



OPTIMIZING ONLINE LEARNING CONTENT: PERSPECTIVES OF UNIVERSITAS TERBUKA POSTGRADUATE SCHOOL STUDENTS

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ABSTRACT

Online Tutorials are an important learning process for Universitas Postgraduate students including Master of Basic Education because they contribute as much as 60% to the final grade of the course. Online tutorials are conducted over the Internet (online) and must be followed by students. However, based on preliminary studies, the intensity of UT Master of Basic Education students in accessing the material is very low because they consider the contribution to the tutorial value to be small. This research was conducted using the survey research method, which is a research approach that uses questionnaires and interview instruments, to collect data from respondents. Based on the results of the study shows that: 1) the majority of students open online tutorials on Saturdays and Sundays. As for the time of opening online tutorials, the majority are in the evening. Each time you open an online tutorial, students spend about 60 – 120 minutes. Students at the beginning of opening tutorials usually open attendance first, then essential materials, and then various enrichments, discussions, and assignments; 2) students consider introductions and closings, essential and enrichment materials, and greeting videos to be important and very important parts of online tutorials, although many students also consider closing less important; 3) students who rarely or never access essential materials and enrichment materials are reasonable because essential materials are the same as subject matter books or modules and the same materials can be searched on the internet, and enrichment can also be searched on the internet; 4) students are of the view that they prefer essential material to be presented in the form of PPT and/or video. As for the form of enrichment, students also think that they prefer the form of PPT and/or video; 5) The form of discussion that students like the most is one issue that all students comment on; 6) The form of assignment that students like the most and are considered the best is the problem with an open answer; 4) the majority of students think that webinar tutorials (synchronous tutorials) are very important and important; 7) The majority of students think it is more comfortable if webinar tutorials are held on weekends and in the morning' 8) The majority of students think that the form of webinar tutorials should be in the form of delivering material by tutors and discussing problems or problems

Keywords: Distance Education, E-Learning, Online Tutorial, Postgraduate Students

1. INTRODUCTION

Universitas Terbuka (UT) is a university that implements a distance learning system. Learning at UT is not carried out face-to-face, but uses media, both print (module) and non-print media (audio/video, computer/internet, radio broadcasts, and television) (UT, 2021). The distance learning system is also applied in the UT Postgraduate Program which includes Master of Basic Education (MPDr). The learning process consists of self-study and tutorials. Tutorial activities are carried out in combination mode (hybrid or blended) in graduate student learning. The combination tutorial mode integrates asynchronous tutorial mode (online tutorials or Tuton) with synchronous tutorials (Face-to-Face Tutorials/TTM or Webinar Tutorials/Tuweb) as a single, continuous, and whole tutorial activity (UT T. K., 2021).

Tuton is an important learning process for UT graduate students including MPDr because it contributes as much as 60% to the final grade of the course. Online tutorials are conducted over the Internet (online) and must be followed by students. Tuton lasts for 12 weeks in the form of giving 12 (twelve) times material and discussions and 3 (three) assignments that must be done by students (UT T. K., 2021). Then the tutorial value comes from 10% access to the material, 20% participation in discussions, and 70% working on tutorial assignments (UT T. K.,



2021). However, based on the preliminary study, the intensity of UT Master of Basic Education students in accessing the material is very low because they consider the contribution to the tutorial value to be small.

Students think that it is important to participate in discussions and work on assignments because they contribute as much as 90%. Accessing the material is considered not very important. In fact, the intensity of material access affects the increase in learning outcomes by 47% (Oftika, Jalmo, & Marpaung, 2015). In another study, it was also mentioned that access to the material had an effect of 10.7% on learning outcomes (Gustina, Zulhendra, & Jufri, 2014).

Tuton UT uses a Learning Management System (LMS), namely Moodle. LMS is an application software used to help the learning process in e-learning (Rusli, Hermawan, Supuwiningsih, & Bali, 2017). The main functions of an LMS include student management, course management, skill assessment or evaluation, collaboration support, learner-centered tracking & personalization systems, enrollment, and administration (Lestari, 2014). While Moodle LMS is an open-source LMS that can be customized for selected learning. The benefit of using an LMS using Moodle is that it can reduce the limitations of online learning (Simanullang & Rajagukguk, 2020). UT's LMS Moodle Graduate Program contains essential materials, enrichment, discussions, and assignments.

Based on the findings of previous research, the majority of students do not access essential and enrichment materials, even though there is a significant effect Course Hits has on the value of online tutorials. Likewise, there is a significant influence of Resources with Access on the value of online tutorials. Then there was Days' significant influence with access to Tuton's value. With the significant influence of Course Hits, Days with Access, and Resources with Access, on the value of online tutorials, the effect was 24% (Rosita et al, 2023). This article is an overview of the perspectives of Master of Basic Education students on introduction, closing, essential materials, enrichment materials, discussions, assignments, greeting videos, and webinar tutorials.

2. METHODS

This research was conducted using the survey research method, which is a research approach that uses questionnaires and interview instruments, to collect data from respondents. Questionnaires and inter-perspectives are used to 1) find out the time and length of time students access online tutorials; 2) the order in which students access online tutorials, student perspectives on introductions, closing, essential materials, enrichment materials, discussions, assignments, and greeting videos; 3) the perspectives of students regarding the form of essential materials, enrichment materials, discussions, and assignments; and student perspectives regarding the implementation of webinar tutorials.

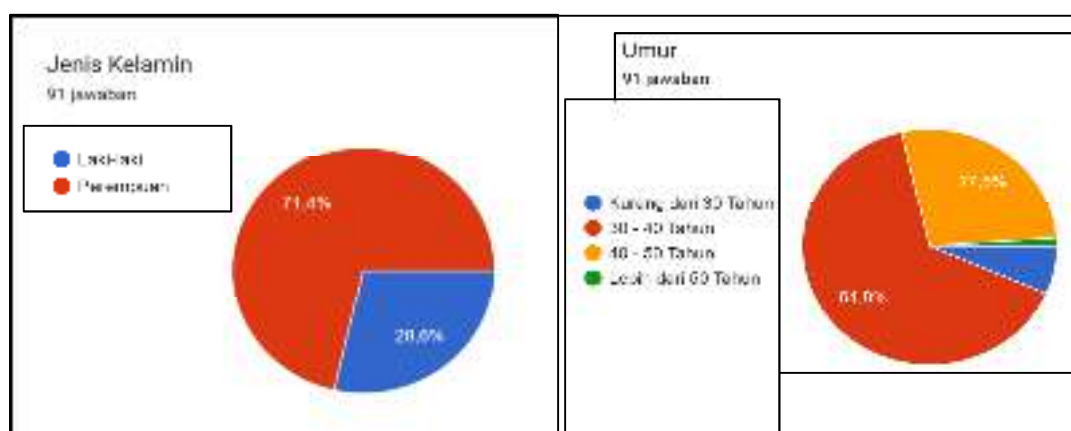


Figure 1a. Distribution of Student Respondents by Age and Gender



In a study involving 91 respondents of Master of Basic Education students of the Open University Graduate School, there was a dominance of women as much as 71.4%, while men reached 28.6%. This is also in accordance with all Master of Basic Education students who are the majority of women. There was also a variation in the age of respondents, where as many as 64.8% were aged between 30-40 years, while 27.5% were aged between 40-50 years. Respondents were also spread across all regions of Indonesia, namely, the Western region: Bandung, Batam, Bogor, Jakarta, Jember, Malang, Medan, Padang, Palembang, Pekanbaru, Pontianak, Semarang, Surabaya, and Yogyakarta Central Region: Banjarmasin, Makassar, Mataram, Samarinda, Eastern Region: Kupang.

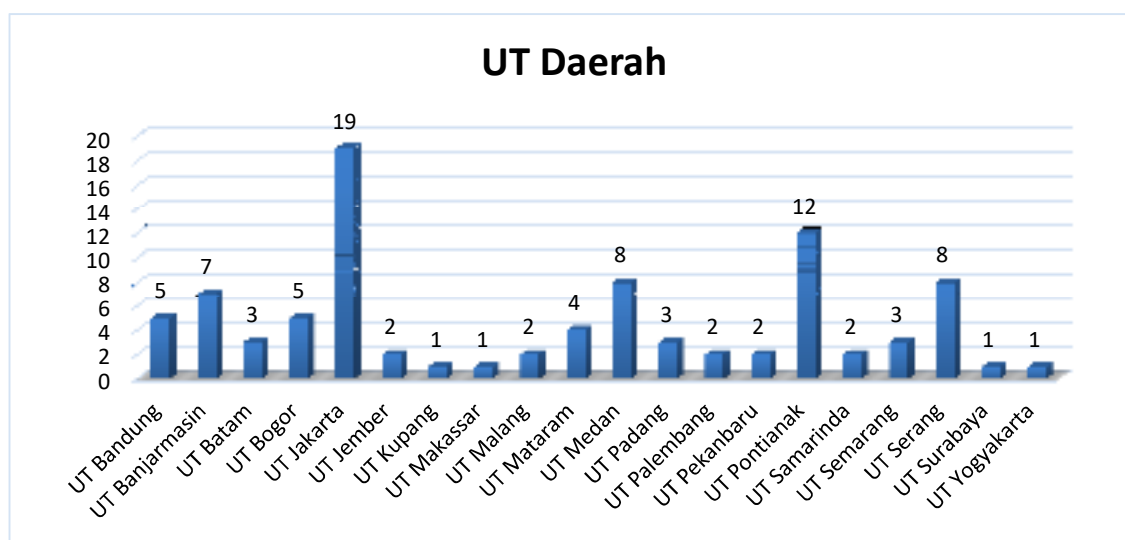


Figure 1b. Distribution of Student Respondents Based on UT Regions

3. RESULTS & DISCUSSION

3.1 Result

3.1.1. Time and Length of Access to Tutorials

More than 50% of student respondents open online tutorials every day and more than 70% of student respondents open online tutorials on Fridays, Saturdays, and Sundays. The majority of student respondents open online tutorials at night (19.00 – 22.00), which is above 70%. Student respondents who open online tutorials during the day, afternoon, and late at night are around 40%. While the morning is about 20% and the middle of the night is about 10%. The length of time used by the majority of students every time they open an online tutorial is around 60-120 minutes.

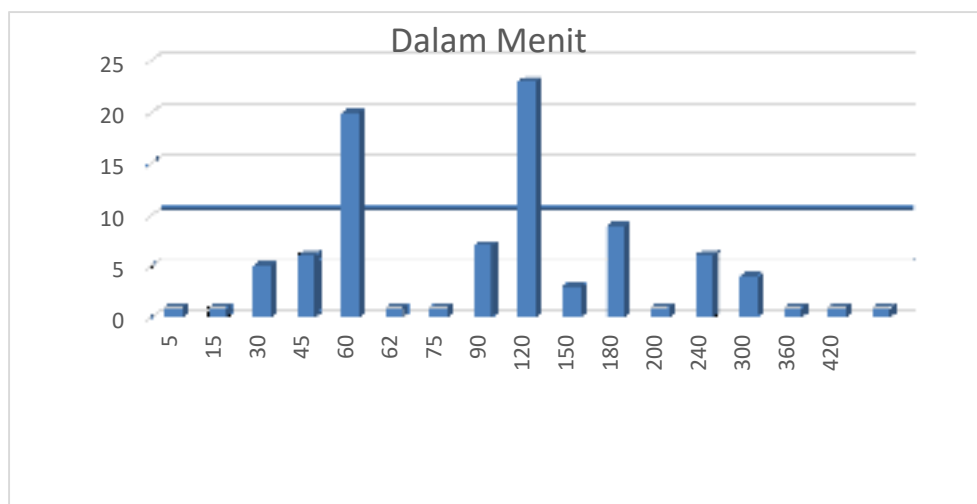


Figure 2. Time and Length of Students Access Online Tutorials

3.1.2. Introduction, Closing, Essential Materials, Enrichment Materials, and Greeting Videos

Student respondents considered that the Introduction was important by 56% of students important and 36.3% very important to read. While 7.7% of students consider that less important. The Closing is considered important by 61.5% and 17.6% of students consider it very important to read. 20.9% of college students consider closing reading less important.

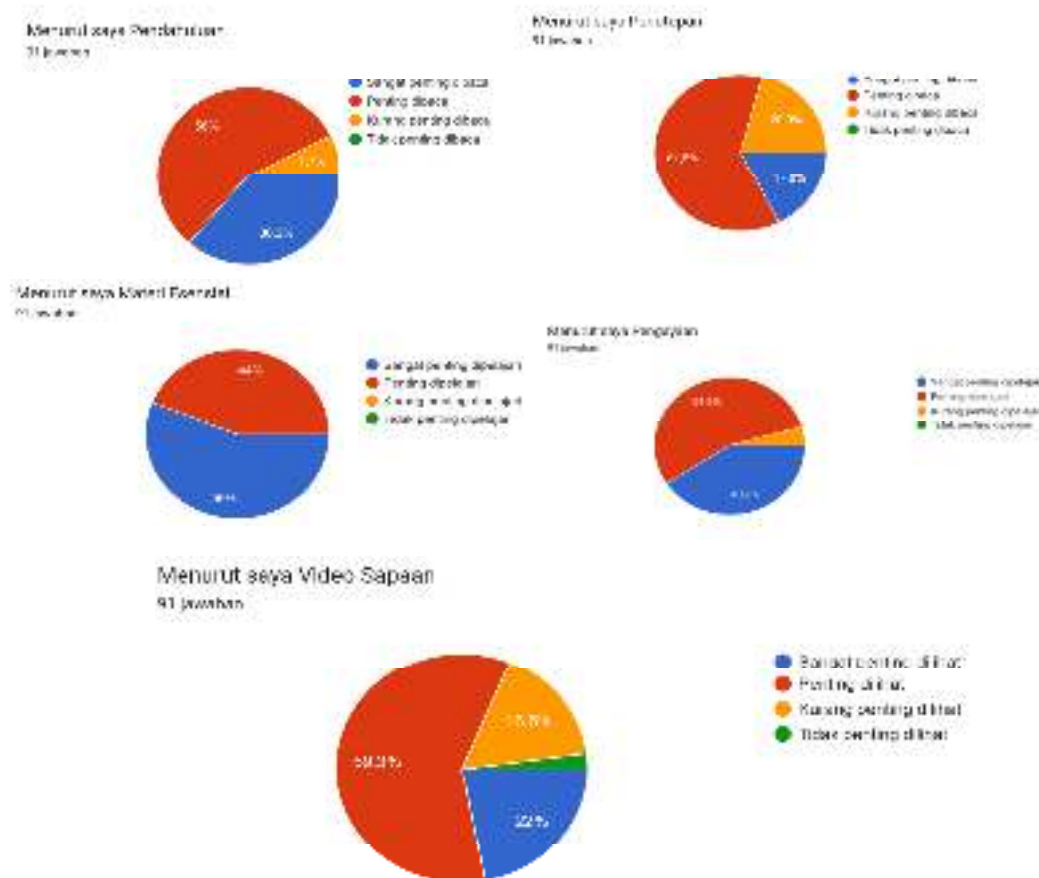


Figure 3. Student views on essential materials, enrichment, greeting videos, introduction, and closing



As for 100% of students consider that Essential material is very important and important to learn. While 95% of students say that Enrichment is important and very important, there are 4% of students who consider Enrichment less important. While related to Greeting Videos, 81% of students consider it important and very important to see and 19% of students consider that it is less important and not important to see.

The reason students rarely study Essential material is because according to 61.5% consider that the content of essential material is the same as the material of the Basic Material Book. Then also 56% of student respondents think that material can be searched through the internet and 26% feel that it can be searched in other books.

The reason students rarely study enrichment material is because according to 60.4% think that material can be searched through the internet content. Furthermore, 26.4% considered that the material of enrichment material was the same as the material of the Subject Matter Book and could be found in other books.

3.1.3 Forms of Essential Materials, Enrichment, Discussion, and Tasks

73.6% of students prefer Essential Materials in the form of PPT and 62.6% of students like it in the form of videos. While 36.2% prefer PDF forms and 17.6% Word forms. While related to Enrichment, 63.7% of students prefer Enrichment in the form of PPT, and 57.1% of students like it in the form of videos. While 33% prefer PDF forms and 23% Word forms.

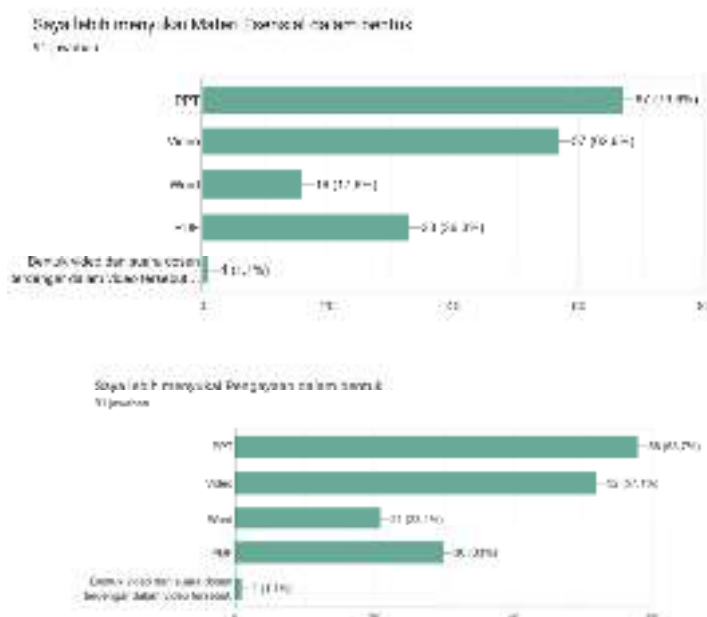


Figure 4. Student Views Regarding the Form of Essential Materials and Enrichment

The form of discussion that 85% of students liked was the form of "one problem that all students commented on". While 24% of students like the form "more than one problem and students are divided to comment on one of them" and 26% of students like the form "students should comment on the opinions of friends too".

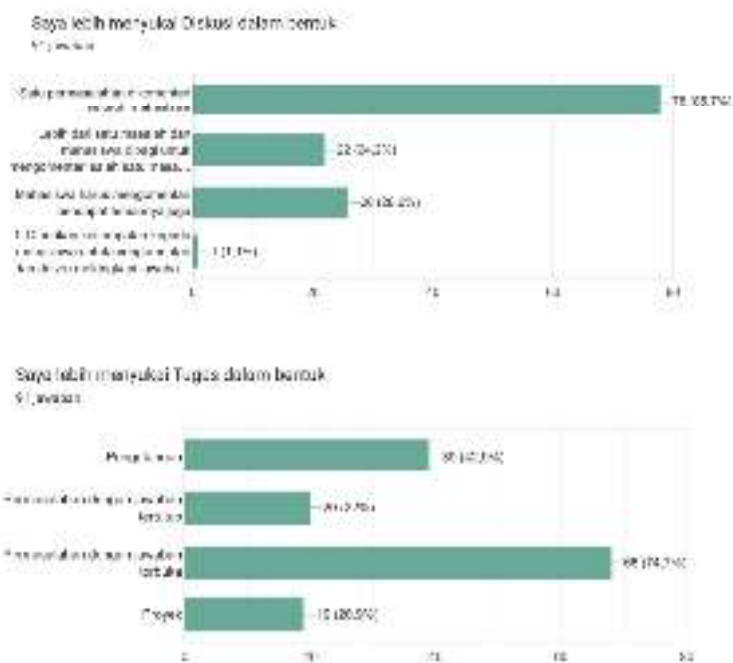


Figure 5. Student Perspectives Regarding the Form of Discussion and Assignment

3.1.4 Tutorial Webinar

When student respondents were asked how important Webinar Tutorials were, 83% of students considered them very important and important while students considered them mediocre, less important, and unimportant.

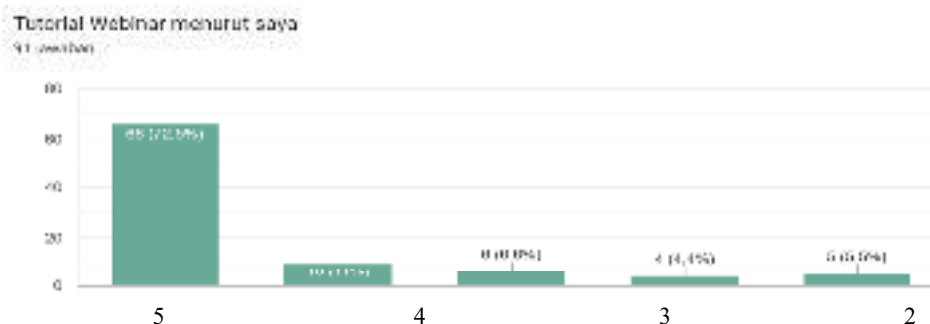


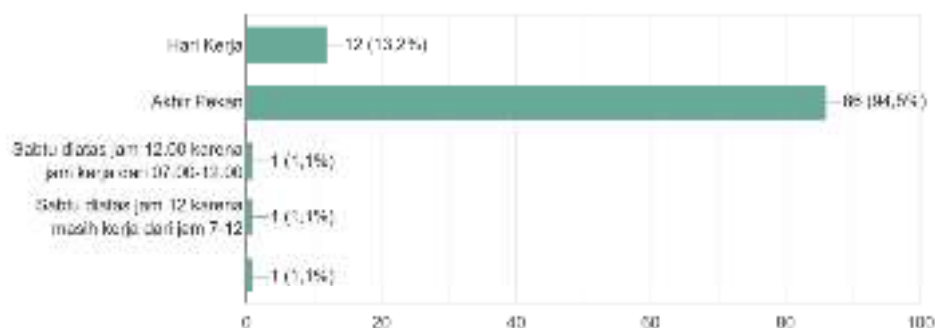
Figure 6. Student Views Related to Webinar Tutorials

As for the timing of the Webinar Tutorial, 94.5% of students revealed that it was more convenient to carry out on weekends. 75% of students feel comfortable in the morning and 46% feel comfortable during the day.



Tutorial Webinar lebih nyaman dilaksanakan pada

91 jawaban



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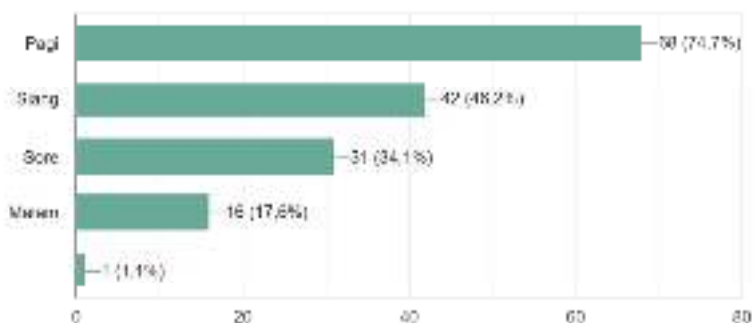


Figure 7. Student Perspectives Regarding the Time of the Webinar Tutorial

Furthermore, the form of webinar tutorials that are preferred by 78% of students is the delivery of material by Tutors, and 62% of students like to also discuss problems or problems. Group discussions are preferred by 45% of students, class discussions are preferred by 40% of students, and 36% of students like student presentations.

Saya menyukai tutorial webinar dalam bentuk

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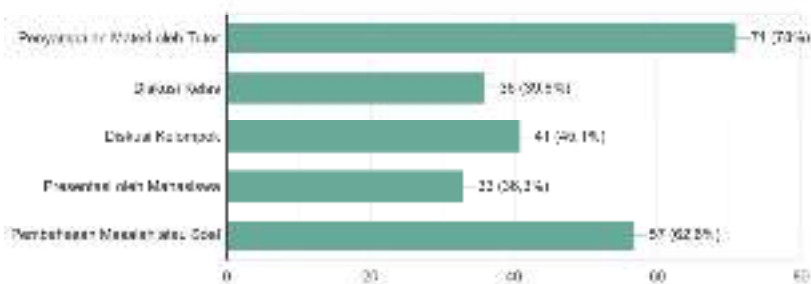




Figure 8. Student Perspectives Related to the Form of Webinar Tutorials

3.2 Discussion

3.2.1 Time and Length of Time and Tutors Access Online Tutorials

The majority of students open online tutorials on Saturdays and Sundays. As for the time of opening online tutorials, the majority are in the evening. Each time you open an online tutorial, students and tutors spend about 60 – 120 minutes. Students are encouraged every day to open online tutorials because based on the results of previous research show that there is an influence on many days students access with the value of the tutorial. This is in line with research conducted by Oftika et al. (2015); Halim, et al. (2021); Loeneto & Kurniawan (2021); Shah & Barkas (2018); and Gustin et al. (2014) who stated that the intensity of material access affects the improvement of learning outcomes.

3.2.2 Student Perspectives on Introduction, Closing, Essential Materials, Enrichment Materials, Discussions, Assignments and Greeting Videos

Students consider the introduction and closing part of the online tutorial important and very important to read, although many students also think that the closing is less important to read. The essential and enrichment materials are considered important and very important by all students. As for the greeting video, students consider it important and very important.

Students who rarely or never access essential materials and enrichment materials are reasonable because essential materials are the same as the Subject Material Book or Modules and the same materials can be searched on the internet, and enrichment can also be searched on the internet. Based on other research (Sahin et al., 2010) revealed that the priority order of students in finding sources is as follows: First priority: Search engines (Google and Yahoo); Second priority: Online databases and e-magazines; Third priority: Online library, e-encyclopedia, e-book; Fourth priority: e-journal; and Fifth priority: email and forums.

Some students and tutors consider that the closing part is not too important so it is necessary to create a form of closure at each session so as to encourage students and tutors to access the closure, preferably in the form of general responses from the results of discussions or assignments and also the results of reflections of both tutors and students. Then also the Greeting Video should not always be in the introduction, it can also be closed, the content of which is the tutor's reflection on the session. Furthermore, regarding the form of essential material, it should not only be the conclusion of the Subject Material Book but also a supplement.

3.2.3 Student Perspectives Related to the Form of Essential Materials, Enrichment Materials, Discussions, and Assignments

Students are of the view that they prefer essential material presented in the form of PPT and/or video. As for the form of enrichment, students also think that they prefer the form of PPT and/or video. The form of discussion that students like the most is one issue that is commented on by all students. Then the form of assignment that students like the most is a problem whose answer is open.

The form of essential material and enrichment can vary and vary in each session to avoid student boredom, namely PPT, Video, and PDF. The form of videos on essential material can be developed because based on the results of research it affects student motivation and involvement (Paradise & Wibowo, 2021). Then also the use of effective and efficient apperception videos in LMS (Octafian, 2022)

As for the form of discussion, students should be required to comment also on the opinions of their friends so that the discussion process will occur. Based on the results of research (Hikmawati et al., 2021) revealed that the discussion process in LMS can encourage students' critical thinking skills and discussion is a fundamental strategy for knowledge construction at universities (Hamann et al., 2012). In the discussion process, students must be able to realize that discussion is for their learning or approach discussion in a coherent way (Han & Ellis (2019).



The form of tasks needs to be multiplied as well as the form of projects. Project assignments in online learning make learning more fun, conducive, active, and creative so that it can foster motivation to be actively involved in the learning process (Widodo & Sriyanto, 2022). Project assignments carried out in groups can promote creative ideas and help students to build confidence in producing innovative work (Zakiah et al., 2020)

3.2.4 Student Perspectives Related to the Implementation of Webinar Tutorials

The majority of students think that webinar tutorials are very important and important. A webinar tutorial that is synchronous learning, according to Phelps & Vlachopoulos (2020) in distance education offers students and tutors a virtual web conference environment where although they may be geographically separated, they are given the flexibility to be virtually present in a shared space in *real-time*.

As for the implementation, the majority of students think it is more comfortable if it is carried out on weekends and in the morning. Then the majority of students think that the form of webinar tutorials is the delivery of material by tutors and discussion of problems or problems, but tutors have diverse perspectives regarding the form of webinar tutorials, namely presentations by students, class discussions, problem discussions, material delivery by tutors, and group discussions. In the research of He et al. (2021), no significant differences were found between synchronous learning and traditional education, even having a higher level of satisfaction than traditional education, but not better or worse than traditional education but preferred.

The implementation of webinar tutorials so far has been appropriate, which is carried out on weekends, although some tutors and students think that there is still a lack of meetings. The form of webinar tutorials can be designed for various presentations by students, class discussions, problem discussions, material delivery by tutors, and group discussions.

4. CONCLUSION

Based on the results of research that the majority of students open online tutorials on weekends, it is recommended that the beginning of the session is on Saturday instead of Monday.

Some students consider that the closing part is not too important so it is necessary to create a form of closure in each session to encourage students and tutors to access the closure, preferably in the form of general responses from the results of discussions or assignments and also the results of reflection of both tutors and students. Then also the Greeting Video should also not always be in the introduction, it can also be closed, the content of which is the tutor's reflection on the session. Furthermore, regarding the form of essential material, it should not only be the conclusion of the Subject Material Book but also a supplement.

The form of essential material and enrichment can vary and vary in each session to avoid student boredom, namely PPT, Video, and PDF. As for the form of discussion, students should be required to comment also on the opinions of their friends so that the discussion process will occur. Meanwhile, related to the form of tasks, it is also necessary to multiply the form of projects. The implementation of webinar tutorials so far has been appropriate, which is carried out on weekends, although some tutors and students think that there is still a lack of meetings.

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