Online Learning Activities (Case Study on Students of the Open University Economics Study Program)

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Abstrak

Penelitian ini dilatarbelakangi oleh pentingnya aktivitas pembelajaran online dalam meningkatkan hasil belajar mahasiswa. Penelitian ini menggunakan metode penelitian kualitatif dengan pendekatan studi kasus dan bersifat deskripsi. Tempat dan waktu penelitian ini adalah Program Studi Pendidikan Ekonomi Fakultas Keguruan dan Ilmu Pendidikan Universitas Terbuka Semester Genap Tahun Ajaran 2022/2023 Matakuliah Ilmu Geografi dan Pelestarian Lingkungan. Teknik pengumpulan data yaitu observasi, Wawancara dan Dokumentasi. Teknik analisis data yang dilakukan yaitu reduksi data, penyajian data, dan verifikasi. Pelaksanaan studi kasus meliputi perencanaan, deskripsi kasus, mengelompokan jenis masalah, menjabarkan masalah, mengumpulkan data, pengolahan data, sintesa dan interpasi, evaluasi dan tindak lanjut. Hasil penelitian ini menunjukan bahwa 1) Mahasiswa yang memiliki nilai tinggi adalah yang selalu mengakses materi inisiasi satu sampai dengan delapan, dengan mengerjakan tugas kesatu, tugas kedua dan tugas ketiga, 2) Mahasiswa yang memiliki nilai rendah merupakan mahasiswa yang tidak mengakses diantara materi inisiasi satu sampai dengan delapan, tetapi masih mengerjakan tugas kesatu , tugas kedua atau tugas ketiga, dan 3) Kendala yang dihadapi mengapa mahasiswa tidak mengakses materi inisiasi disebabkan beberapa hal yaitu kesibukan bekerja, kadang kendala jaringan di wilayahnya kurang baik, sehingga pada saat inisiasi mahasiswa mengalami keterlambatan mengunggah tugas atau menjawab diskusi tiap inisiasi.

Keywords : *Pembelajaran Tutorial Online, Matakuliah Ilmu Geografi dan Pelestarian Lingkungan, Pendidikan Ekonomi*

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Abstract

This research is motivated by the importance of online learning activities in improving student learning outcomes. This study uses a qualitative research method with a case study approach and is descriptive in nature. The place and time of this research is the Study Program of Economic Education, Faculty of Teacher Training and Education, Open University, Even Semester, Academic Year 2022/2023 Course in Geography and Environmental Conservation. Data collection techniques namely observation, interviews and documentation. Data analysis techniques carried out were data reduction, data presentation, and verification. Implementation of case studies includes planning, case descriptions, classifying types of problems, describing problems, collecting data, data processing, synthesis and interpretation, evaluation and follow-up. The results of this study indicate that 1) Students who have high scores are those who always access initiation materials one through eight, by working on the first assignment, second assignment and third assignment, 2) Students who have low scores are students who do not access any of the first initiation materials up to eight, but still working on the first task, second task or third task, and 3) Obstacles faced why students do not access initiation materials are caused by several things, namely busy work, sometimes network constraints in their area are not good, so that during initiation students experience delays upload assignments or answer the discussion of each initiation.

Keywords : Online Tutorial Learning, Geography and Environmental Conservation Course, Economic Education

Introduction

Distance Higher Education has characteristics in the learning process, students and lecturers do not meet face to face but are limited by space and time, students study independently with the help of tutors as facilitators (Apriani Safitri & Astuti, 2019; Kharisma, Roesminingsih, & Suhanadji, 2020) . The Open University has a study assistance service called Tutorial, both face-to-face tutorials (TTM) and electronic tutorials (tuton). Until now, the Open University has online learning service assistance called online tutorials for certain subjects. One of the subjects of the Bachelor of Economics Education study program in the Teaching and Education Faculty which is taught in the Geography and Environmental Preservation Course in Economics Education is one of the compulsory courses that must be followed by 3rd semester Economics Education undergraduate students , has a weight of 3 S Semester Credit system , consisting of 9 modules .

The online tutorial is held in eight meetings, namely for eight weeks starting from the closing of registration until the end of the semester final exam (UAS). Students who take Tuton are required to attend eight meetings with eight initiation materials, and are required to complete three assignments , namely the third initiation meeting is complemented by the first assignment, the fifth initiation meeting is supplemented by a second task, and the seventh initiation meeting with a third task.

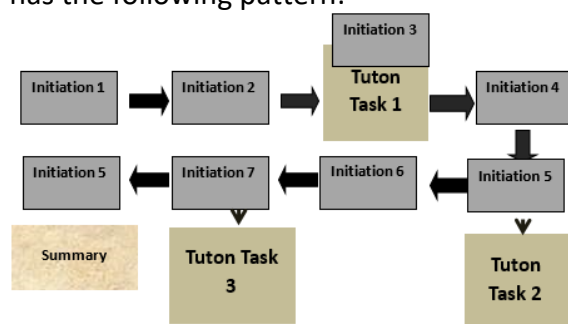If a diagram is made, the online tutorial has the following pattern:

Diagram 1. Pattern Tutorial online

Students of the Geography and Environmental Preservation course in Economic Education are a cross-project course in the Department of Economics Education, Faculty of Teacher Training and Education, Open University, students enrolled in the Tuton class (Online tutorial) PSOS4103.01 for the 2021.1 registration period of 49 students, who participated active only 20 students. Based on the results of the first assignment, second assignment and third assignment, during the 2021 online tutorial period. The average assignment score of 20 students who actively participate in online tutorials who get high scores > 50 is 60%, and those who get low scores < 50 are 40%.

It is suspected that the low online tutorial assignment scores of Bachelor of Economics students for the course Geography and Environmental Conservation in Social Sciences Education are due to the lack of active participation of students accessing tutorials, so that assignments are not fully completed, either for the first, second or third tasks. only do the first task, the second task or the first and second task is done, the third task is not done, on the contrary they only do the third task, so the average value of the task is small, because it must be divided by three assignments. From the graph of student learning activities during the eight initiation meetings, they only do one to three times to access each meeting, even though the learning activity period for each initiation meeting is one week, so that students have a long enough time to understand the material and do assignments, both in the form of forums discussion as participatory tasks, and mandatory assignments. Initiation materials are presented in the form of text or presentation materials with the help of power points, or video links sourced from YouTube .

Based on this, it is necessary to study student learning activities in participating in

initiation material in geography and environmental preservation courses in Social Sciences Education as a cross-project course followed by students of the Citizenship Education and Economics Education Undergraduate Study Programs to see the achievement of competency in this course. Research in the Economics Education Study Program.

Method

This study uses a qualitative research method with a case study approach and is descriptive in nature. According to Denzin and Lincoln, qualitative research is research that uses a natural setting, with the intention of interpreting the phenomena that occur and is carried out by involving various existing methods (Solihin, 2021). According to Arikunto (2021) a case study is an intensive, detailed and in-depth approach to certain symptoms.

The place and time of this research is the Study Program of Economic Education, Faculty of Teacher Training and Education, Open University, Even Semester, Academic Year 2022/2023 Course in Geography and Environmental Conservation. Data collection techniques namely observation, interviews and documentation. Informants/sources of information in this study were students and lecturers.

Data analysis techniques carried out were data reduction, data presentation, and verification. Implementation of case studies includes planning, case descriptions, classifying types of problems, describing problems, collecting data, data processing, synthesis and interpretation, evaluation and follow-up.

Results and Discussion

Students' understanding of the initiation material for the Geography and Environmental Conservation course in Social Science Education can be seen from the results of the assignment scores as follows:

1) The value of the first assignment measures the competence of the first and second meeting initiation materials.
2) The value of the second assignment measures the competency of the third and fourth meeting initiation materials.
3) The value of the third assignment measures the competence of the fifth and sixth meeting initiation materials.

Based on the results of the first assignment, second assignment and third assignment, out of 29 students participating in active online tutorials, 12 received high assignment scores, can be seen in Table 1 below.

Table 1. List of Students with High Scores > 50

No	Student name	NIM	Assignment Grades
1	Flat Triana	015027701	21.7
2	Junaidah	016585624	29.0
3	Muklisin	017033012	29.7
4	Wati N	017554274	28.3
5	Arip Hidayat	018896571	28.3
6	Ratna	016036197	32.7
7	Indra	015908273	32.7
8	Siti N	018899133	33.3

Source: Data Processing, 2023

Meanwhile, there were 8 (eight) students who got low scores <50, as can be seen in Table 2 below:

Table 2. List of Students with Low Scores

| No	STUDENT NAME	NIM	Assignment Grades
1	Flat T	015027701	21.7
2	Junaidah	016585624	29.0
3	Muklisin	017033012	29.7
4	Wati N	017554274	28.3
5	Arip H	018896571	28.3
6	Ratna	016036197	32.7
7	Indra	015908273	32.7
8	Siti N	018899133	33.3

Source: Data Processing, 2023

For understanding the first and second initiation materials, 17 people worked on the first assignment, with a high score of 85%, and a low score of 15 %. Meanwhile, the understanding of the third and fourth initiation materials that worked on the second assignment was 10 people, with a high score of 50%, and a low score of 50%. Furthermore, for understanding the fifth and sixth initiation materials, 12 people worked on the third task, with a high score of 60%, and a low score of 40%. The results of this understanding can be seen in Table 3 below.
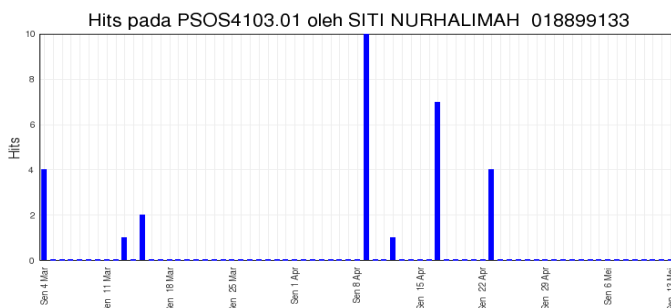
Table 3. Student Assignment Scores (in %)

No	Assignment Material	Assignment Grades	
		Height >50	Low <50
1	Task I	85%	15%
2	Task II	50%	50%
3	Task III	60%	40%

Source: Data Processing, 2023
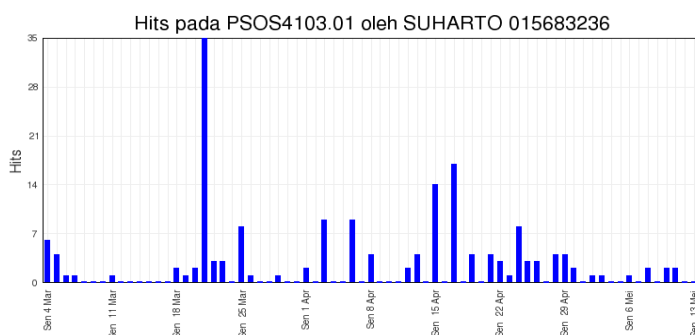
Graph 1. Student Learning Activities with the Highest Score, namely 99.33

Graph 2
Student learning activities with the lowest score, namely 21.7

The results of this study remind us of constructivism learning theory (Masgumelar & Mustafa, 2021; Sunanik, 2014). Constructivism theory states that individuals are active in constructing knowledge and understanding through their own experiences. In online learning, a constructivist approach can be applied by encouraging students to interact with learning materials, collaborate with colleagues, and formulate their own understanding through discussion and reflection (Saputro & Pakpahan, 2021; Waseso, 2018).

Likewise, what is done by the Open University which implements tutorial learning. Tutorial is a process of providing assistance and guidance from one person to another. In the learning system at the Open University, tutorials are an integral part of the student learning process. Tutorial implementation is a study aid, tutor interaction with students and student-student interaction (Andriani, 2005; Merona, 2017). Tutorials seek to assist students in solving various learning problems by providing additional information, discussions and other activities that can increase student motivation to study and complete studies. In addition, tutorials are intended to foster students' ability to be willing and able to learn independently.

The four types of tutorials provided by the Open University for students each have their advantages and limitations. Face-to-face tutorials, for example, can only be attended by students who live in the vicinity of the tutorial location. Sometimes the obstacle is the implementation time which makes it impossible for students to follow face-to-face tutorials. The advantage is that students can deal directly with tutors to overcome their difficulties in understanding teaching materials. Written tutorials are felt to be too time consuming, because there is a long waiting time.

Sometimes the problems faced by students have been resolved by the time the results of the analysis or answers from the tutor

arrive. The advantage is that written tutorials can reach a wider area, so that even students who live in remote areas can make contact with their tutors. Radio or television tutorials are felt to be less interactive, so they are used more for strengthening teaching materials. Even though this media can be accepted by almost every student. In addition, the weakness of this media is that there are limited broadcast hours or broadcast hours allotted for program broadcasting.

Online tutorials have limitations for users who have access to the internet, which until now has not been able to reach all regions in Indonesia (Damayanti, 2020; Wirani, N., & Manurung, 2020). Even though online tutorials can actually answer interactive problems that are often complained about by students and education observers. Besides that, online tutorials allow students to communicate and interact with tutors anywhere. In this way, it is hoped that the Open University can increase learning support for students who are spread across various corners of the country.

The results of this study are in line with the results of previous studies which also discussed online learning such as (Sianipar et al, 2020; Hasanah, A., Lestari, Rahman, & Daniel, 2020; Srihartini, Y., & Lestari, 2021; Septiani, A ., & Kejora, 2021; Rosali, 2020) which revealed that there were differences in both activities and learning outcomes when using online and face-to-face learning.

Conclussion and Recomendations

Based on the results and discussion of Online Learning Activities (Case Studies in Students of the Open University Economics Education Study Program), the authors can draw conclusions:

1) Students who have high scores are those who always access initiation materials one to eight, by doing the first assignment, second assignment and third assignment.

2) Students who have low scores are students who do not access any of the initiation materials one to eight, but are still working on the first assignment, second assignment or third assignment.

3) Obstacles faced why students do not access initiation materials are caused by several things, namely busy work, sometimes network constraints in their area are not good, so that at initiation students experience delays in uploading assignments or answering discussions for each initiation.

Based on the conclusions about Online Learning Activities (Case Studies in Students of the Open University Economics Education Study Program) , the author's recommendations are as follows:

1) **For universities,** it is advisable for universities to provide adequate training and support to lecturers, staff and students regarding online learning. Training can include use of online learning platforms, effective teaching strategies in a virtual environment, as well as technical support to address technical issues that may arise.

2) **For lecturers,** it is better if they need to encourage interaction and collaboration between students in an online learning environment. Lecturers can also hold interactive online meetings to answer student questions, provide feedback, and facilitate group discussions.

3) **For students,** it is better to be consistent in taking online lectures, completing assignments, and preparing beforehand. Creating an organized schedule and following a routine can help maintain order and study productivity.

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