



## Student Perceptions of the Role of Tutors in Office Administration Courses in Public Administration Study Program of Universitas Terbuka

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**ABSTRACT:** Whether a student is successful or not in undergoing lectures really depends on the role of the tutor in guiding the student. In this regard, the role of the tutor is very important because the tutor is a facilitator of learning for students. The problem currently occurring at the Universitas Terbuka is that there are many tutors who teach not in accordance with student expectations, such as not assessing discussions and assignments, not responding quickly to obstacles faced by students, not opening up discussion space and so on. For this reason, there needs to be a perception from students as a form of evaluation of the role of tutors in providing academic services to students so that they become quality graduates and can compete internationally. The aim of this research is to analyze student perceptions of the role of tutors in office administration courses as an effort to improve the quality of tutors' academic services to students. The research method used is quantitative. Research data was obtained directly from the field through a survey, namely by filling in a Google form. The selection of informants was based on purposive sampling. As for data analysis, researchers used interactive analysis. The research results show that students' perceptions of the role of tutors in Office Administration courses at the Universitas Terbuka are generally positive. The students assessed that the tutor was able to clearly convey the objectives and plans for learning activities, explain important concepts, and provide initiation materials equipped with supporting media such as video, audio or relevant articles. This shows that tutors play an important role in helping students understand the material and improving the quality of academic services, which ultimately supports students in competing on the international stage.

**Keywords:** Student Perceptions, Role of Tutors, Office Administration



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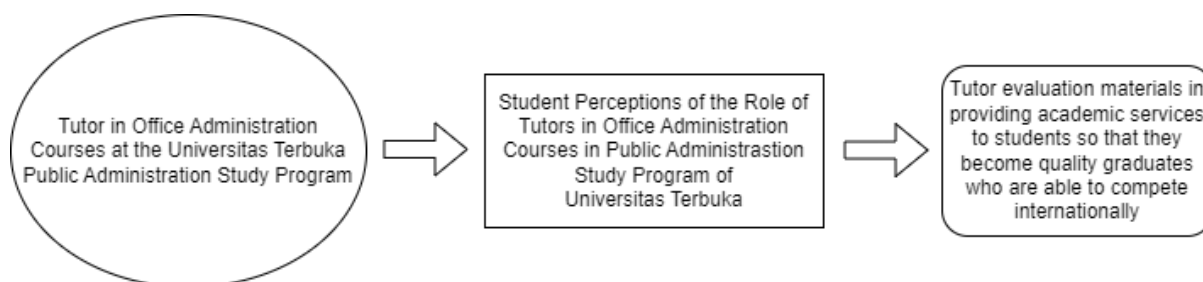
## INTRODUCTION

Universitas Terbuka (UT) is a State University – Legal Entity (PTN-BH) which has a vision of becoming a world-class open and distance university. This vision is not easy to realize considering

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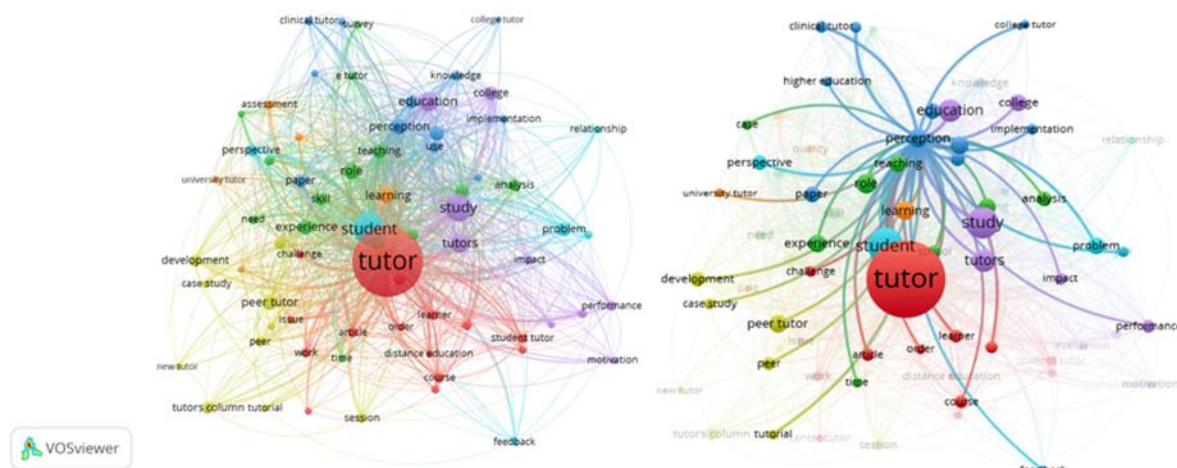
that rapid developments require UT to always innovate in technology and information to face the era of society 5.0. This technology and information is of course developed by human resources who are competent in their fields. Entering the era of society 5.0, UT as a pioneer of distance education plays an important role in maintaining the quality of graduates so they can compete on the international stage. Whether a student is successful or not in undergoing lectures really depends on the role of the tutor in guiding the student. In this regard, the role of the tutor is very important because the tutor is a facilitator of learning for students. The problem currently occurring at the Universitas Terbuka is that there are still many tutors who teach not in accordance with student expectations, such as not assessing discussions and assignments, not responding quickly to obstacles faced by students, not opening discussion rooms, tutors not actively greeting students, tutors giving grades. at will and so on. For this reason, there needs to be a perception from students as a form of evaluation of the role of tutors in providing academic services to students so that they become quality graduates and can compete internationally. Starting from this problem, the author came up with the idea to conduct research related to student perceptions of the role of tutors. Therefore, researchers will conduct research entitled "Students Perceptions of the Role of Tutors in Office Administration Courses, Public Administration Study Program, Universitas Terbuka". The formulation of the problem of this research is what is the student's perception of the role of lecturers in office administration courses at the Universitas Terbuka Public Administration Study Program. The aim of this research is to analyze student perceptions of the role of lecturers in office administration courses at the Universitas Terbuka Public Administration Study Program. In addition, the conceptual framework of this research is as follows:



The picture above explains that the role of tutors in office administration courses at the Universitas Terbuka Public Administration Study Program includes providing discussion marks and assignments in online tutorials (tutons), providing feedback to students, replying to student chats on e-learning, providing discussion space for students who have problems in completing assignments or discussions, giving grades objectively, always actively reminding students of completing assignments or discussions, etc. Where the role of the tutor must also be assessed by students as a form of evaluation for the Universitas Terbuka in improving the quality of academic and non-academic services.

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**Research gap and novelty** through VOS Viewer, 583 articles were searched, it was found that research discussing student perceptions of the role of tutors in the field of education was still very limited. This research is relevant to Universitas Terbuka (UT) superior higher education research program. RIP UT for 2021 - 2025 consists of 5 (five) superior research which refers to the fields of science according to the faculty and the field of distance education and refers to two national research priority focuses, namely the focus of 5 research on technical engineering and the focus of 8 research on social humanities, education, Art and culture.

**The formulation of the problem** in this research is to analyze students' perceptions of the role of tutors in office administration courses as an effort to improve the quality of tutors' academic services to students, which includes a specific objective, namely analyzing student perceptions of the role of tutors in office administration courses as an effort to improve service quality. academic tutors to students.

**The urgency of this research** is to provide studies to higher education institutions, especially UT, to improve the quality of academic tutoring services to students so that when students graduate they are able to compete on the international stage.

**The state of the art** of this research is to develop a study in improving the quality of academic services to students. Research regarding student perceptions of the role of tutors has been carried out by several previous researchers, namely from ([Aisyah, 2016](#)) entitled 'The Relationship between Student Perceptions of Social Sciences Subjects and Learning Motivation with the Tutor Skills of Undergraduate PGSD UT POKJAR Barabai Students with the research results, namely that there is a positive relationship and significant relationship between students' perceptions of social studies courses and tutorial teaching skills. Then research from ([Irviani et al., 2017](#)) entitled Student Perceptions of the Role of Tutors in Problem Based Learning (PBL) Activities at PSIK FK UNLAM with the results of student perceptions regarding the role of tutors in PBL activities at PSIK FK UNLAM 73% good and 27% fair. Students' perceptions of the tutor's role in the group process, 74% perceived the tutor's role as good and 26% as moderate. Students' perceptions of the role of tutors in independent learning, 76% perceive the role of tutors as good, 23% as moderate and 1% as poor. There is also research from ([Utami & Aryanty, 2013](#)) regarding the Performance of Tutors as Diagnosticians in Tutorials according to Student Perceptions with the

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results that as diagnosticians, 2 people (9.1%) of tutors according to students' perceptions showed very good performance, 19 people (86, 4%) showed performance in the good category and 1 person (4.5%) tutor showed performance in the fair category. However, the performance of tutors in the Medical Education Study Program still lacks indicators of arriving on time and stimulating students to discuss further questions if students' responses to questions have decreased. Apart from that, there is also research from ([Zulfamanna, 2022](#)) entitled Student Perceptions of the Professionalism of Tarbiyah Department Lecturers at the Kerinci State Islamic College (STAIN) with the results namely students' views on the quality of knowledge of lecturers in the Tarbiyah department, including lecturers who have extensive knowledge, complete references, and professional in their field and able to develop and direct their students to good and advanced science so as to create students who have faith and noble character (uswatun khasanah). Then research from ([Jamil & Muin, 2022](#)) regarding the Influence of Perception, Compensation and Motivation on Tutor Performance with research results showing that: (1) The higher the tutor's perception, the more influence it has on the quality of tutorial services (2) the higher the tutor's compensation, the more influence it has on the quality on the quality of tutorial services, (3) the higher the work motivation, the higher the influence on the quality of tutorial services. The research conducted by the five researchers above has something in common, namely regarding student perceptions of the role of tutors, however, the studies of the five researchers have not discussed in depth student perceptions of the role of tutors in efforts to improve the quality of student academic services. This research will only focus on students in the Office Administration Subject of the UT Public Administration Study Program.

## **Student Perceptions of the Role of Tutors in Office Administration Courses in Public Administration Study Program of Universitas Terbuka**

According to ([Suriadiata & Yakub, 2021](#)) every person experiences a cognitive process known as perception where they select, organize, and interpret information input and sensations received through sight, hearing, smell, touch, and appreciation to build a meaningful picture of the world. An interpretation is a perception unique to a particular circumstance, not a record of that circumstance. In short, perception is a complex cognitive process that creates a distinctive picture of the world that may be somewhat different from reality. Apart from physical stimuli, a person's perception is also influenced by the stimuli around him and his personal circumstances. A person's perception is the impression they get from using their five senses, which is then analyzed (organized), interpreted and evaluated to find meaning. The process of learning and experience is necessary for real perception. Interaction with the surrounding environment is how perception is learned. Through interactions with other people, children's perceptions develop. Meanwhile, according to ([S. Nurjanah & Mursalin, 2021](#)), the process of emergence of perception is closely related to the five human senses. The five senses are tasked with responding to stimuli that come and are then interpreted by the mind into one's ideas so that what is called perception emerges. Meanwhile, according to ([Ilma Suryani Mardana dan Siti Aminah Anwar, 2022](#)) perception is a method involved in utilizing something obtained through the five human senses so that each individual can select, coordinate and interpret data to create a significant image of the world. Meanwhile, according to the KBBI, the definition of a student is a person studying at a university. Apart from that, according to ([Nugraha, 2015](#)), perception occurs when the sensory organs receive

stimulation from the external environment, which is then conveyed to the brain for processing. The process of forming perceptions can be influenced by various factors such as experience, individual abilities, environment, and other factors. This process can be divided into internal and external factors (Soraya, 2018). From the opinions above, it can be concluded that perception is the perspective of someone studying at a university about how something is assessed through direct observation of the object being assessed.

### **Understanding The Role of The Tutor**

According to (Widodo et al., 2022) the role of the tutor is to determine progress in virtual learning from material collection, learning framework, assessment and evaluation framework, learning techniques, teaching systems which will take up time, money and energy. The important tasks of tutors in carrying out learning are as follows: (1) assisting students in diagnosing the problems they face, (2) together with students planning learning, selecting materials and strategies, (3) fostering a climate that supports two-way communication, (4) tend to and pay attention to students as people who deserve respect and respect, (5) try to build mutual trust and help students in learning, (6) help students by coordinating their abilities, (7) adapt material to students' ability levels to develop their competencies, and (8) involving students in creating models and assessment techniques. Carrying out the tasks will be able to make the teaching and learning process in package C equality education run well. Meanwhile, according to (Ibrahim et al., 2022) the role of a tutor is an effort carried out in order to develop students' interest in learning which consists of exploration, orientation and member check. According to (Yustiani et al., 2015) the role of tutors in the realm of education also determines the character, mindset, behavior, character and knowledge of students, including their learning inspiration. There are at least 15 indicators of the tutor's role that can be perceived by students, namely:

1. Clarity of objectives and plans for learning activities in the Office Administration course lecture presented in the tutorial introduction;
2. The initiation material in the Office Administration course explains important concepts that students need to master;
3. Initiation materials are equipped with relevant videos, audio or articles;
4. Supporting materials in videos, audio, or articles help improve students' learning understanding;
5. Discussion material triggers students to actively participate;
6. Tutors raise students' self-confidence or enthusiasm for learning;
7. Tutors greet students via email or other media to be active in the tutorial;
8. Tutors encourage students to actively participate;
9. Tutors provide answers to questions and problems raised by students;
10. The tutor provides examples of good communication methods and ethics;
11. Tutors provide corrections, directions or input on students' communication methods;
12. The tutor provides feedback in student discussions;
13. Tutors provide feedback on tutorial assignments completed by students;
14. Tutors provide grades for discussions and tutorial assignments carried out by students;
15. Tutors emphasize the importance of academic honesty and avoiding plagiarism practices.

The quality of learning is determined by how effective the learning process is in the tutorial, which is greatly influenced by the tutor's ability. A tutor is considered qualified if he can design Tutorial

Activity Plans (RAT) and Tutorial Activity Units (SAT) carefully, including determining special competencies (KK) that are in accordance with the general competencies (KU) expected by students, as well as determining main and sub-competencies. subjects relevant to the KK ([Heldiono et al., 2020](#)). According to ([Igirisa, 2012](#)), tutors, in their capacity as educational instructors, are responsible for organizing the teaching-learning process, providing exercises, conducting research, developing learning materials, managing learning activities, and/or providing technical support in an educational context. From the opinions above, it can be concluded that the role of the tutor is vital because he is a facilitator of learning for students, in other words, whether a student's studies are successful or not is influenced by the role of the tutor.

### **Office Administration Course**

The office administration course is one of the courses in the Public Administration Study Program - FHSIP UT. This course discusses administration in offices in both government and private agencies. According to ([Zega, 2022](#)) office administration has a vital capability in an organization, where progress in achieving organizational goals is not entirely determined by good administration. Good administration plays a big role. Assuming that if the administration can be managed well, the work ability of the employees and even all elements in the agency will run well. Meanwhile, according to ([R. P. Nurjanah & Surabaya, 2022](#)) office administration is the practice of how to work in an office so that students can know firsthand how to work in an office. Apart from that, according to ([Ramadhan & Muhyadi, 2021](#)) office administration is part of information management which is responsible for carrying out all organizational activities, especially in supporting leaders in making effective decisions using available data. In this regard, ([Nasution, 2016](#)) believes that office administration is the foundation for organizational growth, because every activity in it must be related to administration to achieve optimal progress. Office administration is a series of planning and organizational steps that lead to the preparation and arrangement of administrative tasks in the office ([Safrawali & Siregar, 2022](#)). Office administration is defined as the management of office activity processes involving aspects of human resources, finance, information and logistics ([MT, 2024](#)). From the opinions above, it can be concluded that office administration is a course that studies the ins and outs of office management, starting from correspondence to office layout so that employees feel comfortable at work so as to produce satisfactory output.

### **METHOD**

This study is descriptive research involving a survey of Public Administration Study Program students at FHSIP Universitas Terbuka. The data collection method uses a questionnaire, with a sample of students in the 2023/2024 Even Semester Office Administration Course (2023 Even) selected randomly. The following are the steps carried out in this research:

1. First, prepare the questionnaire instrument that will be used for data collection. The information contained in the questionnaire includes: clarity of objectives and plans for learning activities, initiation and supporting materials, providing feedback, giving responses, giving grades, emphasizing the importance of academic honesty, and avoiding plagiarism practices.

This instrument consists of 4 statement items with assessment criteria, namely: 1 = Not Good, 2 = Fairly Good, 3 = Good, and 4 = Very Good. The assessment criteria describe students' perceptions of the tutor's role. The higher the score given by the student, the higher the level of the tutor's role in helping students in the Office Administration Course.

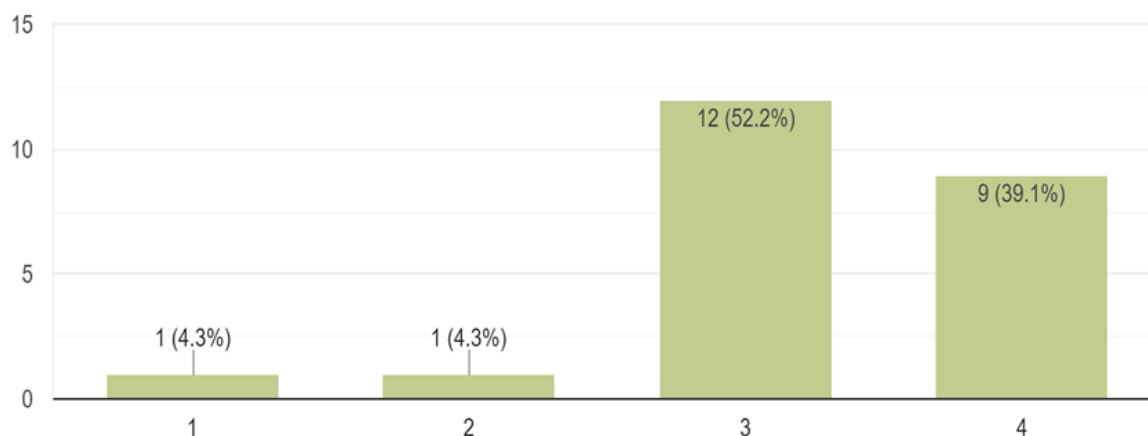
2. Second, the questionnaire that has been prepared is tested for validity using expert opinion carried out by two instrument experts who also understand the tutor.
3. Third, collect data using a validated questionnaire from Public Administration Study Program students in the 2023/2024 Even Semester Office Administration Course (2023 Even) who were randomly selected as many as 23 students.
4. Data obtained from students is in the form of qualitative and quantitative data, which is then analyzed descriptively.

The tool used to analyze and test how much students perceive tutoring is using Google Form. So students are asked to fill out a questionnaire in the form of a Google Form link. In the Google Form application there are results regarding student perceptions. Then I described the results according to the assessment instrument from 1 to 4.

## RESULT AND DISCUSSION

Data obtained through a questionnaire in the form of responses to student perceptions of the role of tutors in Office Administration Courses, were presented as a percentage based on observed aspects as well as descriptive qualitative presentations based on the responses presented as follows:

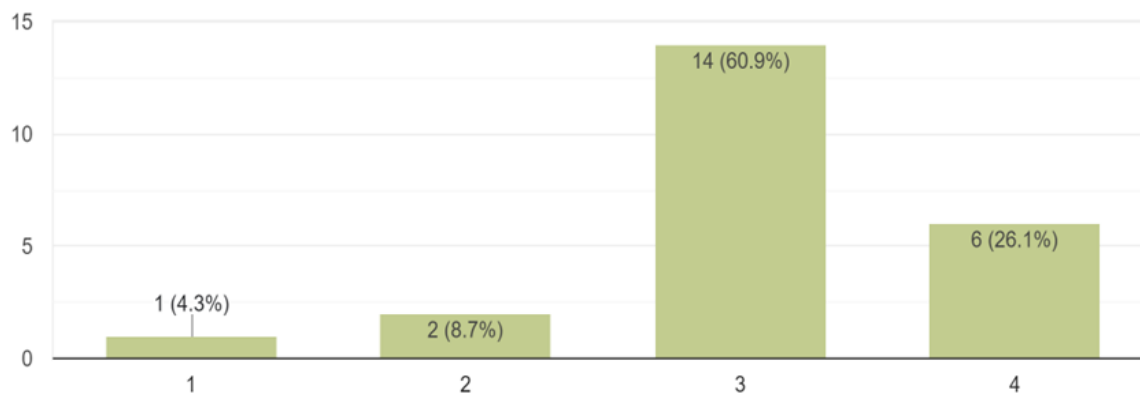
### 1. Clarity Of Objectives and Plans for Learning Activities in The Office Administration Course Lecture Presented in The Tutorial Introduction



The results of research regarding the clarity of objectives and plans for learning activities in the Office Administration course lecture presented in the introduction to the tutorial show that 39.1% of informants answered very well, 52.2% good, 4.3% quite good, and 4.3% not good. This shows that most students' perceptions of the role of tutors for office administration courses at the Universitas Terbuka Public Administration Study Program regarding the clarity of objectives and plans for learning activities in the Office Administration course lectures presented in the introduction to the tutorials are good. This means that the tutor clearly conveys the objectives and plans for learning activities at the start of the lecture so that students know

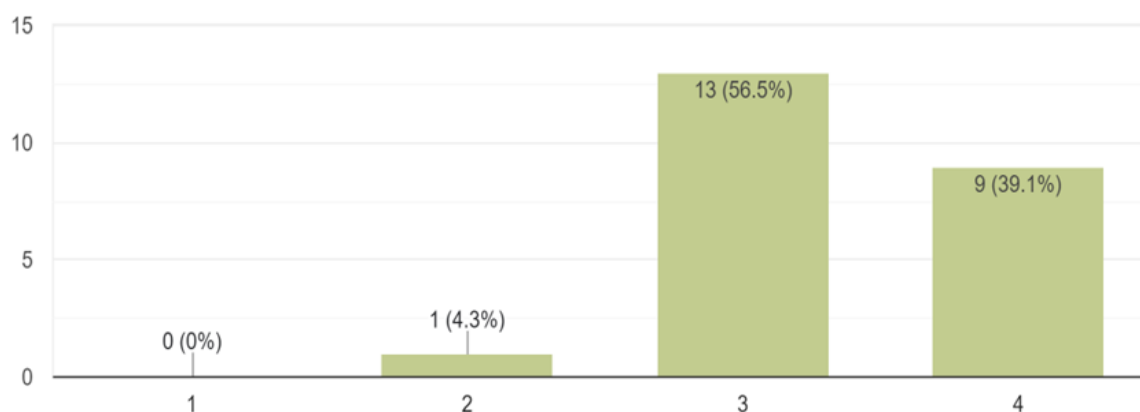
the learning objectives to be achieved. This is in accordance with what (Pakaya, 2020) said that tutors are the main element in the learning process, so their role as motivational drivers is very important. By playing their role well, tutors can increase students' enthusiasm for learning.

## **2. The Initiation Material in The Office Administration Course Explains Important Concepts that Students Need to Master**



The results of research regarding the initiation material in the Office Administration course explaining the important concepts that students need to master show that 26.1% of informants answered very well, 60.9% good, 8.7% quite good, and 4.3% not good. This shows that most students' perceptions of the role of tutors for office administration courses at the Universitas Terbuka Public Administration Study Program regarding the initiation material in the Office Administration course have explained the important concepts that students need to master well. This means that the tutor has explained the important concepts of the Office Administration course well so that students can master the initiation material provided. This is per what was stated by (Afriani, 2007) that the duties of a tutor include planning the implementation of tutoring sessions, creating eight preliminary materials, preparing at least three assignments for students, sending preliminary materials according to schedule, opening the tutor site for the course every day, being responsive regarding student questions or responses, assessing and assigning grades to student assignments, determining final grades for tutors, sending a list of grades to the Testing Center a maximum of two weeks after the Final Semester Examination (UAS), and notification of final grades to tutor participants.

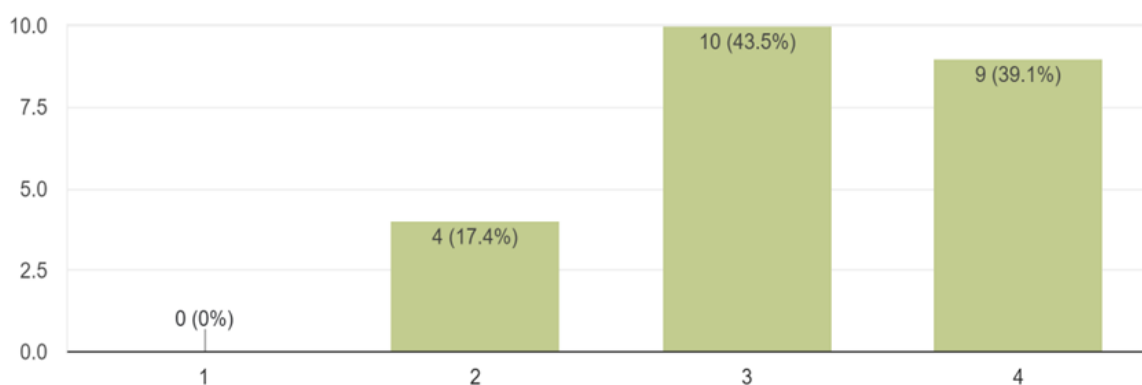
## **3. Initiation Materials are Equipped with Relevant Videos, Audio or Articles**





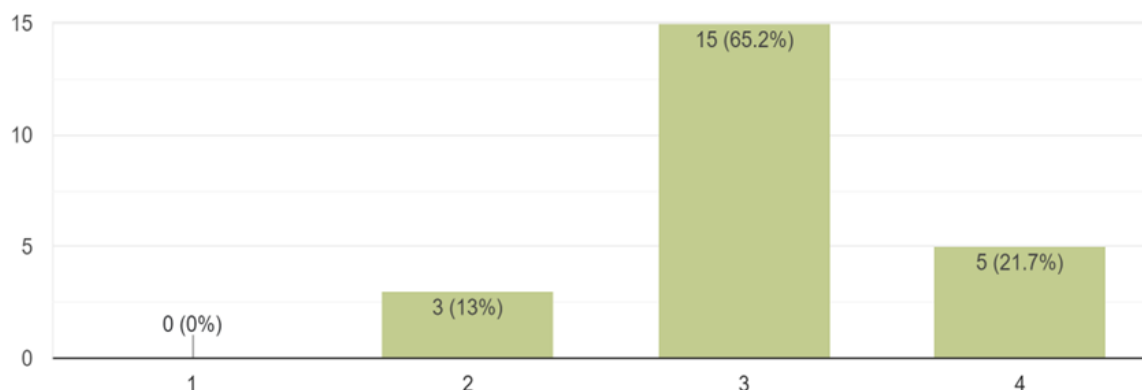
The results of research regarding initiation material supplemented with video, audio, or relevant articles show that 39.1% of informants answered very well, 56.5% good, 4.3% quite good, and 0% not so good. This shows that most students' perceptions of the role of tutors for office administration courses at the Public Administration Study Program at the Universitas Terbuka regarding initiation material equipped with relevant videos, audio or articles are good. This means that the tutor in providing initiation material is equipped with relevant videos, audio, and articles, making it easier for students to learn. Therefore, it is important to provide introductory materials supplemented with relevant video, audio, or article content. This will help reduce difficulties in understanding learning material that is considered difficult ([Nurhayati & Ratnaningsih, 2022](#)).

#### **4. Supporting Materials in Videos, Audio, or Articles Help Improve Students' Learning Understanding**



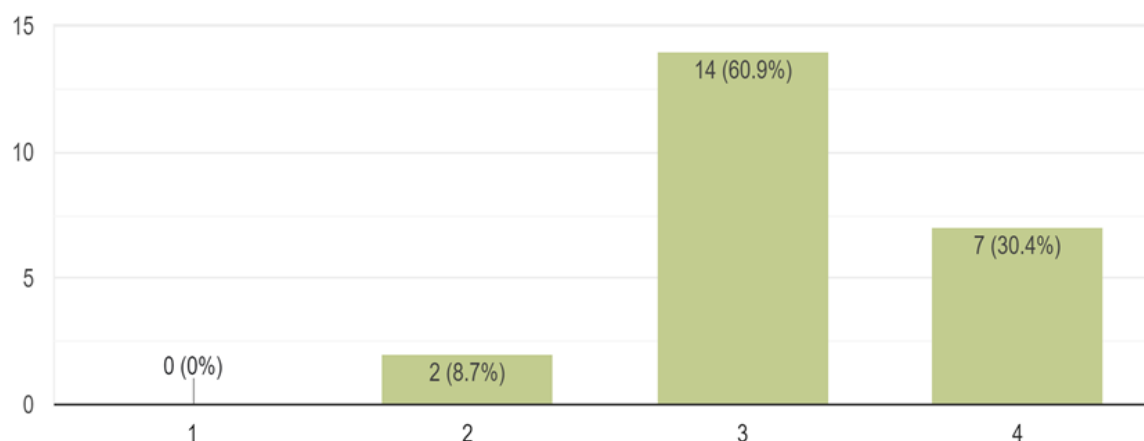
The results of research regarding supporting materials in videos, audio, or articles that help improve students' learning understanding show that 39.1% of informants answered very well, 43.5% good, 17.4% quite good, and 0% not so good. This shows that most students' perceptions of the role of tutors in office administration courses at the Universitas Terbuka Public Administration Study Program regarding supporting materials in videos, audio or articles to help improve students' understanding of learning is good. This means that tutors in providing supporting material in the form of videos, audio or articles have helped students improve their learning understanding. This is in line with what ([Kurniawati, 2018](#)) stated that the use of media facilitates interaction, communication and delivery of material between lecturers and students so that it can take place effectively and efficiently.

#### **5. Discussion Material Triggers Students to Actively Participate**



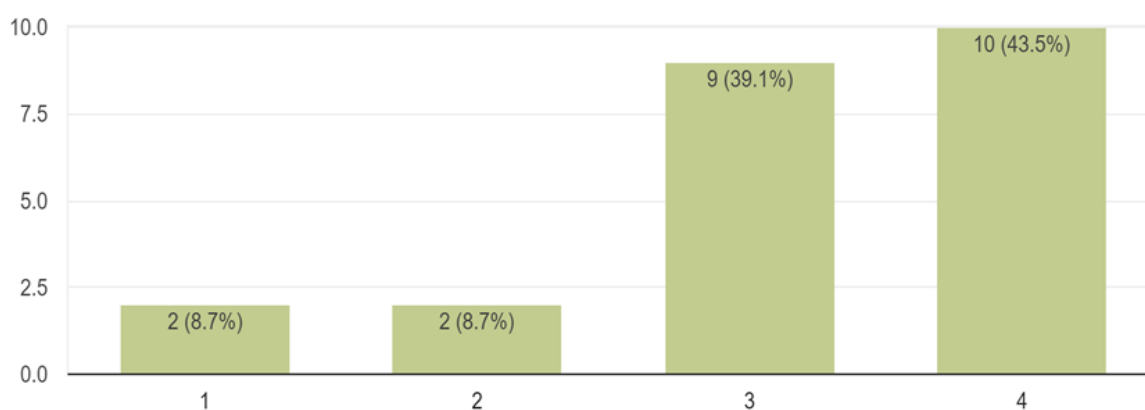
The results of research regarding discussion material that stimulated students to actively participate showed that 21.7% of informants answered very well, 65.2% good, 13% quite good, and 0% not so good. This shows that most students' perceptions of the role of tutors in office administration courses at the Universitas Terbuka Public Administration Study Program regarding discussion material that triggers students to actively participate is good. This means that the tutor in providing discussion material is designed to be interesting and varied to encourage students to actively participate in learning. At this stage, the lecturer's task is only limited to providing guidance, which includes providing instructions deemed necessary so that student discussions continue as they should (Safitri, 2019).

#### **6. Tutors Raise Students' Self-Confidence or Enthusiasm for Learning**



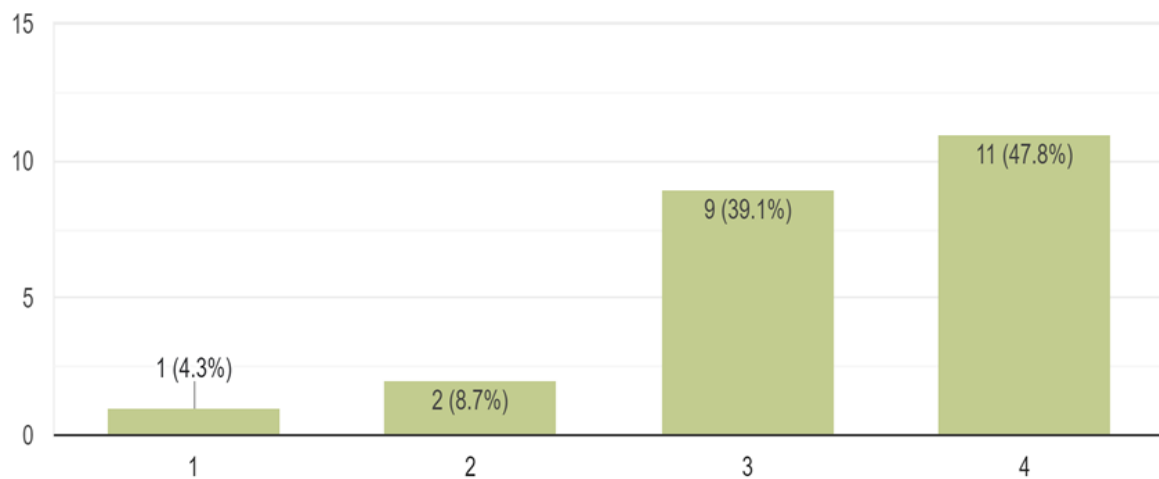
The results of research regarding tutors raising students' self-confidence or enthusiasm for learning showed that 30.4% of informants answered very well, 60.9% were good, 8.7% were quite good, and 0% were not good. This shows that most students' perceptions of the role of tutors in office administration courses at the Universitas Terbuka Public Administration Study Program regarding tutors generating self-confidence or enthusiasm for learning are good. This means that the tutor has tried to inspire self-confidence or enthusiasm for learning in students. In this regard, (Mendari & Kewal, 2015) stated that the contribution of lecturers in the teaching process is a key factor in generating and increasing student enthusiasm for learning, which in turn can improve the quality of student education.

#### **7. Tutors Greet Students Via Email or Other Media to be Active in The Tutorial**



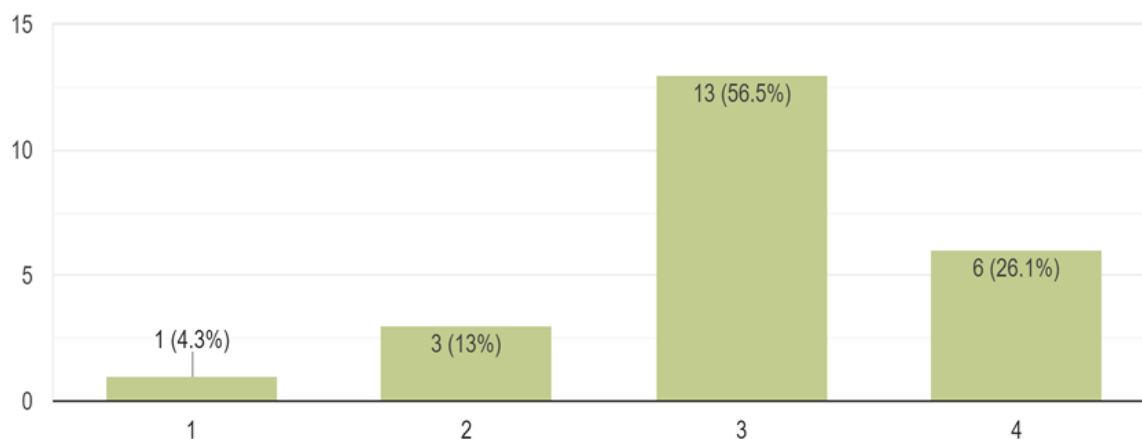
The results of research regarding tutors greeting students via email or other media to be active in tutorials showed that 43.5% of informants answered very well, 39.1% good, 8.7% quite good, and 8.7% not so good. This shows that most students' perceptions of the role of tutors in office administration courses at the Universitas Terbuka Public Administration Study Program regarding tutors greeting students via email or other media to be active in tutorials is good. This means that tutors actively greet students via social media to be active in online tutorials. This is per what was stated by (Nurhayati & Ratnaningsih, 2022) that it is necessary to increase tutors' efforts in contacting students via email or other media to be more proactive in inviting them to participate in tutorials and encouraging their involvement.

#### **8. Tutors Encourage Students to Actively Participate**



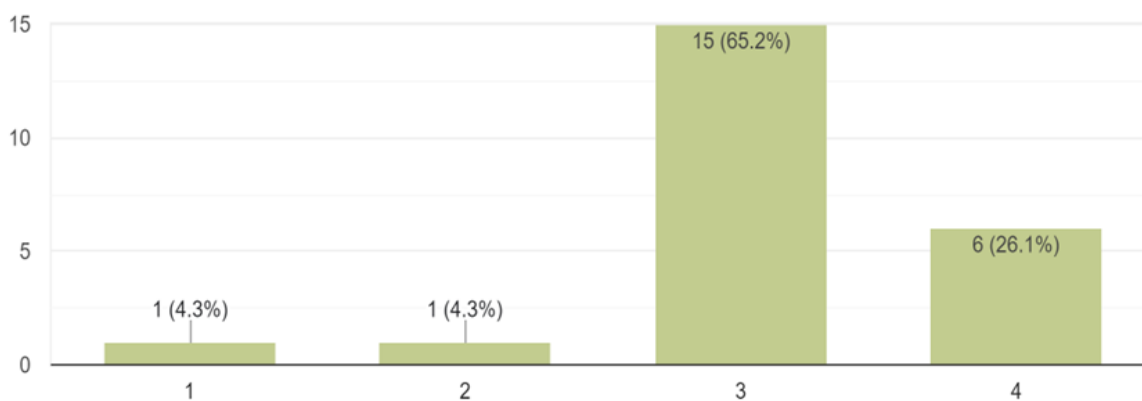
The results of research regarding tutors encouraging students to actively participate show that 47.8% of informants answered very well, 39.1% good, 8.7% quite good, and 4.3% not so good. This shows that most students' perceptions of the role of tutors in office administration courses at the Universitas Terbuka Public Administration Study Program regarding tutors encouraging students to actively participate are good. This means that tutors always encourage students to participate actively during lectures. This is in line with what (Fitri, 2015) said that tutorials are expected to inspire students to take an active role in the learning process, and thereby guide them towards cognitive skills such as clarifying, summarizing, assessing the learning process, and applying the knowledge they have.

### 9. Tutors Provide Answers to Questions and Problems Raised by Students



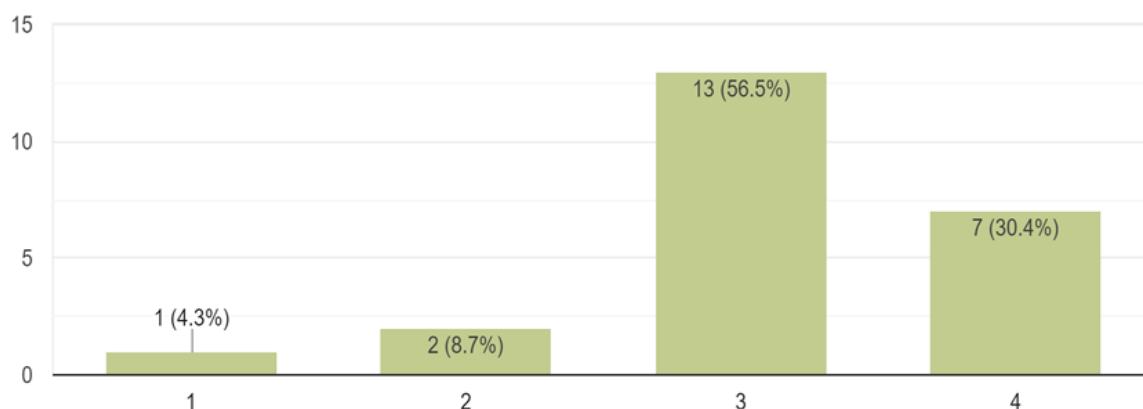
The results of research regarding tutors providing answers to questions and problems raised by students showed that 26.1% of informants answered very well, 56.5% well, 13% quite well, and 4.3% not so well. This shows that most students' perceptions of the role of tutors in office administration courses at the Universitas Terbuka Public Administration Study Program regarding tutors providing good answers to questions and problems raised by students. This indicates that the tutor actively provides answers to questions and problems raised by students. Due to the lack of optimality of tutor activities in tutoring sessions, especially in responding to questions asked by students, it is important to find solutions that can increase the effectiveness of tutoring tasks so that academic and non-academic tasks can be carried out in synergy and sustainability (Daulay & Zaman, 2012).

### 10. The Tutor Provides Examples of Good Communication Methods and Ethics



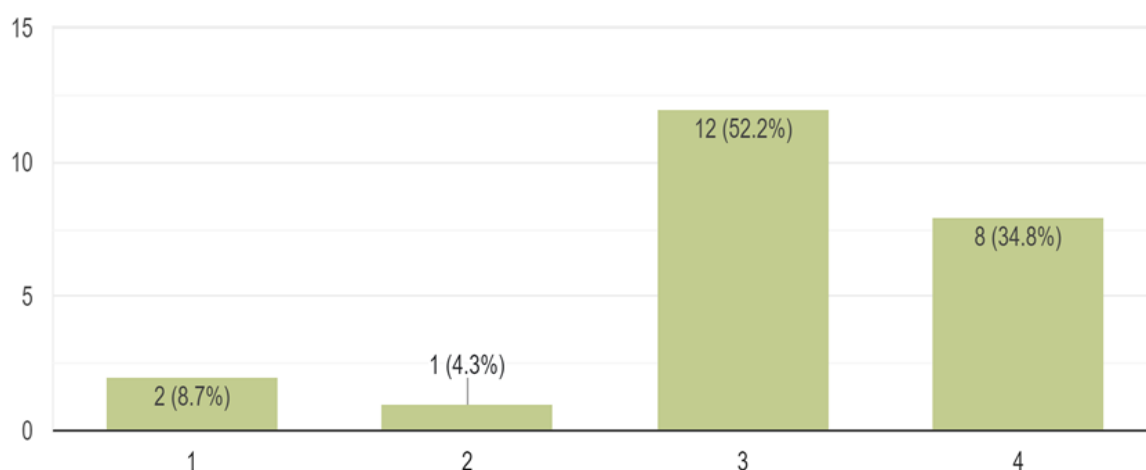
The results of research regarding tutors providing examples of good communication methods and ethics show that 26.1% of informants answered very well, 65.2% were good, 4.3% were quite good, and 4.3% were not good. This shows that most students' perceptions of the role of tutors in office administration courses at the Universitas Terbuka Public Administration Study Program regarding tutors providing examples of good communication methods and ethics are good. This indicates that the tutor has provided an example of ways and ethics in communicating. This is in line with what was stated by (Saihu, 2021) that communication ethics in the learning process poses additional challenges for educators and all parties involved in the educational environment in an institution.

### 11. Tutors Provide Corrections, Directions, or Input on Students' Communication Methods



The results of research regarding tutors providing corrections, directions or input on students' communication methods showed that 30.4% of informants answered very well, 56.5% good, 8.7% quite good, and 4.3% not so good. This shows that most students' perceptions of the role of tutors in office administration courses at the Universitas Terbuka Public Administration Study Program regarding tutors providing corrections, directions or input on students' communication methods is good. This indicates that the tutor actively provides corrections, directions, or input on the student's communication methods. This is by what was stated by (Setyaningtyas, 2019) that tutors provide detailed directions to direct discussions, apart from that they also monitor the progress of student discussions, provide guidance to groups who are starting to lose concentration or experience difficulties, and provide instructions, corrections or reinforcements as appropriate need.

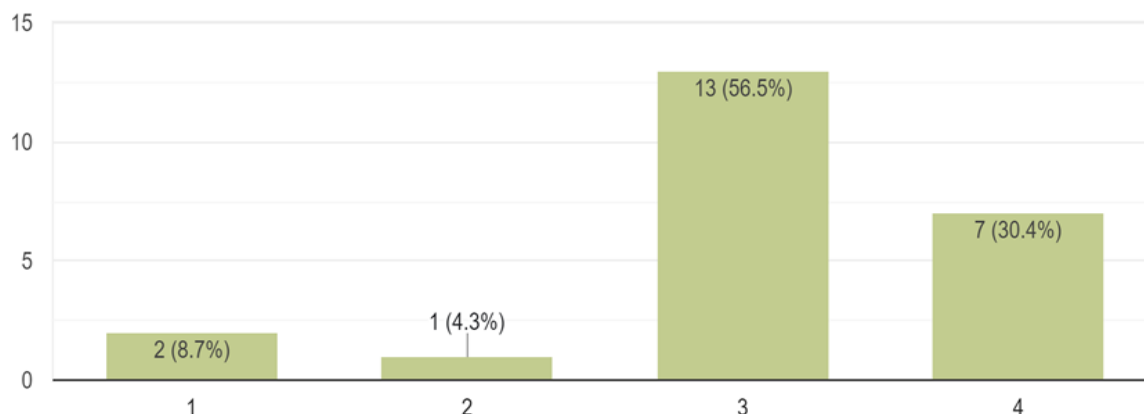
### 12. The Tutor Provides Feedback in Student Discussions



The results of research regarding tutors responding to student discussions showed that 34.8% of informants answered very well, 52.2% well, 4.3% quite well, and 8.7% not so well. This shows that most students' perceptions of the role of tutors in office administration courses at the Universitas Terbuka Public Administration Study Program regarding tutors responding to student discussions are good. This indicates that the tutor actively responds to student discussions. This is under what was stated by (Nurhasanah, 2013) that tutors should prepare

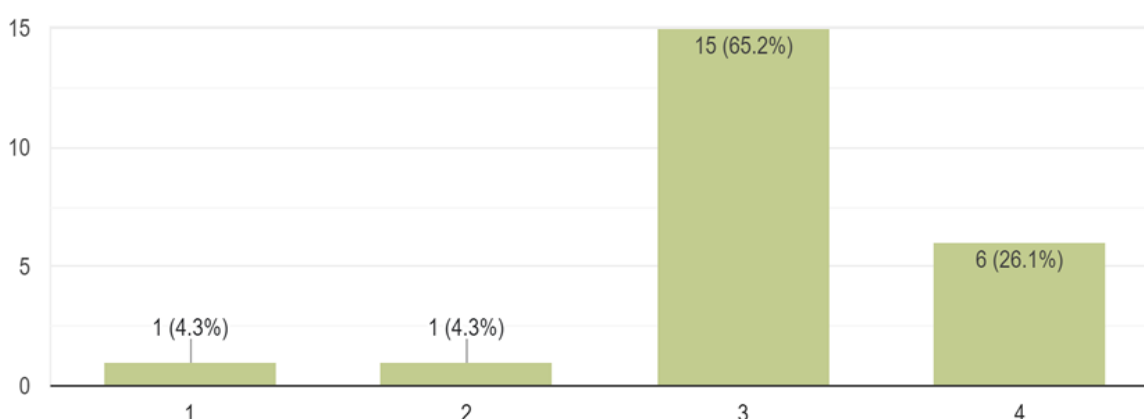
high-quality discussion questions so that they get responses from students that match their expectations. It is hoped that these discussion questions will be able to inspire students to always provide high-quality responses.

### **13. Tutors Provide Feedback on Tutorial Assignments Completed by Students**



The results of research regarding tutors providing feedback on tutorial assignments carried out by students show that 30.4% of informants answered very well, 56.5% good, 4.3% quite good, and 8.7% not so good. This shows that most students' perceptions of the role of tutors in office administration courses at the Universitas Terbuka Public Administration Study Program regarding tutors providing feedback on tutorial assignments carried out by students is good. This indicates that the tutor actively provides feedback on the tutorial assignments carried out by students. This is by what (Herawati, 2013) stated that one of the positive aspects of student interaction with tutors in online discussions is providing feedback. Students realize that online discussions can be a forum for them to provide feedback to fellow students.

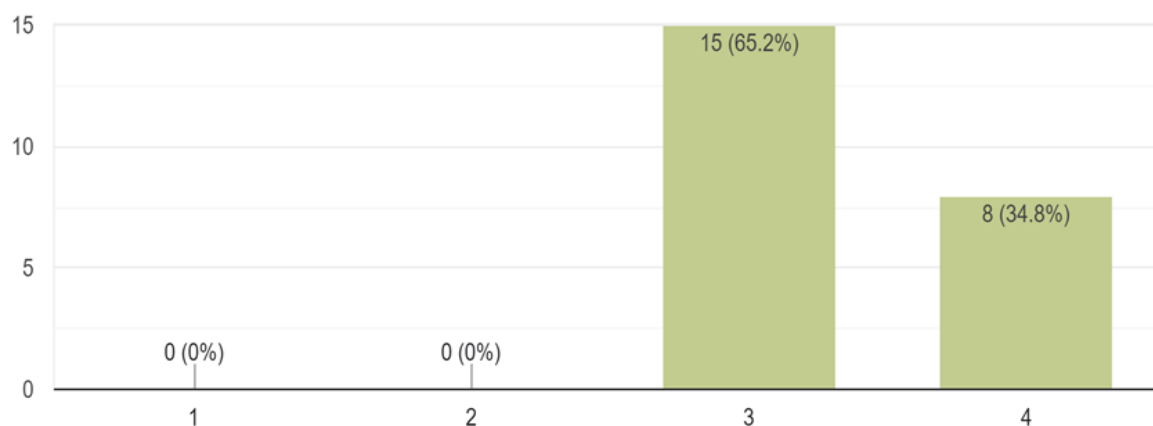
### **14. Tutors Provide Grades for Discussions and Tutorial Assignments Carried Out by Students**



The results of research regarding tutors giving grades to discussions and tutorial assignments carried out by students showed that 26.1% of informants answered very well, 65.2% good, 4.3% quite good, and 4.3% not so good. This shows that most students' perceptions of the role of tutors in office administration courses at the Universitas Terbuka Public Administration Study Program regarding tutors give good grades to the discussions and tutorial assignments carried out by students. This indicates that the tutor directly provides grades for discussions and tutorial assignments that students have completed. This is in line with what was stated by (Husnaeni et

al., 2022) that the discussions and assignments held must be checked by the tutor to evaluate the extent to which students have achieved the required competencies in the course.

### **15. Tutors Emphasize the Importance of Academic Honesty and Avoiding Plagiarism Practices**



The results of research regarding tutors giving grades to discussions and tutorial assignments carried out by students showed that 34.8% of informants answered very well, 65.2% good, 0% quite good, and 0% not so good. This shows that most students' perceptions of the role of tutors in office administration courses at the Universitas Terbuka Public Administration Study Program regarding tutors emphasize the importance of academic honesty and avoiding plagiarism practices as good. This indicates that the tutor has given an appeal to students to uphold academic honesty and avoid plagiarism practices. This is reinforced by the opinion of (Chairunnisa & Majdi, 2022) who stated that the effectiveness and prevention of plagiarism in online tutorials (tutons) can be achieved by improving the tutor's creative and innovative skills in the learning process, evaluating tutorial assignment collection policies, and increasing students' understanding of plagiarism. and encouragement to read.

## **CONCLUSION**

Based on the research conducted, it can be concluded that students' perceptions of the role of tutors in Office Administration courses at the Universitas Terbuka are generally positive. The students assessed that the tutor was able to convey the objectives and plans for learning activities, explain important concepts, and provide initiation materials equipped with supporting media such as video, audio, or relevant articles. Tutors are also active in encouraging student participation and providing constructive feedback on assignments and discussions. This research confirms that the quality of learning is greatly influenced by the tutor's ability to design and implement effective tutorial activities. This shows that tutors play an important role in helping students understand the material and improving the quality of academic services, which ultimately supports students in competing on the international stage. Thus, increasing tutor competence in these aspects is very important to ensure that graduates can compete at international level and achieve high academic standards.

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