

Online Guidance Study On The Enhancement Of Completeness In Completing The Final Duties Of Distance Students

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Abstract- *This research presented an online tutoring design that aimed to improve the completeness of completing the final assignments of distance students. The impact of online learning on aspects of intellectual maturity development was assumed to be unwise in making decisions and unskilled in solving problems. It was found in the social attendance rate of 2015. The distance students randomly selected from 70 students through the Social Attendance Scale illustrated that 42.3% of students had low Social Attendance, 28.8% moderate, and 28.9% high. The results of the data analysis showed that there were weaknesses of the distance students' social presence that the students learned in the conditions after working because the most background of the condition was already married, the task was done quickly/instantly and depended on others. To train student self-awareness, online guidance was needed: 1) Join Together, 2) Motivating, 3) Building Commitments to Implement, 4) Observing and Evaluating.*

Keywords: *Online tutoring; social presence; distance student.*

I. INTRODUCTION

Diversity of education services form was often colored by communication technology because this field had always been adopted it, especially in its learning system in distance education. One of the results of the development of the latest communication technology that was very influential in the education field was communication with the use of computers or known as Computer-Mediated Communication (CMC). According to? (2013)The presence of the internet gave birth to a new era of communication, namely individual mass communication, which presented several behaviors that must be anticipated in building a culture of communication (Castells, 2013). Open and Distance High Education Program, there was different from conventional high institutions, namely face-to-face learning system. According to the essence, the Open and Distance High Education Program conducted learning with the online learning system.

Distance education, according to was organized education. According to they were using the terms 'open learning', 'distance education' and 'self-study'. According to communication between teachers and students must be facilitated by the printing device, electronic,

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mechanical or other independent learning devices, and the use of media for civilized education communication. Distance learning implemented by Universitas Terbuka was done independently by students. The students were required to have their own ideas and initiatives, for instance, studying modules, doing tutor assignments, strengthening through field implementation, and doing self-evaluations. The students managed the time and implemented effective learning strategies. The students must have strong self-discipline, initiative, and motivation to learn. Independent learning could be done individually or in groups using modules or non-print as a learning resource.

In the implementation of online learning utilizing an application. There are four online learning philosophies as stated by Cisco (2001): 1) as the delivery of information, communication, education and training online, 2) provide a set of tools that can enrich the value of learning, 3) replace conventional learning models but strengthen learning models through enrichment content and development of educational technology, 4) learning capacity varies depending on the form, content and manner of delivery. The better harmony between content and delivery tools and learning styles, the better the capacity of learners will in turn produce better results (Indrakusuma & Putri, 2016).

The application of online learning requires an important component in interacting with social presence or the feeling of being there with someone "real" as a substitute for reality. In research (Oh, Bailenson, & Welch, 2018) explored the concept of social presence, distinguishing it from two dimensions of social presence namely telepresence and self-presence. This research investigates factors: (ie, deep quality, contextual differences, and psychological characteristics of individuals) that distinguish a person's social presence. An increased social presence increases one's experience in an online learning environment.

The Universitas Terbuka learning guidance was carried out in the form of assignment and participation in the tutorial, independent practice, practice exam, examination of professional ability strengthening, the examination of the end of the semester, and final assignment of face-to-face learning system programs. Independent training was only available online and could be accessed through on the online learning menu). Asynchronous guidance and sync synchronoud guidance require interaction between tutors and students. When working on tasks given and must be done according to schedule. Positive interaction is needed as a feedback from the guidance process so that all tasks can be traced(Mckay, 2019).

The view of the theory used a survey approach that the completeness of finishing students' assignments at the Universitas Terbuka was not high. The fact was found in undergraduate students, Teacher Education—Early Childhood Education at Universitas Terbuka, Lumajang District, through observation in 2019. There were many students experiencing learning difficulties, and the problems could not be resolved quickly either related to the completeness of learning materials or finding it difficult to implement learning outcomes, the students absorbed the information low, low motivation to learn.

Creating collaborative and engaging distance learning requires a Community Of Inquiry (CoI) framework. CoI learning originates from Wenger's Social theory of learning and was introduced by Garisson, Anderson and Archer in 2000. To obtain meaningful online learning, there are three elements of 'presence' that influence each other namely teaching (presence), social (social presence), cognitive (cognitive presence)(Lomicka & Lord, 2007). All three of the substantial series of Community Of Inquiry support distance learning. Teaching presence requires social interaction between communicants and fosters the development of cognitive presence.

The learning implementation technique is carried out independently through the internet. LMS or CD-ROM. At present this concept is known as Asynchronous e-learning. While email facilities, Google Drive is said to be synchronous. The concept of e-learning is the interaction between learners and teaching material (content) (Suranto, 2009). And can be implemented with the right approach and fast in understanding a knowledge. The merger of computer engineering with telecommunications has resulted in a revolution in the field of information systems (Indrajit, 2016).

There are three main components of information systems namely people, technology, services. Students interact with e-learning directly and indirectly. Whereas technology provides support for integrating content, activating communication and providing collaboration tools. E-learning services integrate all activities in accordance with pedagogical models and learning strategies. The combination of complex interactions is direct and indirect action with e-learning systems. Service specifications are e-learning activities that are aligned with pedagogical models and learning strategies (Aparicio, Bacao, & Oliveira, 2016).

In the process of education and learning there are four domains that work simultaneously. Learning through interaction in the family at home, relationships with friends, the public realm community and the process of surfing in cyberspace (Prof. Richardus Eko Indrajit, 2015). The existence of the concept of technology is a reciprocal relationship that controls and controls one another.

Malcolm Knowles (Antisdel, 2016) makes the concept of adult learning the most important is the characteristic of having an independent self concept and can direct his own learning, have accumulated life experiences which are rich resources for learning, have learning needs that are closely related to change social role, problem-centered and interested in the implementation of science, internally motivated learning, adults need to know why they need to learn something (Sharan B Merriam, 2006).

Based on observations, the students seemed to have attitudes and behaviors that were not active in online study groups, so they did not know about their assignments until the final assignment collection. They looked more like asking for help from their friends. The mindset of students at Universitas Terbuka was still low for a willingness to work hard, and their self-ability independently was still low. They gave up easily so that the tasks were not complete. Student learning behavior was not based on curiosity to gain knowledge. When exam time, they preferred to open a book because it only needed to copy-paste from the book, and it was found that there was a lack of evaluation so that the learning value for students was low. Basically, the students of Universitas Terbuka had to learn independently that was learning on their own in terms of understanding learning materials, sharpening how to process their thoughts, implementing skills, and applying the experiences in school with their own initiative and motivation.

A survey that conducted through the social attendance instrument that held as a preliminary study on April, 7th 2019 found that from 25 students in the fifth (5) semester Classroom Action Research subjects, 24 students of Parents Involvement Programs in the ninth (9) semester and 21 students in Physical Development and Motoric subjects obtained the information that 22.5% of students were at low social attendance, 17.85% moderate and 21% high. This was a depiction that the conditions of the social presence of students were not optimal. Moreover, there were the students who had a desire that was not serious about seeking knowledge, had low willingness to work hard, and the motivations to improve themselves independently were still low. However, some efforts had been made by Universitas Terbuka (Sugiran, Daulay, Zaman, Effendy, & Amalia, 2016) to improve student's quality, such as conducting periodic and continuous evaluations, providing broad

opportunities for the students. Then, the tutor evaluation questionnaire was used for formulating the possibility of a necessity for corrective and preventive actions, self-evaluation, improving, and maintaining the quality of further learning.

Based on the facts of the impact of online learning, Guidance and Counseling services are needed which are synchronized with the Social Presence dimension. Social Presence in students is not yet high. The low intellectual maturity of students / students resulted in unwise decision making and unskilled in solving problems (Gunawardena & Zittle, 1997) especially absorbing information. The author assumes that the Social Presence problem is important to know in answering this problem.

In the opinion (Patrick Ryan Lowenthal, 2013) that social presence (Social Presence) becomes very popular how students interact socially in an online communication environment. Social presence is a concept of social psychology that is based on social interactions related to good and bad behavior. As a result, emotional information affects the formation of attitudes and behaviors in the context of communication. The theory of social presence (Social Presence) someone accepts other people as individuals and all interactions that have values of mutual relations (Kim, Song, & Luo, 2016).

The condition of social presence also reflects how students reflect their attitudes and behavior. In the first research is building online student attendance by examining how students present themselves as real people in an online education environment (which is largely dependent on asynchronous CMC) (Patrick R. Lowenthal, 2011). Other than that defines social presence as the 'level of feeling, perception, and reaction connected by' CMC 'to others (p. 140). The seventh study according to Rogers (Willig, Stainton-Rogers, Giorgi, & Giorgi, 2011).

In this regard, it could be understood that the condition of students' social presence was still at a level that could not yet be called high because the strong influence of students' success in interacting online in the learning environment varied greatly. In communicating on social media, interactions did not support the personal aspects and accommodate nonverbal signals so that interpersonal relationships and even impersonal relationships could not be felt. Using an instrument developed based on social attendance theory, namely Social Attendance Scale, which had been through content validation with several experts, this instrument would be used as a tool for expressing the conditions of distance students' social presence. This article will describe specifically and in detail the findings of this preliminary study, which will be the basis for further research, that is, the development of an online tutoring model to increase the presence of Universitas Terbuka students. The survey and coding scheme was developed by Gunawardena (GUNAWARDENA, GUNAWARDENA, VASANTHANATHAN, & GUNAWARDENA, 1978), which influenced most of the research on social presence.

Focusing on identifying observable behaviors was used by the students to project themselves as "real" people. More specifically, (Patrick Ryan Lowenthal, 2012). (Anderson, Rourke, Garrison, & Archer, 2019) identified three categories and twelve social attendance indicators from their previous research, the categories and social attendance indicators are listed in Table 1.

Dimension	Indicator
<i>Affective Responses</i>	(1) Expressions of emotion are facial expressions, anger, upset, crying, smiling, behavioral, and physical response, which includes physiological, postural, and vocal changes.

	<ul style="list-style-type: none"> (2) Use of humor is to move, persuade, disparage; irony and sarcasm (it is only for code if a clear indication of this intended to be funny, for example, additional punctuation or emoticon) (3) Self-disclosure shows emotion but in the indirect situation, presents details of life outside the class, to show social attitudes to be effective in learning
<i>Interactive Responses</i>	<ul style="list-style-type: none"> (1) Continuing a thread is a response (originally "open communication") using the reply feature from the communicant, (2) Quoting from other messages, (3) Referring explicitly to other messages, (4) Asking question, (5) Complimenting, expressing appreciation, expressing agreement
<i>Cohesive Responses</i>	<ul style="list-style-type: none"> (1) Vocatives are overcoming or, referring classmates, (2) Group reference is overcoming groups, (3) Social sharing is communication that serves pure social functions, (4) Self-reflection is a reflection on the program itself, a kind of group self-awareness, (5) Phatic are greetings
<i>Social context:</i>	<ul style="list-style-type: none"> (1) Familiarity with recipients is establishing intimacy with the recipient, (2) Assertive/acquiescent is receiving information firmly/correctly, (3) Informal/formal relationships are to establish relationships informally and formally, (4) Trust relationships are establishing a trusting relationship, (5) Social relationships/love and information is to establish social relations/information that is humane, (6) Psychological attitude toward technology is having a psychological attitude towards technology, (7) Access and location have clear access and location, (8) The user's characteristics have each user's character.
<i>Online communication</i>	<ul style="list-style-type: none"> (1) Keyboarding and accuracy skills have the right writing skills, (2) Use of emoticons and paralanguage is using words that show feelings and how to convey emotions such as emoticons, (3) Characteristics of real-time discussion have characters in discussions every time, (4) Characteristics of discussion boards (Kalau artinya diskusi dewan/kelompok, maka b.inggrisnya: board discussions) is having characters together/in groups, (5) Language skills/reading, writing that is having the ability to read and write

Internalizing the substance of online guidance in the social presence, the steps are: (1) Joining together, planning the actions, using strategies, moved to carry out tasks independently, having a personal desire to intensely present in the study (online discussion), joining themselves with study groups. Affective Responses that reflect how individuals can express personal values, beliefs, and attitudes to be able to effectively determine their presence in learning ([Garrison & Akyol, 2015](#)); ([Richardson & Swan, 2019](#)).

(2) Motivating, understanding the conditions, motivating yourself, making task schedules, enthusiastically making self-awareness that study is a personal need for the future, freedom is based on full awareness of the time available in learning. Interactive Responses are plans and thoughts of interacting in the online learning process, teaching presence, motivation, visualizing activities through cognitive abilities, attitudes and behaviors to carry out activities (Garrison & Akyol, 2015); (Richardson & Swan, 2019).

(3) Building commitments to implement, realizing understanding, making decisions for active learning, and online learning behavior resulting in systematic self-regulation, self-management in online learning, being aware of the learning process, evaluating themselves to change to a better direction/having a new perspective towards true online learning, understanding weaknesses or mastery of learning material and determining introspection and self-understanding for the better.

(4) Observing and evaluating, having behavioral evaluations, maintaining strengths and fixing weaknesses, and reflecting changes needed to be in the future, as well as being shown in behavioral improvements. The following questions are taken from students' social presence perceptions from online tutoring:

1. Are there any relations between online tutoring and social presence?
2. If so, what is the connection?
3. How the role of online tutoring has an impact on the social presence of UNIVERSITAS TERBUKA students?

II. METHODS

This study used a quantitative approach. (Creswell, 2002) stated that the "quantitative approach is the measurement of quantitative data and objective statistics through scientific calculations derived from the sample of students who were asked to answer a number of questions about the survey to determine the frequency and percentage of their responses."

This study used a descriptive method that aimed to explain and summarize various conditions, situations, or various variables that arose in the community that was being the object of research based on what was happening. This approach was to see the cause and effect between the dependent variable (Social Presence) and independent variable (Online Guidance).

The descriptive method could be done by using the survey description format. That was intended to find out how much the influences of online tutoring applied to the increase in the social presence of distance students.

Participant

The population used as the object of this study were all students of UPBJJ Jember in 20151 amounting to 931 students. Table: 2.1 UPBJJ student population in Jember 20151

No	Code/Name of KABKO	New	Old	Amount
1	35085/Kabupaten Lumajang	56	14	70
2	35093/Kabupaten Jember	227	100	327
3	35104/Kabupaten Banyuwangi	203	79	282
4	35112/Kabupaten Bondowoso	65	39	104
5	35127/Kabupaten Situbondo	37	18	55

6	35135/Kabupaten Probolinggo	14	24	38
7	35746/Kota Probolinggo	33	22	55
Amount of 635		296	931	

Sampling using random sampling. According to (Sugiyono, n.d.) Simple random sampling is as follows: "Sample random sampling is taking sample members from a random population without looking at the strata in that population—data collection techniques using questionnaires, surveys, and observations.

Research Instrumentation

Seventy students were asked to answer the online guidance internalization questionnaire in student social attendance. For eight weeks, the questionnaire through WhatsApp, google doc, google drive, and google classroom groups contained 58 Social Attendance scale items. Participation in surveys is voluntary but aims to reveal the form and extent of social distance learning students. Students are asked to respond according to real conditions and conditions that are closest to him. In this filling, there are no right or wrong answers offered to show negative reactions to social media such as difficulty in accessing, there are positive reactions and neutral reactions (have the possibility of being influenced and not affected).

The linkage of social presence to social attitudes and behavior as learning experiences through closeness, intimacy, and interaction in social construction through bimbling. (Anderson et al., 2019) there are three important components in interacting namely social activities, cognitive activities, and teaching students in social activities identify interests in the learning environment, develop interpersonal relationships with others, communicate well in the learning community, cognitive awareness is formed through the proposition of internal reinforcement in the form of bimbling constructs that are joint together, motivating, Building Commitments to Implement, observing and evaluating.

III. RESULTS

From the observation process, it was obtained that in the online guidance process carried out intensely using cognitive reconstruction theory. The students received online tutoring and were often instilled in awareness to make changes in attitudes, behavior, reflection, and self-evaluation. Online tutoring was carried out from the initial meeting until the last meeting of the 8th week. Every tutorial meeting, the students were advised to immediately complete the tasks on time.

At the final meeting, the students and the tutor were given an evaluation questionnaire whether, at the time of completing the task, there was a change in attitude by internalizing online guidance on social presence through cognitive and social constructivism as shown in

Table 1. *The changes in attitude by internalizing online guidance on social presence through cognitive and social constructivism.*

		f	%	\bar{X}	Ss
Social	Joining together	25	35,7	2,48	0,050

presence	Building commitment to implement	18	25,7
behavior	Motivating	17	24,3
	Observing and evaluating	10	14,3

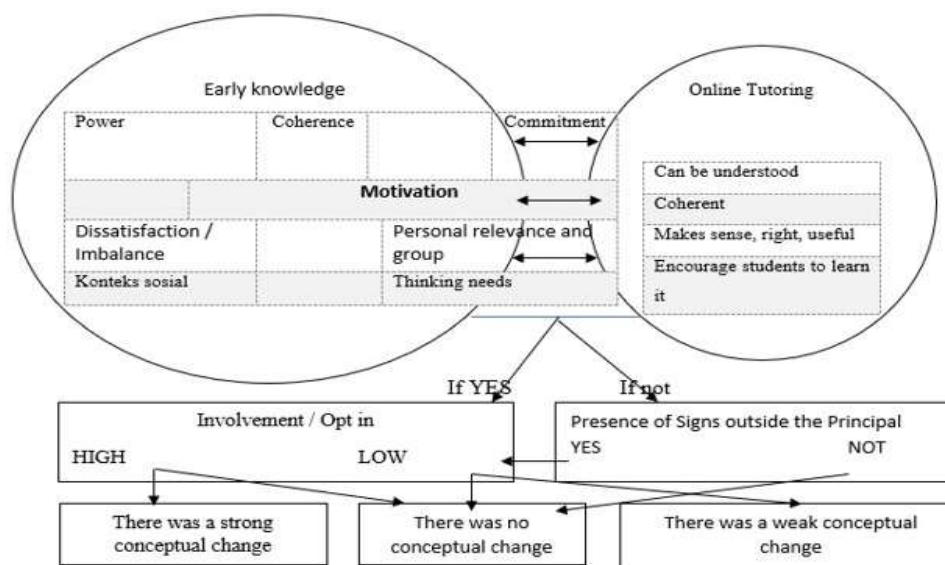


FIGURE 1. Cognitive constructivism

Online tutoring is carried out from the initial meeting until the last meeting of the 8th week. The first and second meetings are held jointly by inviting all students to be active. The third meeting was the Tutorial Task (TT 1) doing motivation to work according to directions and modules. The fourth meeting gave motivators ahead of the second Tutorial Task (II). The fifth and sixth meetings invite commitment to carry out all tasks in accordance with the module and tuton direction. The seventh meeting carried out the third Tutorial Task (TT III), and the eighth meeting of the tutors with students conducted reflections and evaluations. At each meeting, intense guidance is carried out so that the process of students independently learns online. If it is done, there will be a change in attitude and behavior, and if it does not do, then there will be no change in attitude and behavior. At the final meeting, students and tutors were given an evaluation questionnaire whether, at the time of completion of the task, there was a change in attitude by internalizing online guidance on social presence through cognitive constructivism.

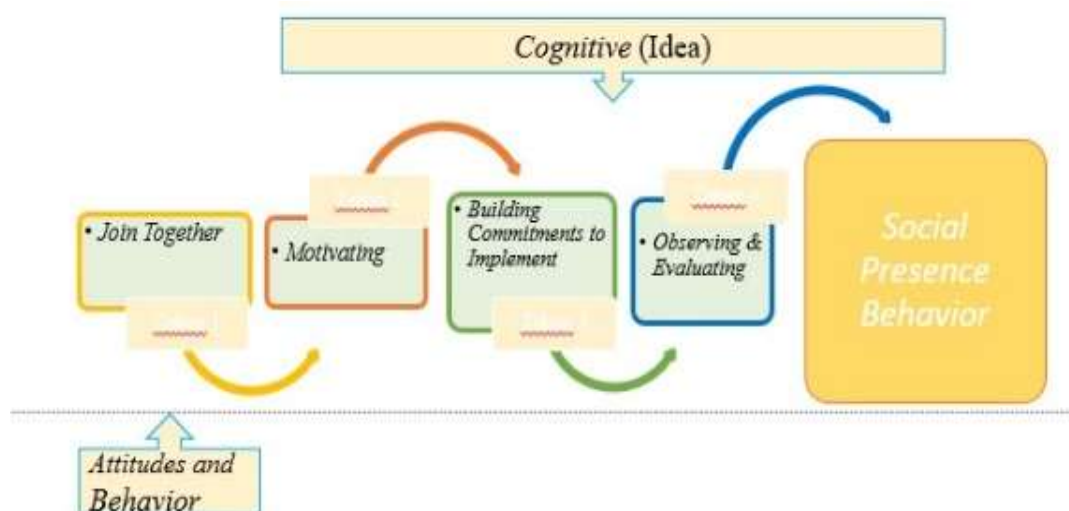


FIGURE 2. *Internalization of online guidance by cognitive reconstruction into behavior social presence*

The results showed 70 students, to realize the understanding, made decisions to actively learn, and online learning behavior resulted in 17%, systematic self-regulation 17%, self-management in online learning 20%, realized the learning process 20%, evaluated themselves to change in better direction/have a new perspective on true online learning that was 16%, understood weaknesses or mastery of learning material, and determined introspection and self-understanding to be better 10%.

The students, through online guidance overt and covert, had evaluation behaviors, maintaining the strengths and correcting weaknesses, and reflecting the changes that were needed to be in the future, and shown in behavioral improvements. The development of strategies and approaches helping the students in a better understanding of how their learning captured and mated in the education system had been studied in a field commonly called Student Open Model (OLMS).

IV. DISCUSSION and CONCLUSIONS

The development of strategies and approaches helps students understand better through an open learning model (Abdi, Khosravi, Sadiq, & Gasevic, 2020). Social presence is difficult to define; even measuring attitude will be more difficult. Some studies have agreed on how to measure social presence (Baym, Yan Bing Zhang, Kunkel, Ledbetter, & Lin, 2007). Through surveys and coding codes developed by Gunawardena (GUNAWARDENA et al., 1978); (Anderson et al., 2019) (Tu, 2002) in his research influenced most of the research on social presence. For example, (Lomicka & Lord, 2007) did a survey to measure social presence based on past literature in the field. (GUNAWARDENA et al., 1978); (Tu, 2002) focus primarily on surveys and interviews of students about their perceptions about CMC and social presence, (Anderson et al., 2019) focuses on identifying observable behaviors used by students to project themselves as "real" people.

More specifically, Rourke et al. identify three categories and twelve social attendance indicators from their previous work, social attendance categories, and indicators. Even the RIPPLE learning approach is able to show personal recommendations (Khosravi, Cooper, & Kitto, 2017) From the indicators that had been

formulated after cognitive constructivism through online guidance Affective Responses, trained the students to plan actions, use strategies, be moved to carry out tasks independently, have personal desires to intensely present in learning (online discussion), join themselves with study groups. At Interactive Responses, the students understood the conditions, motivated themselves, made assignments, enthusiastically made self-awareness that learning was a personal need for the future, freedom was based on full awareness of the time available in learning.

From the indicators that have been formulated after cognitive constructivism through online guidance, namely affective responses, train students to have expressions of emotions, use of humor, and self-disclosure. Interactive Responses trains students to have a continuing thread, quoting from other messages, referring explicit applications to other messages, asking questions, complimenting, expressing appreciation, and expressing agreements. In cohesive responses, students have vocative skills, group references, social sharing, self-reflection, and physics. The student social context has familiarity with recipients, assertive/acquiescent, informal/formal relationships, trust relationships, social relationships/love and information, psychological attitude toward technology, access and location, and user's characteristics. And online communication students have keyboarding and accuracy skills, use of emoticons and paralanguage, characteristics of real-time discussions, characteristics of discussion boards, and language skills/reading, writing.

In reflection and evaluation, students had behavioral evaluations, maintained the strengths, and corrected the weaknesses, and reflected the changes that were necessary for the future and shown in behavioral improvements. Therefore, the results of data analysis and discussion could be concluded that the internalization of online guidance with social presence through cognitive and social constructivism approaches produced attitudes and behavioral reflections to project themselves as real people in online learning. Social presence as a significant relationship toward increasing the students' interaction showed the level of satisfaction in the form of effective communication so that they could consciously perform and complete the teacher's assignments. Along with the increasing achievement of completeness in finishing the final project, the implementation of social attendance theory for educational purposes as an attribute of distance students needs to be disseminated.

The theory of social presence in the realm of Guidance and Counseling is very interpersonal and even impersonal, especially in helping to solve problems. Online guidance and counseling services through social attendance materials can help to motivate about broad social presence, ways to interact, and the benefits of social presence. Through online guidance, the substance, Joining Together, Motivating, Building Commitments to Implement, and observing and evaluating can influence the behaviors and attitudes in a professional manner so that completing of finishing students' work will be improved.

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