on data at 2011.2, there were 1.349 online tutors and 118.697 students activation. Implementation of online tutorial at UT will run effectively and efficiently depends on three components ie students, tutors and support facilities.

Key Words: online, tutorials, participation

INTRODUCTION

Universitas Terbuka (UT-Indonesia Open University) uses the distance learning system. Universitas Terbuka gives the learning support services (tutorials) to facilitate the separation between lecturers and students. Tutorial aims to help the students solve the problem of learning (Warstia, 2011).

Tutorial broadly classified into two types, namely conventional tutorials and electronic tutorials. Conventional tutorial is a tutorial that brings the students or participants tutorials with tutors or instructors in one place, can be closed and open space, known as face-to-face tutorial (f2f). There was also a tutorial that uses the writings commonly called a written tutorial. While in principle is an electronic tutorial that truly embrace the philosophy of distance education, where there is no personal interaction between students and tutors/instructors without help or support media in one place. This tutorial take advantage of advances and electronics technologies, such as radio, television, cd, web site and so on.

ONLINE TUTORIAL

Online tutorial is an alternative form of tutorial that was given to UT's students. Tutorial based on internet or web-based tutorials (WBT) using moodle software. Online tutors and students must have an e-mail address, a username and password. Online tutorial goal is to optimize the utilization of internet network to provide learning support services to students and allow the process of distance learning designed more communicative and interactive.

The manager of online tutorials are the regional offices under the responsibility of the head of regional offices and coordinated by the coordinator of learning support and learning materials service. Online tutors come from the academic staff of the UT center and UT regional office, as well as local college. Online tutorial costs are budgeted at regional offices appropriate to quota.

Tutor is a subject matter expert who mastered the specific training and have a similar classification with lecturer in conventional educational institutions (Belawati, 1999). Meanwhile, Warsita (2011) argues that tutor is the provider of training materials set by the administrator distance education and training. Face-to-face tutorials activities aims as follows:

1. As a forum to explain the purpose and mechanism of learning that will be conducted with all the training participants;
2. It needs to provide an understanding as well as a learning experience to do the tasks in groups and collaboratively. Personally familiar among training participants directly in order to build a solid group to the next virtual collaboration;
3. It needs to provide adequate training in the use of computers to be used as a web-based communications media.

Efficiency and speed is now a very dominant factor in the daily routines pass either working or studying. Internet has benefits for the learning. Web learning is a simple model of learning because it is the independent learning by downloading online learning materials (Warsita, 2011).

Based on UT's guide (2004), online tutor is responsible for the design implementation, making eight materials initiation, preparing three tasks, create a forum for discussion of each initiation, upload content, discussion forums, and the task based on schedule. Online tutor also has an obligation to access and open online tutorial every day, replying to questions or respond from the students as soon as possible, inspect and give the grade of student's task, upload the student's grade not more than two weeks after final examination.

PARTICIPANT

Principally, all UT's students can be participated in online tutorial is just that with a record for a registered course as far as offered in online tutorial. Students can follow one or several types of tutorials offered by UT. Each student

will have the identity and password after they do the activation directly on the web site <http://student.ut.ac.id> (Figure 1).

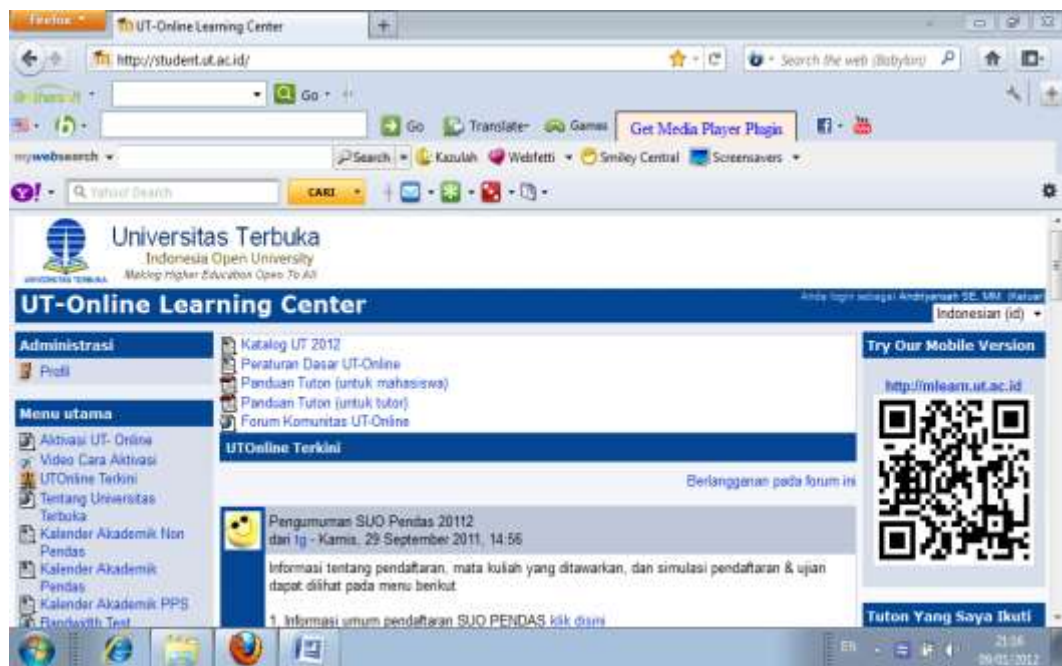


Figure 1: Display the site UT Online Learning Center, <http://student.ut.ac.id>

MATERIALS

Online tutorial material is taken from the module or instructional materials. Initiation can be a literature review, summary, additional exercises, simulations or questions. Initiation is expected to provide motivation and direction about the learning strategies. To create an atmosphere such as f2f with the lecturer, the first initiation is suggested contains welcome greeting to students who have joined, overview course, the role of student and task information.

Initiation aims to add insight the materials (enriched material) and does not require feedback of the students (Figure 2). Initiation can be made in several types: text pages, web pages, links to files or the web or by displaying a directory in which there are multiple files. Discussion forum dedicated to students for discussion, give the questions and answers at not in realtime. In the discussion forums and assignments are given facilities for feedback from the student or tutor.



Figure 2: Activities: reading, chat, forums, task on the site UT Online Learning Center, <http://student.ut.ac.id/>

PARTICIPATION

Distance education using the principles of distance learning independently as said by Knowles (1975) that the self-directed learning, self-planned learning, independent learning, self-education, self-instruction, self-teaching, self-study and learning autonomus. Although UT adhere to the principle of self-learning, online tutorials should still be evaluated. Evaluation given by:

1. A scoring system as follows:
 - a. passive participation: 20 per cent
 - b. active participation: 30 per cent
 - c. task: 50 per cent.
2. There are three compulsory tasks. They are:
 - a. task 1 in the third initiation
 - b. task 2 in the fifth initiation
 - c. task 3 in the seventh initiation

Why there should be a task on online tutorial?. Because task is given to achieve the expected competencies in understanding the module. Evaluation purposes (News, 2011) to be achieved are:

1. to be able to perform the duties of a particular field of work;

2. ability of knowledge, skills, and behaviors.
3. the integration of affective and psychomotor domains are reflected in behavior.

The contribution to the final examination is 30 per cent for subjects and 50 per cent for the final program. There are two types of participation, ie active and passive participation. Actively participated if asked a question, comment or response to questions or issues being thrown from a tutor or other tutorial participants. Passively participated if only reading initiation without giving respond.

Table 1. Activation of Online Tutorial 2011.2

No	Faculty/Program	Number of Activation		
		Courses	Students	Tutors
1	Mathematics and Natural Sciences.	157	4066	190
2	Economics and Developmental Studies.	175	37505	258
3	Social and Political Sciences.	314	57269	401
4	Teacher-Training and Educational Sciences.	172	10454	243
5	Postgraduate:Management of Agricultural.	14	79	17
6	Postgraduate:Public Administration.	45	1787	45
7	Postgraduate:Management. Postgraduate: Mathematics	38	1712	43
8	Education. Final Program:Not Basic	16	616	16
9	Education. Final Program:Basic	21	1239	49
10	Education.	36	3970	87
	Number	988	118697	1349

Universitas Terbuka has implemented online tutorial since from 2001. Based on registration data on 2011.2 there are 988 online tutorial subjects applied, 1.349 online tutors and 118.697 students activated (Table 1). Some improvement is always done and improved. Implementation of online tutorial will run effectively and efficiently depends on three components ie students, tutors and support facilities.

There are several factors that influence students to follow an online tutorial. That factors can be derived from their internal and external self. Internal factors include the ability of students in using the internet, caring, and sharing time. The research of Padmo (2007) showed that a significant relationship

between sense of self capable students in using the internet network and the level of awareness of e-learning students. In line with the results of research (Susanti, 2007) that the low participation of students in online tutorial related to the low ability of using learning technology and also their activity level. As research of Andriani (2005) is the tendency to read material and tasks directly without downloading showed the less skilled of respondents in using internet.

Research done by Dewatisari, WF, et al (2010) obtained results that 44.7% of students have not participated to follow/use an online tutorial service provided by the UT web site optimally. External factors include the limitations of the internet network. The results Afriani (2007) showed that 75% of respondents have difficulty in accessing the online tutorial. Their obstacles are log in for a long time, limited means of the internet, students do not know how to access online tutorials.

Tutors have an important role for the successful implementation of online tutorials. The role of tutor covers the design and implementation of online tutorials. The role of tutor in design are creativity in making material initiation, choose the interesting discussions according to the needs and also the provision of tasks with clear instructions. It is influential because if the communication style and the topic did not attract then the participation of students in accessing the online tutorial will be reduced. Students will further tend to look for other sources through searching on the internet. In line with the results of research conducted by Juliana (2009) who concluded that the more able students use internet then their perception of online tutorial questions is low.

Actives role of the tutor are a discipline to upload material, discussions and assignments on schedule. Furthermore, the quantity and quality in providing answers or responses to student questions or comments. Budiwati research (2007) showed that less management influence on the low student participation in online tutorials. As a result, students tend to passive.

The next factor is the supporting facilities. They are capacity of UT web site, internet network, the form of display online tutorials, log-in system. Interactive between tutors and students is done through the online tutorial sites and email. Weaknesses interaction through email and web site, students can not directly interact at the time. Because there are no facilities to accommodate such as chat.

CONCLUSION

Implementation of online tutorial at UT will run effectively and efficiently depends on three components ie students, tutors and support facilities. The low interaction between tutor-student and student-student can be anticipated in the future by providing additional features such as chat when logging in to online tutorial. So that, if students and tutors have logged in and still access at the same time frame will be immediately visible and students can interact directly.

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