PERSEPSI MAHASISWA PASCA SARJANA PADA PENDIDIKAN JARAK JAUH DI INDONESIA TERHADAP KEBERMANFAATAN PORTAL GURU PINTAR ONLINE

PERCEPTION OF POSTGRADE STUDENTS DISTANCE EDUCATION IN INDONESIA FOR DEFENSE OF TEACHER ONLINE PORTAL (TOP)

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Abstract

This study aims to capture the opinions of university graduate students open to the usefulness of the portal for online smart teachers for them as students and as educators or educational personnel. The portal is managed by faculty teacher and open university education. This research is a qualitative research conducted by survey method using a questionnaire with open question. Samples at once respondents are graduate students in the online tutorial class as much as 60 people (2 classes) Master's program of basic education. Survey submitted to students through online tutorial application. Students' opinions are sharpened by conducting discussions and FAQs online. The study was conducted during the registration period 2018.1 or the tutorial period January - April 2018. The results showed that 86% responded to questionnaires and discussions about the GPO. 96% of the respondents who responded said GPOs were very beneficial for their work as educators and education personnel. The most popular material is discussion forums, because they can share with other educators about learning and education. Most (58%) of respondents stated that they had difficulties registering to become GPO members, although in the end they could become members. The respondent's expectation about the GPO is that the procedure to become a member is simplified and the materials that need to be added are materials related to character and technical education in writing scientific papers for teachers and educational staff.

Key words: postgrade students, distance education, defense of teacher online portal

PRELIMINARY

The Master of Basic Education Program (MPDR) is one of the Master's degree programs offered by the Open University (Universitas Terbuka/ UT). This program is a program that is provided for people who work or work in the field of education, both teachers, supervisors, overseers, principals and structural leaders whose job is to manage education, both public and private institutions. This program began in 2015 with the main target to meet the needs of people who are constrained by distance and time. The requirements for joining this program are those who have the ability to communicate online. This is because the Program fully applies information technology-based learning models. This application starts from the registration process (admission), subject registration for each semester, learning process, learning guidance, and learning service assistance or tutorials.

As an education manager at the elementary and junior high school level, the students of this program are of course related to the teacher and the learning process at the education level. Therefore, they need the most up-to-date and real information in other institutions other than where they work. Therefore, as students of this program, they can get the information in the Teachers Online Portal (TOP) which is a

portal developed by the Open University Teaching and Education Faculty. Although the page is provided by the Faculty, most of the Masters Program students do not know or utilize the Portal. Therefore, this research was conducted, in order to capture the perceptions and responses of students of the Open University Primary Education Master's Program towards the use of the TOP

The learning process in the Masters, Study Program of basic education at the Open University (UT) implemented in a combined mode between online tutorials (tuton) and face-to-face tutorials. The learning process lasts for 12 weeks with details of 8 online tutorials and 4 face-to-face tutorial meetings. In tuton, one meeting or called initiation lasts for one week (7 days). While the face to face tutorial 1 time meeting lasts for 2 hours or 120 minutes.

Learning activities carried out during tuton include reviewing the material contained in the Teaching Material called the Basic Material Book (BMP), discussing according to the relevant topics with the Teaching Material Material that is linked to the current conditions in the world of education and assignments according to the subject. While in face to face tutorial, The activities carried out are reviewing material that has not been understood in the online tutorial (tuton) process, collecting tasks given in tuton and discussing in accordance with the material and its relation to the current conditions in the world of education. Tutors in tuton are different people from tutors in face-to-face tutorials. However, both of them have the same qualifications, namely having to have a minimum S2 education, according to the fields relevant to the subjects they are studying and having the status of a Lecturer in an accredited tertiary institution.

An online tutorial is one of the learning assistance provided by UT for students to attend the learning process. This tutorial is carried out through internet-based applications and uses electronic devices such as computers, cell phones or others that can be accessed if there is an internet network. In the Masters program, taking Tuton is an obligation for all students. If they do not take tuton, they will not be able to graduate because the final assessment of a course consists of tuton result and Final Semester Examination. During the tuton process, students do the learning process that they do independently. In the learning process starting from understanding the concept contained in the module so they try to relate it to real conditions in the field or where they work until then they have to be able to implement it in the place of work. One way is to apply lesson study. Lesson Study (LS) is an approach to improving learning. LS provides the success of teaching strategies that have been implemented in an effort to improve student learning and learning processes (Lewis, et al., 2006 in Suhartono and Tri Damayanti, 2015: 10-28).

As stated earlier that the learning process occurs because of something that is encouraging and there is a goal to be achieved. This principle implies that learning activities occur because of the needs that must be satisfied and something is to be achieved (Atkinson, Atkinson, Smith, danBem, 1997) argues that one of the important factors and the driving force for a person to learn is his desire to meet the need for success and the need to avoid failure in learning.

The research results of Sondang Pakpahan (Pakpahan, 2011: 49-65) state that UT students generally tend to have a visual learning style. The owner of a visual learning style generally prefers reading rather than listening or using a model or practice / practicum. This is very consistent with the learning system at UT which provides tuton, learning assistance services that require students to have higherindependent learning skills.In the tuton process, students are required to read because all of the majority of initiations in tuton are written, although it does not rule out the possibility of video material. After going through the learning process in tuton, then a perception will be formed directly or indirectly related to the concept or material being studied.

According to Slameto Perception (2010: 102) is a process that involves the entry of messages or information into the human brain, while Robbins (2003: 97) describes that perception is an impression that is obtained by an individual through the use of five senses, then the information is analyzed or organized and then interpretations and evaluations are carried out in accordance with the learning experience previously obtained until something meaningful final results.This agrees with the big Indonesian Language Dictionary (KBBI, 2018) that percetption is in the form assumption (acceptance) directly from something; uptake: need to be examined - the community for the reason the government raises the price of fuel; 2 the process of someone knowing some things through their senses. The three stages of perception process are:

1. Selective attention: this has to do with any moment we focus our awareness on only limited of all that we experience.
2. Organization and arrangements: this is concern with how the mind organizes a cluster of sensation into gestalt(whole).
3. Perceptual distortion and errors: this is the accuracy of interpersonal perception and the judgements made about other people (Brulle,, Carmichael, Jenkins, 2012)

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Regarding students' perceptions, Sandra and Isti stated that UT student perceptions of the tutorial content, on average showed lower numbers compared to student expectations of the tutorial content. The existence of a high gap between the reality and expectations of students shows that there are still needs that have not been met. (Aji, 2011). Therefore, in the tuton process, tutors need to provide wider access for students to be able to access various content so that their needs for information can be met. One website that can be referred by students who offer material related to education is the Teacher Online Portal (TOP).

The results of research related to Top Use were carried out by The results showed only the top 5 videos of 23 available videos were opened and analyzed by the students. Video number 1 opened by 28% of respondents, Video number 2 and 4 by 21%, Video Number 5 by 18% and Video Number 3 by 11%. The students' analysis result stated that the five videos contained basic teaching skills, thematic learning and educational interaction. But no one student stated thatBut no one student stated that the five videos represent one of the integrated learning models. Although all respondents said this menu is very useful for them as early childhood teachers.

Another study was conducted by Carreon, Angela D (2017) who researched about the possible underlying reasons on why students utilize supplementary online materials, specifically, recorded video lectures in a residential class of 18 students in College Trigonometry. The results show that the average rate of use of the videos was 56%. Students accessed the videos only when they needed to clarify certain parts of the discussion. When they felt that the face to face discussion was clear, they did not view the videos. Some students also used the recorded material to reinforce what they learned in class. Academic work load was also a factor on the non-utilization of the videos. When the students had upcoming exams, they prioritized their reviews for these classes and did not use the recordings.

Research on online tutorials has also been done by (Gonsalkorala, 2017) Thisstudy attempted to find the willingness of student teachers (STs) and whether they have relevant resources to follow such courses. In addition the difference between the male and female STs in the above aspects were also investigated .Ampara and Ambalantotacentres of the Universirty which are situated in two remote districts were selected to obtain the STs samples. The study revealed that the willingness of STs to follow online courses was at a satisfactory level and there were differences between male and female STs in willingness and available resources. Most of the respondents accessed the Internet by using mobile phones. The centres had problems regarding resources needed for online courses such as maintenance and inadequacy. A suggestion is to develop online courses which can be accessed by mobile phones.

RESEARCH METHODS
The research was carried out during the registration on 2017.2 / 2018.2 (2018.1) or if in the academic calendar it is generally called the even Semester (January - June 2018). This research is done with the following stages.
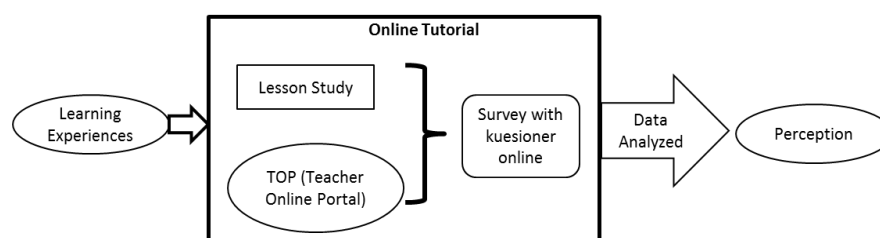
The figure shows that the research process is carried out through the use of survey methods with online questionnaires. This questionnaire was submitted to respondents in the online tutorial process. The data collected through the questionnaire is based on student learning experience before participating in online tutorials, the learning process during online tutorials and experience after becoming a member of the online smart teacher portal. The data were obtained through a questionnaire with 6 open questions. The collected data is then processed descriptively until the results of the analysis are obtained in the form of perceptions of the respondents.

The data collection process is done with details: before the questionnaire is given, students are asked to open and become a member of the online smart teacher portal and they are asked to learn the menus contained in the TOP. The time provided for studying this TOP for 2 weeks, namely at the first and second initiations. Furthermore, at the initiation of the three students, the questionnaire was given. They were asked to answer the questionnaire within 2 weeks or twice of initiation.

The sample in this study were students of the Basic Education Master Program who were selected with the Purposive Random Sampling technique on the basis that students in this Study Program were spread throughout UPBJJ-UT and researchers only had access to online tutorial classes on Basic Education Philosophy (MPDR5101) class 03 and 05. Thus, the population and sample in this study are students of elementary education in the Online Tutorial (Tuton) class of Basic Education Philosophy (MPDR5103) classes 03 and 05. The number of students in one class is 30 and 31 students, so the total sample is so the total sample is 61 students. All samples are respondents. For all samples, only 43 respondents (71.7%) responded to the questions asked. The entire response returned is worthy of further analysis.

RESULT AND DISCUSSION

The existence of respondents
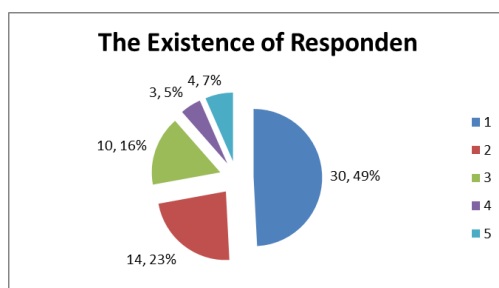
As stated in the introduction that the sample is spread throughout Indonesia and it is quite difficult to explore the personal data of each respondent. Therefore the profile of respondents that can be known is the name, Student Identification Number (NIM), e-mail tool and its existence. The graph above shows that the respondents in this study were in five provinces in Indonesia, namely: 1. Jakarta= 30 respondent; 2. West Java (Cianjur, LabuhanBatu, Cibinong, Bogor, and Bandung)=14 respondent; 3. North Sumatra (Toba Samosir, South Tapanuli, PematangSiantar and Medan)= 10 respondent; 4. Central Java (Sragen, Surakarta, Brebes) = 4 respondent; 5. East Java (Jember, Ngawi, Magetan, Ponorogo) = 3 respondent. The existence of these respondents does not affect their accessibility to the TOP, because they are in the City or District with good internet networks.

Based on the report of the tasks received by researchers through the responses of respondents who were uploaded in the discussion forum on the online tutorial on the subject of Basic education Philosophy class 03 and 05 of the 6 questions asked below are the results of the study. obtained the following results.
1. **What obstacles do you face when opening and registering on the website? (Answers may be more than one)**

All respondents responded to this question. Each respondent gives more than one answer. most of the answers delivered by respondents were five and at least two answers. The response to this question was analyzed by sorting the 5 highest obstacles faced by respondents.

No	Obstacles	Amount*
1.	Registration time is approved	40 (93%)
2.	Difficulty opening TOP when week end	36 (84%)
3.	Unstable internet network	6 (14%)
4.	Not all email accounts can be accepted	3 (7%)
5.	There are materials that are difficult to access	2 (6%)

* Percentage of rounding

The description of the table is as follows. 1) The duration of their registration is approved by the website admin. As many as 100% respondents said they waited for up to one week to be approved after they registered. During the waiting time they cannot open or access TOP. While 3 other people said they only waited one day. 2). Difficulty opening TOP on Saturday or Sunday. 36 (84%) Respondents stated TOP could not be opened on the weekend, while the free time they had was at the weekend, because other days they worked. 3) Internet networks in the region that are not stable. Respondents who stated that this obstacle was in the areas of Toba Samosir, PematangSiantar, Cianjur, Brebes, Ngawi and Magetan. This may occur because the area is far from a big city, for example the Toba Samosir area is on an island in the middle of Lake Toba in North Sumatra, orthe respondent is in a mountainous area, for example in Ngawi East Java. 4) Not all email accounts can be approved as TOP members and only gmail accounts can be accepted. This is rather difficult for respondents because the respondent was forced to create a new email account (@ gmail.com) in order to become a member and access TOP. 5) Not all menus in TOP can be accessed easily, for example, learning videos in the learning laboratory menu. This was stated by respondents, that they were easier to open the video via YouTube than through TOP.

2. **What benefits do you get (a) as a student and b) as an education agent) from the website (Answers may be more than one)**

All respondents responded to this question. Each respondent gives one or more. most answers submitted by respondents are three answers and at least one answer. Details of the respondent's answers are as follows. 9 respondents gave 3 answers, 20 respondents gave 2 answers and the rest gave one answer. The five most opinions submitted by respondents are as follows.

No	Benefit as A Student	Amount*	Benefits as an education agent	Amount*
1.	As a reference and learning resource	43 (100%)	Learning Resources	35 (81%)
2.	Make friends and build communities	40 (90%)	Sharing experience	34 (79%)
3.	Analysis of learning practices	30 (69%)	Make friends	28 (65%)
4.	The place to ask the more skilled	17 (40%)	Increase collaboration	18 (41%)
5.	Train independence	10 (23%)	Find rules and regulations	5 (12%)

* Percentage of rounding

All respondents stated that the most important benefit as students was to get references to help them complete their assignments in lectures. This is because the material contained in TOP is very numerous and varied, especially material related to education. Another benefit is that they can make friends and communicate with other students from all over Indonesia so they can interact and share information related to lectures and can add insight. While the benefits of being an education agent are TOP as a source of learning and sharing experiences with fellow educators from various regions in Indonesia. This makes the respondents become richer and broader their insights

3. **What is the most interesting material on the website and what is the reason**

In this question, respondents who answered only 38 people with details: 16 people gave three answers, 15 respondents gave 2 answers and 7 people gave only one answer.

No	The most interesting menu	Amount*
1.	Discussion forum	38 (88%)
2.	Referring to research results	30 (70%)
3.	Ministry of Education Reference	30 (70%)
4.	Learning learning enrichment material	15 (35%)
5.	OER (Open Educational Resources)	10 (23%)

* Percentage of rounding

The data is clear that the most interesting material is a discussion forum because they as students and actors of education feel that through the menu they can get experience with fellow colleagues from various parts of the world. Other materials or menus that are of interest to respondents are learning resources such as reference to research results, references from the ministry of education and culture and learning enrichment materials and OER (Open educational resources). Their reasoning is because these materials they really need in completing lecture tasks.

4. **What material is the least interesting and are not useful in the TOP and what is the reason**

All respondents stated that material or menus that did not interest them were material about education and training. Their reasons are 1) they don't need it, 2) the material on the menu is for teachers 3) they don't open it at all.

5. **What material should be added to the TOP**

Respondents who gave answers to this question were 40 people. # 6 includes giving two answers to the material that must be added and the rest only provides one material that must be added to the TOP. The material that should be added in TOP is material about management or management of educational institutions (90%), open University student research results (82%) and open University student activities both academic and extracurricular. These materials need to be added so that TOP gets richer and more in demand by all UT students both undergraduate and master level.

6. **What are your expectations about the TOP**

All respondents responded to this question, but each respondent only gave one

answer.Respondents' expectation of TOP's website is that the registration process is made easier and does not take a long time, for example, the agreement is done automatically so that shortly after registering, they can freely surf the portal freely. Another hope is that the material contained in each menu is updated quickly so that the latest discoveries or rules in the education field can be found on this website.

CONCLUSION

The conclusion that can be drawn based on the results of this study is that the students' perception that TOP is very useful for them as students and also as educators. TOP is one of the references and rich learning resources to assist them in lectures and in supporting their work. In addition, they can also establish communication, share and collaborate with colleagues throughout Indonesia so that their insights and friendships become more widespread. The advice that can be conveyed is to enrich the material in TOP with the latest materials and also facilitate the registration process to become a TOP member.

RECOMMENDATION

Based on the results of the study, the recommendations submitted were so that the registration process in TOP was made easier so that people would be interested in becoming members. While the recommendation for the next researcher is to be able to conduct more in-depth research by linking the usefulness of the material in TOP to the competencies of students with a more measurable assessment.

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