

Effectiveness of Organizing a Non-Face to Face Tutorial Package System in Distance Education

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ABSTRACT

At this time, the number of students of elementary school teacher programs at the Universitas Terbuka (UT) in one study group as many as 20-30 people in some places there is a tendency challenging to be fulfilled. This challenge because most elementary school teachers already have a bachelor's degree. Meanwhile, the location of students at this time tends to be increasingly scattered with distant geographical areas, so it is necessary to provide a particular service called the Non-Face to Face Tutorial Package System (NFFTPS) for Practical/Practicum courses. The sample in this study was the undergraduate students of elementary school teacher programs in the regional office of Pangkalpinang, Serang, Bandung, Denpasar, Ambon, amounting to 75 respondents. This research is categorized as a qualitative descriptive study. From the results of this study, it can be concluded that the NFFTPS program has been implemented quite well. However, in its implementation, there are still many obstacles encountered and need to be refined in the future. Besides, there is a need for a synergy of academic guidance services for NFFTPS programs in regional office and UT central so that they can provide quality, appropriate, timely, and targeted services.

Key words: elementary school teacher programs, distance education, quality of service, non-face to face tutorial

INTRODUCTION

The elementary school teacher programs at the Universitas Terbuka (UT) are educational in positions aimed at improving the competency and qualifications of elementary school classroom teachers to achieve undergraduate requirements. The program aims to: (1) Improve teacher qualifications and skills in primary schools; (2) Developing innovative abilities and attitudes to update education in elementary schools continually, and (3) Help improve the quality of education in elementary schools. The formulation of the UT program objectives refers to the Statuta UT dan Renstra UT 2010-2021 dan Renop UT 2014-2017. Elementary school teacher programs at the UT,

in general, are primary school teachers who have taught in their respective classes at elementary school so that they have no difficulty in completing non-practical or practicing courses such as integrated courses, multi-grade learning courses, or social learning courses (Anderson, 2000). Likewise, in completing courses on strengthening professional skills, students generally have no difficulty conducting action research in class as a basis for writing reports for these courses because, in general, they are classroom teachers (Nye, Melendez-Torres & Gardner, 2019).

Subsequent developments, as stated in the Teacher and Lecturer Law, said that teachers are required to have a Bachelor qualification, and spur various related parties to be able to support the fulfillment of the Indonesian regulation. Indonesian regulation on (Permendiknas No. 58 of 2008), concerning the Implementation of Undergraduate Education Programs for Teachers in Position, Article 5 (7) states that tertiary institutions can provide recognition of work experience and learning outcomes that have been previously obtained, both in formal education and non-formal education as a reduction in the burden of study must be traveled. Besides, Indonesian regulation on (Permendikbud No. 73 tahun 2013) concerning the Implementation of Indonesian National Qualification Framework (KKNI) in Higher Education, which is emphasized in the Recognition Signs of Work Experience and Learning Outcomes of the Ministry of Education and Culture, stated that: Higher Education recognizes (1) learning achievements carried out by universities and/or educational institutions and training conducted by ministries and/or institutions outside the development of the Ministry of Education and Culture and the Ministry of Religion as a basis for awarding equivalent titles; and (2) learning achievements obtained by individuals through non-formal, informal education and / or work experience as a basis for continuing formal education in the framework of lifelong learning, (FKIP-UT Team, 2017).

In this era, which is often called the era of globalization, formal education institutions have an essential task to prepare quality Indonesian human resources in the future (Harris, 1985). In this school education environment, professional teachers hold the key to improving the quality of future human resources. Teachers are professionals who carry out the main tasks and functions of enhancing students' knowledge, skills, and attitudes as assets of the next Indonesian people (Budiastra, Erlina, & Wicaksono, 2019). Quantitatively the teacher population in Indonesia is currently huge. Nationally there are still many teachers who do not meet the academic qualification requirements. The data in 2008, the number of teachers who did not meet the undergraduate qualifications, was 1,656,548. To accelerate all teachers meeting the educational qualification requirements that are expected to be completed in 2015 following the mandate of UU No. 14 tahun 2005, the Indonesian government through the Ministry of National Education has since 2006 provided subsidies to increase teacher qualifications in primary and secondary education units that are currently and will be pursuing undergraduate education, both civil servant teachers and non-civil servant, teachers. In line with that, the implementation of teacher certification, which has been started since 2007 will continue to be conducted, so that it is expected that existing teachers who have met the requirements can obtain certificates in accordance with the criteria and timeframe specified in the law (Evans, 2019).

One form of learning assistance services provided to the elementary school teacher programs at the UT is in the way of face-to-face tutorials. Therefore, it is necessary to design an activity to see the effectiveness of the implementation of the tutorials carried out, starting from recruiting prospective students, hiring potential tutors, mastering classes and substance by tutors, granting tutorial

assignments, to managing the implementation involving regional tutors state universities/private universities or other agencies and regional office. Face to face tutorials is designed and focused on specific subjects that have high substance complexity and have solid/practicum substance (Stoesz & Los, 2019). In implementing the mandatory tutorial and tutorial at the request of students, the value of the tutorial contributes to the final grade of the course. Given the large number and extent of student distribution, program specificities, and the elements involved in face-to-face tutorials, for example, undergraduate primary school teacher program input, cost assistance for the outermost, frontier, and disadvantaged regions, and other primary school teacher education programs, special efforts are needed so that governance can be carried out effectively and efficiently (Paramita, Anderson & Sharma, 2020).

At this time, students who can be served face-to-face tutorial activities are students who are enrolled in study groups with a minimum number of 20-30 people in a group. However, at this time, the number of students in a group as many as 20 people in several places is difficult to fulfill. This happens because most elementary school teachers already have a bachelor's degree, both those who have a bachelor's degree from a UT teacher education program and a bachelor's degree from another tertiary institution. The location of UT students at present tends to be increasingly scattered with distant geographical areas, so it needs to be provided an exceptional service called the Non-Face-to-Face Tutorial Package System (NFFTPS), which is in the form of online guidance for Science and Practicum courses. However, they still practice, or practicum in the number of small group members varies between 5-7 people in the group, some even less, if conditions are not possible, with the guidance of the instructor appointed. Based on these problems, the purpose of this study is to analyze the effectiveness of the NFFTPS for Practical Course / Practicum for undergraduate elementary school teacher education programs at UT.

PERSPECTIVE

Curriculum Undergraduate program of elementary school teacher education at UT

Following Indonesian regulation on UU No. 20 tahun 2003 concerning the National Education System, PP No. 19 tahun 2005 concerning National Education Standards, and UU No. 14 tahun 2005 concerning Teachers and Lecturers, as well as the division of authority in the implementation of government and education decentralization, the objectives of the education of elementary school teachers are set by the Central Government, namely the Directorate General of Higher Education. According to the Directorate General of Higher Education, the aim of implementing an undergraduate education program for primary school teacher programs is to prepare prospective elementary school teachers who meet national standards, so that the qualifications, the right quality, the right amount, and the exact distribution. Meanwhile, the implementation of the undergraduate program of the primary school teacher education in the office aims to provide access to primary school teachers to improve their abilities to meet national standards so that they are precisely qualified and appropriate in quality.

The competency profile of graduates of the undergraduate distance education program for elementary school teacher education with the pattern of graduates of the primary school teacher education program is the same face to face. The development of the competency profile of the two graduates was developed concerning the Primary School Class Teacher Competency Standards established by the Directorate General of Higher Education in 2006. Primary school classroom teacher competencies are grouped into four core competencies. The four skills include: (1) in-depth

introduction of students; (2) mastery of the field of study; (3) organizing educational learning; and (4) continuing professional capacity development. These four competencies are the scientific basis of the art of teaching, which, when applied in authentic conditions at school, will enable the mastery of the professional competence of an elementary school teacher.

In terms of Indonesian competency level in education, SK Menteri Pendidikan Nasional No. 045/ U/ 2002 concerning the Competency Level of Study Program Graduates in Higher Education states that the competency of college graduates consists of three levels of ability. The three levels include the main competencies, supporting skills, and other competencies. Main Competencies are sets of expertise that are necessary for performing teacher-education performance, which enables teachers to make professional decisions in the implementation of their tasks. The ability to make these decisions is a distinctive essence and must be possessed by elementary school teachers (Hodge, 2019). Supporting Competence is a set of capabilities that serves to improve the stability of the implementation of expert services according to their type and authority. Mastery of these abilities establishes knowledge of crucial skills. Other competencies are additional capabilities that can complement the profession in implementing basic tasks as classroom teachers (Wijekumar, Beerwinkle, Harris, & Graham, 2019).

Characteristics of Non-Face to Face Tutorial Package System Services

Non-Face to Face Tutorial Package System (NFFTPS) service is a service for prospective students of undergraduate elementary school teacher education programs, intended for students who cannot be served in study groups. In general, they are scattered in various regional office areas with a small number, less than seven students. Tutors conduct academic guidance from different fields of science at the UT regional office who can provide recommendations to prospective students or students to undertake an undergraduate teacher education program. Academic guidance is carried out starting from the student doing the first registration, orientation study of new students, re-registration, until students complete the undergraduate teacher education program in elementary school. The scope of academic guidance is to assist students, including (1) information about learning assistance, and (2) support in solving academic and administrative problems during the study.

The scheme for NFFTPS service is done independently by students through the basic material and digital teaching material book, which can be downloaded on electronic devices. Besides, students get distance learning services, including the virtual reading room, independent online training, smart online teachers, online tutorials, TV tutorials, online-based enrichment materials, as well as guidance for practice/practicum/practicing courses with supervisors. The learning services provided in the NFFTPS online tutorial are explained as follows. Online tutorial services for practical / practicum courses, tutoring services, and writing tutors guide scientific papers through online tutorials. Its practical activities are conducted by supervisors appointed by the UT regional office. For students who need face-to-face tutorial services, they can be served through face-to-face tutorials at the request of students with established requirements, either through the formation of new classes or inserting them into existing courses.

Distance Learning

Tutorial on distance learning system, which is a fundamental principle of education at UT, requires that teaching participants carry out learning activities independently. The event requires gaining independence in the teaching participants (Ainin, Ahsanuddin, Asrori, & Ibrahim, 2019). Learning

independence is only aimed at adults (andragogy). Basic concepts of andragogy education are self-concept, experience, learning readiness, and perspectives on time and orientation to learning (Moore, 1973). Adults are assumed to be people who are mature enough to be able to make their own decisions an essential part of adult learning activities. Learning grows consciously from a person and is related to his experience. The learning process is more focused on how to solve problems and oriented towards efforts to improve life and desired goals.

Learning independence is the readiness of individuals who are willing and able to learn on their initiative, with or without the help of others in determining learning objectives, teaching methods, and evaluating learning outcomes (Zang, 2019). Characteristics of individuals who have independent learning readiness are characterized by (1) like to study, (2) self-confidence as a student, (3) openness to the challenges of knowledge, (4) curiosity, (5) self-understanding in terms of learning, and (6) accept responsibility for their learning activities. In learning independence, the initiative is a fundamental indicator (Hoare, Thorp, Bartholomeusz-Raymond, McCoy, & Berk, 2020). In a broader sense, learning independence describes a process in which individuals take their initiative, with or without the help of others, to diagnose learning needs, formulate learning goals, identify learning resources, select and determine learning strategy approaches, and evaluate learning outcomes achieved (Setyoningrum, Sukestiyarno & Nugroho, 2020).

As a form of service to assist the distance learning process of students, UT provides several facilities as a source of learning in addition to the primary learning source, namely printed teaching materials. Through the process of independent learning, guided, and the use of various learning resources as a whole in the learning system, students are expected to be able to carry out the optimum learning process with satisfying results (Aouine & Mahdaoui, 2020). Academic services provided by UT include tutorials, practicums, educational guidance, online-based learning media, internet-TV, web supplements, exam announcements, online exam systems, and other services. Some academic services have been provided online, to facilitate students who live far from UT regional offices. Thus, students can access educational services anytime and anywhere without having to take the time to come to the UT regional offices. The use of information and communication technology in the Open Distance Education Higher Education system is a must. The development of the utilization of ICT by UT was significantly seen with the launch of the UT online portal. UT began developing supplementary teaching materials in the form of HTML files using frontpage software. At the same time, UT also began developing supplemental teaching materials in the format of Computer Assisted Instruction (CAI), which was also distributed to students via the internet. These teaching materials are then integrated with audio/video programs that UT has. Separately, the video programs are also uploaded to the internet so they can be seen/watched by students in internet cafes (Dovigo, 2020).

METHOD

Participants

The sample in this study was elementary school teachers who were also students of primary school teacher education programs in the region at the UT regional office in Pangkalpinang, Serang, Bandung, Denpasar, Ambon. The reason for the selection of the five sample regional offices is because the five regional offices represent three regional offices, namely the western, central, and eastern regions of Indonesia. Respondents in this study were 75 people spread in five regional offices. Samples were taken using a purposive sampling technique. As many as 40 people attend

focus group discussions in 5 regional offices with 8-10 students each for focus group discussions. UT regional office leaders are five people (1 person for each office). There are five tutors and group administrators (1 person per local office).

Case Materials and Discussion Questions

NFFTPS is a service for students who cannot be served in study groups. In general, they are scattered in various regional office areas with small numbers, less than seven students (FKIP-UT, 2017). Based on the background of the problems above, the main issue in this study or as a grand tour question is how effective the implementation of a NFFTPS undergraduate students of an elementary school teacher at UT? From these leading questions, some sub questions can be formulated as follows: (1) How are the general requirements of a NFFTPS for undergraduate students of elementary school teachers compared to the guidelines for a NFFTPS?; (2) What factors support the implementation of a NFFTPS for undergraduate students of elementary school teachers at UT?; (3) What factors are obstacles to the implementation of a NFFTPS for undergraduate students of elementary school teachers at UT?; (4) How is the suitability of the registration service of a NFFTPS Program compared to the program guidelines for a NFFTPS?; (5) How is the suitability of the academic guidance services a NFFTPS undergraduate students of elementary school teachers in UT?; and (6) What is the effectiveness of the service a NFFTPS practical/practicum course for undergraduate students of elementary school teachers at UT?

Data Collection

Data was collected by distributing questionnaires as the primary data collection instruments. Besides, moving on from the device also developed interview guidelines and observation guidelines. That is used to capture data of students, tutors, managers, education offices, decision-makers on the implementation of Practical courses, and Practical Sciences undergraduate students of elementary school teacher programs at UT. Besides, observations were also made on the learning process activities during the science practice/practicum course. This research was conducted from March to December 2018.

Data Analysis

This research was a survey research, where the data were analyzed quantitatively and qualitatively. Qualitative data were processed by organizing data, shortening out data to make units that can be managed, then shortening, grouping, coding, and categorizing them to generate findings (Gaber, 2020). Quantitative data were processed based on how to retrieve data using questionnaires and analyzed other documents developed by the teachers.

Instruments

Data was collected by distributing questionnaires as the primary data collection instruments. Besides, moving on from the device also developed interview guidelines and observation guidelines used to capture data of students, tutors, managers, education offices, decision-makers on the implementation of Practical courses, and Natural Sciences Practicum undergraduate teacher education programs in UT. Interviews were conducted by way of probing but still based on the references in the interview instrument that had been prepared—depth interviews conducted by focus group discussion (Creswell, 1994). Interviews were conducted by way of probing but still based on the references in the interview instrument that had been prepared. The learning process activities during the science practice/practicum course support observations.

RESULTS AND DISCUSSION

The findings presented in this study include: (1) Compliance with the general requirements of NFFTPS for undergraduate students of elementary school teachers compared to the NFFTPS for undergraduate students of primary school teachers; (2) Factors that support the implementation of the NFFTPS program for undergraduate students of an elementary school teacher at UT; (3) Obstacles to implementation of the NFFTPS program for undergraduate students of an elementary school teacher at UT; (4) Suitability of NFFTPS program registration compared with NFFTPS guidelines; (5) The suitability of the Non-Face to Face Tutorial Program Academic guidance program for undergraduate students of an elementary school teacher at UT; and (6) Effectiveness of NFFTPS practical/ practicum courses for undergraduate students of an elementary school teacher at UT.

Dissemination of the non-face to face tutorial system package program

The socialization activities of the NFFTPS program are carried out after the NFFTPS guide has been developed. From the data in Table 1, it can be seen that the NFFTPS has not been implemented in all UT regional offices or has not been implemented in the city/ district of student domiciles, because the NFFTPS tutorial has not been implemented in all UT regional offices. This happens because not all UT regional offices are ready to implement the program. However, the NFFTPS guide has been implemented in the study orientation activities of new students, and information on the existence of the NFFTPS program has been obtained by students when they register their courses.

Table 1. Socialization of the NFFTPS program

No.	Statement	Yes		No	
		Frequency	%	Frequency	%
a.	When you first registered, did you get information about new student orientation studies?	67	89.33	8	10.67
b.	Our new student orientation studies implemented at the regional office?	39	52.00	36	48.00
c.	Is the new student orientation studies carried out in the city/district where the student lives?	47	62.67	28	37.33
d.	Is the new student orientation studies implementation explained about the UT profile in general?	73	97.33	2	2.67
e.	In the implementation of new student orientation studies, is it explained about the learning process at UT?	73	97.33	2	2.67
f.	Was the explanation about the NFFTPS service delivered at the new student orientation studies implementation?	73	97.33	2	2.67

Table 1 shows that the most agreement frequency regarding the UT profile, in general, was explained during the implementation of new student orientation studies. At present, UT has developed programs based on Information and Communications Technology (ICT). ICT can be used for online learning (including online tutorials) in distance education, including website courses, audio-video capture via the web, web conferences, and the use of mobile phones to download material (Adeleke, & Jegede, 2020). With the course website, students and lecturers get various benefits, including students being able to access website material anytime and anywhere. Lecturers can also develop their sites for their subjects. Currently, many sources have been developed and can be revised for reuse (Syakur, Fanani, & Ahmadi, 2020). Although ICT has a significant role in the

implementation of the distance education system, in its application at UT, there are still problems, especially in terms of students' readiness in using ICT. Some research results show that UT student's access to online services is still low (Berlian, 2013). Students in using the internet network are included in the medium category, meaning they are quite capable of using the internet network.

Table 1 also shows that the highest frequency of approval stated in the implementation of new student orientation studies explained the learning process at UT. In the distance learning system as implemented in UT, the perseverance in attending lectures can be transferred into diligence to utilize the learning resources available at UT, and the tenacity in fulfilling and doing given individual tasks. UT students must organize and use a learning environment that genuinely supports their learning activities (Goldberg & McKhann, 2000). With the support of an adequate learning environment, interest, passion, joy, and smooth learning will be guaranteed, and not much time is wasted so that the learning activities will be productive. Following the form of the distance learning system, UT students conduct learning activities by dealing directly with the media; in this case, the leading learning media are printed media in the form of modules. Besides using printed media modules, other media are also used, such as audio cassette media and other supporting books (Yusuf, Sophan, Muntasa, Alamsyah, Nakkas, & Sari, 2020).

As many as 73 students explained that the NFFTPS was delivered at the implementation of new student orientation studies. Several factors supporting the implementation of the NFFTPS for Practical courses and Practical Practices include access to the internet quickly obtained, and the tutorial process is easy to carry out wherever students are as long as there is internet access. To access the internet, students can do it at their place of teaching or the tutorial as long as they carry an internet modem. Likewise, with support from the principal, the instructor was felt to be very helpful in the smooth implementation of the NFFTPS. Besides, the orientation of the study of new students is perceived to be very beneficial for students because they become more familiar with the learning environment and independent learning methods established at UT.

Readability of the non-face to face tutorial system package guide

Information on the legibility of the NFFTPS Guide can be seen in Table 2, which includes the timeliness of receiving the NFFTPS, the respondents' understanding of the NFFTPS program, the non-conformity of the NFFTPS with Implementation Guidelines and Pendas Catalog. Most respondents, as many as 65 people (86.67%) already knew the guidelines for organizing the NFFTPS; 70 respondents (93.33%) understood the NFFTPS service. Besides, the majority of respondents, as many as 66 respondents (88%), said that the NFFTPS guidelines contained crucial things for program services.

Table 2. Readability of the NFFTPS guidelines

No.	Statement	Yes		No	
		Frequency	%	Frequency	%
a.	I accept the NFFTPS implementation guidelines.	65	86.67	10	13.33
b.	The NFFTPS Implementation Guidelines are accepted before the student registration period.	60	80.00	15	20.00
c.	The information available in the NFFTPS implementation guidelines is clear and easy to understand.	63	84.00	12	16.00
d.	The information contained in the NFFTPS implementation guidelines complements the information contained in the elementary teacher's essential education catalog.	67	89.33	8	10.67
e.	The NFFTPS implementation guidelines contain crucial issues for program services.	66	88.00	9	12.00
f.	NFFTPS program services refer to the guidelines for implementing an elementary teacher education program	67	89.33	8	10.67
g.	NFFTPS program services are carried out, referring to the elementary teacher essential education catalog.	68	90.67	7	9.33

A student will do learning activities seriously if he is interested in these activities, and realizes that the teaching material being studied can help achieve the expectations he wants (Tsang, 2020). The learning system at UT requires students to have quite high learning independence. Students are required to study lecture materials independently as well as other learning services such as face-to-face tutorial services. The ability of students to use media or learning resources properly, correctly, and not have many difficulties will determine the success of their learning (Wicaksono, Madlazim, & Wasis, 2017). One can expect UT students who succeed in taking the exam, one of which is their readiness in learning and their ability to take advantage of available learning resources. The guideline is a collection of necessary provisions that can provide direction on how the tutorial and media should be carried out. The instruction as the main or essential thing which becomes the reference and guidance in the tutorial (Erlina, Susantini, Wasis, Wicaksono, & Pandiangan, 2018). The more clearly read the guidelines, the higher the independence of student learning. It helps help students become more independent and not dependent on tutor intervention so that it will reduce the direct involvement of tutors in implementing the tutorial process.

Staff readiness to provide NFFTPS services

NFFTPS tutorial service is a relatively new tutorial service for students of elementary school teacher programs at the UT, especially for regional office staff. For this reason, they need to be introduced to this service, so that the services provided to students are right on target. There were several questions/statements raised by respondents, including the guidelines of the NFFTPS for elementary school teacher programs at UT according to the competence of courses, responded by 68 respondents (90.67%); the preparation of semester packages following the level of difficulty Subjects was answered by 61 respondents (81.33%); Exemption of courses put together in semester blocks benefits students positively responded by 69 respondents (92%); requirements set in the NFFTPS for elementary school teacher programs at UT made the registration process more manageable, responded positively by 69 respondents (92%); regional office staff provided solutions in course exemptions positively responded by 62 respondents (82.67%); and with the

presence of various semester inputs, were there any difficulties in forming tutorial groups that were responded positively by 43 respondents (57.33%). Information about staff readiness to provide NFFTPS services to students can be seen in Table 3.

Table 3. Staff readiness to provide NFFTPS services

No.	Statement	Yes		No	
		Frequency	%	Frequency	%
a.	NFFTPS guidelines for undergraduate teacher education in elementary schools following subject competencies.	68	90.67	7	9.33
b.	Preparation of semester packages is suitable for the level of difficult subjects.	61	81.33	14	18.67
c.	Exemption of courses combined in semester blocks benefits students.	69	92.00	6	8.00
d.	The requirements set in the NFFTPS program for undergraduate teacher education at UT make the registration process more comfortable.	69	92.00	6	8.00
e.	Regional office staff provides solutions in course exemption.	62	82.67	13	17.33
f.	The formation of tutorial groups for practicing / practicum courses is more natural.	43	57.33	32	42.67

Table 3 shows the readiness of staff to provide NFFTPS Services. The difficulty faced by students is in forming groups. Some other things that were suggested by students were: (1) so that the deadline for sending assignments was not limited, because the signal or access to the internet was not always suitable for specific areas; (2) UT server quality must be improved so that it can serve students optimally; (3) the responses were given by the tutor to be more time so that students feel the maximum benefit will be the presence of the NFFTPS program. Besides, the main modules or teaching materials should be accepted by students on time, so that they have enough time to study the blades before they attend lectures (Budiastra, Wicaksono, & Erlina, 2019). Quality service is an effort to meet the needs together with the desires of students and the accuracy of their delivery methods to meet expectations and satisfaction (Gudmundsen, Norbye, Abrandt Dahlgren, & Obstfelder, 2019). Complete facilities and excellent infrastructure will greatly assist staff in providing maximum services to students (Budiastra, 2014). The team is not enough to just serve quickly, but also accuracy in serving students is essential. Even though our services are precisely what the students want, but if they are not fast enough, students will not be optimal in achieving the tutorial goals (Chen, Challita, Saad, Yin, & Debbah, 2019).

Student responses to the NFFTPS

The first meeting

The activities carried out in the course tutorial with the NFFTPS pattern, are almost the same as the face-to-face tutorial, which is the first meeting discusses the scope of the material of the subject matter which is lectured, activities carried out by students and Tutor, the introduction of independent learning systems, strategies for success in independent learning. In general, respondents said that at the first meeting (1) tutors had discussed the scope of the material that was trialed by 69 respondents (92%); the majority of respondents, as many as 73 people (97.33%) said that tutors discussed activities that would be carried out by students during the tutorial

activity; 63 respondents (84%) said that the Tutor discussed the assessment system that was carried out during the tutorial activity. Besides, in the first tutorial activity, students are also trained to learn independently, and the ability to be able to record the results of reading modules. A description of students' opinions about NFFTPS for the first meeting, can be seen in Table 4.

Table 4. Online tutorial on the first meeting

No.	Statement	Yes		No	
		Frequency	%	Frequency	%
a.	Does the tutor discuss the scope of the subject matter that is stated in a tutorial?	69	92.00	6	8.00
b.	Does the tutor discuss the activities that students will do during the tutorial?	73	97.33	2	2.67
c.	Does the tutor discuss the tutorial grading system in the subject matter that is lectured?	63	84.00	12	16.00
d.	Students are trained to do independent learning related to:				
	1) Time management in studying the course material	70	93.33	5	6.67
	2) Read the teaching material module effectively	71	94.67	4	5.33
	3) Record the reading results	41	54.67	34	45.33
e.	Students are trained to be able to record reading through:				
	1) Development of concept maps	49	65.33	26	34.67
	2) Outline arrangement	44	58.67	31	41.33
	3) Writing summaries	49	65.33	26	34.67

The first meeting online tutorial discusses the scope of the tutorial, motivation, and purpose of the tutorial. Learning through tutorials makes students experience changes in behavior in the form of knowledge, value skills, and individual attitudes. Behavioral changes that occur are a result of the learning process in students (Beloufa, Cauchard, Vedrenne, Vailleau, Kemeny, Mérienne, & Boucheix, 2019). The process in question is the activity carried out by individuals in achieving the tutorial objectives. Fulfilling the purposes of the tutorial can then be stated as learning outcomes. Learning outcomes are abilities students have after they experience their learning experiences (Lee, Choi, & Cho, 2019). Learning outcomes are the level of mastery of a knowledge achieved by students in participating in teaching and learning programs following the objectives set.

The second, four and six meeting

The activities carried out in the course tutorial with the NFFTPS for the second, fourth, and sixth meetings are almost the same as the face-to-face tutorial, which discusses discussing (a) tutorial material according to the module of 66 respondents (88%); (b) tutors giving participation assignments were stated by 72 respondents (96%); (c) the tutor gave feedback on the participatory and mandatory tasks that students did at the previous meeting, stated yes by 63 respondents (84%). Consistency The description of students' opinions about NFFTPS courses, namely the meeting (second, fourth, and sixth), can be seen in Table 5.

Table 5. Online tutorial response at the second, fourth and sixth meeting

Correlations				
		a	b	c
a	Pearson Correlation	1	.693	.971
	Sig. (2-tailed)	.512	.154	
	N	3	3	3
b	Pearson Correlation	.693	1	.846
	Sig. (2-tailed)	.512		.358
	N	3	3	3
c	Pearson Correlation	.971	.846	1
	Sig. (2-tailed)	.154	.358	
	N	3	3	3

The outward correlation is also observed between the components (a) and (b) produces the number 0.693. This figure shows the durable consistency between components (a) and (b) because the value of r is above 0.5. This situation also applies to parts (a), (b), and (c). Learning independence is a learning activity carried out by individuals with their freedom in determining and managing their own teaching materials, time, place, and utilizing various learning resources needed (Zheng, Ward, & Stanulis, 2020). With this freedom, individuals have the ability to manage ways of learning, have a high sense of responsibility, and are skilled at utilizing learning resources. Learning Resources is a system that consists of a set of materials or situations that were created intentionally and made to enable someone to learn individually (Jatmiko, Prahani, Supardi, Wicaksono, Erlina, Pandiangan, & Althaf, 2018). Learning resources can come from various forms, for example, people, that is when providing themselves as human resources available at any time to solve the difficulties of individual teaching participants. Other learning resources are laboratories that can be used at any time from various forms of instructional media such as books, structured notes, videotapes, various slide-tape programs, and computers (Muniasamy & Alasiry, 2020).

The concept of sources refers more to understanding broader learning resources and is not interpreted as an audio-visual tool. Learning resources can include printed matter, environment, and resource persons. The utilization of learning resources is characterized by the ability to choose learning resources according to needs, the provision of teaching materials, and forms of interaction with the teaching materials used. Through the selection and utilization of these learning resources, learning activities become more meaningful (McDermott, Lilian, Shaffer, Peter, Constantinou, 2000). The management of learning activities that utilize various learning resources causes students to choose learning resources. Learning management is done so that learning activities are more efficient, effective, and productive. In addition to having skills in utilizing learning resources, students must have the ability to manage their learning. Learning management includes learning strategies, setting study time, and place of learning (Erlina, Susantini, & Wasis, 2018). Besides these three things, another essential element that can support successful learning in the context of learning independence is a sense of responsibility. This responsibility is related to self-assessment in conducting learning activities, efforts to overcome difficulties encountered, and efforts to assess learning outcomes that have been achieved.

The third, five, and seven meeting

The activities carried out in the course tutorial with the NFFTPS for the third, fifth and seventh meetings were almost the same as the face-to-face tutorial, which discussed (a) explaining tutorial material and participatory assignments positively responded by 73 respondents (97.33%); (b) the tutor gives tutorial assignments 1, 2, and 3 and directs students about (c) how to do the task responded positively by 66 respondents (88%); (d) types of tutorial products; and (e) tutorial assignment assessment criteria by 60 respondents (80%). The consistency of the description of students' opinions on NFFTPS for the First (third, fifth, and seventh) Meeting can be seen in Table 6. The outward correlation between components (b) and (c) results in 0.993. This figure shows the durable consistency between components (b) and (c) because the value of r is above 0.5. This situation also applies to parts (a), (b), (c), and (d). The activities at the third, fifth and seventh meetings are evaluation of the results of the tutorial and independent learning. The evaluation is in the form of a tutorial task which is carried out with regard to the process of determining the value of a tutorial (Nandra & Gorgan, 2019). The task of the tutorial is to find out how well the level of mastery of the individual on the competencies that have been set.

Table 6. Online Tutorial Response Third, fifth, and seventh meetings

Correlations					
		a	b	c	d
a	Pearson Correlation	1	.918	.866	1.000**
	Sig. (2-tailed)	.260	.333	.000	
	N	3	3	3	3
b	Pearson Correlation	.918	1	.993	.918
	Sig. (2-tailed)	.260		.073	.260
	N	3	3	3	3
c	Pearson Correlation	.866	.993	1	.866
	Sig. (2-tailed)	.333	.073		.333
	N	3	3	3	3
d	Pearson Correlation	1.000**	.918	.866	1
	Sig. (2-tailed)	.000	.260	.333	
	N	3	3	3	3

This activity is to find out what are the difficulties and obstacles experienced by students in their operations so that diagnosis can be made and the possibility of providing useful feedback and essential information for implementing the evaluation (Rogers, Watson, Harrison, Manhire & Malla, 2019). This activity also supports the correction of learning outcomes. However, some obstacles are also felt by students, including (1) an online tutorial has been carried out before the closing deadline for registration; (2) responses to discussions on online tutorial features and late assignments by students to be assessed by tutors, so the online tutorial scores are maximum and make maximum contributions to final examination; (3) the server in UT is improved so that there are no errors. Often the responses given by tutors are not timely.

The eighth meeting

The activities carried out in the course tutorial with the NFFTPS pattern, are almost the same as face-to-face tutorials, namely the eighth meeting discussing material / concepts that have not been

discussed positively responded by 54 respondents (72%); tutors discussing independent practice responded positively by 52 respondents (69.33%); tutor repeated the discussion of material that was considered difficult to respond positively by 53 respondents (70.67%); tutors summarize and emphasize certain concepts that must be mastered by students responded positively by 60 respondents (80%). Description of students' opinions about the NFFTPS for the eighth meeting, can be seen in Table 7.

Table 7. Online tutorial for the eighth meeting

No.	Statement	Yes		No	
		Frequency	%	Frequency	%
a.	Does the tutor discuss material/concepts that have not yet been addressed?	54	72.00	21	28.00
b.	Does the tutor discuss independent training?	52	69.33	23	30.67
c.	Does the tutor repeat the discussion of material that is considered difficult?	53	70.67	22	29.33
d.	Does the tutor identify the interrelationships between concepts?	63	84.00	12	16.00
e.	Does the tutor summarize and emphasize certain concepts that must be mastered by students?	60	80.00	15	20.00

The students who participated in the NFFTPS also wanted that response to questions through the access available in the online, so that they could be responded to quickly by the tutor. Besides, the tutors participating students should provide feedback not only in the form of numbers but tutors can give input in other ways (other than grades), for example, in the form of narration. Students are independent individuals, and because of their independence, the learning process is more focused on the aspect of exploring knowledge through experience and generating activities based on their experiences. Experience is a collection of various events and events experienced (Riedel, Vialle, Pearson, & Oades, 2020). This experience distinguishes between children and adults. Experience also determines the value of life, and that experience defines a person in the decision-making process.

General impression tutorial

Table 8 discusses the general impression of the tutorial. Most of the respondents, as many as 70 people (93.33%) said that the tutor mastered the material being reported; 68 respondents (90.67%) said that tutors could explain the material well, and as many as 69 respondents (92%) said that tutorial activities increase student understanding of the contents of the module. An overview of students' opinions on NFFTPS for the Eighth/Closing Meeting, can be seen in Table 8.

Table 8. General impression tutorial

No.	Statement	Yes		No	
		Frequency	%	Frequency	%
a.	Does the tutor master the material?	70	93.33	5	6.67
b.	Can the tutor explain the material well?	68	90.67	7	9.33
c.	Does implements the tutorial increase student understanding of the module content?	69	92.00	6	8.00

Learning independence requires a great responsibility on oneself to carry out various activities to achieve learning objectives. They are gaining independence as a form of learning that has the primary responsibility for planning, implementing, and evaluating its business (Mane, 2020). Learning independence needs to be given to students so that they have the obligation of organizing and disciplining themselves in developing the learning abilities of their own volition. In addition to responsibility, high motivation from students is needed in learning independence. In distance learning systems, motivation plays a critical role because students are required to study independently (El-Adl & Alkharusi, 2020). Students who have high learning motivation will try to manage their time and schedule of learning optimally so that they can master the subject matter they study. Motivation is one of the essential prerequisites in learning, and motivation can influence the process of learning outcomes (Slavin, Hurley, & Chamberlain, 2003). The description indicates that individuals who apply to learn independence will experience changes in learning habits, namely by organizing and organizing themselves in such a way that can determine teaching goals, learning needs, and strategies used in learning that lead to the achievement of goals that have been formulated.

CONCLUSION

Based on the results of the analysis of research data, the following conclusions can be concluded: (1) General requirements NFFTPS for elementary school teacher programs is in accordance with the NFFTPS. Factors that support the implementation of the NFFTPS of elementary school teacher programs at UT, including access to the internet, easily obtained; the tutorial process is easy to carry out wherever students are as long as there is internet access, and online tutorial material is easy to understand; (2) The information available in the NFFTPS implementation guidelines is clear and easy to understand and contains crucial things for program services. (3) The NFFTPS is relevant to the circumstances and needs of students. The services that UT has done have overcome difficulties in forming tutorial groups. (4) Student responses at the first meeting show the success of the NFFTPS program in motivating students to learn independently and understand the scope of the tutorial. The second, four, and six meetings show that students are active in tutorial activities and can practice learning modules independently. The third, fifth, and seventh meetings show the tutor's success in conveying information about tutorial assignments comprehensively and participating students completing tutorial assignments following program guidelines. Student responses at the eighth meeting were students giving positive responses. Discussing material that needs to be studied more deeply and evaluating independent exercises felt by students is difficult to carry out properly; (5) General impression tutorial shows the role of tutors and guidelines is very important to help students learn independently of materials that are difficult to understand. NFFTPS service program can be implemented. However, in its implementation, there are still

obstacles that can even be overcome, among others: online tutorials have been carried out before the deadline for registration closure, responses to discussions in the online tutorial feature and late assignments sent by students, the server at UT needs to be improved to reduce the frequency of errors; and often the responses given by tutors are not timely.

RECOMMENDATION

Some things suggested by students to improve the quality of the NFFTPS online tutorial service are: (1) so that the deadline for sending assignments is not limited, because the signal or internet access is not always good for certain areas; (2) the quality of UT servers to be improved so that they can serve students optimally; (3) the responses given by tutors to be more time so that students feel the maximum benefit of the presence of this NFFTPS program; and (4) the need for a synergy of NFFTPS academic guidance services at the regional office and UT Center so that it can provide quality, precise, timely, and targeted NFFTPS services.

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