

# SiposE1

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## Improving the quality of tutorials to create a quality culture through an integrative selection of Tutors

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### ABSTRACT

Open University is needed to meet the needs of studying without being limited by space, time, amount, cost, age, and distance with a quality tutor. This study aims to describe the ideal form of tutor recruitment, the role of tutors and get quality tutor. This survey research was conducted at UPBJJ UT Surabaya with data collection methods through observation, interviews, questionnaires and documentation. Sources of data were obtained from Pokjar, Tutors, Department of Education, Regional Responsibility in the tutorial period 2019.1 and 2019.2. Data were analyzed descriptively. The results showed that: (1) The ideal form of tutor recruitment is through tutor selection, through the tutor candidate test, through agency recommendations and through special offers. (2) The role of tutors in the professional learning process is that tutors are still needed for certain subjects, as innovators and motivators, to play a role in reducing dropout. (3) To get quality tutors and not only as a part-time job so that tutors in working remain professional is to build a good system, the obligations and rewards that are received appropriately, between taxes and proper income, between expertise or rank need to be adjusted to the level of reward which are given.



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### INTRODUCTION

Based on the Minister of Education and Culture regarding the implementation of distance education, it is stated that UPBJJ-UT is a unit of distance learning programs in the region, in the implementation of distance learning systems. The characteristics of distance education applied by the Open University (UT) require students to study independently and be proactive in their studies. Students must have the discipline to manage time, study, make priorities learn teaching materials, overcome problems and learning difficulties quickly and independently. In the distance learning system (SBJJ), UT provides various services, learning resources for students such as printed materials, online teaching materials, non-printed teaching materials, which are designed for independent learning (Belawati, 2012). Face to face tutorials (TTM), On Line Tutorials (Tuton), and self-training (LM) are facilities obtained by students. Open University is, open, long distance, without age limit, practical, efficient, inexpensive, affordable, unlimited number of participants, the location can be anywhere, anytime, under any circumstances (Open University, 2015). For the implementation of UT in the regions, UT cooperates with various government and private institutions such as the Department of Education, Islamic Boarding Schools, Ministry of Religion, Islamic Education Foundations, Educational Foundations, Schools, State Universities and Private Universities. The UT partnership network has been going on for a long time since the institution was established on September 4, 1984 and guaranteed by law, in the context of

1





empowering human resources in regions that have not been able to get further study opportunities due to limited time, distance, cost and age. With the presence of UT it is expected that the obstacles of citizens studying further studies can be overcome, throughout Indonesia, so that people can learn to improve quality and cultured human resources. To bridge the communication between students and UT, regional learning service centers are being formed which are coordinated by the local Education Office by forming learning groups (Pokjar). Pokjar is a collection of UT students who build commitment and mutual agreement to help each other and mutually support the smooth and successful learning in UT with or without other party facilities (Guidelines for Pokjar UT, JKPP KBOO, 2017). Pokjars can form independent pokjars, UPBJJ-UT pokjars, at the initiative of students independently and are chaired by students. The principle of benefits, namely for facilitate learning group activities and communication between pokjar and UPBJJ-UT, while accessibility of services, namely to bring UT services closer to study groups. The pokjar administrator is appointed and dismissed by the head of UPBJJ-UT Surabaya.

In the framework of optimally providing education services to students, UT cooperates with other institutions such as state and private universities, Bank Mandiri, Bank BRI, Bank BTN, Sky LBS, Radio Republik Indonesia (RRI), Regional Broadcast Radio, National Private Radio, Provincial Governments, Regency and City Governments. The Regional Library, Kindergarten Teachers Association (IGTK), UT also collaborates with Microsoft 365 to provide convenience services to students in using 365 software that is provided on line. Collaborate with Telkom by using high-speed broadband access network services for free in various regions (Simamora, 2016). The Department of Education, local governments are following programs in UT, or designing special training programs according to their needs, also gaining the trust of government level I and level II to improve the quality of elementary school teachers and PAUD teachers taking the S-1 Teacher education program. Starting in 2015 UT is working with PT. Dwi Guna Cipta Nusantara is a subsidiary of PT. Telkom to hold UT or SAL-UT service centers, which are located in regions throughout Indonesia. Institutions such as UT cannot be separated from the work of the partnership system with stakeholders, government agencies, banking institutions as well as community institutions, educational institutions. Because UT is set to be able to reach the entire Indonesian community in increasing human resources, because the model, the form of institutions such as UT can reach the wider community, unlimited time, open, cheap, practical, efficient. On November 19, 2017, in his opening remarks at IX at UTCC Jakarta, the Minister of National Education hopes that UT students can reach 1 million students. It is appropriate that UT can empower the quality of human resources in educational institutions in realizing a quality culture in partnership, in collaboration<sup>5</sup> institutionally. One important component in the distance learning system (SBJJ) is the role of the tutor in the teaching and learning process in the tutorial (Moore et al, 2012). To become a tutor, various requirements must be met by an applicant who wishes to become a tutor, with a minimum requirement of obtaining a S2 certificate with BAN PT accreditation with a B grade.

So far, UT tutors come from various public or private tertiary institutions, while UT lecturers are only allowed through the On Line tutorial if they want to teach at UT. Because they come from various tertiary educational backgrounds and in general these tutors have become permanent civil servants at their respective colleges or schools. This results in motivation to become a tutor, the initial intention to become a tutor as a part-time job. Or side jobs, as a result there are tutors who are half-hearted, lacking discipline, not optimal in the tutorial. Various cases originating from tutors are numerous such as collecting late assignments, making copy paste grades, not being disciplined in carrying out their duties as tutors. Paying attention to cases that occur in the behavior of tutors, it is necessary to improve the method for recruiting tutors by paying attention to academic factors as well as administrative factors, if necessary the psychology.

This study discusses how to recruit qualified tutors so that in the future it will not disadvantage students or UT institutionally, so that the impression of side jobs, additional work can be avoided. For this purpose, this research relates to integrative tutor selection in order to get quality tutors. Integrative in the study that in the context of research between tutor academic requirements in the form of diplomas, PTN / PTS accreditation status is really examined, besides supporting factors such as certificates, Lecturer / Teacher Characteristics certificates, research / scientific work certificates, research works and lecturer status on PTN / PTS. While the administrative completeness of lecturers, prospective lecturers should be considered. List of Lecturers' CVs, Lecturers Research History, Lecturer staffing history, and Psychology interviews with prospective tutors.





With an integrative selection of the various requirements needed to get a Tutor ID, it is expected that the quality of UT tutors though coming from various institutions has good quality, so that the impression of UT Tutors is a side job by lecturers, teachers, practitioners can be avoided. Tutors are a source of knowledge for students because of their function of delivering the material (Craig, 2008) or the teacher must have good academic, administrative and physical psychology qualities, before becoming a tutor, this aims to create a culture of academic quality in each UT tutor.

Based on matters as described above, the problem to be overcome can be formulated as follows.

1. What is the ideal form of tutor recruitment so that all teacher quality improvement programs are successful and run well?
2. What is the role of the tutor in the professional learning process in the tutorial activities undertaken?
3. How to get quality tutors so that becoming a tutor at UT is not just an additional job so that the tutor in working remains professional?

Based on the formulation of the problem, the research objectives are as follows.

1. Know the ideal form or method of tutor recruitment so that all teacher quality improvement programs are successful and run well.
2. Describe the role of the tutor in the professional learning process in the tutorial activities carried out.
3. Describe how to get a quality tutor so that becoming a tutor at UT is not just an additional job so that the tutor in working remains professional.

Benefits of Research

1. Creating Human Resources as UT Quality Tutors in order to carry out the tutorial.
2. Creating a quality tutorial so that it impacts on the results of good performance towards UT students and becomes smart.

This research starts with the assumption that the need for academically qualified tutors is relevant to the field of study, majors, academic improvement for tutors is needed so that professional tutors are reached (Meilani, 2008). So that qualified and professional tutors, in someone contain the most profound and different meaning in each individual. Therefore studying tutor behavior requires theoretical tools such as Weber's social action theory (Mannes, 1977; Giddens, 1984), to explore the things needed in order to create quality tutors. The paradigm of social facts, seeing that the quality of a tutor is determined by external factors that are forced and controlling individuals. The social definition paradigm emphasizes actions based on subjective meanings. Good tutor behavior will positively repeat when getting the expected reward, on the contrary non-repetitive behavior when the behavior of the person gives birth to a punishment that is greater than the reward. The repetition of a person's social actions such as a tutor is highly dependent on repetition or similarities that existed and were obtained in the past (Mead, 2013).

To improve the quality of tutors there must be social tutor actions in giving tutorials, assessing students at the time of the tutorial, and reporting the results of the tutorial transparently, because in order to determine that qualified tutors, both pendas and non-pendas are UPBJJ-UT with the holding of strict, effective selection, high accountability through integral selection. Tutors with good quality human resources will improve the quality of the process in the tutorial so that it significantly influences student achievement, and the Open University as an institution (Sugiran et al, 2016).

## METHOD

Based on the research object, both the place and the source of the data, this research is included in the survey research, this survey research is mainly based on field research in the field or field (Bog et al, 2008). This research was conducted with a Phenomenology approach, meaning 1) subjective experience or phenomenological experience from someone and 2) a study of awareness and main perspectives from someone (Moleong, 2014). This type of research is qualitative, namely research that intends to understand the phenomena about what is experienced by the subject, for example research into behavior, perception, motivation, action, holistically by means of descriptions in the form of words and language, in a particular context naturally with utilizing various natural methods. Descriptive research is a study that seeks to gather information about a theme, symptom or circumstance according to what it is to find the widest possible knowledge of the object of research. Descriptive research is generally carried out with the main objective, namely to systematically describe the facts and characteristics of the object or subject being examined precisely (Muhajir, 2013).





This research was carried out in UPBJJ-UT Surabaya because as follows: (1) Surabaya UPBJJUT has a wide area, namely 18 districts / cities (2) employees, employees, teachers with a large number of Sagat and needs to be improved specifically for senior high school education. (3) with integral collaboration between institutions, it is expected that HR in East Java will have academic quality that matches the minimum problems of S1.

Research data sources: (1) To explain the program to improve the quality of education, researchers conducted interviews, observations, documentations with tutors who gave tutorials at UPBJJ-UT Surabaya. (2) To explain the implementation of improving the quality of tutors in the tutorial, the researcher conducted interviews, observations, and through available documentation, which was conducted with informants. This data relates to improving the quality of tutors at UPBJJ-UT Suarabaya by conducting in-depth interviews, observations and through documentation. (3) To explain the inhibiting and supporting factors for improving the academic quality of the community, researchers conducted interviews, observations, or through documentation with, ranks of managers, study groups, UT tutors, UT administration employees.

10  
Data collection techniques are a strategic step in research. According to (Sugiyono 2006), data collection can be done in various settings, various sources and various ways. While in terms of data collection, data collection can be done by means of interviews, observations, documentation and questionnaires. Based on data sources, data collection can use primary sources and secondary sources. As for what is meant by primary sources is the main source in data collection namely the tutor who gives a tutorial at UPBJJ-UT Surabaya. Whereas secondary data comes from managers, study groups and regional authorities. The data processing model used in this study uses the Interactive model of Miles and Huberman, namely: data collection, data reduction, data display and conclusion drawing / verification (Miles et al, 2012).

## RESULTS AND DISCUSSION

After a review of the data obtained during the study both from Pokjar managers, UPBJJ-UT, Tutors, Regional Responsibility (PW), students and related education practitioners, the following results are obtained.

### 1. The ideal form of tutor recruitment so that all teacher quality improvement programs are successful and run well

The ideal form of tutor recruitment in UPBJJ-UT Surabaya is that all teacher quality improvement programs are successful and run well from the total number of respondents as many as 40 people are presented as in Table 1 below.

**Table 1.** Forms of Tutor Recruitment

Component	Response Yes		Response No	
	Sum	%	Sum	%
<b>1. Through tutor selection</b>				
a. Academic Qualifications	38	95	2	5
b. Administratif requirements	28	70	12	30
c. Daily Activities	20	50	20	50
<b>2. Through the prospective tutor test</b>				
a. Selection through tests should enter into civil servants / employees	24	60	16	40
b. Through training prospective tutors	36	90	4	10
<b>3. Through Agency Recommendations</b>				
a. Based on work performance	36	90	4	10
b. Based on the needs of prospective tutors	36	90	4	10
c. On request	20	50	20	50
<b>3. Through special offers</b>				





a. Certain subjects	32	80	8	20
b. Resource Limitations	36	90	4	10

Based on Table 1, there are 4 (four) important components in recruiting tutors to increase the quality of teachers who become UT students.

1. Through tutor selection

- Academically, with the standard quality of lecturers with doctoral degrees, master's and bachelor degrees who are still taking lectures, even there are a number of Professor emeritus who are still committed to giving tutorials at UT.
- The administration is in the form of completeness of Tutor data: a photocopy of diploma, name, place of birth date, tutor id, identity card (SIM / KTP), institution of work, number. WA / HP, E-mail, NPWP, type of financial deposit / transfer bank.
- Activities / preoccupations: as dean, vice dean, emeritus professor, education observer, PTN and PTS lecturers, lecturers, teachers, staff and employees of education offices, business people, health experts.

2. Through the Prospective Tutor Test

- Selection through tests should be entered into a particular civil servant / employee. This has not been done for regular tutors. Except those who will be civil servants or Tendik. This is in accordance with research from Sugiran et al, (2016).
- Through the training of prospective tutors, after being collected and trained, a capable person will be selected and meet certain criteria. This is relevant to the policies carried out by UPBJJ-UT Surabaya routinely at the beginning of the registration period (UPBJJ-UT Surabaya)

3. Through Agency Recommendations

Associated with the UT Tutorial activities with certain conditions mutually agreed according to UT's needs. The education office in partnership with the management of the Pokjar (study group) can provide recommendations to existing staff / education personnel and meet the requirements to be submitted as prospective tutors, which will then be tutored.

4. Through special offers

For unique, rare or high-difficulty subjects, UPBJJ-UT Surabaya staff offers staff who are suited to the course.

The need for qualified academic tutors is relevant to the field of study, majors, academic improvement for tutors is needed so that professional tutors are achieved. So that qualified and professional tutors, in someone contains the most profound and different meanings for each individual (Salim, 2010).

From the theoretical framework above it can be explained that to improve the quality of tutors there must be social tutor actions in giving tutorials, assessing students at the time of the tutorial, and reporting the results of the tutorial transparently, because in order to determine that qualified tutors, both the non-recipient and non-recipient are UPBJJ-UT with holding selection in a tight, effective, high accountability through integral selection (Sugiran et al, 2016). Tutors with good quality human resources will make PBM quality increase in the tutorial so that it significantly influences student achievement, and Open University as an institution.

**2. The role of the tutor in the professional learning process in the tutorial activities undertaken.**

The results of an investigation into the role of tutors in the professional learning process in tutorial activities conducted in the tutorial class are presented in Table 2 below.

**Table 2.** Role of the Tutor in the Tutorial

No	Role Description	Data Source							
		Pokjar		Tutor		Dinas		PW	
		Σ=8	%	Σ=40	%	Σ=6	%	Σ=8	%
1	a. Still needed for TTM	8	100	40	100	6	100	8	100
	b. Still needed for essential MK	8	100	40	100	6	100	8	100





c. Very necessary for the Court MK practice / Practicum	6	75	40	100	6	100	8	100
d. Very necessary to PKP/Karil	8	100	40	100	6	100	8	100
e. Very necessary to TAP	8	100	40	100	6	100	8	100
2 a. Innovation in tutorial practice	6	75	36	90	6	100	6	75
b. Innovation in learning models	6	75	32	80	6	100	6	75
c. Innovation in learning media	6	75	32	80	6	100	6	75
3 Tutors play a role in reducing student dropouts	4	50	28	70	4	67	6	75
4 The tutor acts as a motivator	8	100	40	100	6	100	8	100

Note:  $\Sigma$  = Number of respondents; PW = Regional Responsibility

Based on Table 2, then,

1. Tutors are still needed in the tutorial process for certain subjects by looking at SKS and the level of difficulty and complexity of the course. Statistics Subjects, Basic Concepts of Natural Sciences in Elementary Schools, Computers in Learning, Natural Sciences Learning in Elementary Schools, Basic Mathematical Concepts, and the like still need stabilization from Tutors. Practical subjects, such as Science Practicum in elementary school, TAP, PKP and the like require guidance and direction from tutors (Open University, 2005; Open University, 2016).
2. Innovation in teaching or giving important tutorials and should be appreciated by UT as an increase in Tutor motivation. Students feel happy with tutors who innovate and pay more attention to the lectures they teach (Teguh, 2016).
3. Tutors can play a role in reducing the dropout of students by providing motivation and accompaniment to certain student cases. Tutors who empathize with student problems that impact their tutorial activities are quite instrumental in reducing problematic student dropouts.
4. Tutors as motivators for UT students who show symptoms of slowing down the length of time of study, the frequency of student attendance decreases, resulting in an increase or recovery of motivation for students. As a motivator the tutor overrides the problems that he faces himself and does not bring him into the classroom (Harirotunnadhiroh, 2013).

### 3. How to get quality tutors so that becoming a tutor at UT is not just an additional job so that the tutor in working remains professional.

The responses obtained from Pokjar amounted to 8 people, as many as 40 people Tutors, related Education Office as many as 6 people and Regional Personnel in UPBJJ-UT Surabaya environment as many as 8 people obtained the results as in Table 3 below.

Table 3. Dominant factors affecting Tutor Character

Description	Sumber Data							
	Pokjar		Tutor		Dinas		PW	
	$\Sigma=8$	%	$\Sigma=40$	%	$\Sigma=6$	%	$\Sigma=8$	%
Building a standard system	6	75	40	100	6	100	8	100
Appropriate rights and obligations	8	100	40	100	6	100	8	100
The amount of the Honor and Tax is appropriate Rank class	8	100	40	100	6	100	8	100
Pay attention to the Zone far / near the tutorial is adjusted for honorarium	8	100	40	100	6	100	8	100

Note:  $\Sigma$ =Number of respondents; PW = Regional Responsibility

Based on Table 3, to get a quality Tutor so that becoming a Tutor at UT is not just an additional job so that the tutor in working remains professional is to build a good system. A person will work well if there is a clear system or mechanism, between obligations and rewards that are received properly, between taxes and reasonable income, between skills or rank ranks need to be adjusted to the level of reward given. Many factors at least the choice of work for tutors also contributed attitudes toward the stigma





tutor at UT as additional work. The nominative factor of the amount of reward and transport received by the tutor also contributes to the attitude of the tutor stigma at UT as additional work.

Weber's theory of social action implies: to explore the things needed in order to create quality tutors. The paradigm of social facts, seeing that the quality of a tutor is determined by external factors that are forced and controlling individuals. The standard system can be used (Pherson and Nunes, 2004). The social definition paradigm (Pitones, 2012) emphasizes actions based on subjective meanings. Good behavior tutors will positively repeat when getting the expected reward, on the contrary non-repetitive behavior when the behavior of the person gives birth to a punishment that is greater than the reward. The repetition of a person's social actions such as a tutor is very dependent on the repetition or similarities that existed and were obtained in the past.

## 16 CONCLUSION

Based on the results of the discussion carried out on 3 proposed problems, it can be concluded:

1. The ideal form of tutor recruitment so that all teacher quality improvement programs are successful and run well is through tutor selection, through tutor candidate tests, through agency recommendations, through special offers.
2. The role of tutors in the professional learning process in tutorial activities undertaken is that tutors are still needed in the tutorial process for certain subjects by looking at the essence and level of difficulty and complexity of the course, as an innovator, the role of reducing dropouts and motivators.
3. To get a qualified Tutor so that becoming a Tutor at UT is not only as an additional job so that the tutor in working remains professional is to build a good system, between the obligations and rewards that are received properly, between taxes and reasonable income, between expertise or class rank needs adjusted for the level of reward given.

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