



Analysis of Online Community Services in Problem Solving Studying at Open University: A Case Study to Improving Problem-Solving Ability of PGSD

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Article Info

Article history:

Received December 5, 2021

Revised March 6, 2022

Accepted March 29, 2022

Available Online April 30, 2022

Keywords:

Case study

Online community

Service analysis

Solution to problem

Teacher candidate

ABSTRACT

The purpose of this study is to analyze problems in online communities to help solve problems faced by Open University (OU) students in terms of topics discussed in online communities, problems that arise in online communities, the process of counseling guidance in online communities, improving student problem-solving skills after discussing in online communities. This research was conducted using a quantitative descriptive design. All Elementary School Teacher Education (PGSD) students who post on online community services, from January 2019 to December 2019 as research objects. Data were collected using the documentary method and a problem-solving ability test for students from the Bojonegoro study group. Data from the online community is described based on the proportions while the problem-solving ability with N-gain, sensitivity, and completeness. The results showed: (1) The topics discussed in the online community service were introductions, registration, tutoring/study, and grades/exams; (2) Problems that arise in online community services are registration, tutorials, grades, and exams; (3) The process of counseling guidance in online community services for student problems is karstic; (4) Students' problem-solving ability after discussing in online community services increases and is in high criteria.



<https://doi.org/10.46627/silet>

INTRODUCTION

The Online Community at the Guidance and Counseling Forum (FBK) is a forum for providing assistance services for Open University (OU) students to exchange ideas freely on issues related to completing studies in the study program they are participating in. This forum is only a medium for interaction between users, not a medium for official correspondence with institutions (Setyowati & Widuroyeki, 2014). Every student has the same opportunity to use this media as a place for sharing to solve various problems faced related to learning (Fatmawati, 2019). Thus, the online community is a form of tutoring service for OU students (Setyowati, 2016).

For PGSD students, the learning problems they face are expressed through every article posted by students on online community pages. Data posted by PGSD students about the problems they face, contains various problems and complaints, asking for advice, giving advice, asking about lectures and the like. This forum is a form of guidance which contains expressions of student problems in the context of completing studies. The emphasis of this forum is more on

the cathartic technique, namely what students' problems are expressed, expressed in this forum, so that they feel relieved to be able to convey emotional stress freely, in the hope of completing his studies without pressure (Alzahrani, 2017; Omede, 2013).

Various expressions that appear in the online community in the form of greetings, complaints, statements, or questions expressed by students in the hope that there will be a settlement, both from the supervisor and from their colleagues (Zuhara, 2015). Students are satisfied if the problems they face are responded to by various authorities in their fields, but if that doesn't happen, then they inevitably have to accept it sincerely and sincerely, because there is no need for a supervisor to guide students (Azizah et al., 2018).

Facing unresolved student problems, this forum places more emphasis on cathartic techniques, students can express their emotional stress or worries freely, so that they can complete their studies to the fullest without mental burden (Walgito, 2014). Problems that are group in nature can be solved with group guidance and counseling as a dynamic interpersonal process which is an effort to help students (Winkel & Hastuti, 2013; Mandala et al., 2013). The topics discussed ranged from registration issues, tutorials and grades issues. This program is in line with the academic services provided by OU, namely helping students complete their study programs at OU.

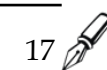
Based on data on the OU website page with an online tutorial menu, in the online community of PGSD program students, it is known that the problems discussed are various, some of which contain expressions of feelings, questions, statements or responses from students, such as registration problems, online tutorial problems and learning outcomes, and exam problems. It is a challenge to identify the various problems that arise so as to describe the effectiveness of the counseling guidance services implemented at the Open University higher education institutions. As the results of previous research, online community services at the PGSD program counseling guidance forum are effectively implemented at OU through peer guidance and counseling (Setyowati, 2016; Khlaif et al., 2017).

In connection with the various topics that appear in the online community in the FBK for PGSD students, the following problems will be analyzed: (1) What topics are discussed in the FBK service in the online community? (2) What problems arise in the FBK service in the online community? (3) How is the counseling process in the FBK service in the online community regarding student problems? (4) How is the improvement of students' problem-solving skills towards the TAP subject of the PGSD S1 Program at Pokjar Bojonegoro after discussing the FBK service in the online community?

This research focuses on the problem of handling difficulties related to PGSD student tutorials in solving learning cases that have an impact on administrative activities, student grades and smooth graduation. Then seen the increase in learning outcomes in PGSD Pokjar Bojonegoro students who programmed the Program Final Project (TAP) course.

Guidance as an aid to overcome difficulties in life, so that they can face their welfare (Walgito, 2014). Guidance can be given to an individual or a group of individuals. Therefore, guidance can be given to anyone in need regardless of age so that children or adults can become objects of guidance (Sam, 2013). Counseling is assistance given to individuals to solve their life problems independently by means of interviews and in a way that is in accordance with the circumstances faced by individuals to achieve their welfare (Walgito, 2014; Mappiare-AT, 2014). Counseling as a technique of guidance. Therefore, counseling is guidance, but not all forms of guidance are counseling (Yusuf, 2014). Guidance is more preventive or preventive, maintenance and counseling is more curative or healing. Guidance services can be in the form of orientation and information services, data collection services, placement services, counseling services and follow-up services.

In line with the development of communication and information technology that has an impact on the world of education, counseling guidance is one part of overall educational activities, also experiencing development (Chai et al., 2020). Basically, counseling techniques are



carried out face-to-face relations, with the development of increasingly advanced technology and information, counseling techniques are carried out not only face-to-face between clients with problems and counselors, but can also be done through print or non-print media such as electronic, internet or online. telephone / cell phone. As stated by Yusuf (2014), counseling is the process of helping or assisting the counselor to the counselee, either through face-to-face or media, internet or telephone), so that clients can develop their potential or solve their problems, so that they develop into a meaningful person, both for himself, and for others, in order to achieve mutual happiness (Breivik, 2020).

The use of counseling skills by counselors can be divided into five different goals, namely (1) supportive listening, (2) managing problematic situations, (3) problem management, (4) changing bad skills (5) realizing changes in life philosophy (Nelson-Jones, 2012). Counselors use an integrated approach by: (1) being sincere; (2) empathizing, being warm, and showing sensitivity in a harmonious relationship based on mutual understanding; and (3) non-judgmental. An active, methodical, and pragmatic approach is needed to deal with personal problems (Astuti et al., 2013; Winkel & Sri Hastuti, 2013).

Counselors in general should encourage clients to explore the feelings of clients, including letting them be sad, cry, angry, touched, happy, afraid, and so on. By doing this, the counselor can help release the client's emotional baggage and move forward. The healing process in releasing emotional baggage is called catharsis (Geldard, 2014).

There are three categories of problems commonly faced by students in the Distance Higher Education system, namely (1) administrative problems, which affect student interactions with institutions; (2) learning problems, which are related to learning activities and task completion; (3) personal problems, namely circumstances or personal problems that can affect the learning process. The success of counseling, broadly speaking, is influenced by three factors, namely the client factor, the counselor factor, and the accuracy of the technique/method used (Saam, 2013). However, the counselor factor, the supervising teacher plays an important role in achieving the success of guidance. Therefore, the counselor or supervising teacher must understand the client's internal factors such as (mental-emotional conditions, thought patterns, and other behaviors).

RESEARCH METHOD

The object of this research is all posts that appear in online communities. In other words, all the problems that arise from PGSD students from January 2019 to December 2019 who access and post on the Online community. The total number of topics discussed on the online community page. Topics written by students in the form of greetings, expressions of feelings, questions or statements posted by students in online community services as material to be analyzed.

The data collection instrument used the documentary method. The document materials used are official and external, meaning that the data is official from the OU institution, and is prepared for the benefit of students. The instrument for obtaining data on students' problem-solving abilities in the TAP course is in the form of a p-test for solving learning cases.

The data that has been collected in the form of student writings is analyzed descriptively. The analysis includes data reduction, data display, conclusion verification (Bungin, 2014; Pramonoadi et al., 2020). Data reduction sharpens, selects, focuses, discards, and organizes data in a way where final conclusions can be drawn and verified (Emzir, 2014). To see students' problem-solving abilities, the data were analyzed by calculating the normalized N-gain value, sensitivity and completeness of 30 Pokjar Bojonegoro students who took the Program Final Project (TAP) course.

RESULTS AND DISCUSSION

In connection with the various topics that emerged in the online community in the FBK for PGSD students during the period January 2019 to December 2019, the results and discussions can be described as follows.

1. Topics discussed in FBK services in online communities

Table 1. Variety of discussion statements in online communities

No	Aspect	Various Forms of Student Statements
1	Introductory Greetings	Greetings to all, hello friends in arms, Assalamualaikum, greetings to meet me, Syafrizal from Batam.
2	Statements	Among friends who took BI PGSD (3 semesters), SDH can be accessed on the OU digital teaching materials application. How to activate the login with the username nim@ecampus.ut.ac.id with the password on the date of birth, the online module already exists, you can download the app on the playstore, there is no physical module. Let's make a WhatsApp group, if there is a WA group, please add it,
3	Question	Among friends who took BI PGSD (3 semesters), SDH can be accessed on the OU digital teaching materials application. How to activate the login with the username nim@ecampus.ut.ac.id with the password on the date of birth, the online module already exists, you can download the app on the playstore, there is no physical module. Let's make a WA group, if there is a WA group, please add it,
4	Academic Complaint	In the previous 2 semesters, the tutoring time for each module could be done with a period of 1 week. If the hours are counted as Monday. After 12 pm, Tuton and physical modules are ready for UPBJJ Purwokerto?, I want to ask How do I register for courses for the PGSD major, Has anyone entered Tuton yet? why can't I enter the course, even though I have clicked, I want to register for tutoring but after I click the registration form, register at SIA first, after I check at SIA, my registration still hasn't paid off the tuition fee,
5	Expression of Feelings (Confession)	Please help, my friends. Want to make a WA discussion group, me too, let's all create a WA PGSD semester 1 group, thank you OU. The value of PKP already exists.

Various student statements use free language. Students who access the Guidance and Counseling Forum on the portal provided by the Open University can raise various kinds of problems related to various activities or topics or problems they face (Geldart, 2014). Based on the data mapping on the OU portal, there are four topics to be discussed, namely topic A: introduction, topic B: registration, topic C: tutoring/study, topic D: grades/exams. The complete results can be seen in Table 2 below.

Table 2. Recapitulation per topic in terms of the number of respondents

No	Topic	Amount Respondent	%	Information (There is Guidance)	Number of Topics that received solutions/Guidance (from students/supervisors)
1	A Introduction	165	59.56	A-Mhs (sequence number 34)	1 (from student)
2	B Registration	10	3.61	A-Mhs (sequence number 35, 36)	2 (from student)
3	C Tuton/Learn	96	34.65	A-Pemb (sequence no. 243, 252); A-Mhs (sequence numbers 189, 210, 231, 266, 269) A-Pemb.(sequence number 255); A-Mhs (sequence numbers 13, 21, 179); A-Pokjar Pokjar (sequence number 75) A-Mhs (sequence number 28)	2 (from the Supervisor); 5 (from students) 1 (from the Advisor); 3 (from students); 1 (from Pokjar Management)
4	D Test scores	6	2.16	A-Mhs (sequence number 3)	1 (from student)
Amount		277	100		

The topic that was discussed the most by OU students in the FBK forum was the introduction (A) of 165 respondents. This is in line with human nature as social beings who will need, complement and depend on each other (Geldard, 2014). The topic of registration (B) is 10 respondents, the topic of tutoring/learning (C) is 96 respondents and the topic of grades/exams (D) is 6 respondents.

Each topic A: introduction, topic B: registration, topic C: tutoring/learning, topic D: grades/exams is divided into several sub-topics with the number of respondents and mentoring as shown in Table 3 below.

Table 3. Recapitulation per sub-topic in terms of the number of respondents

No	Topic	Amount Respondent	%	Information (There is Guidance)	Number of Topics that received solutions/Guidance (from students/supervisors)
1	A1-(1)	1	0.3610108		
	A1-(2)	4	1.4440433		
	A2-(1)	25	9.0252708	A-Mhs (sequence number 34)	1 (from student)
2	A2-(2)	135	48.736462		
	B1-(1)	2	0.7220217		
3	B2-(1)	8	2.8880866	A-Mhs (sequence number 35, 36)	2 (from student)
	C1-(1)	40	14.440433	A-Pemb (sequence no. 243, 252); A-Mhs (sequence numbers 189, 210, 231, 266, 269)	2 (from the Supervisor); 5 (from students)
	C1-(2)	2	0.7220217		
	C2-(1)	38	13.718412	A-Pemb. (sequence number 255); A-Mhs (sequence numbers 13, 21, 179); A-Pokjar Pokjar (sequence number 75)	1 (from the Advisor); 3 (from students); 1 (from Pokjar Management)

	C2-(2)	3	1.0830325		
	C3-(1)	13	4.6931408	A-Mhs (sequence numbers 28)	1 (from students)
4	D1-(1)	3	1.0830325	A-Mhs (sequence numbers 3)	1 (from students)
	D3-(1)	2	0.7220217		
	D3-(2)	1	0.3610108		
	Amount	277	100		

A1-A2=introductory subtopic

B1-B2 = registration subtopic

C1-C3 = Tuton/study subtopic

D1-D3 = value/exam subtopic

2. Problems that arise in the FBK service in the online community

The large number of students, educational backgrounds, economic backgrounds, regional origins, and the various available means of contact lead to a large variety of problems. The problems recorded and the responses obtained can be observed in Table 4 below.

Table 4. Statement of Problems and Responses to FBK

No	Student	Complaints	Feedback
1	Witri Fitria Nuraini 837668941	Why is my tutorial folder not showing up?	Dear. Mr. Witri Fitria N Please check at the address sia.ut.ac.id menu update reg. tuton Thank you (by Drs. Didi Permana, M.Pd. - Monday, 8 April 2019, 10:55 AM)
2	by Agustia Wulandari 826053917 - Tuesday, 9 April 2019, 10:09 AM	Sorry sir in advance. I have a reg update but it has been closed, sir, what is the solution??	Dear. All PGSD students who follow the online tutorial, try now to open and login, because previously there was an improvement on the server, hopefully now it's smooth (by Drs. Didi Permana, M.Pd. - Thursday, 18 April 2019, 9:10 AM)
3	Adinda Tria Sutrisna 835664537	My tuton schedule is not out yet. Have friends already?	Dear. Mr. Adinda Tria S Makud Br. what hasn't been released yet, if the schedule starts on April 1 2019, for courses, please check at the address sia.ut.ac.id menu update reg. tuton
4	Siti Zulaikoh 836691078	Why hasn't the tuton come out yet even though I have agreed to the willingness to join the tuton form?	Tuton's assignment isn't out yet. (by Drs. Didi Permana, M.Pd. - Monday, 8 April 2019, 10:49 AM)
5	Zulkipli. B 838066733	Does anyone have the same fate as me...there is no material appearing	Re: No, the lesson appears. Dear. Mr. Zilkipli Please check at the address sia.ut.ac.id, menu update reg. Tuton. (by Drs. Didi Permana, M.Pd. - Monday, 8 April 2019, 10:44 AM)
6	by Sepri Yetni 835492882 - Thursday, 7 March 2019, 12:11 PM	Peace be upon you, and Allah mercy and blessings. Obstacles in filling out the form following TUTON, I chose the wrong menu on the TUTON Approval Form, what is the solution, I really hope to be able to fill out the "Tuton Approval Form". I have also sent a complaint to the OU contact center email, and it has been responded to, after I tried again for the	According to the explanation, if there are problems in filling out the form, check the registration status at SIA OU by asking you to log in to the https://sia.ut.ac.id/ account >> Registration >> Course registration >> Update reg tuton >> click search >> view courses >> then check whether it is checked or not. If not, then check it and save it and wait some time to click on the willingness form for your e-

		command that was responded to by the OU contact center, my e learning still can't fill out the Consent Form to Follow TUTON because there is no such order yet.	learning account. Thank you. (by M. WIDODO 030097762 - Tuesday, 5 March 2019, 11:40 PM)
7	Suryaning Agustina. 858799609 Thu, 3 Oct 2019, 2:59 PM Prodi: S1 PGSD. UPBJJ-OU: Malang - Pokjar Gondangwetan Kabupaten Pasuruan	Introduce my name is Suryaning Agustina. My target is to take this college education, hopefully I can get a bachelor's degree on time by getting a satisfactory IP, in carrying out tasks that will be given by the tutor without any delays, and getting a predicate value for each course at least B. Hopefully you will get a wider and deeper knowledge about Elementary School Teacher Education.	May we all be successful people, friends... Spirit... ?
8	Agusman Lafau 826147166 Fri, 4 Oct 2019, 12:02 AM	Good evening to all ladies and gentlemen?. I hope the solution is very helpful, yesterday I clicked wrongly on the attendance list. so no longer allowed to follow the course tuton. what is the solution so that I can return to follow the tuton courses?	
9	Mugiyanti 857797333	I am mugiyanti OU Salatiga, I am a newcomer to the world of education with minimal knowledge of rules etc. Hopefully here I can get new knowledge that supports my profession, maybe there are colleagues who can share knowledge about elementary school management. Thank you	

3. The process of counseling guidance in FBK services in the online community for student problems.

Guidance and counseling services provided by OU are more focused on cathartic services, because they only provide a place to share all the problems faced by students. With the hope that there will be a response from other students or supervisors, so that they can find a solution. The following are the results of the mentoring process by fellow students, supervisors and Pokjar administrators.

Table 5. Grouping of problems in FBK

No	Description	Number /topic	% / topic	Conclusion (guidance process both by fellow students, supervisors and Pokjar administrators) in %
1	A1-(1)	165	59.57	
	A1-(2)	0	0.00	
	A2-(1)	0	0.00	0.61
	Problems related to introductions, from 25 topics, one topic got a solution from students.			

	A2-(2)	0	0.00	
2	B1-(1)	10	3.61	
	B2_(1)	0	0.00	20.00
	Problems related to early registration, from 8 topics, two topics received solutions from students.			
3	C1-(1)	96	13.54	3.13
	Problems related to early registration, from 8 topics, two topics received solutions from students..			
	C1-(2)	0	0.00	
	C2-(1)	0	0.00	
	Problems related to the implementation of following online tutorials/studying at OU, from 38 topics, one topic received a solution from the Pokjar Management, one solution topic from the Supervisor and three topics from students.			
	C2-(2)	0	0.00	
	C3-(1)	0	0.00	
	Problems related to the value of tutors, from 13 topics, one topic got solutions from students.			
4	D1-(1)	6	2.17	16.67
	Problems related to the Final Semester Exam (UAS), from 3 topics, one topic gets a solution from students.			
	D3-(1)	0	0.00	
	D3-(2)	0	0.00	
	Amount	277	78.88	

There are 4 categories of problems commonly faced by students in the Distance Higher Education system, namely (1) administrative problems, which affect student interactions with institutions; (2) learning problems, which are related to learning activities and task completion; (3) personal problems, namely circumstances or personal problems that can affect the learning process. (4) grades/exam issues.

The following is the guidance that occurs with the problems that exist in students and what should be done by a tutor who has the ability to solve problems of students complaining in the Guidance and Counseling Forum in the OU Online forum.

Table 6. Counseling skills

No	Counseling Skills	Problems/complaints	Appearance	
			Yes	No
1	Supportive listening (Ability to Hear Complaints)	Problems related to introductions, from 25 topics, one topic received a solution from students.		
2	Managing problematic situations	Problems related to the Final Semester Exam (UAS), from 3 topics, one topic gets a solution from students.	√	
3	Management problems	Problems related to the value of tutors, from 13 topics, one topic got solutions from students.		
4	Skill change	My target is to take this college education, hopefully I can get a bachelor's degree on time by getting a satisfactory IP, in carrying out tasks that will be given by the tutor		

5 Change of philosophy of life

without any delays, and getting a predicate value for each course at least B. Hopefully I get more knowledge broad and deep about Elementary School Teacher Education.

If Cumlade's GPA is the determinant of success, then all students whose grades are Comload are successful.

My name is UUD SUBERANI, I was born in Cirebon, June 1, 1964. I now live on Jln Raya Sunan Gunung Jati Blok 1 Rt.02/Rw. 01 Suranenggala Lor Village, Cirebon Regency. I teach at SDN 1 Lemahtamba Ds. Lemahtamba Kec. Panguragan District. Cirebon. I have been a civil servant for 31 years with 6 mutations from one elementary school to another from one sub-district to another. My education is only D2 OU and I have studied several times at FKIP OU and Muhammadiyah but always run aground due to economic factors and other factors that make me not think ahead, especially regarding my work status. With a unanimous intention, now I am attending FKIP OU PGSD Study Program semesters 7, 8 and 9 and I hope it goes well until I can graduate, amen. Please, those who want to know can send letters, e-mails, SMS or phone calls to this community. Thank you.

(Nelson-Jones, 2012)

Respondents hope that a mentor should show a sincere (congruent) feeling in guiding the problems they face. Empathize (warm, sensitive) to existing problems. Don't judge what happened and judge them. This kind of ability is certainly not always owned by a mentor. But it is very necessary and required to become a mentor.

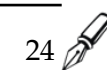
Ability to Listen to Complaints, give Minimal Positive Response will encourage them to rise up to overcome their problems. Troubled students feel cared for, if the counselor responds to what is expressed by using minimal responses that we usually spontaneously do in conversation when we listen more than talk.

Counselors must encourage clients to explore the feelings of clients, including letting them be sad, cry, angry, touched, happy, afraid, and so on. By doing this, the counselor can help release the client's emotional baggage and move forward. The healing process in releasing emotional burdens is called catharsis (Sutoyo, 2012). The process of expressing pent-up feelings, listening, observing and responding empathetically can help relieve the client's burden (Geldard, 2014). They also tend to be satisfied with the results even though they do not receive any input or advice (Wood, 2010).

4. Improved Problem-Solving Ability

The OU Guidance and Counseling Forum is attended by students throughout Indonesia and even abroad can also access it. PGSD students from Bojonegoro and surrounding areas who are registered as OU students at UPBJJ OU Surabaya also have the same right to access and use them.

The karstic nature of OU online mentoring can reduce the stress burden of PGSD students. The shortcomings that exist in students can be treated and raised with this kartasis mode. For



example, in terms of solving contextual problems that exist in the Program Final Project (TAP) course. The educational problem-solving abilities narrated in the TAP questions of S1 PGSD students as teachers need to be improved. They as teachers in elementary schools still need to be honed in their problem-solving skills. Competencies taken to be observed in contextual problem solving, namely: formulating problems, problem identification, problem solving strategies, strategy execution, and reorienting problem-solving activities.

Results of competency value analysis before and after students attend the lecture process by accessing the Guidance Forum and Counseling is presented in Table 7 below.

Table 7. Results of problem-solving competency analysis

Competency	Description	Initial test			Final test		
		Student	Completeness Indicator	\bar{x}	Students	Completeness Indicator	\bar{x}
Formulate the problem	Complete	6	18.75	40.20	28	87.50	86.00
	Not Complete	26			4		
Identification of problems	Complete	8	25.00	35.00	26	81.32	86.80
	Not Complete	24			6		
Solution strategy	Complete	6	18.75	20.40	27	84.38	82.20
	Not Complete	26			5		
Strategy execution	Complete	8	25.00	40.00	26	81.32	80.10
	Not Complete	24			6		
Reorientation of problem-solving activities	Complete	6	18.75	30.40	24	75.00	76.60
	Not Complete	26			8		
Students asking questions	Complete	10	31.25	24.00	27	84,38	82.00
	Not Complete	22			5		

\bar{x} = Average score

Based on Table 7, the competence of students before participating in the FBK process is generally still lacking. Most of the students have difficulty applying their skills in solving case study problems of learning in TAP courses. Participation in the FBK can improve competency completeness, although some students still have difficulties in certain aspects.

The value of N-gain (increasing problem-solving competence) and sensitivity in the Final Project Program (TAP) tutorial can be seen in Table 8 below.

Table 8. N-Gain and sensitivity values in the TAP tutorial

No	Competence	N-Gain		Sensitivity	
		Coefficient	Description	Coefficient	Description
1	Formulate the problem	0.92	high	0.56	Sensitive
2	Identification of problems	0.81	high	0.64	Sensitive
3	Solution strategy	0.75	high	0.64	Sensitive
4	Students asking questions	0.78	high	0.54	Sensitive
5	Strategy execution	0.84	high	0.48	Sensitive
6	Reorientation of problem-solving activities	0.80	high	0.52	Sensitive
	Average	0.82	high	0.56	Sensitive

Table 8 shows that the increase in competence in formulating problems, identifying problems, exploring problem solving strategies, asking questions in high criteria, executing strategies, reorienting problem solving activities, also in high criteria. The student competencies used are generally good and sensitive to the learning process, as well as reviewing and evaluating the effect of sensitive problem solving activities on the lecture process. Thus, this

FBK forum contributes to S1 PGSD OU Pokjar Bojonegoro students in problem-solving competencies.

CONCLUSION

The topics discussed in the FBK service in the online community are the topics of introduction, registration, tutoring/study, and grades/exams. Problems that arise in the FBK service in the online community are the folders shown do not appear, the tutorial schedule, the forms are filled out but the tutorials do not appear, the books, test scores that do not appear, graduation, attendance lists, have received information. The process of counseling guidance in FBK services in the online community for student problems. Guidance and counseling services held by Open University are more focused on cathartic services, because they only provide a place to share all the problems faced by students. Hopefully there will be a response from other students or supervisors, so they can find a solution. Improving students' problem-solving abilities for the TAP subject of the PGSD S1 Program at Pokjar Bojonegoro after discussing the FBK service in the online community with high criteria.

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