
Facebook and Digital References Integration for Child Development Psychology (CDP) Online Tutorial Model

Mukti Amini^{1*)}

¹⁾ Universitas Terbuka, Indonesia

*muktiamini@ecampus.ut.ac.id

Abstract: *Smartphones in Indonesia are very close to the people now. Indonesia was ranked 4th in the world in the use of handphoned. One of the application developments that are available now on mobile phones is Facebook. Therefore, Facebook can be easily accessed from a smartphone, and many students who already have a Facebook account can access it through a smartphone. The ease of access to Facebook through smartphones is exciting to implement in education and learning, including learning courses through online tutorials. Child Development Psychology (CDP) is one of the courses that provides online tutorial support services for students. Meanwhile, the number of digital references for learning courses, which can be accessed free of charge, can also be used for online tutorial material. Through linked digital references, participants will be interested in learning the online tutorial, which is also used to search for the appropriate digital references. This study aims to evaluate the use of Facebook and digital references for CDP online tutorials. The method used is descriptive. The tools used for collecting data were a questionnaire for students, document analysis, and interviews. The data has been collected and analyzed descriptively. The study concluded that this model has yet to improve students' participation in CDP online tutorials. However, it effectively creates more intimate communication through the Facebook group. The study also concluded that the overall student experiences the many benefits of the CDP online tutorials model.*

Keywords: *Facebook, digital references, online tutorial*

INTRODUCTION

Universitas Terbuka (UT), one of the open and distance higher education institutions in Indonesia, currently has some programs, such as Early Childhood Education (ECE)-UT. Unlike face-to-face universities, the learning process at UT is based on self-directed study. To facilitate students' self-directed study, UT has provided some form of learning support services, such as online tutorials.

CDP is one of the subjects for ECE-UT students, and it provides online tutorial assistance. The online tutorial for this course consists of eight meetings, eight material initiations, and three assignments. At the virtual meetings, tutors discussed the difficult essential concepts for the students to understand. Therefore, online tutorial material is given only eight times. Tutors should design materials that are needed by students from a variety of sources in addition to printed or non-printed materials.

Although the contribution online tutorial value is high at 30%, the participation rate of students taking this course online tutorial is shallow. Of some 18.398 new students, only 65 students, or 0.35%, follow the CDP online tutorial. When asked why some students do not follow the CDP online tutorial, the answers are that they are not yet accustomed to using the internet service, do not yet have addresses for electronic mail (email), or can not operate a computer properly.

On the other hand, communicating with handphones in Indonesia is no longer a luxury need. According to Google research, the number of active handphones in Indonesia has reached 354 million devices. This number exceeds the total population of Indonesia, 278 million people (Saskia & Pertiwi, 2023). The amount of HP used in this society is because, besides, the price is getting cheap. The handphone is also portable and offers a variety of exciting features that are to be developed continuously by the manufacturer. Indonesian people also spend the longest time on handphones in the world, namely more than 6 hours every day (Intan et al., 2024)

One of the features available in the handphone today is Facebook, which is no longer accessible only from expensive handphones. Therefore, many people have had a Facebook account and operate it through HP, although they could be more proficient in surfing the internet. The current registration requirements for members of Facebook do not require the user to register an email address, but it can be with mobile numbers. Looking for the latest news or notifications, writing status, or opening a message in the inbox on Facebook can be done through handphone with a data transfer rate that is entirely satisfactory and affordable tariffs.

Preliminary studies provided data that most first-semester students of ECE-UT already have Facebook accounts and are willing to join the Facebook group specifically for CDP online tutorial participants. The studies also stated that the most commonly used tools for students to access their Facebook accounts are a computer, laptop, or handphone. This is consistent with earlier estimates that the Facebook facility in the handphone can be further developed for the benefit of education.

A preliminary survey indicates that many ECE-UT students also have Facebook accounts. Proactively, these students are also adding researchers as their friends, and several times, they discuss or ask questions through text messages either through the inter-wall (*wall to wall*) or the inbox (*inbox*). This fact makes the researcher want to examine the use of Facebook to increase student participation and activity in the online tutorial service. The existing Facebook group manufacturing facilities are open and closed so that various materials in the online tutorial initiation CDP course can be easily divided (*shared*) among group members.

In addition, various digital references corresponding to the CDP course can be accessed free of charge. They should be introduced to students to get used to digital

reference sources using the required materials.

The aims of this study were (1) to describe the CDP online tutorial model by integrating Facebook and digital references and (2) to assess its effectiveness through this integration.

Tutorial. Tutorial meant to teach others or provide learning assistance to someone. Older people of the same age can provide the learning aid. Tutorials as a learning aid in distance education can be provided in various forms, such as face-to-face, written, electronic, radio, and others (Foo et al., 2021). Tutorial activities involve people who teach (*tutor*) and the learner (*tutee*). The tutor and the tutee will review learning materials jointly through such interactions. In face-to-face tutorials, communication between tutor and tutee indeed occurs directly. Online tutorials are one form of a tutorial. Eight material initiations and three assignments prepare online tutorials in UT students must learn and perform (Jamil, 2022). These online and face-to-face tutorials have a specific time for each virtual meeting but are only available sometimes. To access the material online tutorial at UT, students must register in advance and have an electronic mail address.

Facebook. Facebook was initially named the Facebook and was created in 2006 by a Harvard University student, Mark Zuckerberg. He made it up and launched it in 2004 (Maharani, 2023). Currently, Facebook users in Indonesia are ranked second in the world, just below his home country, the United States. Facilities on Facebook, which let's make open or closed groups for people who have the same interests and tendencies, can also be used in the study, including lecturers/tutors with students.

Digital References. Various well-based digital reference texts, images, and short films can be found online. With the help of explorer engines like Google, the information is available entirely and quickly. Indeed, the information that would have been netted could have been more useful; there are also many junk pieces of information (Castel & Clements, 2019). Nevertheless, a search machine like this is beneficial in finding the desired digital references (Erb & Sica, 2015).

UT has also provided a variety of digital references such as supplement web, digital libraries, and Learning Object Materials (LOM). Students of UT should learn these materials. Meanwhile, digital references relate to psychology and child development in Indonesian and English. These various digital references should be utilized by UT students, especially by ECEP students.

Child Development Psychology. Child Development Psychology (CDP) is one of the courses provided in the ECE program at UT, consisting of 4 credits and tutorial support services provided online. The material on this online tutorial covers eight topics: principles of human development, issues and factors in human development, internal factors that influence individual differences in learning, external factors that affect individual differences in learning, social development theory of Erik Erikson, Maslow's theory of emotional development, Piaget's theory of cognitive development and Vygotsky's theory of cognitive development. Besides that, there are three assignments for students to do. Initiation on the CDP online tutorial is still text-based, so it needs to be further developed into material enriched with various other digital references. Linked with various reference materials, digital initiatives, especially those that have been provided, need to be included in the descriptions or assignments so students can be 'forced' to learn the various references. If students are usually learning different types of digital reference, it is expected that they will be interested and excited to find their digital reference is required through the internet

RESEARCH METHODS

The methods in this study are descriptive. The study describes the findings of the data in the field. The respondents are limited to Serang UT's region, particularly the Tangerang study group. Respondents in this study were students of 87 ECE-UT students who were participants in the CDP tutorial. The instruments used were a questionnaire, interview, and document analysis. The data described in the descriptive findings facilitate analysis. Variables in this study were students enrolled in the CDP Online tutorial, student activity in the online tutorial, and Facebook account ownership by students.

RESULTS AND DISCUSSION

Child Development Psychology Online Tutorial Model with Facebook and Digital References Integrate. The CDP online tutorial model was developed by some stages that have been done is as follows: (1) Looking for a variety of connection materials at a website that appropriate to the topic of online tutorial initiations and categorizing for each initiation, (2) Uploading material terms that have been grouped according to the topic. The source of many references was also made separately in another file for students to look at quickly (by clicking the material). (3) Notify all participating students at the beginning of the CDP online tutorial. Through an electronic message that is sent to all participants CDP online tutorial, utilizing the facilities available on the UT website, (4) Asking the students (through a message sent to all participants) to see and learn the material that has been developed and doing their assignments, (5) Send a message to all participants CDP online tutorial to add CDP tutor as a friend on Facebook, respectively., (6) Tutor confirm friend requests from students and identify students that are already connected as a friend to be a member of a Facebook group, (7) Once students become friends of participants CDP tutor, tutors create a Facebook group which contain all the semester ECE-UT students that also as participants CDP online tutorial., (8) Perform introduction post about the new group and invite students to give a post, comment or ask in the Facebook group. Relevance digital references are also posted on this group, and ask students to learn them. (9) The same students' questions are grouped so the tutor does not repeatedly answer similar questions. Students are directed to learn the old post anymore if the question they asked is similar to other student's questions. (10) Through the Facebook group, the CDP tutor reminds members about limited time to do Assignment 1, Assignment 2, and Assignment 3 so that no student is too late doing the assignments, and (11) Through the Facebook group, the CDP tutor also post many essential pieces of information, such as assignment scores, the assignments that are not readable because failed to upload, and final scores online tutorial which can be accessed online.

Evaluation of Child Development Psychology Online Tutorial Model. After the Facebook group was prepared and carried out the pilot implementation for one semester, it was evaluated. One way to evaluate is to ask the opinion of the students who have followed the online tutorial proficiency level through questionnaires. The table below describes the students' opinions on implementing the CDP model development online tutorial and their expectations.

Table 1. Student Opinion After CDP Online Tutorial

No.	Item	Yes (%)	No (%)
1.	Active in the Facebook group for student	24	76
2.	Facebook and digital references integration for online tutorials	95	5

should be developed for other subjects

Based on Table 1, note that students who are active in the Facebook group only 24%. It means that not all participants in the CDP online tutorial were added as friends on Facebook and became members of a Facebook group. Only 22 students eventually joined a Facebook Group for students. However, the 22 students are only observing, not actively posting something. This may be because even though students have handphones, not all are familiar with Facebook pages and accounts (Sandstrom, 2022). However, almost all students agreed when asked whether Facebook groups and digital references should also be created for online tutorials for other courses. This shows that students understand that a Facebook group helps them be actively involved in online tutorials (Almgren & Olsson, 2015). In addition, digital references provide a variety of new teaching materials that are not only textual (González Otero, 2016). Variations in teaching materials are necessary so students do not quickly get bored with the material presented (Vaziri & Torabi, 2019).

If viewed from the students' activity CDP online tutorial, the following results are obtained.

Table 2 The Participation of students in the CDP Online tutorial

No.	Aspect	Criteria				
1.	Frequency of accessing CDP online tutorial initiation	2-5 in a week	Once a week	2-3 weeks once	once a month	more than once a month
%		12.2	16.3	22.4	16.3	32.7
2.	Learn CDP online tutorial initiation.	Never	Yes, 1-2 initiation only	Yes, 3-5 initiation	Yes, 6-7 initiation	Yes, the entire initiation
%		51.6	26.6	14.1	0.0	7.8
3.	Do assignment in the CDP online tutorial	Never	Yes, only one	Yes, two assignments	Yes, three assignments	
%		41.8	13.4	20.9	23.9	
4.	Access and learn the digital reference links at the CDP online tutorial or Facebook group	Never	Yes, but a little	Yes, most of them	always	
%		40.3	40.3	13.4	6.0	
5.	Type of activity in the Facebook group for the CDP online tutorial	Read the post	Comment on the post	Post an article/image/link		
%		36.7	36.7	26.7		

Based on Table 2, in terms of students' activities to access the CDP online tutorial initiation, the most significant percentage of students (nearly one-third of the number of participants) just accessed CDP online tutorial initiation more than once a month. The data indicate that it is not by the obligations of the participants that they should at least open CDP initiation every week (Fuqua et al., 2021) because old material is replaced with new material every week. In comparison, the students accessed the CDP online tutorial initiation once a week, and only 16% of students. One interesting thing is that 12% of students have been working actively with the assessing initiation as much as 2 to 5 times a week, which is expected to exceed the minimum requirements.

Further, regarding the students' activities in learning the CDP online tutorial initiation, data showed that more than half of the participants had only just signed up but

never learned the initiation. The number of participants who did not study the whole initiation was 10%. More than half of students stated that they had never read prepared material. It is also in line with the activity log that tutors can access to see student activity in online tutorials (Taylor, 2019). This condition is also different from what is expected because each participant should learn all of the CDP initiations that have been provided. This condition certainly requires more comprehensive improvement so that the students can feel the benefits of the tutorial assistance that has been prepared (Chotidjah, 2017).

In terms of CDP assignments in the online tutorial, data showed that nearly half of the participants, 40% of the students, have never worked on tutorial assignments, and doing all the assignments only 23% of all participants did. This condition is similar to the activities of students in learning the initiations, where most participants did not perform the recommended activities (Pramudibyanto et al., 2023). It is indicated that students have difficulty in doing the assignment (Silvana et al., 2017). Through interviews with students, note that students feel the difficulties while doing assignments not just about understanding the material of the assignment, but rather the technical procedure (Yao, 2023). Many students needed to learn how to upload assignments into CDP online tutorials, and some students have tried to upload the assignment several times but failed to continue until they finally despaired (Paul, 2015).

If viewed from the students' activities to learn digital reference linked to the CDP initiation, also see data that is not much different from the previous activity (learn initiation and do assignments) because most of the participants never or only access a small portion of the reference links that have been prepared (Dutfield, 2017). Of participants who opened and learned that linked digital references, only 6% did. It suggests that despite being given a digital reference link integrated with Facebook, students must use it optimally (Rae & Lonborg, 2015).

Meanwhile, based on participant activity in Facebook groups, the smallest percentage is posting something (only 26%). The preliminary study of the students states that although they have joined a group on Facebook, only a few of them dare to post something (Rae & Lonborg, 2015). Some participants chose to read other people's posts or comment on the posts of others.

CDP online tutorial participants were also asked their opinions on Facebook groups, and various link digital materials were prepared for the CDP online tutorial. Their answers can be seen in Table 3.

Table 3 Opinions about Facebook Groups and Digital Reference Link

No	Aspect	Criteria (%)			
		Very Useful	Quite Useful	Somewhat Helpful	Not Helpful
1.	Digital references Link help participants understand	39.6	34.0	22.6	3.8
2.	The useful of a Facebook group for CDP online tutorial	47,5	37,5	7,5	7,5

Based on Table 3, the most significant percentage of student participants in the CDP online tutorial consider digital reference and a Facebook group very beneficial. Still, some students think digital references and Facebook groups could be more helpful, although their number is less than 10%. Estimated to amount to 10% coming from students just signing up for the CDP online tutorial but have never opened and learned the CDP initiations and do not want to be members of the Facebook group created for them (Yadav, 2018).

CONCLUSION

Conclusion. The model tutorial for the CDP online tutorial is to modify the tutorial initiations enriched with appropriate topic links on the initiation and integrate participants into a Facebook group to facilitate communication and sharing of information. Model development CDP online tutorials on the benefit aspect help improve students' understanding of the initiations and the ease of getting information directly connected to Facebook. However, in terms of enrollment, this model's development has yet to increase student enrollment effectively. In general, the strengths and weaknesses of the models that have been developed are as follows.

The strengths found in this model include: (1) Online tutorial integration with Facebook can be used for communications and information, which is more flexible and accessible among participants with a tutor., (2) Facebook group enough help to remind students and also ask questions about online tutorials, than sending a message in the email participants, and (3) Link digital references from other portal-based text and non-text, enough to help students better understand the initiations in the online tutorial.

The weaknesses of this model are: (1) The participation rates from the CDP online tutorial have not improved significantly, although the initiation is integrated with Facebook and linked to various digital references; (2) Not all members of the group in Facebook active in the comment or post something, and (3) There are 44.7% of participants who have not to do assignments online tutorial at all, and 67% are only registered but never accessed online tutorial material.

Recommendations. Based on the conclusions above, recommendations are given to ECE-UT students so that they not only score well in the online tutorials but also follow the process to learn all the material and complete the assignments.

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