Online Tutorial And Webinar Tutorial Management On Distence Learning Process At Indonesia Open University

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Abstract.
Indonesia Open University provides student learning assistance services in the form of a Tutorial program. The implementation of Tutorial is managed by the Tutor as a facilitator has not run optimally. This situation becomes the background of the research. The purpose of the research is to analyze the management of Online Tutorial and Webinar Tutorial. The researcher uses management function theory initiated by Terry. This research is descriptive form with a qualitative approach that reveals the situation by describing reality and natural situations correctly in the distance learning process. Data collections have been carried out through observation, interviews, documentation, and triangulation. The data have been reduced, presented, and inferred. The results of the research are generally revealed that management functions that have been carried out but the implementations do not run optimally. Specific conclusions indicate (1) Planning: carrying out Tutorial preparation meetings and Tutor evaluations, (2) Organizing: determining Tutor criteria, making recruitment standards, employment contracts, assignment letters, and contract letters for Online Tutorial (Tuton) Tutors, and assignment letters for Webinar Tutorial (Tuweb) Tutors, (3) Actuating: doing Tutor training and refreshment, communication in WhatsApp Group, providing reminders and motivation, (4) Controlling: for Tuton Tutors there is not regular control schedule. Meanwhile, for Tuweb Tutors, there is a routine control schedule. (5) There are obstacles, solutions and improvements ahead. From these general and specific conclusions, researcher recommends a Tutorial management model to maximize Tutorial management which will have implications for improving the quality of student learning.

Keywords: Tutorial Management, Online Tutorial, Webinar Tutorial, Indonesia Open University Distance Learning

I.   INTRODUCTION

In the implementation of open and distance learning, UT students are expected to learn independently. "Students who study with a distance system are required to be able to be independent in solving all the learning problems they face", (Wardani, 2000: 1). The learning process is carried out without being asked to be present on campus. "Independent learning requires students to learn on their own initiative. Independent learning can be done individually or in groups, both in study groups and in tutorial groups" (https://www.ut.ac.id/guidance-learning-mandiri).To support student learning activities, UT provides teaching materials that are designed to be studied independently. The teaching materials are in print and digital form. In addition, students can also take the initiative to use other reading materials in online libraries and take advantage of other learning resources, such as computer-aided teaching materials and audio or video programs. In addition to providing teaching materials, UT provides a study assistance service program. This service is known as the Tutorial program. "Tutorials are study assistance services provided for students with the aim of strengthening student self-study outcomes. In the Tutorial, learning activities are carried out under the guidance of the Tutor as a facilitator", (UT, 2021: 2). UT divides Tutorial service programs into several types, namely: "Face-to-Face Tutorial (TTM), Online Tutorial (Tuton), Webinar Tutorial (Tuweb) and Tutorial through Radio and Television" (UT, 2021: 2). Students can follow these tutorial services by referring to the provisions of the study program regarding the courses being tutorialed.The Tutorial in the field, there are phenomena of problems that arise.

The researcher obtained information about the phenomena of these problems from the results of the pre-study by looking at the evaluation data for the Tutorial activities for the 2020/2021 (2020.1) period. Obstacles in the Tutorial show that the number of Tutor hits (hits is the number of Tutors in accessing the e-learning application) in the Tutorial process is still low, there are still many below 1,000 hits, there are many Tutors who procrastinate in giving the value of Tutorial assignments for Task one, Task two, and Task three. Tutors have not edited greetings; they have not updated the introductory video and uploaded an introductory video on each session per a week. In each Tutorial session there are Tutors who have not actively participated. The tutor has not given the assignment grades on time. In addition, there are still many tutors

who have not provided feedback on the assignment. The researcher sees the root of the problem more in the lack of UT control in the Tutorial activity process facilitated by the Tutor.Thus, it is necessary to take future improvement steps so that the Tutorial process at UT which is a student learning assistance service runs properly so that UT can achieve the 2021-2025 UT Strategic Goals, Programs, Activities, and Targets or the 2021-2025 Business Strategic Plan (RBS). This RBS is based on a focus on the effective management of learning services, including the implementation of Tutorial. The achievement target in 2023-2025 in the management of learning services (Tutorial) is 100%, up 25% from the achievement target in 2022

II. METHODS

The approach in this study uses descriptive qualitative research because in conducting the research it describes the meaning and data in a systematic, factual, and accurate manner. The use of qualitative descriptive research refers to the opinion of Sukmadinata, (2020: 18) explaining that descriptive research is aimed at describing a situation or phenomena as they are. In this study the researcher did not manipulate or gave certain treatments to the object of research, all activities or events run as they are. The theoretical basis for this Online Tutorial and Webinar Tutorial management study refers to the management functions initiated by Terry, namely POAC (Planning, Organizing, Actuating, and Controlling).The sources and types of data from this research are divided into two, namely primary data and secondary data. Primary data is data obtained directly from data providers to data collectors, "data sources that directly provide data to data collectors", Sugiyono (2019: 410). Primary data is the main data in this study. These data are related to the problem and research objectives being raised.

Researcher obtained the data in question through direct observation and interviews. The object of the research data was obtained from one Dean, one Head of Department, one Head of Study Program, one Head of Overseas Student Management Center (PPMLN-UT), and and one person in charge (PJ) BBLBA PPMLN-UT. In addition, the Researcher took data from Online Tutorial Tutors and Webinar Tutorial who submitted their questions through the google form. Secondary data is data obtained by Researcher indirectly from data providers, "data sources that do not directly provide data to data collectors, for example through other people or through documents.The data analysis technique in this study uses the Miles and Huberman model. The analysis was carried out at the time of data collection and also after the completion of data collection within a certain period. Data analysis is carried out interactively (Interactive Model: Data Collection – Data Reduction – Data Display – Conclusion or Verifying). The data becomes saturated. The researcher describes the steps of checking the validity of the data, such as extending observations, increasing persistence, triangulation, analyzing negative cases, using reference materials, and conducting member checks.

III. RESULTS AND DISCUSSION

The results and discussion Online Tutorial and Webinar Tutorial management are explained below:

A. Planning

Planning of Online Tutorial and Webinar Tutorial on Distance Learning Process, UT has held two meetings every year. The meeting at the end of the semester discusses the evaluation of the tutor (track record). The meeting at the beginning of the semester discusses the tutorial planning that will be carried out, such as: discussing the number of classes, mapping the needs of tutors, and seeing which countries Tuweb services will provide.

Although the Online Tutorial and Webinar Tutorial plan have been implemented by UT and is in line with Terry's theory and the Regulation of the Minister of Education and Culture of the Republic of Indonesia *(Permendikbud)* Number 3 of 2020 concerning National Standards for Higher Education, Article 41 paragraph 3 letter (c), the researcher believes that UT needs to adhere to the principle of continuous improvement, or the concept of Kaizen means that planning continues to be evaluated on an ongoing basis. UT needs to identify problems that arise in planning, find solutions to problems, implement solutions and evaluate solutions that have been implemented.

B. Organizing

Organizing of Online Tutorial and Webinar Tutorial at the Distance Learning Process, UT has carried out: standardization of prospective tutors, tutors with a minimum education of strata two (S-2), scientific fields relevant to the subjects being taught, coming from accredited PTN or PTS, tutors have experience teaching or mentoring or providing training for a minimum of two years, and pass the Tutor training. Tutor recruitment standards: Study Program releases Tuton Tutor requirements, verified by Wadek III, approved by Vice Rector III, announced on the website by the Learning Assistance Center (PBB), the Study Program is again selecting files, the final stage of Tutor candidates who pass the file selection is announced and given a training invitation. Tuweb Tutor recruitment standards: First, Tuweb tutors are recruited from abroad on the recommendation of Study Groups (Pokjar) who are abroad. Pokjar recruits tutors from the Indonesian Embassy. Second, Tuweb Tutors are recruited from the Faculty on the recommendation of the Head of Study Program.

The legality of the delegation of Tutor Tuton in the form of a Letter of Assignment (ST), an Employment Contract, and a Decree (SK) from the Dean. The legality of the delegation of Tuweb Tutors in the form of ST from the Head of PPMLN-UT.The researcher in this case focuses more on the existence of the Employment Contract. If the Work Contract is used as the basis for the Tuton Tutor to carry out his duties and functions, the signing of the Work Contract should be done before the Tutorial activities begin. With the aim of obligations (duties and functions) as well as the rights of the Tutor Tuton can be known and mutually agreed upon before the Tutorial activities take place.In addition, UT, in this case PPMLN-UT, needs to provide a work contract with tutors every semester. The duration of the work contract is only valid for one semester. The purpose of this Work Contract is so that the obligations, duties, and rights can be known and agreed upon by the parties. This means that both parties (PPMLN-UT and Tutor Tuweb) have agreed to bind themselves in an agreement before the Tutorial activity began.

C. Actuating

Actuating of Online Tutorial and Webinar Tutorial in the Distance Learning Process, UT has carried out activities including: Tutor training, refresher or debriefing, communicating with Tutors through WhatsApp Group (WAG), providing tutorial fees, Tuweb certificates, providing motivation, and give university scope rewards once a year during UT Anniversary.The researcher has opinion such as, Tutor training activity needs to be developed and continuously evaluated, communication through WAG needs to be improved in its management and continuously evaluated, giving rewards can affect the performance of Tutors. They are more motivated in carrying out their duties and functions as tutors. The researcher argues that giving motivation to Tutors provides positive values or benefits. Motivation is a form of attention. An attention generates interest. Interest generates stimulation. Stimulation causes action or action. Therefore, motivation needs to be cultivated and continuously evaluated.

D. Controlling

Controlling of Online Tutorial and Webinar Tutorial in the Distance Learning Process, UT has taken several steps, including: ensuring the availability of modules or Basic Material Books (BMP) for Tutors, providing RAT and SAT (there is no specific discussion on RAT and SAT for Tutor Tuton and Tuweb before the Tutorial starts), controlling or monitoring the activities of the Tutor (for the Tutor Tuweb, there is a routine control schedule but there is no routine control schedule for the Tutor Tuton. Controlling the Tutor Tuton based on student complaints and hits reports from the Learning Assistance Center or UN), enforces firm action for inactive tutors, enforce permission procedures for Tuweb tutors, and evaluate tutors.

The first controlling, UT guarantees the availability of modules for all Tutors because currently apart from print modules, digital modules are also available. This digital form module can be accessed by Tutors using an ID and password through a virtual reading room (RBV). *Permendikbud* Number 3 of 2020 concerning National Higher Education Standards, Article 33 and 34 paragraph (1) letter (b). UT has met the standard of learning facilities and infrastructure in the context of fulfilling graduate learning outcomes in the form of books or electronic books (digital books). When module availability is not a problem, UT needs to ensure easy access to digital modules by Tutors.

The second controlling, UT provides Tutorial Activity Design (RAT) and Tutorial Program Unit (SAT) for Tuton Tutors. RAT and SAT are already available on the Tutorial page. However, the current Head of Study Program cannot ensure that Tutors understand RAT and SAT well because there has been no special discussion with Tutors regarding RAT and SAT. This condition is caused by the workload of the Head of Study Program which is very dense. In face-to-face universities, RAT and SAT are referred to as Semester Learning Plans (RPS). *Permindikbud* Number 3 of 2020 concerning National Standards for Higher Education regulates the content contained in the RPS. Therefore, the existence of RAT and SAT is very important because they become references or guidelines during the Tutorial process. RAT includes brief descriptions of courses, specific learning outcomes from each session, topics, sub-topics, learning activities, learning modes, tutorial assignments, and bibliography. The SAT contains course learning outcomes, general learning outcomes, specific learning outcomes, subjects, and sub-topics as well as discussion details, Tutorial stages (Tutorial preparation, preliminary activities, core activities, and closing activities. Researcher has opinion that UT needs to prioritize the discussion of RAT and SAT with Tutor. The aim is that Tutor really understands what needs to be done during the Tutorial process.

The third controlling, UT conducts activities to control the activities of Tutor Tuton. Tuton Tutor control is carried out by UT based on two things, namely, first the number of Tutor hits (how many Tutors access the Tuton class, the number of hits can be known through the Tuton system by the Learning Assistance Center or PBB) and secondly there are complaints from students. The Tuton Tutor control process has not been fully implemented properly and there is no regular schedule. This condition is caused by the accumulation of tasks carried out by the Head of Department (Kajur) and Head of Study Program (Kaprodi). Whereas controlling or monitoring the learning process periodically in order to maintain and improve the quality of the learning process has been promulgated in *Permendikbud* Number 3 of 2020 Article 41 Paragraph (2) letter (d). The researcher is of the view that Tuton Tutor Control activities need to be carried out, a routine schedule made, and continuously evaluated. Supposedly, controlling this Tuton Tutor is a priority. If the Head of the Head of Study Program and the Head of Study Program do not have sufficient time to control the Tutor Tuton, this can be done by dividing tasks with other staff or appointing a class coordinator for each course. This coordinator is in charge of helping to control the Tuton Tutor during the Tutorial process.

UT evaluates Tuweb Tutors. Monitoring activities carried out by PPMLN staff for Tuweb tutors are also a form of evaluation for Tuweb tutors. Evaluation of Tuweb tutors needs to be done because it ensures that Tuweb tutors perform well in providing study assistance services to UT students. In addition to evaluations carried out by PPMLN-UT staff in each session, it is also necessary to evaluate Tuweb Tutors by students. In the future, PPMLN-UT will need to create a separate Tuweb Tutor evaluation link (using the google form) so that the results of the evaluation can be directly known by PPMLN-UT. Controlling Tuweb tutors through evaluation is a step that is in line with the National Higher Education Standards to monitor and evaluate learning activities. 3 of 2020 Article 41 Paragraph (3) letter (d). The evaluation that has been carried out needs to be continued to be developed.

The Fourth controlling, UT will take strict action against Tuton Tutors who do not carry out their duties and functions properly. Tutors who are inactive will be deactivated as tutors and replaced by other tutors or backup tutors. The provisions of this concept have been regulated in full in the Decree of the Chancellor of The Open University Number: 65/UN31/HK.02/2022 concerning The Open University Education Service Policy Semester 2021/22.2 (2022.1). The concept applied by UT is in line with Terry's opinion which calls it applying corrective measure to that performance, which means making improvements to the implementation. In addition, UT implements or carries out systemic activities that create an academic atmosphere and a good quality culture. This refers to the policy according to the National Higher Education Standard, Article 41 Paragraph (2) letter (c). The researcher sees that it is necessary to take strict action against inactive tutors because it is to ensure that tutorial activities as a student learning service support can run effectively. That is, Tutorial activities are not neglected. Steps to find out the Tuton Tutor's seriousness in carrying out their duties and functions can be done at the time of signing the Work Contract. UT needs to

ensure the sincerity of the Tuton Tutor before the Tutorial activity begins. For this reason, it is important to sign the Work Contract before the Tutorial activity runs.

The fifth controlling, UT evaluates Tutor Tuton. Evaluation is done by looking at the quality or track record of Tutor Tuton since session 7 when the Tutorial activity took place. The Tuton Tutor evaluation resulted in two categories of tutors, namely advanced tutors and non-advanced tutors. Advanced tutors based on the activeness or performance of the tutor in managing the class. For example, Tutor Tuton diligently or consistently carries out discussions every week, checks and assesses assignments in sessions 3, 5, 7, and Tutor Tuton sends Tutorial activity reports on time. Controlling Tutor Tuton through evaluation is a step that is in line with the National Higher Education Standards to monitor and evaluate learning activities, this review is contained in *Permendikbud* No. 3 of 2020 Article 41 Paragraph (3) letter (d). The evaluation that has been carried out needs to be continued to be developed. UT needs to implement continuous improvement, continuous improvement or improvement.

### E.	Problems

Problem of Online Tutorial and Webinar Tutorial on Distance Learning Process at UT can be seen, among others, for Tuton Tutors: First, there are Tuton Tutors who still lack full awareness in managing the Tutorial classes, so they need to be reminded of their duties and responsibilities in each initial session, middle, and end; Second, the availability of tutors is lacking in every semester. This problem usually occurs because the Tuton Tutor stops during the tutorial activity, resigns, gets sick, gives birth, and some even dies; Third, the acquisition of hits that are very appropriate but not in accordance with the services provided to students. As for Tuweb tutors, they include: First, there are tutors who are late in submitting tutorial activity reports; There are Tuweb Tutors who complain because of the many tutorial administrations; Third, the payment of Tutor's honorarium that failed to be paid in two stages, even though it has been socialized to all Tutors.

### F.	Solutions and Future Improvements

Solutions and Future Improvements for the Management of Online Tutorial and Webinar Tutorial in the Distance Learning Process at UT can be found, among others, for Tutor Tutons: First, Tutors are always reminded via WAG; Second, prepare the availability of tutors or backup tutors of at least 10% (ten percent) and a maximum of 30% (thirty percent) of the total number of tutors; Third, Provide motivation and remind the Tutor hits that are too high and low. As for Tuweb tutors, solutions and future improvements can be found, including: First, Strengthening tasks and functions during tutoring; Second, PJ BBLBA PPMLN-UT assists Tutors who have difficulty completing the administration of the Tutorial; Third, ensure in the next semester that the financial application can be used so that the payment of Tutor's fees is according to plan.

## IV.	CONCLUSION

### A.	General Conclusion

Based on the research results and discussion of Online Tutorial and Webinar Tutorial Management in UT's Distance Learning Process, UT has carried out management functions (Planning, Organizing, Actuating, and Controlling) which was initiated by Terry. However, in the implementation of these management functions, have not run optimally.

### B.	Recommendation

Based on the research results are expected to be a contribution to:

### 1.	Indonesia Open University

Practically, the results of this study can provide improvements to the management of Online Tutorial and Webinar Tutorial as distance learning assistance services so that UT puts more emphasis on professionalism in managing Tutorial, especially the service or tutorial program in the English Literature Study Program, FHISIP UT and PPMLN-UT, in general UT as a whole.

a)	Planning of Online Tutorial and Webinar Tutorial needs to hold the principle of continuous improvement, or the concept of Kaizen which means continuous improvement by identifying problems that arise in planning, finding solutions to problems, implementing solutions and evaluating solutions that have been implemented. These steps aim to achieve the desired learning outcomes or the

achievement of the UT Strategic Goals, Programs, Activities, and Targets for 2021-2025 or the UT Business Strategic Plan (RSB).

b) The signing of the Tutor Tuton Work Contract needs to be evaluated because according to the purpose of the Work Contract, it is an agreement that relies on offer and acceptance (ijab-qabul) between the parties involved in the contract with legal principles in an affair, so the Work Contract should be carried out before the tutorial begins.

c) Making an Employment Contract for Tuweb Tutors. The goal is that the obligations and rights can be known and agreed upon by the parties. This means that both parties (PPMLN-UT and Tutor Tuweb) have agreed to bind themselves in an agreement before the tutorial activity begins. The Employment Contract is valid for only one tutorial activity in one semester.

d) Uniformity for the mention of 'refreshment activities' so that there is no confusion among Tuton Tutors. It is necessary to consider giving rewards other than Tutor's honorarium in every semester for outstanding Tutors in the Faculty or PPMLN-UT. Need to consider increasing the honorarium every year. The goal is to increase the performance of Tuton and Tuweb tutors in carrying out their duties and functions.

e) Understanding RAT and SAT becomes one of the main discussions before the tutorial activity begins because the RAT includes a brief description of the course and the SAT contains the learning outcomes of the course.

f) Preparation of regular Tuton Tutor control schedules. The goal is to ensure that the Tutor carries out his duties and functions properly. This can be done by dividing tasks with other staff in the Faculty or appointing a class coordinator for each course. It is the class coordinator who is responsible for controlling the tutor.

g) Creation of a special evaluation link for Tuweb tutors by students. For example, by making a google form link so that the results of the evaluation can be known directly by PPMLN-UT.

2. Ministry of Education, Culture, Research, and Technology of Indonesia

This research is expected to be a study and consideration in improving the planning, organizing, actuating, and controlling tutors in educational institutions within the Ministry of Education, Culture, Research, and Technology that implement the Distance Learning system.

3. Other *Researcher*

The results of this study are expected to open inspiration for other researcher to conduct further research, especially in the management of Online Tutorial and Webinar Tutorial.

V. ACKNOWLEDGMENTS

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