Evaluation of Blended Learning Tutorials Program at Postgraduate Universitas Terbuka

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Abstract-This research examines the Evaluation of Blended Learning Tutorials Program at Universitas Terbuka. Universitas Terbuka is one of the public universities whose learning process is held with an open and distance system (PTJJ). This research is descriptive evaluative research using quantitative approaches, where this research is at UPBJJ-UT which organizes master programs, taken four UPBJJ-UT with attention to the number of students namely Jakarta, Bogor, Bandung and Tarakan. Meanwhile, the population of this study is UPBJJ, a graduate program with 47 tutorial classes, while the sample in this study is UPBJJ Jakarta 2 classes, UPBJJ Bandung 1 class, UPBJJ Tarakan 2 classes, and UPBJJ Bogor 2 classes. The results showed that 1) the learning process postgraduate program included blended learning, 2) the learning process in the postgraduate program included in: (a) The Blended Course Category; (b) Tutors are required to be more innovative in designing the creation of learning videos that are attractive, quality and understandable to students without face-to-face; (c) Learning using the internet, developing systems, providing infrastructure, access arrangements for students maintaining systems and infrastructure, training services (ICT Literate), 3) Planning and implementation of online and face-to-face tutorials are almost 70% appropriate.

Keywords: Evaluation Tutorial, Blended Learning.

INTRODUCTION

Evaluation is one of the most important parts of the learning process that aims to measure the success of learning achievement while learning success and can be used in improving the learning process, therefore learning evaluation is considered important in efforts to improve a learning process and is a learning experience for learners. [1]–[3].

Research on learning evaluation has been widely done [4]–[6]. Assessments or evaluations for learning range from information needed to measure an ability, defined learning objectives, and assessments that imply to students and make them responsible for their own academic development [6]–[8].

Based on the presentation, it is clear that an evaluation is considered necessary to measure success or success in learning activities. As we know that there are various learning methods, one of is blended learning methods. Blended learning is the integration of face-to-face and online approaches (involving information technology) to learning instruction and is learning pedagogy [9]–[11].

Research on blended learning has been widely done [12], [13] that blended learning emphasizes the main concern of this learning model is pedagogy and learning not just technology and evidenced by success through blended learning models and is seen as improving learners' learning achievement [17]–[19]. Meanwhile in higher education, blended learning is seen as a strategy to meet learning satisfaction and learning experience [20], [21].

Talking about higher education, blended learning forms can vary, ranging from simple lecture delivery for online enrichment to the use of advanced technology that enables interaction over the internet in real-time and is applied in various fields of study. One of the studies that mentions that the use of

learning technology is able to provide interactive, realistic and relevant learning opportunities has been able to improve learners' learning and encourage student change and increase understanding of concepts and attract and motivate them to learn [22]–[25].

Still talking about blended learning, the study mentions the use of blended learning based instruction allows the participation of learners, the majority of participants appreciate the utilization of ICT-based learning by using blended learning [26]–[28].

However, it is inevitable that blended learning often encounters obstacles in its implementation. Research shows that there are five barriers to blended learning including technology, teaching, class size, technical support and collaboration. Meanwhile the need to ensure technical support to address the difficulties made possible by technology will be essential for efficient delivery and assessment of blended learning. On the other hand, lack of sworn in the use of technology will also hinder the implementation of blended learning, therefore it takes technology-savvy technical support to provide assistance [29]–[33].

Based on previous research, the evaluation of learning is important to measure a capability and blended learning which is learning to increase student participation but still found obstacles in its implementation while research on blended learning evaluation for tutorial activities in graduate school has not been widely done, so this study will review the evaluation of blended learning tutorials in Open University graduate program.

LITERATURE REVIEW

With ICT in education, now possible to hold distance learning with internet media to connect students with lecturers, looking student values online, check finances, look lecture schedules, send assignment files given by lecturers, and so on. The main factor in distance learning that has been considered a problem is the absence of interaction between lecturers and students. Nevertheless, with internet media, it is possible to interact between lecturers and students either in the form of real-time or not.

Etymologically, the term blended learning consists of two words, namely blended and learning. The word blended means mixed, together to improve quality to improve (Collins Dictionary), while learning has a general meaning of learning, thus at first glance contains the meaning of learning patterns that contain mixed elements that integrate innovative advances and technologies for learning [34]–[36]. Here's the framework of blended learning::
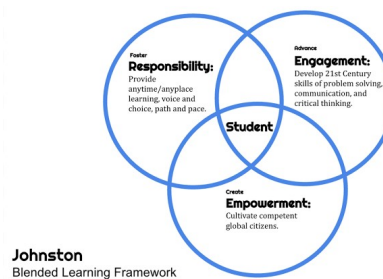

Figure 1. Blended Learning Framework [37]

Based on the blended learning framework, there are three aspects in blended learning, namely 1) fostering responsibility, that with blended learning activities provide learning anywhere; 2) increase engagement, that blended learning can develop 21st century skills in problem-solving, communication, and critical thinking and 3) create empowerment, that blended learning can civilize citizens more competent globally [37].

Meanwhile, there was research on blended learning that each learner has a different learning style, technology that allows educators to use a variety of learning environments and produces better student engagement and learning achievement [38]–[40].

RESEARCH METHODOLOGY

This research method was descriptive evaluative research using a quantitative approach. Meanwhile, this research place is at UPBJJ-UT which organizes

master's programs. Of the 28 UPBJJ-UT master program organizers, four UPBJJ-UT were taken with attention to the number of students, namely Jakarta, Bogor, Bandung and Tarakan. The population in this study was a number of PPS-UT students from 26 UPBJJ graduate program organizers with 47 tutorial classes. The samples in this study are UPBJJ Jakarta 2 classes, UPBJJ Bandung 1 class, UPBJJ Tarakan 2 classes and UPBJJ Bogor 2 classes. The research models used are as follows:
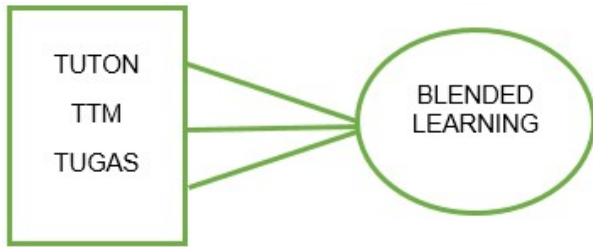

Figure 2. Research Model

Provision of supplement sources for study-related programs during traditional lines is large, through institutional support of virtual learning environments

1. Transformative level of learning practice supported by learning design to deep
2. A thorough view of technology to support learning.

Blended Learning contains face-to-face, which intersects with blended learning. Blended learning there was computer-based learning that contains online learning. In online learning, there is internet learning in which there is web-based learning. The inscription concluded that in Blended Learning there is a face-to-face that intersects with blended learning where blended learning and its components are computer-based and internet web-based online learning for learning.

RESEARCH FINDINGS

The aspects studied in this study consist of 21 aspects, while the results of the study in the form of percentages of each aspect are as follows:

Table 1. Research Results

No.	Aspects	Not appropriate	Less Suitable	Appropriate	Very Suitable	Not answering
1.	TTM tutors inform of mandatory tasks, additional tasks to be done	3%	13%	40%	17%	27%
2.	TTM tutors pay attention to the competencies to be achieved by students (referring to RAT in tuton)	2%	7%	42%	24%	25%
3.	TTM tutors give directions to view ut website as enrichment of learning resources in accordance with the material	3%	7%	45%	25%	20%
4.	Online tutors and TTM tutors achieve appropriate competencies on the module materials/topics discussed	0%	2%	53%	18%	27%
5.	Initiation material on TTM in accordance with the material discussed at Tuton	2%	7%	47%	18%	26%
6.	TTM tutors give directions to view ut website as enrichment of learning	0%	9%	48%	17%	26%

	resources in accordance with the material					
7.	The tasks discussed at TTM are in line with the material discussed at Tuton	2%	10%	41%	17%	30%
8.	The tasks discussed in TTM refer to the tasks discussed in the tutorial	0%	2%	41%	20%	37%
9.	The three mandatory tasks assigned to TTM are in line with the planned duties at Tuton	1%	12%	43%	23%	21%
10.	Students must access Tuton as many as 8 initiations	3%	8%	43%	21%	25%
11.	Students must be active in discussing and answering additional tasks.	2%	5%	38%	25%	30%
12.	Tuton tutors give instructions for using and accessing to OER	3%	5%	49%	15%	28%
13.	Tuton tutors examine compulsory assignments as well as additional assignments	2%	3%	47%	22%	26%
14.	TTM tutors rate each task and final grades	0%	0%	48%	28%	28%
15.	Ease of uploading tasks in accordance with the specified time	2%	11%	45%	17%	25%
16.	Tuton internet network is easy to access	4%	14%	43%	13%	26%
17.	Tuton TTM makes a plan that refers to online tutors	0%	2%	53%	20%	25%
18.	The learning goals to be achieved at Tuton are the same as the learning goals to be achieved at TTM.	0%	4%	51%	19%	26%
19.	Initiation materials on TTM in accordance with the topics / subject are planned to be discussed at Tuton	0%	6%	47%	22%	25%
20.	The planned learning strategy at TTM is in line with the Tuton planned by tutors.	0%	3%	52%	20%	25%
21.	The tasks listed on TTM are made in accordance with the material discussion plan on Tuton	2%	7%	47%	18%	26%

DISCUSSION

In the implementation of Blended e-Learning there is a face-to-face that intersects with blended learning where blended learning and its components are computer-based and internet web-based online learning for learning. The learning process for Universitas Terbuka students is required to be able to learn independently because PPs-UT in supporting the learning process provides printed teaching materials and non-printed teaching materials designed in such a way that this teaching material can function as a substitute for the presence of lecturers. based on the results of this research, the learning process at the Universitas Terbuka is required to be able to learn

independently of course for making active participation of learners, this is in line with research that mentions that the use of blended learning-based instruction allows the participation of learners, the majority of participants appreciate the utilization of ICT-based learning by using blended learning [26]–[28]. Meanwhile, Universitas Terbuka Graduate Program in support of the learning process provides printed teaching materials and non-printed teaching materials designed in such a way that this teaching material can be functioned as a substitute for the presence of lecturers, as it is known that in higher education, a form of blended learning. It can vary, ranging from simple lecture delivery for online enrichment to the use of advanced technology that enables interaction over the internet in real-time and is applied in various fields of study. One of the studies that mentions that the use of learning technology is able to provide interactive, realistic and relevant learning opportunities has been able to improve learners' learning and encourage student change and increase understanding of concepts and attract and motivate them to learn [22]–[25].

In the process of learning activities, PPs-UT students are required to follow online tutorials (Tuton) with a minimum of 8 (eight) invitations and four face-to-face TTM (TTM), and 3 tasks. In the TTM process, face-to-face activities by TTM tutors are a combination of self-study and face-to-face learning (Blended Learning) so that the role of TTM tutors plays a role in the learning process of PPs-UT students, in accordance with the duties of TTM tutors contained in the Postgraduate Program Tutorial Guidelines. This is reinforced by the respondent's statement that blended learning tutorial is a learning activity through e-learning activities where learning itself is designed in such a way as to help students in the online learning process where students are not required to come to campus because learning patterns contain mixed elements that integrate innovative advances and technologies for learning. [34]–[36].

Universitas Terbuka Graduate Program carries out blended learning with the category of blended courses, namely programs determined by institutions,

materials developed based on the curriculum designed by the institution, students follow the program in accordance with the capacity as program participants, assessments are carried out by tutors, lecture interactions according to the schedule that has been set.

The learning process of graduate programs that have been running can be categorized into blended learning with the flipped classroom is a learning model that "flips" traditional methods, where usually the material is given in the classroom and students do tasks at home. Flipped classroom concepts include active learning, student engagement, and podcasting. In a flipped classroom, the material is first given via video. The availability of the material in the form of video gives students the freedom to stop and repeat the material at any time in parts they do not understand. Tutors should be more innovative in designing compelling, quality learning videos that students can understand without face-to-face, while students on the other hand should have access to an internet connection.

Referring to online learning, the Universitas Terbuka Graduate Program is in accordance with the concept of blended learning by carrying out learning using the internet/web-based. Systems, infrastructure, and management have been implemented by the Universitas Terbuka Graduate Program have carried out tasks and functions including 1) developing the system; 2) providing the infrastructure; 3) access arrangements for the community; 4) maintenance of systems and infrastructure and 5) training services (ICT Literate). Based on the concept of blended learning by carrying out learning using the internet/web-based, it is clear that blended learning fosters responsibility, that its blended learning activities provide learning anywhere; increase engagement, that blended learning Can develop 21stcentury skills in problem-solving, communication and critical thinking and create empowerment, that blended learning can civilize citizens more competent globally [37].

I. CONCLUSION

1. The learning process in the graduate program includes blended learning.
2. The learning process in the graduate program includes:
   a. Blended Courses category, i.e. programs are determined by the institution, materials are developed based on the curriculum designed by the institution, students follow the program in accordance with the capacity as program participants, assessments are carried out by tutors, lecture interactions according to a predetermined schedule.
   b. Tutors are required to be more innovative in designing the creation of learning videos that are attractive, quality, and understandable to students without face-to-face.
   c. Learning using the internet (Web-Based), developing systems, providing infrastructure, access arrangements for students' maintenance of systems &infrastructure, training services (ICT Literate).
3. Planning and implementation of online and face-to-face tutorials is almost 70% appropriate

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