EXPLORING READINESS IN WEBINAR-BASED TUTORIALS: STUDENT PERCEPTIONS, CHALLENGES, AND HOPES

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Abstrak: *Dalam konteks pendidikan jarak jauh, kesiapan mahasiswa untuk terlibat dalam tutorial berbasis webinar merupakan faktor penting dalam keberhasilan pembelajaran berbasis praktik. Penelitian ini bertujuan untuk mengeksplorasi kesiapan mahasiswa mengikuti tutorial webinar (tuweb) sebagai komponen integral pembelajaran jarak jauh di perguruan tinggi terbuka. Data diperoleh melalui kuesioner online yang diisi oleh 192 siswa yang terdaftar di Program Studi Pendidikan Bahasa dan Sastra Indonesia. Temuan tersebut mengungkapkan bahwa sebagian besar responden melaporkan pemahaman yang kuat tentang tujuan dan isi mata kuliah Pemantapan Kemampuan Profesional (PKP) dan menyatakan tingkat kesiapan yang tinggi untuk melakukan Penelitian Tindakan Kelas (PTK). Mahasiswa juga menunjukkan kemampuan yang wajar untuk mengatur waktu mereka dan menyelesaikan tugas secara mandiri. Namun, beberapa tantangan yang diantisipasi teridentifikasi, antara lain kesulitan dalam implementasi praktik pengajaran, manajemen waktu, perekaman video instruksional, pemahaman konten, dan penulisan laporan. Oleh karena itu, siswa menyatakan perlunya bimbingan intensif, komunikasi responsif, dukungan emosi, dan akses ke materi pengajaran yang relevan. Temuan ini menggarisbawahi peran penting tutor dan sistem pembelajaran adaptif dalam mendukung keberhasilan mahasiswa dalam pembelajaran berbasis praktik yang dilakukan melalui platform webinar.*

Kata kunci: Kesiapan Siswa, Tutorial Webinar, Pendidikan Jarak Jauh, Penelitian Tindakan Kelas, Dukungan Tutor.

Abstract: In the context of distance education, student readiness to engage in webinar-based tutorials is a critical factor in the success of practice-oriented courses. This study aims to explore students' preparedness for participating in webinar tutorials (tuweb) as an integral component of distance learning in open universities. Data were obtained through an online questionnaire completed by 192 students enrolled in the Indonesian Language and Literature Education Program. The findings reveal that most respondents reported a strong understanding of the objectives and content of the Pemantapan Kemampuan Profesional (PKP) course and expressed a high level of readiness to conduct Classroom Action Research (CAR). Students also indicated a reasonable ability to manage their time and complete assignments independently. However, several anticipated challenges were identified, including difficulties in teaching practice implementation, time

management, instructional video recording, content comprehension, and report writing. Accordingly, students expressed the need for intensive guidance, responsive communication, emotional support, and access to relevant instructional materials. These findings underscore the vital role of tutors and adaptive learning systems in supporting student success in practice-based learning conducted through webinar platforms.

Keywords: student readiness, webinar tutorial, distance education, classroom action research, tutor support

INTRODUCTION

Universitas Terbuka (UT) is recognized as the pioneer of open and distance education in Indonesia. Within this learning system, students are encouraged to develop independence in managing their studies. Since the COVID-19 pandemic, practicum courses that were traditionally conducted face-to-face have shifted entirely to webinar-based tutorials (Suhandoko, 2022). At UT, Microsoft Teams has become the primary platform for these tutorials (Muflikah et al., 2024; Saputra et al., 2021). The transition to online learning for practicum courses has generally been well-received by students (Mujiono et al., 2022; Patel et al., 2020). Supporting this, a study by Wijayanti et al. (2022) on student perceptions at UPBJJ-UT Bogor showed positive responses regarding readiness and participation in webinar tutorials (tuweb). Students reported benefits in terms of accessibility, device availability, technological skills, ease of accessing and studying materials, interactivity, independent learning, and satisfaction with tutors' competencies.

The implementation of tuweb also has a direct impact on practicum courses such as PBIN4501 Enhancement of Professional Competence. This course provides students with practical experience in applying the principles of Classroom Action Research (Suhartono & Darmayanti, 2015). In a distance education setting, students' readiness to take part in webinar-based tutorials becomes a key factor for the success of practice-oriented courses. Mastery of knowledge and skills in conducting Classroom Action Research is therefore central to the learning process (Sandra S.A. et al., 2011).

Nonetheless, this readiness is often challenged by limited structural support and academic governance, which ideally should sustain practice-based tutorials. Kridasakti and Waluya (2020) emphasize that partner integrity, the professionalism of supervisors, and sustainable managerial models significantly shape both the quality of practicum course management and student learning outcomes. Similarly, Budiastra et al. (2019) highlight the importance of support from tutors, peers, school principals, and local technical implementation unit (UPTD) heads in helping students accomplish their academic tasks.

Previous research on webinar-based tutorials, such as that by Dewatisari (2024), compared the strengths and limitations of face-to-face and webinar tutorial models. The findings revealed that both modes were effective in accommodating the diverse needs of UT's heterogeneous student body. In the same vein, Sugilar (2020) pointed out that ease of execution, flexible scheduling, and student engagement are essential to ensure the effectiveness of tuweb.

While interactive video conferencing through webinars has been proven to be an engaging and scalable strategy for knowledge sharing, studies (Swords et al., 2021) have also noted persistent limitations, particularly when it comes to applying technical skills that require hands-on practice. These issues align with the challenges faced by students in webinar-based courses, where technical constraints, reduced interaction, and the need for more experiential learning remain major obstacles. Consequently, it becomes crucial to examine students' readiness to engage in webinar-based tutorials (tuweb) as an integral part of distance learning. This study therefore

focuses on four critical dimensions: students' readiness, perceptions, challenges, and expectations regarding webinar-based tutorials in the Indonesian Language and Literature Education program, with a specific emphasis on the PBIN4501 Enhancement of Professional Competence course.

METHODOLOGY

This study applied a descriptive quantitative approach, selected to provide an objective picture of students' readiness to participate in webinar-based tutorials (tuweb) within a distance learning environment. The participants were students from the PBIN program at the Faculty of Teacher Training and Education (FKIP), Universitas Terbuka (UT), who were enrolled in PBIN 4501 Enhancement of Professional Competence, a 4-credit course. Data were collected through an online questionnaire distributed via Google Forms, involving 192 student respondents. In addition to the quantitative measures, open-ended questions were included to capture students' perspectives on the challenges they encountered and the support they required in following tuweb.

FINDINGS AND DISCUSSION

This study explored four critical dimensions-readiness, perceptions, challenges, and expectations-regarding webinar-based tutorials in the PBIN 4501 Enhancement of Professional Competence course for students in the Indonesian Language and Literature Education Program, FKIP UT. The findings are outlined below. This study explored four critical dimensions-readiness, perceptions, challenges, and expectations-regarding webinar-based tutorials in the PBIN 4501 Enhancement of Professional Competence course for students in the Indonesian Language and Literature Education Program, FKIP UT. The findings are outlined below.

1. Students' Readiness and Perceptions toward Webinar-Based Tutorials:

1.1 Knowledge of the Course Objectives and Content

The survey results show that most students entered the course with a solid understanding of its structure. More than half of the respondents (54.7%) strongly agreed and another 24.5% agreed that they already knew the objectives and content of the course. In total, almost 80% of students expressed a positive view. Only a small group reported uncertainty or lack of readiness, with 11.5% choosing a neutral score and less than 10% selecting low scores.

Figure 1. Knowledge of the objectives and content of the PKP course

These findings suggest that the majority of students already possessed sufficient conceptual readiness to engage in the PKP course. Knowledge of course objectives and content forms an essential foundation for successful learning. As highlighted by Garrison (2011) in the Community of Inquiry model, clarity of purpose and initial understanding can strengthen students' intrinsic motivation. Nevertheless, the presence of a small group of students who had not fully grasped the course objectives deserves attention from tutors. Early orientation, explicit explanations, and the provision of written guidelines could help reduce such perceptual gaps.

1.2 Readiness to Participate in the PKP Course

The statement, "I feel ready to undertake the PKP course", received predominantly positive responses. Data show that 97 students (50.5%) strongly agreed and 53 students (27.6%) agreed, indicating that nearly 80% of respondents felt ready to take part in the PKP course. Meanwhile, 27 students (14.1%) were neutral, and only a small proportion felt less ready, with 7 students (3.6%) selecting score 2 and 8 students (4.2%) selecting score 1.
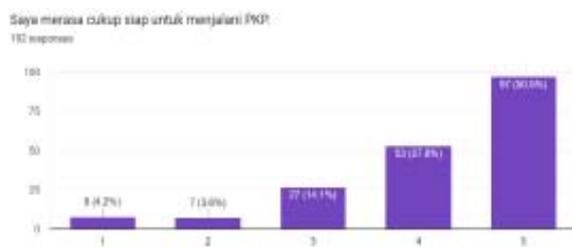
Figure 2. Readiness to participate
in the PKP course

Figure 3. Initial understanding of CAR
implementation

This result underscores that, in general, students of the Indonesian Language and Literature Education Program demonstrated strong readiness to engage in this practice-based course. Such readiness reflects their motivation, initial understanding, and confidence in completing Classroom Action Research. This aligns with the perspective of Warner, Christie, and Choy (1998), who argue that learner readiness is shaped by internal factors such as motivation and self-confidence, as well as external factors like support from the learning system.

However, the 17 students (around 9%) who reported low levels of readiness should not be overlooked. Their condition may stem from limited teaching practice experience, time management challenges, or anxiety about meeting course requirements. Therefore, more personalized support strategies-such as mentoring, practical modules, and ongoing guidance-are essential to minimize gaps in readiness among students.

1.3 Initial Understanding of Classroom Action Research (CAR)

In response to the statement, "I have an initial understanding of implementing Classroom Action Research (CAR)," students' answers showed a positive tendency. Ninety students (48.9%) strongly agreed and 59 students (30.7%) agreed, indicating that nearly 80% of respondents claimed to have initial knowledge of CAR implementation. Meanwhile, 27 students (14.1%) were neutral, and a smaller group expressed lower levels of understanding, with 7 students (3.6%) choosing score 2 and 9 students (4.7%) choosing score 1.

A large proportion of students already have a solid grasp of the basics, thanks to their previous learning experiences—particularly the Pemantapan Kemampuan Mengajar (PKP) course, which has equipped them with the necessary knowledge to get started. This supports Mills (2011), who highlights that prior knowledge plays a key role in the success of Classroom Action Research (CAR). Simply put, having that conceptual foundation makes it easier for students to design and implement meaningful classroom improvements.

That said, there are still around 18 students (about 9%) who feel less confident in their understanding. This might be due to limited hands-on teaching experience or a lack of exposure to research methods. To help them, extra support could be offered in the form of additional guidance sessions and practical examples of CAR reports. Such steps would not only strengthen their understanding but also give them more confidence to apply CAR effectively in real classroom settings.

1.4 Readiness for Access to Online Learning

The statement "I have sufficient access to participate in online learning" received highly positive responses from the majority of students. A total of 108 respondents (55.2%) strongly agreed and 47 respondents (24.5%) agreed, meaning that nearly 80% felt they had adequate facilities and access to support their participation. Meanwhile, 14.1% were neutral, and only a small proportion (3.1% each) reported insufficient access.

Figure 4. Readiness for access to
online learning

Figure 5. Time and task management in
online learning

These results suggest that students in the Indonesian Language and Literature Education Program, FKIP UT, are generally well-equipped in terms of technological infrastructure. This finding echoes Martin, Sunley, and Turner's (2017) assertion that access to devices and internet connectivity is fundamental to the success of online learning. The high percentage of students with sufficient access indicates that the issue of the digital divide is relatively minor in this context.

Nevertheless, about 6% of students still reported inadequate access, which deserves attention. Limited access may restrict their participation, diminish the quality of their learning experience, and create barriers in completing online tasks. Providing alternative solutions such as recorded materials, flexible scheduling, or additional technical support could help ensure inclusivity and equal opportunities for all learners.

1.5 Time and Task Management in Online Learning

The statement "I feel capable of managing my time and tasks in online learning" also drew positive responses. A total of 82 respondents (47.9%) strongly agreed and 57 respondents (29.7%) agreed, showing that more than 77% of students believed they had good time management skills. Meanwhile, 28 students (14.6%) were neutral, and a small proportion admitted struggling, with 11 students (5.7%) choosing score 2 and 4 students (2.1%) choosing score 1.

The high level of confidence in managing time and tasks reflects adequate self-regulated learning skills. As Zimmerman (2002) explained, time and task management are key indicators of self-regulation, which significantly contributes to success in distance learning. Students with strong self-regulation are typically more consistent in completing assignments on time, actively engaging in discussions, and balancing academic demands with personal responsibilities.

That said, about 8% of students reported difficulties in managing their time and tasks. This may be linked to multiple responsibilities, limited self-management skills, or distractions in online learning environments. Support strategies such as providing time-planning guides, introducing task management tools, and offering tutor guidance on academic prioritization are crucial to address these challenges.

1.6 Confidence in Completing PKP with Adequate Guidance

The findings further reveal that most students felt confident in completing the PKP course with sufficient guidance. A total of 63% strongly agreed and 27.6% agreed, indicating that more than 90% expressed optimism about their success in completing the course. This high level of confidence reflects strong self-efficacy, defined by Bandura (1997) as one's belief in their ability to accomplish specific tasks. In educational contexts, high self-efficacy plays an important role in shaping motivation, learning strategies, and persistence (Schunk & DiBenedetto, 2020).

Figure 6. Confidence in completing PKP with
adequate guidance

Figure 7 Five Key Challenger Faced
by Students in PKP

This result is also consistent with Zimmerman's (2000) findings that learners' confidence contributes to academic achievement by enhancing intrinsic motivation and self-regulation. In this case, students' trust in their supervisors serves as an external factor that strengthens their self-belief. Effective supervision not only develops academic skills but also provides emotional support, both of which are essential to sustaining learning (Topping, 2019).

Nevertheless, around 9% of students expressed doubts or low confidence about completing the course. This reflects variations in readiness and highlights the need for differentiated supervision. As Vygotsky's (1978) concept of the zone of proximal development suggests, learning success is strongly influenced by the quality of scaffolding provided by educators. Students with lower confidence may require more intensive, targeted, and personalized guidance.

Taken together, these findings emphasize the critical role of supervisors in providing both academic and motivational support. Adequate guidance not only boosts students' confidence but also significantly enhances their likelihood of completing PKP successfully.

2. Student Challenges in Implementing Webinar-Based PKP

Based on the open-ended responses in the questionnaire, students identified a variety of challenges they anticipated facing during the implementation of PKP. The five most frequently mentioned challenges are summarized in the diagram.

From the categorization, the biggest challenge is the production of teaching/ learning videos (30%), which includes planning, recording, editing, and uploading. Students often struggled with technical limitations or felt nervous about performing in front of the camera. Time management (25%) is the second most common challenge, as students must juggle coursework, PKP tasks, teaching duties, and personal responsibilities. Writing the PKP report (20%) also poses difficulties, particularly in structuring lesson plans, reflective writing, and meeting formal academic standards. In addition, classroom management and teaching skills (15%) emerge as challenges when students deal with unmotivated learners, disruptive behavior, or the need to adapt teaching models to varied classroom contexts. Finally, technical and external factors (10%)-such as poor internet connections, limited facilities, schedule conflicts, and health issues-add further obstacles. Overall, these findings highlight that students face a complex set of challenges that intertwine technical, academic, and psychosocial aspects. Each of these requires tailored strategies and institutional support to ensure that PKP runs effectively.

2.1 Producing Teaching Videos

Creating teaching videos is the top challenge for students, covering everything from planning lessons to recording, editing, and uploading the final product. Beyond technical hurdles-such as mastering devices, managing video length, and handling file uploads-students also mentioned psychological barriers like stage fright. This aligns with Bower (2019), who emphasizes that digital literacy and technical skills are crucial for effective media-based learning.

Providing hands-on training and mentoring can help students build confidence and create videos that serve as meaningful learning tools.

2.2 Time Management

Balancing multiple responsibilities-teaching, coursework, PKP assignments, and personal commitments-was another significant source of stress. As Zimmerman (2000) points out, self-regulation skills, particularly time management, are critical to academic success. For PKP, this means students need to develop discipline and effective planning strategies so that all tasks can be managed without overwhelming themselves.

2.3 Writing the PKP Report

Another major challenge lies in writing the PKP report. Many students struggled with translating classroom observations and reflections into structured, academically sound documents. This difficulty resonates with Mills (2011), who stresses that classroom action research requires strong reflective thinking and consistent academic writing skills. Strengthening students' research methodology knowledge and academic writing abilities will help ensure that PKP reports truly capture their learning and professional growth.

2.4 Classroom Management and Teaching Skills

Students also reported difficulties in managing classrooms and selecting appropriate teaching strategies. Many faced challenges with disruptive classes, varying student levels, or choosing suitable pedagogical models. This reinforces Richards and Rodgers' (2014) view that selecting the right teaching approach is central to effective classroom instruction. PKP thus provides valuable real-world practice that can help students strengthen their adaptability and pedagogical skills.

2.5 Technical and External Factors

Finally, external issues such as poor internet connectivity, limited resources, packed school schedules, or health concerns also hinder PKP implementation. These factors, while often beyond students' control, significantly impact the learning process. Hodges et al. (2020) note that the success of online learning depends not only on instructional design but also on infrastructure and external conditions. Institutional flexibility-such as providing recorded materials, offering technical support, or adjusting schedules-can help mitigate these barriers and ensure smoother implementation.

3. Students' Expectations for Webinar-Based PKP

From the open-ended questionnaire responses, five main areas of student expectations emerged regarding the support they need during the PKP course. The diagram illustrates the distribution of these expectations.

Figure 8 Students' Expectation for Webinar-Based Learning

Overall, the majority of students (35%) emphasized the need for clear, structured, and step-by-step guidance from tutors. This was followed by the expectation of responsive and patient tutors (25%), particularly in handling questions both during class and in WhatsApp groups. Another 15% of students highlighted the importance of receiving constructive and timely feedback on assignments and PKP reports. Emotional support, such as encouragement and a supportive attitude from tutors, was also valued by 15% of students. Finally, 10% of respondents pointed to the importance of accessible learning resources and technical assistance, including modules, references, and platform support.

3.1 Clear and Structured Guidance from Tutors

Most students stressed the importance of having clear, systematic, and continuous guidance throughout the PKP process. This includes technical explanations, concrete examples, and support that extends from the

initial stages to the final submission of reports and teaching practice. Structured guidance is seen as essential to reducing confusion when facing the complexity of practice-based academic tasks. As Hattie (2009) notes, instructional clarity and explicit direction are among the most powerful factors influencing learning success. In this context, tutors are expected to act not only as information providers but also as facilitators who guide students through problem-solving in academic practice.

3.2 Responsive and Patient Tutors

Responsiveness emerged as a key form of support expected from tutors, especially in the context of online learning via webinars. Students expressed the need for tutors who respond promptly, remain patient with repeated questions, and provide thorough clarifications. Within Moore's (1993) transactional distance theory, intensive interaction between instructor and student is crucial to reduce psychological distance in distance learning. Hence, responsiveness and patience are central to creating a supportive learning environment and reducing students' sense of isolation.

3.3 Constructive and Timely Feedback

Students also underscored the importance of receiving feedback that is timely, specific, and constructive. Such feedback not only helps them improve their work but also sustains motivation. Shute (2008) emphasizes that formative feedback plays a critical role in guiding learners toward more effective strategies and improving academic outcomes. For a practice-based course like PKP, consistent and high-quality feedback from tutors is a determining factor for student success.

3.4 Emotional Support and Motivation from Tutors

Beyond academic assistance, students also value motivational and emotional support. Encouragement, empathy, and a positive attitude from tutors help sustain students' confidence as they face the demands of PKP. Ryan and Deci (2000) argue that external motivational support can strengthen learners'

intrinsic motivation, which in turn enhances persistence and engagement. Tutors, therefore, play a dual role—not only developing academic competence but also fostering resilience when students encounter challenges.

3.5 Availability of Learning Resources and Technical Support

Finally, students highlighted the importance of having access to comprehensive learning resources, active discussion forums, and reliable technical support for online platforms. These supports help them overcome technical obstacles and encourage collaboration. Garrison, Anderson, and Archer (2000) stress that the effectiveness of online learning depends heavily on both resource availability and technological infrastructure, which enable the development of cognitive and social presence in learning communities. Ensuring reliable systems and accessible materials is therefore crucial for maximizing the effectiveness of webinar-based learning.

CONCLUSION AND SUGGESTIONS

This study shows that most students are reasonably well-prepared to take on the Pemantapan Kemampuan Profesional (PKP) course. Their motivation, conceptual grasp, and readiness to carry out Classroom Action Research (CAR) are clear strengths. Even so, they still face notable challenges—especially in producing learning videos, managing their time, writing PKP reports, and handling both classroom management and technical issues. These findings suggest that while students have strong potential, they need structured support to translate that potential into effective practice.

Students also voiced what kind of support would help them most. Their priorities include step-by-step guidance, patient and responsive tutors, constructive feedback delivered on time, emotional encouragement, and reliable access to resources and technical help. Moving forward, these areas can be strengthened by enhancing the role of tutors, improving communication and feedback channels, and ensuring sufficient academic

and emotional support. With these in place, PKP can serve not only as a course to develop professional skills, but also as a meaningful learning journey that builds holistic competence.

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