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

Barokah Widuroyekti[1], Dian Ratu Ayu Uswatun Khasanah[2], Binti Isrofin[3],
Jahyu Hartanti[4], Dwikoranto[5]*
[1]UPBJJ-UT Jember, Jember, Indonesia
[2]UPBJJ-UT Semarang, Semarang, Indonesia
[3]Universitas Negeri Semarang, Semarang Indonesia
[4]Universitas PGRI Adi Buana Surabaya, Surabaya, Indonesia
[5]Universitas Negeri Surabaya, Surabaya, Indonesia

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,

10._210_Barokah_Widuroyekti_248-258.doc