Impact Analysis of Academic Guidance and Training Soft Skill to Improve Student's Self-Concept and Independence Through Tuweb

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ABSTRACT

The implementation of learning activities during the pandemic is carried out online, including learning activities at the Distance Learning Program Unit of the Open University of Semarang using Web-based Tutorials (Tuweb) using Microsoft Team. Online learning requires students to study independently. The purpose of this study was to integrate the impact of user experience, academic self-concept and adversity quetion on independent learning in students. This type of research is quantitative research. Data collection techniques using a psychological scale. The psychological scale used in this study is (1) the learning independence scale. (2) academic self-concept scale (3) adversity quotient scale and (4) user experience scale. The measurement results show a TLI of 0.955. This output shows the accuracy, consistency of the accuracy of the composite reliability measuring instrument which shows the accuracy, consistency of the accuracy of a measuring instrument in making measurements. Student independence is influenced by academic self-concept and user experience, but the adversity quotient does not have a significant effect.

INTRODUCTION

The application of learning with an online system has been carried out in almost all areas of education from elementary schools to universities during the pandemic covid-19, but this is nothing new for Distance Education. This has implications for the limited interaction between teachers and students so that technology is needed to facilitate these interactions and activities. Along with technological advances, the use of network-based Information and Communication Technology in education including distance education is increasing (Hu & Gramling, 2013). Online learning is required to use information technology as a means of delivering material such as web-based tutorials (Tuweb) (Dwikoranto, et al., 2020). The implementation of learning activities using Tuweb has been carried out on students at Semarang Open University using the Microsoft team. Based on the technical instructions issued by the Open University Chancellor (2020), what is meant by web-based tutorials is a synchronous and non-contiguous online tutorial mode, where interactions between tutors and students are carried out at the same time, but in a private room, different ones. Learning interactions are carried out using a Webinar application that is connected to the Internet network.

The online learning system requires students to carry out learning activities independently, meaning that the university prepares a lot of learning service assistance,

only students who determine their own learning services according to their study habits to achieve independence in learning (Alpin & Steven, 2021). Students who have independence in learning are able to complete problems related to learning and have their own initiative. Learning independence is a learning ability that is based on a sense of responsibility, self-confidence, initiative and self-motivation with or without the help of other relevant people to master competence in terms of knowledge, skills or attitudes that can be used to solve problems in learning (Nurhayati, 2014). Students who have active independence tend to be involved in learning. Learning independence is an individual who is actively involved in the learning environment, manages to train, and uses his abilities effectively, and has positive motivational beliefs about his abilities in learning (Faridh et al., 2018).

To increase learning independence, there are several factors that influence it, one of which is self-concept. Self-concept is an opinion or picture of oneself that involves physical, psychological, social, emotional, moral and cognitive. In academic purposes, self-concept is a collective view of oneself towards a multidimensional academic perception based on self-ability and evaluation of values formed through experience and interpretation of the social environment (Sternke, 2015). Another factor that affects learning independence is the adversity quotient of students in getting the results they want. Students who have a high adversity quotient will direct all their potential to provide the best results, and will always be motivated to excel (Stoltz, 2015).

Independence in the academic field or learning independence is one of the important behaviors in the teaching and learning process. Learning independence is a psychological need that is reflected in the activities carried out in order to solve the problems it faces on the initiative, willingness and self without help from others (Sriyono & Suparman, 2012). Learning independence can also be interpreted as the readiness of individuals who are willing and able to learn on their own initiative, with or without the help of other parties in terms of learning objectives, learning methods, and evaluation of learning outcomes (Tahar, 2016). In line with this opinion, independent learning or self-directed learning readiness (SDLR) is the level of readiness or a person's ability to learn independently which consists of three components, namely attitudes, abilities, and personal characteristics (Hu & Gramling, 2013; Ramli & Afendi, 2018). An understanding of SDLR is very necessary in a learning environment that demands student activity and independence.

Self-concept is an individual's views, judgments, and feelings about himself that arise as a result of a social interaction (Novilita & Suharnan, 2013). Academic self-concept in general is a student's self-perception of his academic abilities which is shaped by personal experience and interaction with the environment (Sholikhin et al., 2016). Aspects of academic self-concept include (1) academic beliefs, namely an assessment of students' feelings and perceptions about their academic competence. (2) Academic effort, assessment of students' commitment to their involvement in the learning process (Blegur, 2017). User Experience is a science that discusses what users feel in using an application so that they get satisfaction after using (Hartson & Pyla, 2012). User experience is very important to note because it is the result of interaction with an application or product which includes the effects of usability, usefulness, and emotional impact during interaction. The user experience aspect consists of attractiveness, clarity, efficiency, constancy, stimulation and novelty (Schrepp & Martin, 2019). There are several criteria in creating a good user experience, namely Useful, Usable, Desirable, Findable, Accessible, Credible and Valuable (Risma et al., 2018).

Adversity quotient is an ability that a person has in observing difficulties and processing these difficulties with their intelligence so that it becomes a challenge to solve (Stoltz, 2015). Adversity quotient is a person's ability to handle difficulties in life (Singh & Tanu, 2017). Individuals who have a good adversity quotient can continue to progress successfully and continue to improve in life because they have the ability to endure considerable adversity. Singh & Tanu (2017) research also shows that individuals who have an adversity quotient can overcome adversity or stress, so that they can get up and continue their lives well.

Learning that can help increase learning independence is to use information systems. An important factor in the development of information systems is whether the system can be accepted and used by users, in this case students. In the learning conducted at Semarang Open University, to replace face-to-face meetings while online, they changed to synchronous web-based tutorials using the Microsoft team. The system used is a new experience for students, so the experience felt by students is the user experience in this Tuweb system. The experience felt by users in using a certain technology, including the internet and websites is called user experience (Noviandhi, 2012). User experience is important and must be considered because it is the result of interaction with the application which includes the effects of usability, usefulness, and emotional impact during interaction. User Experience is a science that discusses what users feel in using an application so that they get satisfaction after using the application (Hartson & Pyla, 2012). Based on the explanation above, this research tries to integrate the impact of user experience, academic self-concept and adversity quotient on independent learning in Semarang Open University students.

RESEARCH METHOD

The type of research used in this research is quantitative research and the research design uses comparative research which is used to find answers to fundamentally about cause and effect by analyzing various factors that cause the phenomenon under study in Figure 1.
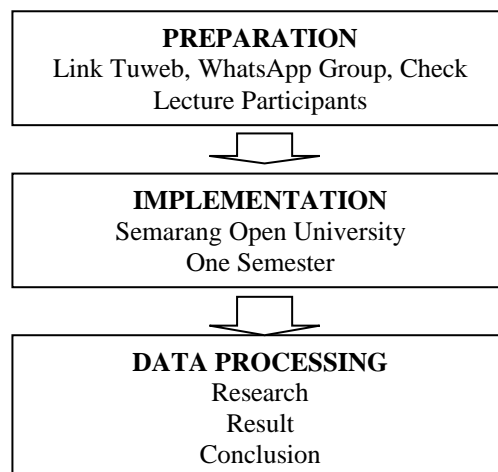
PREPARATION
Link Tuweb, WhatsApp Group, Check
Lecture Participants

IMPLEMENTATION
Semarang Open University
One Semester

DATA PROCESSING
Research
Result
Conclusion

Figure 1. Research procedure.

The subjects in this study amounted to 1362 students who took part in the Tutorial Webinar in the Early Childhood Education Teacher Education study program and Elementary School Teacher Education at the Distance Learning Program Unit at the Open University of Semarang.

The data collection technique in this study was using a non-test technique in the form of a psychological scale. The psychological scale used in this study is (1) the learning independence scale. This scale is modified from the theory of Self-directed learning readiness (SDLR) (Hu & Gramling, 2013) which consists of 3 aspects, namely self-management, desire to learn and self-control. (2) the academic self-concept scale, consisting of 2 aspects, namely academic confidence and academic effort (3) the adversity quotient scale consisting of 4 aspects, namely control, origin (ownership), reach and endurance and (4) user experience consisting of attractiveness, clarity, efficiency, constancy, stimulation and novelty.

The validity test of the instrument used to test the validity of the scale of academic self-concept, academic independence, adversity quotient and user experience of Web tutorial students in this study was internal consistency through Cronbach's Alpha coefficient. Indicators of accuracy and accuracy of measurement results, appear in the value > 0.3 (Azwar, 2015). Furthermore, the construct validity test and factor analysis on the scale of this study were carried out using the Confirmatory Factor Analysis (CFA) test (Pramonoadi et al., 2020). The CFA test is carried out by modeling the relationship between latent variables and congeneric observed variables, that is, one observed variable only measures a latent variable (Wijanto, 2018). Testing the quality of the instrument with CFA validity and reliability tests was carried out using IBM Amos version 22.

The data analysis technique used is descriptive quantitative data analysis and regression analysis with the help of SPSS and IBM Amos version 22. Descriptive data analysis on research data on the learning independence scale, self-concept, adversity quotient and user experience can be seen from the mean and standard deviation obtained with the help of SPSS 22, while for the regression analysis using the help of IBM Amos software.

RESULTS AND DISCUSSION
Descriptive Analysis Results
The description of the research subject aims to get an overview of the research subject. The subjects in this study amounted to 1362 students who followed the Web Tutorial at the Open University of Semarang. Following are the results of descriptive analysis of research variables.

Table 1. Results of descriptive analysis of research variables.

	Min	Max	M	SD	Category %		
					T	S	R
Independence	33.0	165	135	19.0	18.8	65.1	16.1
Self concept	18.0	90.0	73.0	11.0	21.1	62.8	16.1
User Experience	15.0	75.0	62.0	10.0	17.4	68.2	14.4
Adversity Quiotient	27.0	135	115	15.0	15.9	67.9	6.20

Information:
M = Mean, SD = Standar Deviasi, T = High, R = Low, S = Medium

Based on Table 1, we can see the profile picture of Semarang Open University students as follows: a) Student Independence Profile of Tuweb Elementary School Teacher Education and Early Childhood Teacher Education study programs on average are in the medium category of (65%), while 18% are in the high category and only 16%

are in the low category (M = 135, SD = 19). b) Self-concept profiles of Tuweb Elementary School Teacher Education and Early Childhood Teacher Education students on average were in the medium category, namely (62.8%), while 21.1% were in the high category and 16.1% were in the low category (Mean = 73, SD = 11). c) User Experience Profile of Tuweb Elementary School Teacher Education and Early Childhood Teacher Education students on average are in the medium category (68.2%), while 17.4% are in the high category and 14.4% are in the low category (Mean = 62, SD = 10). d) Profile of Adversity Quotient of Tuweb Elementary School Teacher Education and Early Childhood Teacher Education students in the medium category, namely (67.9%), while 15.9% are in the high category and 16.2% are in the low category (Mean = 115, SD = 15).

Confirmatory Analysis of Measurement Model
This study aims to test the Independence Model on Web Tutorial Students Open University Distance Learning Program Unit Semarang. The independent variables in this study are 1) Self-Concept, 2) User Experience and 3) Adversity Quotien. Confirmatory analysis of the measurement model in this study was carried out through structural equation analysis or Structural Equation Model (SEM) using the Amos program. The analysis includes two stages, namely a) the overall suitability test of the model and b) analysis of the measurement model (Dwikoranto et al., 2021).

a. **Overall Model Fit Test**
Goodness of Fit criteria include the chi-square probability greater than 0.05, and RMSEA < 0.08. Furthermore, a model is declared fit if the values of GFI, TLI, CFI, and AGFI show a cut-off value > 0.90. Referring to these criteria, the results of the overall fit of the structural model in this study are shown in Table 2.

Table 2. Results of the overall fit of structural model student independence.

Goodness of Fit Size	Goodness of Fit Acceptance Limit	Results
Probability (P)	$P \geq 0.05$	0.13
RMSEA	$RMSEA \leq 0.08$	0.07
CFI	$0.80 \leq CFI \leq 1$	0.96
GFI	≥ 0.90	0.92
AGFI	≥ 0.80	0.89
TLI	≥ 0.90	0.95

Table 2 shows that the results of the overall suitability of the structural model of Independence for Face-to-face Tutorial Students of the Semarang Open University study program by comparing the fitness criteria and test results, it is known that: (1) Probability (P) = 0.13 is good fit; (2) RMSEA = 0.076 is good fit; (3) CFI = 0.964 is good fit; (4) TLI is 0.955 good fit; (5) GFI = 0.928 is good fit; (5) AGFI = 0.89 is good fit. The results of the fit model for Independence in Tuweb Students from the Distance Learning Program Unit Semarang Open University can be seen in Figure 2.
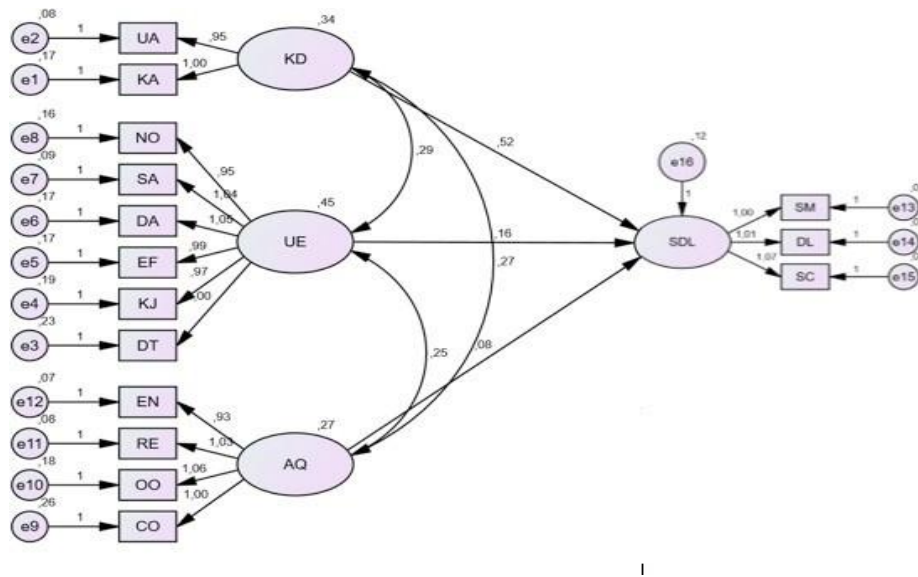
Figure 2. Independence fit model.

b. Measurement Model Results

Hypothesis testing is done to answer the questions in this study or analyze the structural model relationships. Hypothesis data analysis can be seen from the value of standardized regression weight which shows the coefficient of influence between variables in the Table 3.

Table 3. Results of hypothesis data analysis.

Variable	Estimate	S.E.	C.R.	P
Self concept	0.51	0.06	7.60	0.00
User Experience	0.16	0.02	5.95	0.00
Adversity Quotient	0.07	0.06	1.09	0.27

Based on the results of the significance test in Table 3, the relationship between variables can be explained as follows:
a) The direct influence of academic self-concept with learning independence of Tuweb students in the Distance Learning Program Unit Semarang Open University. The estimated parameter value of the standardized regression weight coefficient is 0.51 or 51% and the C.R value is 7.60. This shows that the higher the self-concept, the higher the student's independence. In addition, it can also be said that the better the self-concept, the higher the student's independence. Testing the relationship between the two variables shows a probability value of 0.00 (p <0.05), so it can be stated if there is a direct influence between Self-Concept and Independence in the Distance Learning Program Unit Semarang Open University.
b) The direct influence of User Experience with the learning independence of Tuweb students in the Distance Learning Program Unit Semarang Open University. The estimated parameter value of the standardized regression weight coefficient is 0.16 or 16% and the C.R value is 5.95, this shows that there is an effect of User Experience on student independence. This means that the greater the experience gained by students in Tuweb, the greater the independence of students. Testing the relationship between the

two variables shows a probability value of 0.00 (p <0.05), so it can be stated if there is a direct influence between User Experience and Independence in the Distance Learning Program Unit Semarang Open University.

c) The direct influence of Adversity Quotien on the learning independence of Tuweb students in the Distance Learning Program Unit at Semarang Open University. The estimated parameter value of the standardized regression weight coefficient is 0.07 and the C.R value is 1.09. Testing the relationship between the two variables shows a probability value of 0.27 (p <0.05), so it can be stated if there is no significant effect between Adversity Quotient and student independence at the Distance Learning Program Unit Semarang Open University.

Discussion

The results of the regression analysis of the effect of self-concept with learning independence using Tuweb obtained the estimated parameter value of the standardized regression weight coefficient of 0.51 or 51%. This shows that the higher the self-concept, the higher the student's independence. In addition, it can also be said that the better the self-concept, the higher the student's independence. Testing the relationship between the two variables shows a probability value of 0.00 (p <0.05) so that it can be stated if there is a direct influence between Self-Concept and Independence in the Distance Learning Program Unit of the Open University of Semarang. With a positive self-concept, students will be more motivated in learning and make students aware of their responsibilities so that they will learn on their own accord without coercion from others. The findings of this study support the results of previous research conducted by Rahim (2018) where self-concept has an influence on the independence of students. In addition, Novilita's research (2013) shows that there is a positive relationship between self-concept and learning independence, which means that the higher the self-concept, the higher the learning independence, and conversely, the lower the self-concept, the lower the learning independence.

This is supported by the opinion of Rusman (2014) which states that independent learning activities are a form of learning activity that focuses more on learning awareness or gives more control over learning to students. According to Flowers & White (2013) said that academic self-concept is a psychological construct used to describe students' beliefs about their abilities in the academic field. Students who have a positive academic self-concept will bring a student's confidence in their potential or abilities in the academic field. So that students feel themselves superior to other students in the academic field (Baran & Maskan, 2013). Therefore, the implication of this research is for students learn independently, then one important factor that needs to be considered is a positive academic self-concept.

The test results of the analysis of the effect of user experience on student independence using Tuweb showed that user experience contributed 16.2% to learning independence. This means that the greater the experience gained by students in Tuweb, it will increase student independence. Testing the relationship between the two variables shows a probability value of 0.000 (p < 0.05) so that it can be stated if there is a direct influence between User Experience and the Independence of Elementary School Teacher Education and Early Childhood Teacher Education of the Open University Semarang. It is proven that students are quite enthusiastic about learning to use Web Tutorials so that they can increase student independence. Findings The results of this study are in accordance with research conducted by Nurul (2016), the effect of the

effectiveness of using web base learning in learning on learning outcomes. In addition, research by Lee et al., (2017) in a study that examines the use of computer technology in independent learning in students shows that the desire to learn has the strongest relationship with the use of computer technology compared to self management and self control.

This is in accordance with the opinion of Kiki & Endryansah (2020) explaining the selection of instructional media. Instructional media include teaching, assignment and use of presentation packages such as PowerPoint, internet, computer-assisted-instruction and others. So it is very important to find out which media will be most helpful in meeting the objectives, which may be different for all students. During the pandemic, face-to-face tutorial activities are carried out online through web-based tutorial activities. Learning interactions are carried out using a Webinar application that is connected to the internet network. Tuweb activity app using Microsoft Teams. Microsoft Teams provides a feature where students and educators are able to communicate verbally like learning in a classroom. Educators can assign assignments to students in order to track student improvement. besides that this application also provides team functions that support the implementation of group learning (Nurlaily, 2020). The test results of the analysis of the influence of adversity quotient with student independence using Tuweb showed a probability value of 0.27 (p < 0.05) so that it could be stated if there was no significant effect between Adversity Quotient and student independence in Tuweb Elementary School Teacher Education and Early Childhood Teacher Education at Semarang Open University. The findings of this study support the results of research conducted by Novilita & Suharman (2013) where the adversity quotient not have a significant effect on learning independence. These findings certainly do not support the expression put forward by Stoltz (2015) which states that someone who has a high AQ will mobilize all their potential to provide the best results, and will always be motivated to excel.

Based on the results of research and discussions that have been studied previously related to the analysis of the impact of user experience on the implementation of Tuweb, self-concept, adversity qutient (AQ) with independent learning in students of the Semarang Open University it can be concluded Student Independence Profile of Tuweb on average is in the medium category that is equal to (65.1%), while 18.8% are in the high category and only 16.1% are in the low category. The self-concept of Tuweb students in the medium category, namely (62.8%), while 21.1% were in the high category and 16.1% were in the low category. User Experience of Tuweb students on average is in the medium category (68.2%), while 17.4% are in the high category and 14.4% are in the low category. The Adversity Quotient of Tuweb on average was in the medium category (67.9%), while 15.9% were in the high category and 16.2% were in the low category. The higher the self-concept, the higher the student's independence. The greater the experience gained by students in Tuweb, the greater the independence of students. To increase learning independence, there are many factors that can influence it as stated by Thoha, 1996; Novilita & Suharnan (2013) that independent learning is influenced by internal factors, including age maturity; intelligence, and external factors which include culture and family (Harnoto et al., 2021)

CONCLUSION

Student independence is not influenced by Adversity Quotient so there are other factors that can further increase student independence. The accuracy, consistency of the

accuracy of the composite reliability measuring instrument which shows the accuracy, consistency of the accuracy of a measuring instrument in making measurements. The independence students is influenced by academic self-concept and user experience, but the adversity quotient does not have a significant effect. There needs to be special services to be able to improve students' academic self-concepts so that they are able to increase learning independence, including through academic guidance and soft skills training. It is necessary to have a learning independence module that is given to new students as a preventive measure so that it is easy for students to adapt to the tutorial system at the Open University.

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