Quality Tutorial and Tutorial for Quality learning: A Reflection
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Abstract

Tutorial is one of the students learning supports provided by Universitas Terbuka.
The aim of tutorial is to provide assistance to students to go through their learning process. It comes in various modes, i.e., the face-to-face, correspondence, radio, and electronic tutorial (e-tutorial). The quality of tutorial is highly dependant on the quality of tutor, covering the guidance provided by the tutor, the interaction between students and tutor, the examples and non-examples given, the quality of assignment, and structure and infrastructure supporting the tutorial. In addition, it also determined by the quality of the students, whether or not they are independent learners, highly motivated, technology literate, keep readers, and also enjoy learning.

This paper discusses the result of the face-to face tutorial provided by the faculty of education in Universitas Terbuka for students preparing for their comprehensive examination at the end of their Sarjana program (bachelors' degree). The discussion will be focused on the tutors, the learners, and the results of interaction of the two. Essential factors supporting the tutorial, and some constraints as perceived by the students as well as the tutors are also identified.

A.   Introduction

Universitas Terbuka (UT), as a distance education institution, requires students to study independently, without teacher' presence. Teachers' presence at distance education system is not the same as it at conventional education system. The interaction between teacher and student at conventional education system is regularly take placed. Meanwhile the instructional process at distance education system is accommodated through tutorial.

Tutorial is one of the students learning supports provided by UT. As a learning support, tutorial needs to systematically be planned and designed. Since the learning support should be students-centered, it takes time and cost. There are some factors that should be considered, such as, provision of infrastructure, students' needs, and students' characteristic, included their capacity for afford (Pannen, 2003).

One of weaknesses of the students learning supports is inappropriateness between given learning supports and students' needs in learning. The appropriateness can be caused by some factors. One of them is the management or people who give the learning support, such as tutor. There are something to be considered in giving learning supports through tutorial, i.e., tutor's understanding about their role in managing tutorial process, and the tutorial process itself, so that students can intensively study learning materials, do assignments, and take an examination.

This paper discusses the face to face tutorial provided by the faculty of education in UT for students preparing their comprehensive exams at the end of the program. This paper also presents the system of face-to-face tutorial in preparing a comprehensive exams and its implementation, as well as the result of evaluation of carrying out tutorial that is provided by the faculty of education UT.

B.   The System of Tutorial at Distance Education

Tutorial is one of learning supports that are aimed at guiding, assisting, directing, and motivating students to efficiently and effectively learn. To assist means to help students understand the learning materials. To direct means to give assistance in selecting effective and efficient learning strategies   to motivate means to encourage students to study learning materials, do assignments, and take exams. To guide means to assist students in solving their learning problems. (Hamalik, 1993) Therefore, tutorial should be problem-oriented. It means that problems should come up from students. If not, tutor should take an initiative to propose problems to trigger students to learn.

Along with Hamalik, Yunus & Pannen (2004) stated that tutorial is learning assistance that is given by a tutor to assist and motivate students in solving their learning problems, overcoming their problems in achieving concepts and skills, as well as strengthening students' understanding. According to Pannen, the roles of tutor in tutorial process are supporter, facilitator, and motivator.

UT provides tutorials in varied modus. There are four modes of tutorials, i.e., face-to-face tutorial, correspondence tutorial, and tutorial by radio, tutorial by computer-assisted (computer-assisted instruction/CAI), and tutorial by Internet or online tutorial (Damayanti, 2003). Face-to-face tutorial is not prohibited in distance education system (Suparman, 1992). Face-to-face tutorials are required for supporting learning process in achieving certain competencies.

C. Face-to-face Tutorial for Preparing comprehensive examination (Tugas Akhir Program/TAP)

To decide students' mastery from the program, students have to pass the teaching practices and COMPREHESIVE EXAMS. Teaching practice is conducted to assess students' skill in designing and conducting instructions and solving concrete instructional problem and improving the instructional process by doing classroom action research. Where as comprehensive examination is administrated to assess students' ability in expressing their perception and assertion about instruction in the school. Test item in comprehensive evaluation are designed to be problematic, comprehensive, and open-ended. Problematic means that test item are related to problems that have to be solved by using learned skills and knowledge. Comprehensive refers to students' responses to the item tests that integrate all learning materials from variety courses with scientific principles. Open-ended means that item tests give students opportunities to give responses from other perspectives that are relevance to marking scheme.

D. The Planning of Tutorial for Preparing TAP

In order to conduct good tutorial, there is need for tutor to plan the tutorial.
1. To make hand out consists of summary, concept map of a course, assignment, and questions.
2. To develop action plan tutorials, consisting of all activities planned in tutorial
3. To develop a matrix of tutorial activities, consisting of materials discussed in tutorials.

E. Implementation and Evaluation

1. Participant of Tutorial
To participate in the face to face tutorial for preparing comprehensive examination, students have to full fill the academic and requirements

- **Academic Requirement**
  a. have Passed examination for Minimum N-19. N is total credits
  b. Minimum GPA is 2.00
  c. For the students of programs of PKIM, PBIO, and PFIS minimum grade for the Laboratory Experiment Course is C.
  d. Have passed Action Research course.
- **Administration Requirement**
  a. Copy of legalized certificate
  b. Transcript
  c. Teaching license
  d. Copy of letter for transfer   student
  e. Verification of Comprehensive examination registration
  f. Receipt of tuition and fee

The number of participant of the face to face tutorial for preparing comprehensive examination is different from semester to semester because the tutorial is not obligation. Table 1 shows the number of participant regarding the study program.

Table 1. Number of Student be Participation for preparing comprehensive exams tutorial (TAP) in FKIP-UT

No.	Study Program	Time of Exams			Total
		2003.1	2003.2	2004.1	
1.	Chemistry Education	3	9	13	25
2.	Physic Education	38	16	11	65
3.	Mathematics Education	32	12	13	57
4.	Biology Education	48	14	11	73
5.	Economic Education	-	-	14	14
6.	Civic Education	-	-	16	16
7.	Indonesian Education	24	22	15	61
8.	English Education	20	19	9	48
JUMLAH		**165**	**92**	**102**	**359**

From data above seen that amount of student following activity of tutorial for preparing comprehensive examination tutorial from 8 study program in FKIP-UT show immeasurable data. For Chemistry Education a period to test 2003.1-2004.1, student following tutorial consist of 25 students. While at a period to same test of Physics Education followed by 65 students. As for amount of student at Mathematics Education which is tutorial following from third a period of the test counted 57 students. For Biology Education is amount of student following activity of tutorial counted 73 students. Here in after the amount of Indonesian Education following this activity counted 61 students. Later; Then for English Education consist of 48 student. While for Economic and Civic Education each a number of 14 and 16 student.

2. Schedule and Place of Tutorial.

Schedule activity of face to face comprehensive exams tutorial started before comprehensive examination test. Precisely one month before test executed. On the chance of student become fresher and readier of its memory of items will which have been given. While place of tutorial only done in UT center, do not in UPBJJ area. This Matter is specified with consideration avoid leakage of problem to student. Because most tutor at this comprehensive examination tutorial also as writer of comprehensive examination problem copy.

- Location of comprehensive examination for the students S1 PING, PINA, PMAT, PKIM, PBIO, PFIS, PEKO, and PPKn realized at UPBJJ, while
- Time of comprehensive examination realized on Saturday, second week on June and December, for 3 hours.

3. The Activity of tutorial for preparing comprehensive examination.

As service learn, tutorial have to can make student learn, in interaction meaning can with source learn. for that made by an activity formation which in form of pattern activity of comprehensive exams guidance. Pattern activity of this comprehensive exams guidance in the form of meetings which consist of meeting of I until meeting of VI.

Table 2. Pattern activity of comprehensive exams tutorial guidance

Meetings	Activity
I	• Intro Comprehensive exams, (what, why, and how the comprehensive exams) • Brainstorming • Class discussion
II	• To Review comprehensive exams substantial, based map concept to aim the relation between comprehensive exams substantial
III	• How to analysis a case • To Practice case analysis discuss about that case
IV	• How case analysis • To Practice case analysis discuss about that case
V	• How case analysis • To Practice case analysis discuss about that case
VI	Try Out

But practically, face to face comprehensive exams tutorial executed by counted 5 meetings times by 1 first meeting times; rill for the orientation of acquaintanceship or all student with tutor, and also discussion for the implementation of tutorial . 4 next meetings study to discussion the material of module. 5 meetings times, felt less to study items every teaching materials. This matter is anticipated by all tutors by giving the parts of the material of module which is important. Which is flange at

comprehensive exams test. As well as more studying practice and problem which is flange at comprehensive exams problem.

Because activity of this tutorial represent aid service learn, hence before implementation of tutorial started, FKIP perform a meeting before hand which in the form of check progress preparation of implementation guided by Assistant Of Dean of III, This preparation is meant as check progress until how far preparation which have been done either by organizer and or tutors in concerned in tutorial.

4. Evaluation of the Implementation of tutorial for preparing Comprehensive Exams.

Each activity of tutorial for preparing Comprehensive Exams will be evaluated to know the affectivity of the tutorial. That information will be used to improve independent learning of student and to improve learning quality. For that, this evaluation of Implementation of tutorial comprehensive exams tutorial include is evaluated from quality of Implementation of tutorial, comprehensive exams tuition, and impression and also suggestion of student. got data come from questionnaires which all participant of comprehensive exams tutorial a period to test 2004.1.

a. Quality of the Implementation of Tutorial.

Evaluation quality of The Implementation of Tutorial for semester 2004.1 more focused at role of tutor in managing tutorial. Whether its his do not the quality of tutorial can be seen until how far tutor can manage tutorial so that student really feel to motivate.

Many matter able to evaluate in the implementation of tutorial, among others is accuracy of tutorial time in starting tutorial, hand out, subject mastery of tutor, motivation, giving Examples, guidance, managing of discussion, tutor responding, closing the class, timing effectiveness, Supplying tutorial facilities, and supplying food services.

Detail of comments data from student response to quality The Implementation of Tutorial face to face of preparing comprehensive exams in FKIP-UT a period to test 2004.1 can be seen at tables 3 and 4.

Table 3. QUALITY OF TUTORIAL OF FOUR PROGRAMS IN FKIP UT

Quality of tutorial	Physics				Chemistry				Biology				Math			
	A (%)	B (%)	C (%)	D (%)	A (%)	B (%)	C (%)	D (%)	A (%)	B (%)	C (%)	D (%)	A (%)	B (%)	C (%)	D (%)
Accuracy of tutorial	13	73	11	-	16	46	16	19	53	38	8	-	21	57	9	-
Hand out	5	73	16	-	5	52	34	8	38	55	6	-	14	70	2	-
Subject Mastery of tutor	19	65	13	-	13	62	11	11	28	32	4	4	28	54		-
Motivation	5	73	22	-	8	43	19	19	32	57	8	2	11	54	21	-
Giving Examples	16	62	22	-	5	39	39	6	42	42	8	2	11	74	5	-
Guidance	16	59	22	-	5	49	28	16	47	38	13	2	7	67	11	-
Managing of Discussion	2	70	13	5	-	49	36	15	23	49	8	2	5	50	14	-
Tutor Responding	5	56	24	2	-	34	41	13	23	51	4	-	9	52	17	-
Closing the class	5	65	27	-	2	57	21	2	25	59	8	-	21	62	7	-
Timing Effectiveness	16	51	29	-	8	50	28	3	45	34	10	2	19	59	7	-
Supplying Tutorial Facilities	13	51	27	-	29	50	19		64	32	-	-	7	50	26	7
Supplying food services	5	54	34	-	-	33	59	6	38	57	-	-	2	50	33	5

Information:
A= Very good, B = good, C= Enough, D=Less

Tabel 4. QUALITY OF TUTORIAL OF FOUR PROGRAMS IN FKIP UT

Quality of tutorial	Indonesian				English				Economics				Civic Education			
	A (%)	B (%)	C (%)	D (%)	A (%)	B (%)	C (%)	D (%)	A (%)	B (%)	C (%)	D (%)	A (%)	B (%)	C (%)	D (%)
Accuracy of tutorial	33	35	26	-	33	61	3	-	44	56	-	-	75	17	2	-
Hand out	14	64	22	-	24	64	9	-	4	89	7	-	22	67	9	-
Subject Mastery	20	64	13	-	36	51	12	-	11	85	4	-	33	60	4	-
Motivation	13	65	20	-	30	67	-	-	9	83	7	-	42	53	2	-
Giving Examples	10	74	16	-	18	76	3	-	9	78	11	-	31	60	4	-
Guidance	10	65	23	-	27	64	9	-	9	82	9	-	37	53	6	-
Managing of Discussion	10	59	19	-	18	67	15	-	7	82	9	-	27	64	9	-

	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
Tutor Responding	11	62	26	-	18	69	9	-	14	76	9	-	20	64	11	-
Closing the class	9	67	20	-	12	64	15	-	4	93	2	-	22	73	4	-
Timing Effectiveness	13	61	25	-	24	69	3	-	16	78	2	-	33	55	6	-
Supplying Tutorial Facilities	15	53	27	-	21	69	9	-	14	78	4	-	31	58	6	2
Supplying food services	6	33	48	-	9	88	-	-	5	87	4	-	9	31	44	15

Information:
A= Very good, B = good, C= Enough, D=Less

Table 3 and 4 describe about the result of 2004.1 tutorial evaluations. The tutorial is followed by final storey student from 8 S1 program: i.e. English Education (PING), Indonesian Education (PINA), Mathematics Education (PMAT), Chemistry Education (PKIM), Biology Education (PBIO), Physics Education (PFIS), Economics Education (PEKO), and Civic Education (PPKN).

From things which have explained can be said that by all of student respond to the Implementation of Tutorial is positive. This matter can be seen from accuracy of time the Implementation of Tutorial, have earned to be told goodness. The statement marked with given by assessment yield height is student to accuracy of time. Especially for the programs of to Physics Education (73%), Chemistry Education (46%), Indonesian Education (35%), English Education (61%).

About Hand out Student Respond to make by out hand is tutor according to the table's data have good criterion. Statement of this goodness is read at Economic Education (89%), Physics Education (73%), and Mathematics Education (70%).

Student respond to Subject mastery of tutor good enough, is read at Physics Education (65%), Chemistry Education (62%), Biology Education (32%), Mathematics Education (54%), Indonesian Education (64%), and so it is with English Education (51%), Economics Education (80%), and Civic Education (60%).

Concerning giving examples of, at the time of tutorial very is assisting of student in comprehending. In this case, student means give assessment of goodness. Especially Chemistry Education (62%). Education Mathematics   (74%), Indonesian Education (74%) and Economic Education (78%).

Giving guidance by directionally and is inwrought, also get value which either from student, for this matter, Economic Education occupy highest (82%). Management of discussion able to make tutorial become life, effective, and become actively, mean get value either from student especially, Indonesian Education (65%).

Tutor responding to student at the time of tutorial; also get assessment of goodness, in this case highest assessment is on highest Economics Education (76%). So also at next elements that is time effectiveness, Supplying Tutorial, Supplying food services get assessment goodness either from student.

 b. Guidance of Comprehensive Exams.

    Tuition comprehensive exams which have conclude is during the time done by a team with meeting counted 5 times once meeting 2-4 hours is the duration. During 5 times each meeting guided by different tutor as according to schedule of guidance given. With many items him which must be studied, oftentimes cause student feel lacking of tuition time to study items, is for that asked to student regarding to the number of time for the tuition of comprehensive exams. As for Respond Student about execution of comprehensive exams tuition to the each study program can be seen at tables 5 following.

Tabel 5. Students Respond about Guidance Times

The number of tutorial activity	Physics Students Respons (%)	Chemistry Students Respons (%)	Biology Students Respons (%)	Maths Students Respons (%)	Indonesian Students Respons (%)	English Students Respons (%)	Economic Students Respons (%)	Civic Education Students Respons (%)
a. 5 times meeting @ 4 hours for tutor team	57	87	55	24	39	57	76	47
b. 5 times meeting , @ 1 tutor for	11	8	29	33	36	16	9	27

The number of tutorial activity	Physics Students Respons (%)	Chemistry Students Respons (%)	Biology Students Respons (%)	Maths Students Respons (%)	Indonesian Students Respons (%)	English Students Respons (%)	Economic Students Respons (%)	Civic Education Students Respons (%)
guidance tutorial								
c. abstain	32	5	15	38	25	22	14	26

Tables of above laying open that many students wishing that comprehensive exams guidance done by count 5 times meeting @ 4 hour for the team of tutors of comprehensive exams. This Matter can be seen from student respond which are positive. This statement is marked with height percentage of student respond Chemistry Education (87%), Economics Education (76%), Physics Education is equal to English Education that is 57%. This Respond lay open that most student wish comprehensive exams guidance done by counted 5 times meeting and every meeting consist of 4 hours managed by team tutors of comprehensive exams or tutor. While student respond for the tuition of done comprehensive exams counted 5 times meeting @ 1 people guidance of comprehensive exams is to study program Indonesian Education 36%, Mathematics Education 33%, and Biology Education 29%.

C. Impression and suggestion of student

Besides student respond to quality of execution of comprehensive exams guidance time and tutorial, there is other student respond which in the form of student suggestion and impression during following tutorial. Impression tutorial and suggestion of this student good for organizer and tutor to pay attention things any kind of felt by good student of positive impression of impressive or negative, so that organizer and tutor can improve; repair things any kind of in implementation of tutorial up at better and expected by student. Detail of suggestion and impression of student every study program can be seen at tables 6 and 7.

Table 5. Impression and Suggestion Of Student For Four Program

Physics		Chemistry		Biology		Math	
Impression	suggestion	Impression	suggestion	Impression	suggestion	Impression	suggestion
Topic of tutorial is about the examination (2%)	Good (19%)	Schedule of tutorial don' be closed the exams (5%), Activity of Tutorial in UPBJJ (3%)	Good (13%), Good and well (2%), good enough (15%), interesting (2%)	Hand out and have prepare before tutorial (4%)	Good(23%), nice (2%), not good (2%), cannot understanding (2%), uninterested (2%)	Exercise relation to comprehensive exams (26%)	Good (35%)
Giving exercise and discussion together (5%)	Good enough (11%)	Handout gave at meeting I (6%),	Get resume of material (2%)	Tutorial focused to comprehensive examination (11%)	Good and communicative (4%), can understanding (2%)	Exercise of tutorial is related examination TAP (9%)	Good enough (2%)
Giving practice exercise (5%)	Very good (5%)	Handout consist of the material exams (3%) Handout do not use in English (3%)	Very help (5%), Sleepy because of not the same perception (3%)	Tutor should be enthusiasms (2%)	Good, Subject mastery (2%)	More times for guidance (5%)	Good (5%)
Handout and more (5%)	Good enough (8%)	Good enough (6%), Subject mastery should be improved (3%)	Nervous because the material exams (2%), voice is loud (2%)	Giving information for schedule and place changing (2%)	Very good can understand, not confuse (4%)	Please slowly when explain the material (5%)	Good enough (2%)
Need permanent place for tutorial (5%)	No problem (2%)	Material tutorial have relation with exams material (6%) Good tutor (2%)	Not bad (2%), not effective tutorial (2%), Subject mastery is not good (3%)	Please on time (4%), Giving exercise relation with exam material(6%)	Good (21%), Satisfy (4%)	The material have relation with exams material (5%)	Enough (9%)
Need bigger room (2%)	Effective (5%)	Tutorial for all material (2%)	Please slowly when explaining (7%), Prepare is bad (3%)	Permanent t place for tutorial (2%)	Good, more time for tutorial. (4%)	Tutorial in UPBJJ (2%)	Effective (5%)
The exercise is related with examination material (5%)	More confident (2%)	Good (2%), More time for tutorial (5%)	More confused (5%), Can not understand the tutorial (3%)	More time for tutorial (11%)	Good (6%) and effective (2%)		Not effective (5%)
Giving concept for student (2%)	Abstain (48%)	Abstain (52%)	Tutor not competent, can not explain clearly (2 %)	Tutor have good competency (6%)	Good, can understand (2%)		The room does not opened, so have to waiting for long time

Physics Impression	Physics suggestion	Chemistry Impression	Chemistry suggestion	Biology Impression	Biology suggestion	Math Impression	Math suggestion
			Confused (2%)				(5%)
More improvement for subject mastery (13%)			Abstain (8%)	More time for discuss the exercise (2%)	Abstain (40%)		
Abstain (50%)				Each material could be explained (2%)			
				More time to do exercise (2%)			
				Better (2%)			
				good (2%), Abstain (40%)			

Table 7. Impression And Suggestion Of Student For Four Program

Indonesian Impression	Indonesian suggestion	English Impression	English suggestion	Economics Impression	Economics suggestion	Civic Education Impression	Civic Education suggestion
More 5 times meeting Tutorial (3%)	Good (14%), good start giving motivation for student (1%), good, tutor give analysis and technique test (1%)	More improvement the competency of tutor (3%	Good, made knowledge improvement (33%)	Please slowly when explaining (7%)	Good Please slowly when explaining (2%), good (58%)	Tutorial activity until twice week (4%), More improve (2%)	Good, (15%), Good, and more improving (4%), Good, and fun (6%), Good (2%), Good, can giving knowledge improvement (2%)
Better and effusion (2%)	Good enough (28%), enough (1%), good enough, but not all material explaining (1%)	More 5 times meeting Tutorial (9%)	Good enough (9%), good (6%), very good (3%)	More give examples (2%)	Having referents and more confident (4%)	More information about tutorial activity (2%)	Very good, can get knowledge (4%), very good (15%)
Tutorial activity doing in UPBJJ (10%)	Good (7%), Very good, effective (1%) Good, need detail explanation (1%)	Prepare for success discussion (6%)	Interesting (3%)	More 5 times meeting Tutorial (9%)	More confident (2%)	Tutor come to UPBJJ (4%)	Good enough (2%), good (2%)
Schedule managing for time and place (3%)	Very good (5%), Effective and efficient, helping student (2%), very effective (1%)	More practice for making essay (9%)	Very good, very clearly in explaining material (15%)	Discussing about homework in every face to face tutorial (2%)	Enough (4%), Good enough (6%)	More simple material (2%), Tutorial activity become twice for a week (2%)	Good enough (6%), Satisfy (2%), Enough (2%)
Relation with material of examination (1%)	Very good, because the tutor very professional (1%)	Giving exercise for homework, and discuss it in next meeting (3%)	Not satisfied (3%)	Tutorial for all courses (2%)	Effective for a while (2%)	Socialization about tutorial activity information (6%)	Interesting (2%)
More meeting (3%)	Good, communicative (1%), Very Good tutorial activity (1%)	More complete for the material comprehensive examination (3%)	Very help UKT (3%)	Please more improvement (2%)	Please slowly (2%)	More focus to exercise comprehensive exams (4%), more time case analyses (6%)	Topic of tutorial is about the examination (2%)
More specific concept (1%)	Abstain (34%)	More practice and more times (6%)	More improvement, tutorial duration (3%)	Tutorial room (4%)	Tutor is friendly and very kind (2%)	Tutor come to UPBJJ (4%)	Giving feedback to the last assessment (2%)
Effectiveness of meeting I (1%)		More times meetings (6%)	Abstain (13%)	More times the tutorial (2%)	Very good (6%)	Effectively and efficiency of tutorial should be improved (6%)	Less preparation (2%)
Make a resume for the material (1%)		Abstain (55%)	Abstain (77%)	Abstain (77%)	Abstain (12%)	Topic of tutorial is about the exams (2%)	Get more knowledge (2%
Professional (1%), abstain (74%)						Abstain (54%)	Abstain (34%)

From impression of student about execution of good comprehensive exams tutorial in general and be of benefit to process learn student in face of test of .However, there are some student comments from

some study program expressing negativity about implementation of tutorial, but do not lessen positive impression which felt by student.

While suggestion of student, more addressed to tutor buttonhole as guidance and is technical of implementation of tutorial. To tutors, student suggest that tutor more is mastering of items, solution of items / clearer out hand and inch, tutor have to prepare before tutorial started, more giving tuition items which is flange and relevant at comprehensive exams test problem, more giving example of solving of comprehensive exams problems, giving relevant problem practices with comprehensive exams problem and studying it together , Existence of discussion time between tutor with student, giving of duty which is flange at comprehensive exams problems.

While at technical matter of execution many student suggesting that time of tutorial adding, tutorial performed in area UPBJJ, attendance of correct tutor of time, place of tutorial is permanent, clear information about schedule of tutorial, and facility of tutorial to be better again.

F. Conclusion and Suggestion:

1. Conclusion

Tutorial represent aid learns which is provided by UT, for progress learns its student. The meaning of tutorial in this paper is about the material of comprehensive exams 2004.1. This paper describe about evaluation of implementation of face to face tutorial for preparing of comprehensive examination in FKIP-UT 2004.1. Besides upon which evaluate to FKIP-UT alone, in exception of its execution can walk better again.

 The presented data, relates to the implementation of tutorial, is about the student's responses to implementation of tutorial. Students participate in this tutorial is from the Program of English Education (PING), Indonesian Education (PINA), Mathematics Education (PMAT), Chemistry Education (PKIM), Biology Education (PBIO), Physics Education (PFIS), Economics Education (PEKO), and Civic Education (PKN). Based on the result of observation, most of the students said that the tutorial is good.
        The student generally regarding meeting intensity which must be added, place don't go about because can bother freshmen learn. Clarification which have communicative enough, friendly tutor, very is assisting of them in executing TAP, its execution very is preoccupying. In general student wish tutorial performed more than 5 times meeting, Basically, the tutorial can be done well. However, the students hope that the tutorial should be improved in order to raise the motivation of student. In other word, a qualified tutorial can improve the learning quality of student.

2. Suggestions :

Implementation of tutorial is performed more than 5 times, can 6 or 8 times meeting. So that, it can accommodate the need of student about how to solve their learning problem. The facilities of tutorial should be improved. The information in this paper can be used to improve the quality and quantity of tutorial.

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