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Profile Analysis of Student Involvement of the Faculty of Teacher Training and Education at the Universitas Terbuka in Professional Capability Consolidation Courses

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Abstract

This study aimed to provide an overview of the responses of Universitas Terbuka students regarding involvement in the lecture process for students who take practical courses, namely Professional Ability Consolidation (PKP). The research method used in this research was descriptive quantitative ex post facto, which describes the conditions that were happening at that time and not the result of a certain manipulation treatment. Respondents in this study amounted to 201 people (165 women and 36 men). The research instrument was conducted through a questionnaire distributed online containing four indicators, namely Level of Academic Challenge, Active/collaborative learning, Student-faculty interaction, and Enriching educational experience. The results of this study indicate that in general, they have given a good response to the statements in each indicator except for the negative statements, this indicates that the majority of students in their PKP courses have been involved in the lecture process and the results of the two different tests carried out are based on 11 (eleven) the only characteristics that exist are types of work (teacher and non-teacher) which show significant differences.

Keywords: *Professional Ability Consolidation; Descriptive Quantitative Ex Post Facto; Students*

Introduction

The Universitas Terbuka is a university that implements the Distance Higher Education system. The Distance Higher Education System is considered to be able to better accommodate the needs for the higher education of various students who come from various remote areas with different educational and occupational backgrounds and ages. At UT, there are courses that are practical, practical, and practical. Practical courses mean that all lectures consist of practice, for example in the courses Strengthening Teaching Ability and Strengthening Professional Ability. Furthermore, practical courses have the concept of 40% practice and the rest is the theory, while practicum is verification of learning concepts, for example in science and PGSD courses. The implementation for the three is also different, namely whether it is carried out directly at a predetermined location or through webinars and tutors.

PKP is one of the courses that have the aim of equipping UT students to be able to conduct research in their classrooms or commonly known as Classroom Action Research (CAR). Because PKP is

a course with a full practice, the burden of this course will certainly be different compared to other courses. In addition, during the Corona Virus Disease (Covid-19) pandemic, it is recommended that learning/lectures use online methods. However, along with the development of technological innovations that are applied in the world of education along with the level of cheating committed by students during online learning, the cheating is in the form of buying or hiring other people (ghost-students) in completing college assignments (Hollis, 2018).

Whereas in the last few decades, the conceptualization and measurement of "student/student engagement" has become a concern of researchers, practice, and policymakers (Bond, et al., 2020; Fredricks, et al., 2004). Student involvement in the learning process can improve behavior, cognitive, and sociocultural Kahu and Nelson (2018). In addition, learner interaction is one of the keys to dealing with boredom in learning, and student involvement in the learning process (Fredricks, et al., 2004). Through this learner interaction can also produce optimal learning.

In addition, several studies suggest that student involvement in the learning process is a fundamental dimension to show students constructing their own understanding in education. The concept of engagement is a broad phenomenon that includes academic and non-academic factors as well as social aspects of the student experience. It also values an understanding of the relationship between students and institutions. Institutions have an important role in creating a good environment for learning possibilities that affect learning opportunities (Fadilah, 2016).

The involvement of students in the learning process in the form of student participation phenomena for effective practice both inside and outside the classroom tends to result in better learning (Kuh et al 2007). Meanwhile, Krause & Coates (2008:43) defines it as the range in which students are involved in learning activities to provide high-quality learning outcomes. Learning outcomes will occur when students react positively in learning activities.

Based on the presentation of problems that occur online regarding the presence or absence of students in the lecture/learning process. So this study will discuss how students respond to PKP courses online who know how much involvement in the PKP lecture process is. There are two research objectives: 1) a description of the responses regarding involvement in the PKP lecture process, and 2) conducting statistical testing in the form of a different test using an independent sample t-test to see how big/significant the influence of the classification is compared to the response given.

Research Method

The research method used in this study is descriptive quantitative which aims to provide a detailed description of student responses regarding their involvement in the PKP lecture process and perform statistical testing in the form of a different test using an independent sample t-test to see how big/significant the influence of the classification is. compared to the given response. This research is also ex post facto, that is, it describes the conditions that were happening at that time and not the result of a certain manipulation treatment. Respondents in this study amounted to 201 people (165 women and 36 men) which will then be classified based on age, study program, origin of UPBJJ, type of device used, internet access, type of tutorial followed, type of work, domicile area, duration of study before and after the pandemic.

The data collection process is carried out through a questionnaire given online to respondents in the form of a Likert scale with 5 (five) choices ranging from 1 meaning strongly disagree, 2 means disagree, 3 means slightly agree, 4 means agree, and 5 means strongly agree. The questionnaire is divided into 5 indicators with several statements on each indicator. Table 1 will show the indicators and the number of statements in each indicator.

Table 1. Indicators and Number of Statements on Each Indicator

No	Indicators	Number of questions	
		Positive	**Negative**
1.	Level of Academic Challenge	15	3 (No. 4, 14 & 17)
2.	Active/collaborative learning	5	0
3.	Student-faculty interaction	5	0
4.	Enriching educational experience	8	0
Total		**33**	**3**
		36	

Based on Table 1, the total statements given to respondents/students are 43 statements with 40 positive statements and 3 negative statements (the contents of each statement can be seen in the Appendix). After the questionnaire was given to the students, two types of analysis were carried out. The first is regarding their responses to the statements given in each indicator regarding involvement in the PKP lecture process, and the second is conducting statistical testing in the form of a different test using an independent sample t-test to see how big/significant the influence of each classification is compared.

Result and Discussion

This section will discuss two main parts, namely 1) respondents' responses to the statements given on each indicator; and 2) a different test of the effect of the compared characteristics. Before discussing the results of the study, Table 2 will first show the characteristics of the students who were respondents to this study.

Table 2. Characteristics of Student Respondents (N=201)

No	Categories	Sub-categories	Number of students	
			N	**%**
1	Gender	Female	165	82%
		Male	36	18%
2	Age	< 30 years	114	57%
		≥ 30 years	87	43%
3	Departement	Science	18	9%
		Non-science	183	91%
4	UPJJ	outside of Java Island	152	76%
		Java Islan	49	24%
5	Device's Type	*Handphone & Tablet*	166	83%
		Laptop/PC	35	17%
6	Internet Access	Diffucult and very difficult	43	21%
		Easy and very easy	158	79%
7	Tutorial Type	Online tutorial or web tutorial	123	61%
		Online tutorial and web tutorial	78	39%
8	Work Type	Non-teachers	44	22%
		Teachers	157	78%
9	Regional Domicile	Predominantly rural and border	158	79%
		Dominant Urban and Overseas	43	21%
10	Study duration before pandemic	< 3 hours per day	72	36%
		≥ 3 hours per day	129	64%
11	study duration during the pandemic	< 3 hours per day	48	24%
		≥ 3 hours per day	153	76%

Based on Table 2, it can be seen that the respondents are classified into 11 (eleven) categories which are discussed in detail in Table 2. Then the next stage in this section will present the results of student responses related to the statements given to each indicator. Figure 1 will show students' responses to the statements contained in the Level of Academic Challenge indicator.

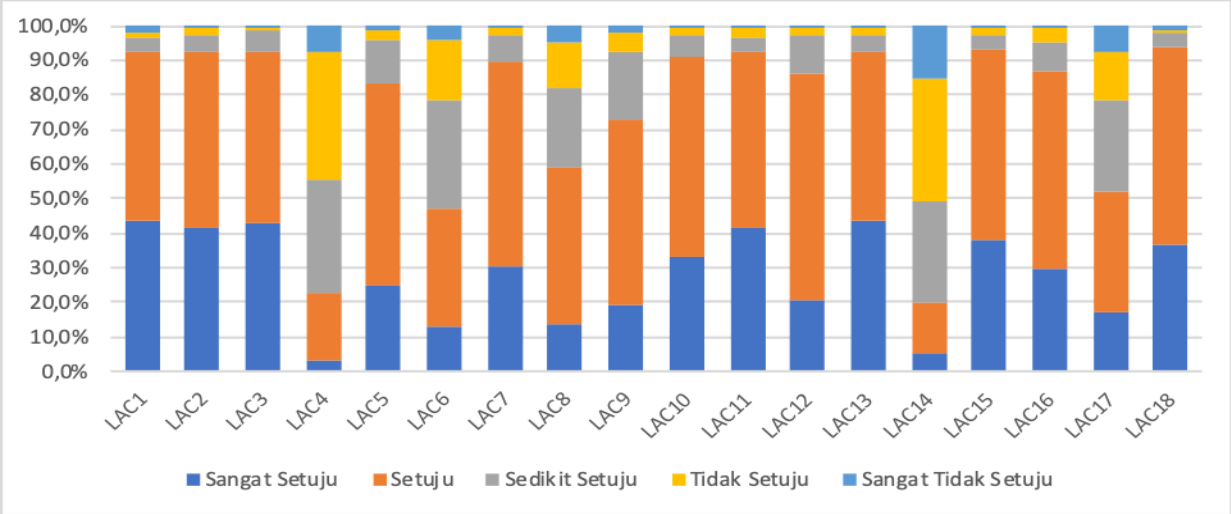

Figure 1. Student Responses to Level of Academic Challenge Indicators

Based on Figure 1, it can be seen that in general, statements that are positive in nature, the answers given by respondents are generally in the category of strongly agree and agree. Meanwhile, for negative statements (LC4, LC14, and LC17) the students' responses started not so much in the category of strongly agree and agree. Even so, if you look at the most different part, namely the statement about "I feel pressured by the practical assignments given" the response to many students began to feel pressured by the assignments given during lectures. This indicates that the lecture process becomes a burden for students because of assignments, demanding independent learning, and also other things that make the response. Therefore, a good interaction process is needed, especially by students and tutors in order to support learning and increase interest in conducting the lecture process. Orellana, et al (2009).

The next thing that will be discussed is about how students respond to the indicators of Active/collaborative learning. This indicator contains matters relating to how students actively conduct lectures and collaborate with other students and their tutors to discuss matters related to lectures. Student responses regarding Active/collaborative learning can be seen in Figure 2.

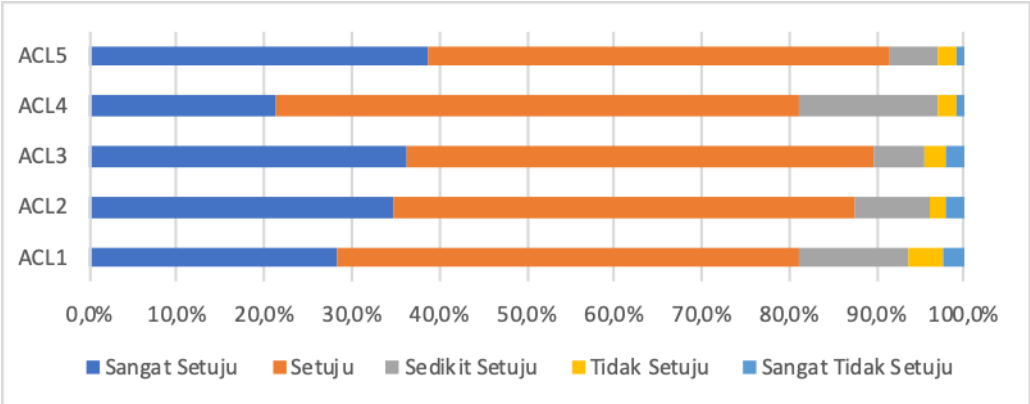

Figure 2. Student Responses on Active/collaborative learning indicators

Figure 2 shows that generally students are in the response strongly agree and agree with regard to this indicator. This shows that although the learning process is carried out through Distance Learning (PJJ), it does not become an obstacle to keep learning together and independently through digital learning resources provided by UT. This is a characteristic that must be possessed by students who study with PJJ, namely independent learning so that they can start, stop, and adjust to individual learning pacing that suits their needs (Lo & Hew, 2020). Then to see if students also interact with tutors or those related to the implementation of education or it is called Student-faculty interaction. Data on how students respond to student-faculty interaction can be seen in Figure 3.

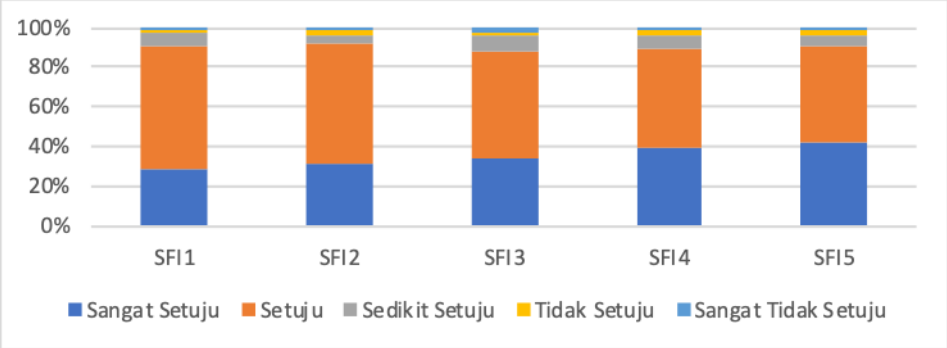

Figure 3. Student Responses to the Student-faculty interaction Indikator Indicator

From Figure 3 it can be seen that the majority of students in this PKP course have made a lot of interactions with the faculty. Starting from discussing with tutors related to learning, assessment, getting feedback on the work done, the mentoring process both in assignments and practical reports. Based on these results, it shows that student involvement in the PKP lecture process can be said to be involved. Through student involvement in the lecture process, it can increase motivation which will have an impact on achievement, persistence, and retention (Finn, 2006; Kuh, Cruce, Shoup, Kinzie, & Gonyea, 2008). Student motivation is the beginning for involvement in the learning process, this motivation will become an unobservable force and energize behavior (Lim, 2004; Reeve, 2012; Reschly & Christenson, 2012). Meanwhile, student involvement in the lecture process is an observable manifestation (Eccles & Wang, 2012; Kuh, 2009; Skinner & Pitzer, 2012). Furthermore, regarding indicators of Enriching educational experience or how students enrich their educational experience, the responses can be seen in Figure 4

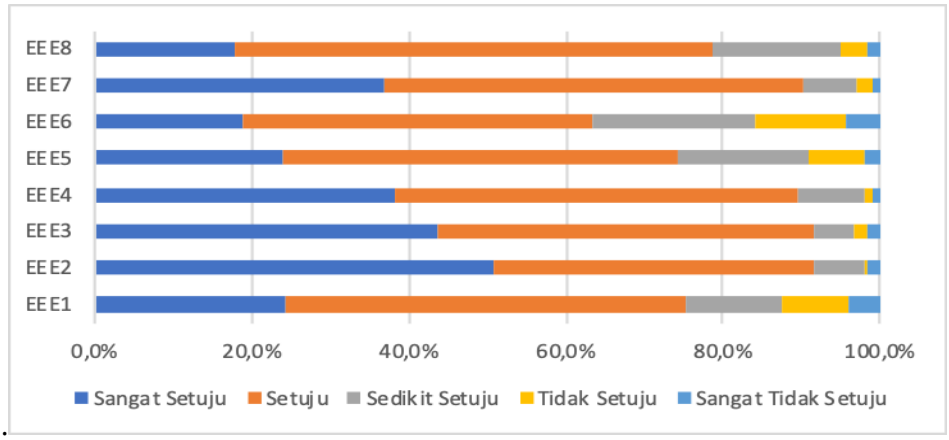

Figure 4. Student Responses on Enriching Education Experience Indikator Indicators

Figure 4 shows that students' responses to Enriching educational experience generally give a good response to the PKP lectures that have been held. They get the opportunity to ask questions in other fields besides lecture activities, besides that they are also getting used to uploading their practice videos on

online platforms (youtube, tiktok, etc.). So here it can be concluded that the PKP lecture process provided not only provides students with experience in lectures but also other skills that enable students to develop them.

Student involvement in the learning process is the energy and effort they use in their learning community, which can be observed through various indicators including behavioral, cognitive, or affective across a continuum (Bond, et al., 2020). This process will occur optimally if it is influenced by structural and internal factors, including complex interactions of relationships, learning activities and the learning environment. More and more students are engaged and empowered in their learning communities. The more likely they are to channel that energy back into their learning leading to various short and long term outcomes that encourage further engagement (Boekaerts, 2016). After observing the response per indicator, the following will be shown regarding the differences in the characteristics contained in Table 3.

Table 3. Different Test of Characteristics of Student Respondents (N=201)

No	Categories	Sub- Categories	Number of students		Student Engagement		p-value
			N	%	Mean	SD	
1	Gender	Female	165	82%	142.84	16.90	0.753
		Male	36	18%	142.03	13.19	
2	Age	< 30 years	114	57%	142.19	14.84	0.629
		≥ 30 years	87	43%	143.34	18.05	
3	Departement	Science	18	9%	142.17	16.02	0.886
		Non-science	183	91%	142.74	16.34	
4	UPJJ	outside of Java Island	152	76%	141.65	16.69	0.089
		Java Islan	49	24%	145.92	14.59	
5	Device's Type	*Handphone & Tablet*	166	83%	143.26	15.38	0.369
		Laptop/PC	35	17%	140.00	20.02	
6	Internet Access	Diffucult and very difficult	43	21%	142.30	12.71	0.835
		Easy and very easy	158	79%	142.80	17.15	
7	Tutorial Type	Online tutorial or web tutorial	123	61%	141.32	17.13	0.120
		Online tutorial and web tutorial	78	39%	144.86	14.66	
8	Work Type	Non-teachers	44	22%	136.70	18.75	**0.015**
		Teachers	157	78%	144.37	15.15	
9	Regional Domicile	Predominantly rural and border	158	79%	141.95	16.69	0.182
		Dominant Urban and Overseas	43	21%	145.42	14.48	
10	Study duration before pandemic	< 3 hours per day	72	36%	141.44	15.24	0.405
		≥ 3 hours per day	129	64%	143.39	16.84	
11	study duration during the pandemic	< 3 hours per day	48	24%	142.19	15.43	0.800
		≥ 3 hours per day	153	76%	142.85	16.58	

Based on Table 2 shows that of the 11 (eleven) characteristics there is only 1 (one) which shows a significant difference, namely regarding differences in characteristics based on "type of work" non-teacher and teacher. Students who have teacher jobs are better at giving responses than non-teachers. This

could be because they (students who are teachers) certainly have more knowledge and experience compared to non-teachers.

Conclusion

Based on the research that has been done, it can be concluded that firstly, the student's responses to the four indicators given in general have given a good response to the statements in each indicator except for the negative statements, this indicates that the majority of students in their PKP courses have involved in the lecture process and the two results of the different tests carried out based on 11 (eleven) characteristics, only the type of work (teacher and non-teacher) showed significant differences.

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Supplementary Information

Level of Academic Challenge

No.	Level of Academic Challenge	Kode
1	I often work harder to meet the tutor's standards or expectations	LAC1
2	For me, the practice of making learning improvement plans challenges me to give my best effort	LAC2
3	The practice of improving learning provides new challenges and experiences in teaching.	LAC3
4	For me too many chapters in the guide assigned to study*	LAC4
5	I was able to complete all the RPP tasks for improving learning on time.	LAC5
6	It took me longer than I expected to do one lesson plan.	LAC6
7	The practical experience of learning improvement helps me to express my ideas more clearly.	LAC7
8	I need less than 3 cycles of repairing PKP learning that I do	LAC8
9	I need a maximum of 2 reflections in the process of improving the learning that I do	LAC9
10	The experience of compiling a PKP report helped me to write more clearly.	LAC10
11	Learning improvement practice experience helps me to think more critically and analytically.	LAC11
12	I am able to analyze problems (quantitatively) better after following the learning improvement practice.	LAC12
13	Guidance of TUTON/TUWEB/TTM in my class, encourages the emergence of ideas/ideas, or methods in the learning process in class.	LAC13
14	I have a lot of difficulty in completing the practical task of improving learning due to the availability of facilities.*	LAC14
15	Learning improvement practice assignments help me to come up with certain ideas, experiences or theories, especially when I examine a particular case or situation in depth.	LAC15
16	Learning improvement practice assignments help me associate and organize ideas, information, or experiences into the interpretation.	LAC16
17	I feel pressured by the practical assignments given*	LAC17
18	Learning improvement practice assignments help me apply a theory or concept to practical problems, including in new situations.	LAC18

Active/collaborative learning

No.	Active/collaborative learning	Kode
1	I often work in groups with other students in the tutorials I follow.	ACL1
2	I often study together and share knowledge with other students.	ACL2
3	I often have consultations/discussions with tutors/supervisors.	ACL3
4	I frequently visit digital learning resources (GPO, UT-TV, Virtual reading room, Web supplement, etc.) for additional reading material related to practical assignments.	ACL4
5	Practical experience helps me work more effectively with others.	ACL5

Student-faculty interaction

No.	Student-faculty interaction	Kode
1	I often discuss ideas from reading or study materials with my tutor.	SFI1
2	I often have discussions with tutors/supervisors about the practical assessment component.	SFI2
3	I always receive quick feedback from my tutor/supervisor about my practice/practice assignments.	SFI3
4	I often get guidance in carrying out the practice from tutors/supervisors.	SFI4
5	I often get guidance in the preparation of practice reports.	SFI5

Enriching educational experience

No	Enriching educational experience	Kode
1	I often communicate regularly with other students about things that are not related to the tutorial (may be related to work, family, race, religion, political beliefs, etc.)	EEE1
2	I often use online learning tools (LMS, zoom, computer, etc.)	EEE2
3	Practical experience has helped me acquire work-related knowledge or skills.	EEE3
4	I often participate in online class discussions (including via email, WA groups).	EEE4
5	I often use computer technology to analyze data (involving statistics, spreadsheets, etc.).	EEE5
6	I always make practice videos and upload them to online platforms (eg Youtube, tiktok, etc.).	EEE6
7	Practical experience helps me study effectively and independently.	EEE7
8	I frequently attend training on the use of practical applications (LMS page, practice page).	EEE8

Online Course Satisfaction

No	Pernyataan	Kode
1	I am satisfied with the tutor/supervisor's guiding style	OCS1
2	I am satisfied with the content and structure of practical learning	OCS2
3	I am satisfied with the performance of the tutor and supervisor	OCS3
4	I am satisfied with the results of the practice	OCS4
5	I am satisfied with the group assignments and the assessment criteria for group assignments.	OCS5
6	I am satisfied with the process assessment and report assessment.	OCS6
7	I am satisfied with the overall implementation of the practice.	OCS7