

The Planning, Processing, And Evaluating The Online Tutorial In The Islamic Education Course

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Abstract:

The online tutorial is one of the learning support services that support students to learn independently at distance learning. This study describes the planning, processing, and evaluating the online tutorial in the Islamic Education course at *Universitas Terbuka*. The methodology that issued in this study is the qualitative descriptive by case study. Data was gained from observations, interviews, and documentary study. The study found that (1) the planning of online tutorial was conducted by developing the tutorial activity planning, tutorial activity unit, and tutorial materials, (2) the process was conducted in 8 initiations that consisted of initializing materials, discussion, and task in the 3rd, 5th, and 7th initiations, and (3) the evaluation score was taken from some activities including discussions and task submissions. This research is limited to one semester with limited samples and general observations so that further research should investigate the same topic more deeply with more classes and semesters.

Keywords: Distance Learning, Online Tutorial, Islamic Education

Introduction

Nowadays, learning and instructions can be conducted by distance. Teachers and students do not need to meet at the same place and time like the one we have done previously. This is what is usually called distance learning. Distance learning is an instructional system in which the learner is geographically remote from the body or person organizing the instruction.¹

The distance learning process can be implemented at every path, level, and variety of education in Indonesia. Furthermore, *Universitas Terbuka* (UT) has practiced the distance learning at higher education level in Indonesia.

Since its establishment on September 4, 1984, UT has been using an open and distance learning system in order to increase access to higher education. This system has successfully reached not only local students but also international students.

However, distance learning demands the students to learn independently on their initiative. Nonetheless, it does not mean that the students are learning by themselves without any support. Therefore, the institution that conducts a distance learning system has to provide some learning supports to their students. In order to support its students, UT provides some learning support services in the form of tutorials. There are various models of tutorials available at UT, which are the Face-to-Face Tutorial,

¹ Henry Ellington and Duncan Harris, *Dictionary of Instructional Technology*, (London: Kogan Page, 1986), p. 51.

Tutorial on Students' Demand, and Online Tutorial.²

Since the curriculum of higher education must have courses of Religion, Pancasila and Civics Education, and *Bahasa*, as stated in the Act No. 12 of 2012, Article 35, Paragraph 3, UT that is practicing a distance-learning system remains offering a religion course at UT. Islamic education is one of the religion courses that is available at UT. The main teaching material of Islamic education course is the subject matter books or Module. However, the learning support services for Islamic education course are only available in the online tutorial.

The online tutorial is rooted from a conventional tutorial. The tutorial refers to a study conducted by a tutor who has a high skill teaching one student or a small group of students.³ Learning focuses on each individual student and leads on learning rather than teaching.

Learning should fully engage students actively.

The online tutorial refers to a Web-Based Instruction (WBI), which is defined as a form of instruction delivered online in distance learning.⁴ Both students and instructors or tutors at WBI do not interact or meet

face -to-face. All materials and tasks are delivered over the Web.

The implementation of online tutorial uses a learning management system known as the Learning Management Systems (LMS). LMS is a software application to do the documentation, administration, reporting, tracking, and delivery of education or training programs. The implementation of online tutorial develops a flowchart as a guide in its implementation. Elliott created the following flowchart to illustrate how students learn online.⁵ This flowchart is usually used in online learning.

²Tim Penulis UT, *Katalog Universitas Terbuka 2013 Program Non Pendas*, (Jakarta: Universitas Terbuka, 2013), p. 42.

³Alfred Bork and Sigrun Gunnarsdottir, *Tutorial Distance Learning*, (New York: Plenum Publishers, 2001), p. 72.

⁴Gayle Shivers V. Davidson and Rasmussen, Karen L, *Web-Based Learning: Design, Implementation, and Evaluation*, (New Jersey: Pearson, 2006), p. 24.

⁵Ibid, pp. 258-259.

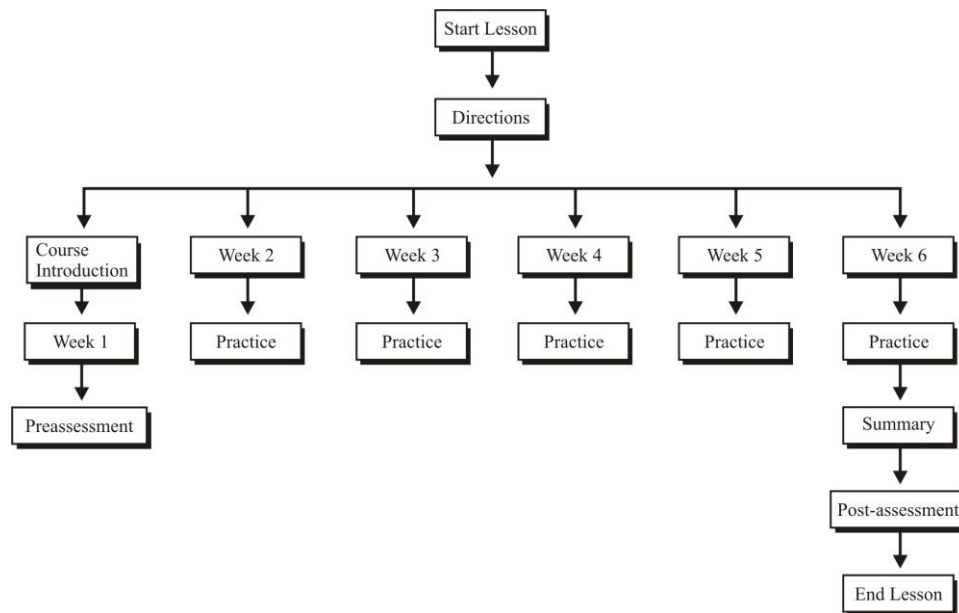


Figure 1: Flowchart of Online Learning by Elliott

Islamic Education, according to Zakiyah Daradjat, is an attempt to foster and nurture the students to be able to understand the teachings of Islam as a whole and live up to the goal, which eventually lead them to able to practice and make Islam a way of life. Islamic Education has a broad scope including teachings about the life system that covers all aspects of human life. The scope of Islamic Education includes the teaching of Faith, Morals, Worship, Fiqh, Usul Fiqh, Qira'at Quran, Tafsir, Tafsir Science, Hadith, Hadith Science, Tarikh Islam, and Tarikh Tasyri'.⁶

As a model of online tutorial in Islamic education course, it is important to observe and describe how the online tutorial in Islamic education course is conducted at UT. Moreover, providing

learning support for students has been the most challenging issue for UT in Indonesia since most students live in rural areas within which qualified tutors are hard to find.⁷Therefore, the findings of this research would be very beneficial for future development. The findings are theoretically useful for developing the concept of online tutorial and distance learning. While in practice, research findings could be useful for UT itself as a self-evaluation. For the other higher education institutions, research findings could be used as a reference and inspiration to innovate the learning and instruction in Islamic education course that could be fully online or blended learning.

⁶ Zakiah Darajat et all, *Metodik Khusus Pengajaran Agama Islam*, (Jakarta: Bumi Aksara, pp. 63-117.

⁷ Tian Belawati, "The Impact of Online Tutorials on Course Completion Rates and Student Achievement," *Learning, Media and Technology* 30, no. 1 (March 2005): 15-25, <https://doi.org/10.1080/13581650500075520>.

Method

The method used in this study is the descriptive qualitative by case study. This method was chosen in order to be able to understand, delineate, and describe a phenomenon or special cases that occur naturally. The phenomenon or special case in this research is the implementation of online tutorial in Islamic education course at UT. The unit of analysis includes the planning, processing, and evaluating the online tutorial. The study was conducted in the online tutorial classes in the period of semester 2012.2. Although this study was conducted in 2012, some data were updated following the latest information.

The data collection techniques are observations, interviews, and documentary study. Furthermore, the data collection instruments used in this study are the guidelines of observation, interviews and documentary study. A snowball and purposive are used as the sampling techniques. The observation observed the online tutorial activity in Islamic education course site. The interview was conducted in the face-to-face individual meetings with the head of tutor and a tutor. The interview was also conducted to 20 UT students as participants of online tutorial in correspondence through emails since the students were scattered in various regions in Indonesia. The studied documents were the Modules of Islamic education course, UT annual catalogues from 2008 to 2013, the UT development books, and an online tutorial guide for tutors and students compiled by UT.

The data source is divided into two categories, which is primary and

secondary data. The primary data is obtained through the observations and interviews, while the secondary data is obtained through the study of documents. The primary data is the main target of this study, while the secondary data is used to refine the analysis of primary data and support as well as reinforce the data of research. The data validity is checked by Triangulation, peer discussions, and examinations of the adequacy of reference. Data was analyzed descriptively.

Results and Discussions

The online tutorial in Islamic education course at UT has just been implemented since 2012 at the first semester. Unlike the other course that has various selections of tutorials, the tutorial for Islamic education course is only available in the form of online tutorial. The online tutorial at UT can now be accessed directly at <http://elearning.ut.ac.id>. That URL was changed in 2016. At the first and earlier before, the URL to access online tutorial was at online-tutorial.ut.ac.id. Students who joined to the online tutorial had to activate UT online in advance to get a username and password, which would be used to login into the online tutorial site.

The course materials in Islamic education at UT does not emphasis on the scope as defined by Zakiyah Darajat, which includes a variety of teachings i.e. the teaching of Faith, Morals, Worship, Fiqh, Usul Fiqh, Qira'at Quran, Tafsir, Tafsir Science, Hadith, Hadith Science, Tarikh Islam, and Tarikh Tasyri'. The course materials in Islamic education at

UT focus on the implementation of inter-religious harmony from the perspective of Islam. Interestingly, the course materials in the six religion courses at UT have the same topic, which is the religious perspective used as the only difference.

Substantially, the Islamic education course at UT is one of social life courses with three credits.⁸ It refers to the Decree of Director General of Higher Education No. 43 and 44/Dikti/Kep/2006. The course materials of Islamic education is more directed to understand the teachings of Islam that demand students to it as religious citizens in a state of pluralistic nation. The range of course materials in Islamic education at UT is discussing (1) Belief in god almighty, (2) Human, (3) Society, (4) Law, (5) Moral, (6) Science, technology, and arts, (7) Culture, (8) Politics, and (9) Inter-religious harmony.

The Planning of Online Tutorial

The planning of online tutorial in Islamic education course at UT is conducted by developing tutorial activities planning, tutorial activities unit, and tutorial materials for eight initiations. The tutorial activities of planning and unit are made in advance before the online tutorial starts. These documents resemble a syllabus in face-to-face classes that are used to guide the instruction.

Tutorial Activities Planning

⁸ Ali Nurdin, Syaiful Mikdar and Wawan Suharmawan, *Pendidikan Agama Islam*. (Jakarta: Universitas Terbuka, 2009), p. ii.

The tutorial activities of planning contain an overall activity of eight initiations. They consist of specific instructional objectives, subject, sub subject discussion, models tutorial, tutorial tasks, time estimates, bibliography, and the initiation of tutorial.⁹ A specific instructional objective is a specific objective to be achieved. The content of subject material will be discussed. The sub subject discussion derives from the subject matter to be discussed. The Model tutorial shows the media is used to convey the tutorial material. Task tutorial shows tasks at a particular initiation. Estimated time is the time required for the implementation of the tutorial. Bibliography contains reference books in the tutorial material. The initiation tutorial is a marker on the initiation of the tutorial that is implemented.

Tutorial Activities Unit

The tutorial activities of unit contain the unit activity of each initiation starting from the first to the eight initiations that consist of general instructional objectives, specific instructional objectives, stage activities, and details of activities, the estimated time, and media. The general instructional objective describes a common objective to be achieved. Specific instructional objectives are specific objectives to be achieved. The processing step consists of the

⁹ Syaiful Mikdar and Hasani Ahmad Said, *Kit Tutorial Mata Kuliah Pendidikan Agama Islam* (Jakarta: Universitas Terbuka, 2012), p. 3-5.

introduction, implementation, and closing. Details of the activities explain what activities the tutor and the student should carry out. Estimated time is the time required in the implementation of the tutorial. Media is the media used in the tutorial.

Tutorial Materials

The online tutorial materials are developed from Modules. The material covered and discussed in the online tutorials are things that are considered difficult and very important to be mastered by students. More specifically, the materials covered and discussed in the tutorial activity involves four things, namely: (1) essential competencies or important concepts in a course, (2) the problems that students find in the learning modules, (3) problems related to performance (practicum) of students inside or outside the classroom tutorials, or (4) the issue related to the application of science in everyday life.

The Process of Online Tutorial

The online tutorial in Islamic Education course at UT is held in eight initiations. The implementation of schedule has been determined in each semester. Within a year, the online tutorial in Islamic Education course is held 2 times. For example, in 2012, it was held in 2012.1 and 2012.2 continually like that in every year. In each initiation, there is a discussion as a form of students' participation in the online tutorial. In the initiations 3, 5, and 7, there are tasks to be accomplished by the students. The online tutorial has a flowchart as a guide in its implementation.

Initiation

Initiation is an online tutorial schedule within a week. Initiation pages are materials of the topics of discussion during the week. The material is presented on pages initiation that can be texts, images, sounds, or videos. The material in the initiation is presented by the tutor. The material form that depends on each tutor is made. There is a text display only, but there are also combined displays of texts with images, sounds and/or videos.

Discussion

Students are encouraged to participate actively in the online tutorial by following the discussion on each initiation. The discussion begins with a question from the tutor and later the students should respond. The topics under the discussion are tailored to the initiation. The discussion on the topic of initiation lasts for one week in accordance with the period of initiation. If having passed through the period of initiation, the students can no longer participate in the discussions of initiations of the following week. The discussions do not only take place between tutors and students and students can respond to give feedback from the discussion of other students. Activeness of students in a discussion contributes to the score of online tutorials besides the three tasks that must be accomplished.

Task

During the implementation of online tutorials in eight initiations, three tasks must be done by the students,

which is in the initiation 3, 5, and 7. The pattern of given task questions includes all initiations, which take place earlier. Supposed the question tasks 1 is in the third initiation, the question tasks include the material that have been given to the three previous initiations. Similarly, such a pattern continues with the next task. The tasks are given by the tutor in the form of essay questions. Questions are given leading more to a

material analysis in the past. Therefore, the given answers cannot be viewed from the modules or other sources but from the results of the analysis of the students themselves.

The flow chart is a picture that illustrates how an online learning is implemented. The following flowchart shapes the online tutorial in Islamic Education course at UT.

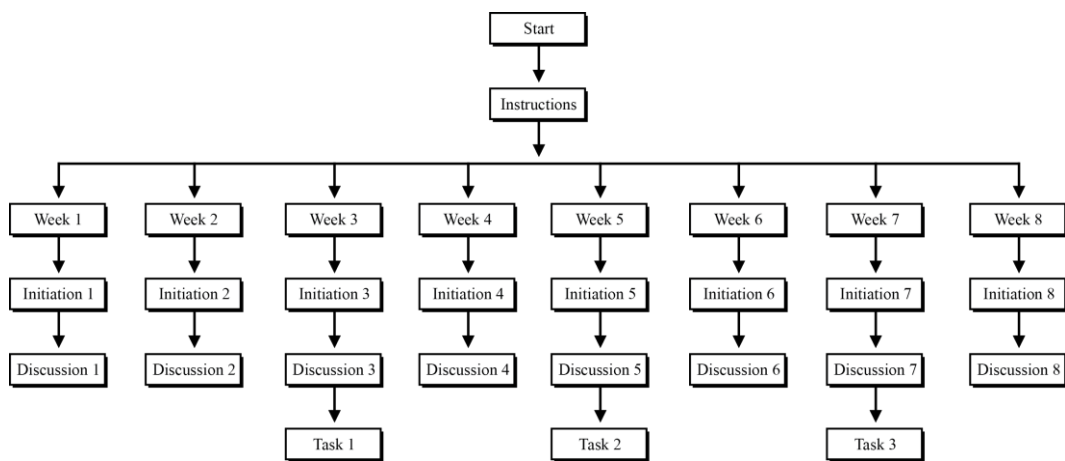


Figure 2: Flowchart of Online Tutorial in Islamic Education Course at UT

The Evaluation of Online Tutorial

The evaluation of online tutorial in Islamic Education course at UT is formative taken from the liveliness of the discussion on each initiation and tasks of initiations 3, 5, and 7. Since the summative evaluation is not done specifically, it only combines the score of its three tasks. A tutor only processes the score until the end of the online tutorial to obtain scores. Furthermore, the Unit of UT Computer Center processes the incorporation of the final score of online tutorials with Final Examination score. The Unit of UT Computer Center has its own assessment division to cultivate the scores of students. The students' learning outcome assessment refers to the Rector Decree No. 243/H32/KEP/2010 concerning the Composition and Thickness Assessment of Learning Outcomes for UT Students in 2010.

Table 1: Evaluation Types, Validity Period, and Final Score Contributions

No.	EvaluationTypes of Learning Outcomes	Validity Period	Final Score Contributions
1.	Final Examination	1 Semester	Minimum 50%
2.	Final Program Assignment	1 Semester	Minimum 50%
3.	Face to Face Tutorial	2 Semester	50%
4.	Online Tutorial	1 Semester	30%
5.	Tutorial on Students Demand	2 Semester	50%
6.	Practice	During a UT Student	50%

Based on the Rector Decree, the online tutorial score has contributed to the final examination score of the course by 30%. The provisions in the incorporation of the composition of the online tutorial score with Final

Examination score is that the online tutorial score will be combined if the score is higher than Final Examination score. The percentage of incorporation is 30% of the online tutorial score and 70% of the Final Examination score. If the online tutorial score is lower than the Final Examination score, the score of online tutorials will not be combined and the students' scores are 100% taken only from the Final Examination score.

Limitations and Further Research Recommendations

The limitations of the study include (1) the research that is only conducted in the implementation of online tutorial in Islamic Education course at UT in semester 2012.2, (2) samples were taken with snowball and purposive methods so that the results of this study cannot be generalized, and (3) research does not dig deeply related the effectiveness and efficiency of the implementation of online tutorial for UT students learning outcomes in Islamic Education course. This study examines the application merely on the technical side and generally, this research is more appropriately considered a preliminary study, which can be used as a basis for further research.

Recommendations for further research include (1) conducting research on the implementation of online tutorial in Islamic Education course at UT in more classrooms and semesters, (2) conducting research to look at the effectiveness and efficiency of the implementation of online tutorial for UT students' learning outcomes in Islamic Education course, and (3) conducting research and developing the learning models that are fully online or blended based on an online tutorial in Islamic Education

course at higher education institutions with a face to face learning system.

Conclusion

The online tutorial in the Islamic Education course at UT has not been implemented so long. It was implemented in 2012 of 1st semester and commonly written with a code of 2012.1. However, this is a sort of innovation in Islamic Education regarding integrating technology in Islamic Course that has to recommend by Arbain Nurdin.¹⁰ The learning support services for Islamic Education course are simply available in the online tutorial. Prior to the online tutorial, UT students in Islamic Education course only learn independently through the given modules. In addition, the presence of the online tutorials is helpful for UT students to learn in distance.

The planning of online tutorial in Islamic Education course at UT is done by developing Tutorial Activities Planning, Tutorial Activities Unit, and tutorial materials for 8 initiations. Then the online tutorial held in 8 initiations. Initiation is an online tutorial schedules within one week. In each initiation, there is discussion as a form of student participation in the online tutorial. At the initiations 3, 5, and 7, there are some tasks to be accomplished by the students.

The formative evaluation of Online Tutorial in Islamic Education course at UT is taken from the liveliness of the discussion on each initiation and on the task on initiations 3, 5, and 7. Since the summative evaluation was not done specifically, it only combines the score of

its three tasks. However, at the end of each semester, the Final Examination is still conducted as a summative evaluation of independent learning in distance through modules. The online tutorial will contribute to the final score of the course by 30%.

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