Tutor Competence in Online-Learning Service within Distance Education

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Abstract

The online learning landscape in the Elementary Teacher Education (PGSD) program at Universitas Terbuka Makassar poses significant challenges for tutors, requiring them to adapt to new pedagogical approaches and technologies. This study investigates the competence of tutors in facilitating synchronous online-learning tutoring (Tuweb UT) and asynchronous Learning System Management (LMS) through Silayar UT, which integrates an independent learning program into online platforms. The study examines the tutors' social, strategic, and ethical competence in managing online classes, with a focus on their preparation, planning, and interaction with students. The study uses an ex post facto design with descriptive statistics, analyzing data from 185 tutors in 340 online classes within the undergraduate PGSD program during the 2022 registration term. The findings highlight the tutors' ability to prepare and plan for online tutoring, deploy the tutoring unit (SAT) as a learning service scheme, and incorporate relevant competencies and module characteristics into their tutoring mode. The study also shows that tutoring assignments are given in accordance with competence and that active engagement in Webinar UT and LMS (Silayar UT) is high, with attendance averaging 93.03%. The results indicate that tutors are competent in preparing and planning for online tutoring, incorporating online platforms into their experiences, and fostering active interaction with students, which in turn supports the completion of students' academic trajectories. The study's implications for online learning practices are significant, highlighting the importance of tutor competence in navigating the challenges of online education. Recommendations for further research include exploring the impact of tutor competence on student outcomes and investigating the role of technology in enhancing tutor-student interaction.

Keywords: tutor competence, interaction, tutoring, online learning

Introduction

The integration of digitalization into distance learning in higher education has become a cornerstone of learning models, providing learning services to students regardless of space and time. The development and innovation of educational technologies have made it easier for students to receive and access online tutoring services. To keep pace with information and communication technology in a digital landscape, Universitas Terbuka (UT) has focused on developing a Digital Learning Ecosystem (DLE) as a future-oriented breakthrough that emphasizes speed, precision, prudence, and effectiveness. This transformation enhances the learning culture, where students can acquire learning assistance at their own convenience without the need to commute from one place to another.

The transformation from face-to-face tutoring to Internet-driven setting in digital era nurtures the connection between tutors and students in an online class, and the understanding of an online-learning system and management that navigate toward the

objectives of learning to improve educational qualities. To that end, it is critical that a learning process and its components be carried out in an optimal manner as a way to conceptualize efficiency and effectiveness in learning. Falloon, G. (2020) argued that teachers' digital competence is vital to the ever-growing and ever-complex knowledge and skills in digital environment as a framework to sustain learning success. UT's catchphrase "reaching beyond the unreachable" promotes a lifelong learning for any individuals to build a path to a bright future.

Webinar tutoring, or simply "Tuweb," takes place in a synchronous setting using the application Microsoft Teams, which is integrated into Learning Management System (LMS) or Silayar-UT (a system of learning assistance at UT) as a one-package service of online learning for one course. Tuweb adds students to a class link, runs on Saturday and Sunday, and requires eight meetings within eight weeks, with each typically lasting for 120 minutes. Subsequent to Tuweb, students participate in LMS Silayar-UT in which they initiate materials, conduct a three-time discussion, and complete a quiz to evaluate their learning; while tutors assess student performance in discussions and assignments. The use of Tuweb in synchronization with LMS Silayar-UT empowers learning engagement and course completion.

In the study program of Elementary School Teacher Education (Pendidikan Guru Sekolah Dasar or PGSD), the shift from face-to-face learning to online platforms has taken place since COVID-19 pandemic and spread across 24 regencies in South Sulawesi. In its online counterpart, students from different areas participate in the same course from a distance in real time. In this setting, UT has fully integrated technologies into learning approaches and modes that indulge students in flexibility, accessibility, quality, and inclusivity as they breathe new digital life into their learning experience.

In addition to learning flexibility, the online setting fosters a learning culture that enables students to get on well with a synchronous learning application supported by decent audiovisuals and good range of Internet network. As for tutors, teaching in online environments allows them to take on a strategic approach by giving priority to the urgency of target competences and essential concepts when adapting learning materials (Buku Materi Pokok or BMP) for students. The collaborative environment that nurtures students' self-regulated learning program within one semester and online-based learning services amplifies the digital literacy for undergraduate students of PGSD to improve their mastery over essential concepts prior to final examination.

Tutors in the undergraduate program of PGSD in the registration term 2022.1 have met certain qualifications of teaching profession at UT—typically including holding at least a master's degree, completing tutor training at UT, and fulfilling preparedness training for the procedures of online learning using Tuweb and LMS Silayar-UT—before being registered in UT's tutor database that amounts to 320 tutors. The qualities of online learning services are heavily dependent on tutor performance in designing and conducting learning in the online environment. Lee, J., Song, H. D., and Hong, A. J. (2019) claimed that the benefits of student engagement in online environments are to enhance learning motivation and ultimately academic achievement owing to collaborative efforts between student peers in solving problems.

Students' active engagement in the online environment is pivotal to the learning system as students' understanding of exploring through digital features eventually leads them to the expected learning outcomes, which requires utilizing each component of learning processes that constitute the stages in accomplishing a given competence. Due to its ever-changing nature, online-learning environment calls for skills of adaptability and flexibility to respond to the emerging challenges, to adjust to changing circumstances, and to change

learning methods as needed. Being easily and swiftly adaptable and remaining flexible navigate tutors toward decent management of online-learning environments.

The study focuses on pedagogical competences among tutors in managing online learning that integrates the synchronous webinar tutoring (Tuweb) into asynchronous LMS Silayar-UT in the undergraduate program of PGSD. On that basis, the study aims to describe (1) tutors' preparedness for Tuweb and LMS Silayar-UT, (2) tutors' ability to manage online learning that blends two applications, i.e., Tuweb and LMS Silayar-UT, and (3) tutors' strategic plans to activate tutor-student engagement to boost study completion.

Tuweb and LMS Silayar-UT are seen having the potential to provide motivation for students to complete their learning trajectory and opportunity for better confidence in learning. Students' preparedness for online learning is therefore of utmost importance when it comes to attaining the effectiveness of learning activities, developing students' competences, and fulfilling learning outcomes. There has been lack of prior studies on the integration of Tuweb into LMS Silayar-UT that leverages essential concepts from a module (Buku Materi Pokok or BMP) to enhance students' competences and promote higher-order thinking skills. Active engagement empowers students' cognitive development through discussions and assignments. During discussions, students openly respond to the theme of discussion and hone their thinking domains that incorporate analysis, synthesis, and evaluation.

The focus of online learning in the present study, as aforementioned, is the platform capitalizing on both Tuweb and LMS Silayar-UT that delivers a course material from a module (BMP) given to students in both print and digital form. Students are called upon to explore through the module independently, participate in tutoring, and interact with their peers and tutors. Tutors are accountable for monitoring students' online engagement and evaluating their progress, providing constructive feedback, and identifying areas that need improvement in order for students to grow optimally. Tuweb and LMS Silayar-UT have become a comprehensive and inclusive platform where each of the students of UT-Makassar across 24 cities/ regencies, including remote areas, in South Sulawesi is empowered to participate equally. Strategic plans that leverage the new possibilities of Internet-driven education at UT do not suffer from major obstacles in the process of digital transformation.

In particular, tutors' competences within their core tasks call for specific skills and approaches. In comparison, the strategic position of tutors in Tuweb and LMS Silayar-UT differs from that of teachers standing in front of a room of students in a conventional setting. For tutors, managerial competences deal with, among other things, planning and organizing an array of complementary tools for tutoring (known as KIT tutorial) and subject mastery outlined in tutors' competency map. In managerial domains, tutors' key responsibilities concern three types of competence; (1) social competence represents tutors' ability to interact socially with students and facilitate them; (2) strategic competence gives a sense of direction to tutors to decide upon specific strategic planning for Tuweb and LMS Silayar-UT and implement them; and (3) ethical competence refers to tutors' ability to perform their tasks and responsibilities in accordance with ethical and moral principles. Rothwel (2010) identified one's need for carrying out particular tasks and responsibilities corresponding to technical, managerial, interpersonal competence (social communication skills), and intellectual competence (strategic skills).

De Metz, N., & Bezuidenhout, A. (2018) asserted that defining the driving forces of the achievement in online learning has always relied on tutors' specific competences, and therefore the potential of achieving strategic and effective online learning is a matter of great interest to students. Rana, K., & Rana, K. (2020) based teachers' digital competences on pedagogical approaches, ICT tools and online learning. Understanding the core roles and responsibilities of tutors is central to sustaining the achievement of online learning.

The tutor samples of this study have sufficiently adjusted to the intensity of distance-learning technologies and gained insights into online-learning platforms, including Tuweb via Microsoft Teams and LMS Silayar-UT that records discussion activities and student assignment. Tutors have definitive responsibility to create educational materials and coursework on these platforms. In terms of its methodologies, an online platform requires effective delivery of learning to provide a means by which learning materials are arranged; digital resources are leveraged; and learning activities are designed and evaluated conforming to the online environment.

Modern learning rests in the changes with the ease of interaction during learning processes. Belawati T. (2019) argued that Tuweb allows an intense and direct, synchronous interaction in Microsoft Teams between students and tutors as facilitators who assist students through the process of fostering their capacities by engaging in emotional and physical support in learning. The intensity of such interaction elicits dynamic atmospheres to enhance student competences.

Role-specific competences of the tutors in the registration term 2022.2 include managing distance online learning, developing and empowering particular competences from a course module that consists of several learning activities, promoting learning effectiveness, and providing motivation for quality learning among the undergraduate students of PGSD. Tutors have played a substantial role in exploring how to enrich learning experience through not only the delivery of information but also the contextualization of the core subject matter by providing examples. In addition, tutors are also capable of diagnosing learning difficulties particularly concerning the challenges with course-materials (or BMP).

Learning services become noticeably important when the circumstance, background, and ability of an individual student greatly vary. With the distance learning system, self-regulated tenet becomes mandatory. This however does not necessarily mean that self-regulated students do not need assistance from others. Learning assistance in its very essence denotes any form of support given to students to cope with their learning experience. In the undergraduate program of PGSD, academic assistance is offered as part of the program in each semester. That said, the way tutors educate students must lie on the fundamentals of self-regulated learning with BMP (a course module) guiding as the core resource with which tutors facilitate students' activities.

The research gap lies in the lack of prior studies on the integration of Tuweb into LMS Silayar-UT that leverages essential concepts from a module (Buku Materi Pokok or BMP) to enhance students' competences and promote higher-order thinking skills. Active engagement empowers students' cognitive development through discussions and assignments. During discussions, students openly respond to the theme of discussion and hone their thinking domains that incorporate analysis, synthesis, and evaluation.

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The study aims to shed light on the competence of tutors in managing online learning that integrates Tuweb and LMS Silayar-UT, focusing on their preparedness, ability to manage online learning, and strategic plans to activate tutor-student engagement. The study is expected to contribute to the understanding of the role of tutors in online learning, highlighting the importance of their competence in designing and conducting learning in the online environment. The findings of this study are expected to provide insights into the effectiveness of Tuweb and LMS Silayar-UT in enhancing students' competences and promoting higher-order thinking skills.

Method

This study employs an ex post facto research design coupled with descriptive analysis. The population under investigation comprises 185 tutors involved in the registration term 2022.2 across 340 online classes for the undergraduate program of PGSD. From this population, 31 tutors participating in three courses were selected as samples through simple random sampling, ensuring each member had an equal chance of selection.

In terms of methodology, qualitative methods were utilized to delve into various inquiries related to the research problem. This involved several data sources:

1. Observation of Tuweb and LMS Silayar-UT activities.
2. Interviews conducted with relevant stakeholders.
3. Reports detailing Tuweb implementation at tutor.ut.ac.id.
4. Evaluation feedback from students of UT-Makassar.
5. In-depth interviews aimed at gathering information on tutor competences in the planning of Tuweb, conducted via Microsoft Teams and LMS Silayar-UT.

Data analysis commenced during data collection and was iteratively conducted until deemed sufficient. The analytical process involved both primary and secondary data, initially analyzed qualitatively to elucidate the area of interest, specifically tutor competences in online learning. This qualitative analysis was then translated into a quantitative descriptive technique, specifically frequency tabulation, to provide a structured presentation of the findings.

This study constitutes mixed methods research, it indeed does. The integration of qualitative methods for data collection and analysis alongside quantitative descriptive techniques exemplifies the mixed methods approach. This integration allows for a comprehensive exploration of the research questions, capturing both the depth and breadth of the phenomenon under investigation.

Results

Tutor Competence in Online Webinar Tutorial (Tuweb)

Tutor competence in conducting Tuweb and integrating it into LMS Silayar-UT leads to the ideal and effective outcome of learning and hence student achievement. Tutors' roles heavily relate to enhancing tutoring activities by taking into account the target competences, the sub-sections of a course material, and the motivation with which PGSD students are provided to foster their competences. The extent to which a course materials may expand calls for specific skills to delve into each sub-section for in-depth understanding. In a situation where competence concerns the management of distance online learning, tutors are facing difficulties coping with the diversity of students in the online environment. It therefore makes sense that creating effective, inclusive, and meaningful learning is central to individual student experience. Tutor competence in the management of Tuweb can be seen below.

Table 1. Tutor competence in Tuweb management

Statistics	
Samples	31
Range	42.5%
Minimum	45%
Maximum	87.5%
Mean	67.5%

Table 1 presents the descriptive analysis of tutor competence in integrating the activities of Tuweb into LMS Silayar-UT in the undergraduate program of PGSD at UPBJJ-UT of Makassar. A mean of 67.5% among 31 samples fits into a very good category, favoring tutors' competences in their role of the digital integration. However, few areas need improvement particularly concerning the selection of target competences in each section of learning activities according to BMP and course-competence mapping. In this sense, tutors must fully grasp the understanding of online-learning patterns in ways that greatly differ from those in conventional settings.

Gaining in-depth insights into the learning process, stages of preparation, a set of competences, and methodologies ultimately helps tutors in organizing a lesson material and anticipating the length and depth of the material. A fully prepared tutor can cope with the struggles of a learning process and set boundaries to material lengths and depths as they sort out target competences with respect to the principles of self-regulated learning at UT. By sorting out these target competences, tutors promote essential thinking skills and navigate learning experiences toward academic achievement.

Table 2. Frequency of Classification of Tutor Competence in Tuweb Management

Interval (%)	Category	Frequency	Percentage
0 - 20	Very poor	0	0
21 - 40	Poor	0	0
41 - 60	Fair	2	6
61 - 80	Good	11	36
81 - 100	Very good	18	58
Total		31	100

The grouping results in Table 2 displays the classification of data alongside its frequency and percentage. Among the 31 tutor samples, 58% (18 tutors) accounts for a very good category; 36% (11 tutors) accounts for a good category; and 6% (2 tutors) accounts for a fair category in terms of their competence in organizing Tuweb activities. With the very-good category making up more than half of the total percentage, tutors, who have previously held conventional face-to-face tutoring, manage to demonstrate very good capacity and skills when conducting digitally-integrated tutoring activities. This favorable result is mainly because tutors have completed training for Tuweb and LMS Silayar-UT. The instrument includes observation of Tuweb implementation and Tuweb evaluation in 2022.2 (UT Makassar 2022.2) that encompasses preliminary activity, presentation, and closing activity. The students of UT-Makassar carry out tutor evaluation in each semester.

Tutor Competence in the Management of Learning Management System (LMS) Silayar-UT

Table 3 presents the results of descriptive analysis on tutor competence in carrying out online-learning programs in the undergraduate program of PGSD at UPBJJ-UT of Makassar. Among 31 samples, a mean of 85,7% represents a very good category, in favor of tutor competence in conducting teaching-learning activities in LMS Silayar-UT. These activities are distinguished from three features; (1) Initiation where tutors provides the rudiments of a subject matter; (2) Discussion that contains the themes of discussion that have not been finished in Tuweb; and (3) Assignment that lays out question items that scrutinize cognitive analysis, synthesis, and evaluation to measure students' competence and their one-week activities based on the eight-week schedule. Descriptive data of tutor competence in LMS Silayar-UT is below.

Table 3. Tutor competence in the Management of LMS Silayar-UT

Statistics	
Samples	31
Range	50.0%
Minimum	48.2%
Maximum	98.2%
Mean	85.7%

During its 8-week period with each lasting 120 minutes, tutors have managed to create a culture of meaningful, joyful learning and a classroom situation that boosts students' motivation in LMS Silayar-UT. Students are initially presented with a course material in a synchronous setting prior to the asynchronous LMS Silayar-UT where they deepen and lengthen the material. A mean of 85,7% indicates the observable outcome of managing teaching-learning experience from Tuweb-LMS integration that results in a very good category.

Social Competence allows tutors to interact socially with students within the context of online learning. Social interaction in LMS Silayar-UT concerns tutors' ability to create a culture of virtual classroom where students enjoy learning, their competence to identify essential competences, and their strategy and method to captivate students' engagement.

Table 4. Percentage and Classification of the Activities in LMS Silayar UT

Interval (%)	Category	Frequency	Percentage
0 - 20	Very poor	0	0
21 - 40	Poor	0	0
41 - 60	Fair	3	10
61 - 80	Good	10	32
81 - 100	Very good	18	58
Total		31	100

Table 4 presents the percentage, frequency, and classification of tutors' competence in performing tutoring activities. Among 31 samples, 58% representing 18 tutors accounts for the highest category, while 10% representing 3 tutors fits in the lowest category (Fair). Such low outcome is owing to tardiness in filling in discussion and assignment grades in Discussion feature. The remaining 32% (10 tutors) is categorized 'good.'

Furthermore, this 'fair' category represents the same percentage as the 'good' category, i.e., 23% that accounts for 7 tutor samples. The instrument for measuring tutors' competence

in LMS management includes filling in material initiation that contains the rudiments of a course material in a timely manner, grading student discussion, providing assignments for three times, and giving feedback notes.

All aforementioned tables have been used to provide insights into the tutoring activities in Tuweb and LMS Silayar-UT, with high scores indicating positive outcomes of the integrated online learning assistance. Tutor samples in these high categories carry out online-tutoring tasks associated with specific goals assigned by UT-Makassar. In particular, these categories reflect how well these tutors deliver course materials, and provide enrichment and stimulation to broaden student understanding. They also demonstrate good performance in fostering a culture of fun learning and evaluating learning outcomes. These results thus suggest that allocating resources for tutors to complete tutoring activities at UT-Makassar has met the desirable objectives.

It is, however, important to note that few domains of competence still lack of improvement. In the assessment of student learning, tutors demonstrate shortcomings in responding to and grading student discussions and assignment. Tutors also fail to provide feedback to material enrichment at the regularly scheduled time in the application, to present conclusion of a given material, and to encapsulate the rudiments of a material to promote in-depth content knowledge. Furthermore, tutors struggle to construct engaging discussions in a positive learning culture where appreciation and encouragement to empower students are poor. It is therefore makes sense that competency-based training is central to improving specific skills in online-learning undertakings.

Discussion

Flexibility in Online Learning

The integration of Tuweb into LMS Silayar-UT has raised technical issues including problematic Internet use, which may put pressures on some students. With an array of social competence, strategic competence, and ethical competence, tutors understand the importance of workplace adaptability and flexibility in situations facing new, different factors to develop alternative solutions in order to nurture good learning environment in Tuweb and LMS Silayar-UT. Collaborative endeavors between tutors and students remain critical to facilitating discussions, assignments and question-answer sessions, and fostering inclusive environment by captivating students' engagement. These tutors have demonstrated essential management skills in planning and compiling tutoring content, executing tutoring as well as delivering tutoring content according to a given schedule, reviewing students' discussions and assignments, and making sure that each session of learning benefits student competences as part of learning assistance for students' self-regulated learning at UT-Makassar.

The present findings show a mean of 98% for tutor competences in PGSD 2022.2, suggesting a very good and essential implication for PGSD students to elicit essential competences from each of the sub-sections in a course module. This further demonstrates the importance of Tuweb and LMS Silayar-UT to course completion as students, who previously experience learning in Tuweb, engage more deeply with the course in LMS Silayar-UT by capitalizing on its three distinctive features; (1) initiation that encapsulates the fundamentals of a course material; (2) discussion that contains themes corresponding to students' specific competences; and (3) assignment that includes question items aligning with higher cognitive competences through analysis, synthesis, and evaluation. Tutors evaluate students' responses and provide feedback and grades within eight meetings—during which student assignments are given three times, i.e., meeting 3, 5, and 7. In online environment,

social competence remains to have far-reaching benefits to tutor-student interactions in Tuweb and LMS Silayar-UT. These interactions in turn promote deeper engagement in a course material and learning activities in Tuweb and LMS Silayar-UT by guiding students to progress on.

Competences across self-regulated learning trajectories

The integration of Tuweb into the asynchronous LMS Silayar-UT offers a new insight into the phenomenon of online-learning services in promoting academic achievement of PGSD students by fostering specific competences based on the course competence mapping in a module (BMP). These students, who are pursuing bachelor degree while teaching, benefit tremendously from the competences, as they are likely to demonstrate them in the classroom in accordance with their field of study. Murkatik, K., Harapan, E., & Wardiah, D. (2020) elaborated that the objectives of academic achievement and success in coping with learning issues are heavily reliant on teacher competences. Meanwhile, Keskin, S. (2019) claimed that a conducive learning environment provides a path to personal communication with the use of educational technologies and in turn affects students' self-efficacy, motivation, cognitive strategies, and self-regulated learning. In this sense, tutor samples have executed their roles and responsibilities as a facilitator in an optimal manner.

Students' engagement is measured in terms of active participation in Tuweb and LMS Silayar-UT, particularly in discussion activities, and assignment scores that contribute to 30% of the final score. In a similar sense, Herlina, H., Malla, H. A. B., & Acim, A. (2020) stressed the importance of students' analytical skills to courses that particularly require higher-order thinking skills. In terms of classroom management, tutor samples have demonstrated approaches and principles that perfectly fit online environment, which includes setting boundaries for discipline, facilitating discussions, arranging group activities, and allocating time according to schedules. Developing classroom management skills ensures a safe, responsive, and inclusive learning environment. Tutors thrive on these skills for conducting tutoring activities in Tuweb and LMS Silayar-UT for desirable outcomes.

Competence in the Integration of Tuweb into LMS Silayar-UT

Managing the preparation for Tuweb and LMS Silayar-UT focuses on how tutors are able to conduct the whole array of tutoring activities and navigate them toward tutoring success. Teo, T., Unwin, S., Scherer, R., & Gardiner, V. (2021) shed light on Industry 4.0 and related it to educational landscape that is subject to ever-growing technological advances and workforce demand. Education seeks to respond to these advances and provide opportunities for teachers to develop holistic competences and 21st-century skills. In practice, tutor samples have become attached to these fast-moving changes and performed their duties in a most effective manner. They are endowed with subject-matter mastery, fully grasp course-competence mapping, demonstrate the ability to design and execute online learning, and understand the diversity of PGSD students in terms of capabilities and backgrounds. In line with this, Muslih, M., Supriyanto, R. T., & Sembiring, M. G. (2023) argued that good management of academic activities stems from the effect of teachers' pedagogical competence and discipline.

Learning strategies with a specific range of essential competences from a module (BMP) facilitate learning by adding emphasis to core concepts of learning activities and problem-solving engagement. Ratnaningsih, D. J., Belawati, T., Puspitasari, K. A., & Noviyanti, M. (2022, July) found a significant positive correlation between online learning processes, online-learning behavior in online tutoring, students' learning patterns, and final scores. The notion of flexibility in online environment allows students to create learning paths that fit their individual circumstance. Puspitasari, I. N. N. (2021) argued that the combination of synchronous and asynchronous learning balances this flexibility; online platforms provide

space for synchronous learning, according to students' ability and need, while creating a learning environment that is meaningful and beneficial to learning objectives. Online learning can be cost-saving for educational cost and commuting, and other expenses associated with attending on-site courses.

Managing Interactions in Webinar Tutoring Activities

By its nature, managing tutor-student interactions during tutoring activities calls for tutors' competence to decide on the quality of the outcome of tutoring activities. The overall student engagement and motivation in online environment are high as indicated by the rate of attendance and participation that peaked at 93% out of 300 students per study program. Based on monitoring results in 2022.2, students attended eight online meetings within eight weeks with a very good category of attendance at a percentage of 98,05 out of 3000 students. The results also found student participation in Tuweb and LMS Silayar-UT at a very good category.

According to Lee, J., Song, H. D., & Hong, A. J. (2019), student engagement in online environment benefits student motivation and achievement, and aligns with not only psychological motivation but also peer collaboration and cognitive problem solving. Prior studies have proposed numerous scales to measure student engagement. Abou-Khalil, V., Helou, S., Khalifé, E., Chen, M. A., Majumdar, R., & Ogata, H. (2021) found engagement strategies to be most effective in group or collaborative efforts among higher-education students, though the effectiveness of the engagement strategies may vary. Based on the framework of interactions within distance education, interactive online learning has the potential to create a circumstance where students are actively engaged in a course material and enhance their insights into essential concepts off a module (BMP).

The management of interaction in tutoring activities is distinguished from several indicators; (1) a course material in BMP is elaborated by providing examples and exercises where necessary; (2) a course material is relayed in an accurate method with subsequent reviews and follow-ups; and (3) students are facilitated to deepen their understanding of essential concepts. Martin, F., & Bolliger, D. U. (2018) claimed that student engagement increases the likelihood of student satisfaction and hence learning motivation, and diminishes isolation. De Metz, N., & Bezuidenhout, A. (2018) also stressed the importance of tutors' competence in the purpose of facilitating effective online-learning environment, and their important duties to ensure they are fully prepared in the online ecosystem.

Basic Tutoring Competences

Course competence mapping is the benchmark by which thinking skills and context-developing skills are developed based on a given course. Trisiana, A. (2020) opined that digitalized learning media in educational landscape has become increasingly real as it presents new trends in the emerging modes of knowledge production in society and numerous practices of learning innovations. McFarlane, K. J. (2016) argued that tutors' competence and confidence as well as the sustainability of their professional development significantly contribute to student engagement in learning experience. Students' academic feat from a variety of backgrounds is therefore a matter of tutor qualities. Imara, K., & Altinay, F. (2021) found that teacher education within the last decade has largely focused on identifying competences that have been observed and measured in much literature and are crucial to reimagining teacher education in terms of its sustainability and exploring assessment tools and approaches to the integration of these competences into teacher education.

The present findings identify a handful of tutors to be struggling with reviewing student discussions and tutoring assignments, and grading. There are also tardiness issues concerning submitting reports of the administration and implementation of Tuweb and LMS

Silayar-UT to tutor.ut.ac.id. (a link to which tutors submit their reports). However, a number of other tutors have sufficiently demonstrated common competences, particularly when it comes to planning time management that fits tutoring schedules, delivering a course material on schedules, and making sure that each learning session runs according to activity schedule planning.

Conclusion

The present study finds evidence that tutors have demonstrated adequate competences in managing and leveraging educational technologies to foster self-regulated learning programs. These competences translate into positive impacts on the integration of webinar tutoring (Tuweb) into Learning Management System (LMS) Silayar-UT in which tutors perform their duties and responsibilities in accordance with tutoring procedures assigned by Universitas Terbuka of Makassar.

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