

IMPLEMENTATION OF THE OPEN UNIVERSITY DISTANCE LEARNING SYSTEM IN MAMASA CITY

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Abstract

Distance learning provides various patterns and programs to serve the community's needs and develop and encourage innovation across multiple learning processes with various learning resources. Public trust, government confidence, and legislators about the real benefits and contributions of distance learning in helping to educate the nation are explicitly stated in the legislation, namely the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System. The tenth part of Article 31, paragraph 2, states that distance education provides educational services to community groups who cannot attend face-to-face or regular schooling. Educational programs that are always needed and ready to be selected can be selected so that they are genuinely relevant to personal and community needs they can overcome all academic problems. Distance learning provides the opportunity to learn on your own independently. Students are free to determine when to start when to finish, and which part of a module they want to know first. Distance learning is implemented in a web-based online way without leaving face-to-face activities. The product of the planning stage is a distance education project plan that can guide this stage of the distance education process. The coordinator arranges the implementation of distance learning even in the exam clinic, which officers have determined in each district. This will then be informed by the study group management so that all information can be conveyed to students, especially in Mamasa city.

Keywords: Implementation, Distance learning, Open University

1 INTRODUCTION

The Open University is the largest in Indonesia by implementing a distance learning system and competing for achievements with distance higher education with other countries. The Open University is the 45th university in Indonesia which was inaugurated by the President of the Republic of Indonesia on September 4, 1984, based on Presidential Decree No. 41 of 84 (UT catalogue 2009). Implementing Distance Learning (PJJ) at the Open University (UT) has been going on for 36 years. Since its inauguration on September 4, 1984, based on the Decree of the President of the Republic of Indonesia Number 41 of 1984. And it continued with the Minister of National Education 23/2007 concerning the status of the Open University. President Suharto inaugurated the establishment of UT at Bina Graha. At the inauguration ceremony, an inaugural lecture was also held, which was given by Prof. Dr Sumitro Djojohadikusumo. This inaugural lecture was broadcast throughout the country through TVRI and RRI. The next day at the Education and Culture office in Senayan, the Minister of Education and Culture, Prof. Dr Nugroho Notosusanto, inaugurated the Rector of UT, Prof. Dr Setijadi [1].

Distance learning is developing regarding the quantity and quality of students and the organizing institution. Distance learning in formal education is increasingly being used to reach students who

cannot follow the face-to-face education system. In non-formal education, more and more types of programs and institutions provide distance learning, for example, professional development programs. In line, social changes lead to a knowledge-based society, fulfil lifelong learning needs, and demand universal access to education at various levels, pathways and types. Distance learning has a strategic role in responding to these interrelated challenges. The government and interested parties cannot underestimate the potential of Distance Learning in helping to meet the educational needs of citizens and create a knowledge-based society.

Distance learning is an educational, training and human resource development effort that develops dynamically in the country. The number of institutions, students and the variety of distance learning programs offered is growing and increasing continuously in line with the needs of its citizens. Distance learning is no longer seen as a side effort that is done casually to improve the financial income of the institution in order to cover the expenditure budget of the implementing institution. Distance learning has a firm legal position, as stated clearly and unequivocally in the tenth part of Article 31 of the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System. PJJ is an education system with proven theoretical, empirical and best practice experience worldwide. The profession of distance learning in Indonesia is a prestigious profession which requires specific skills and unique competencies, reasonable rewards, and bright future development prospects for practitioners and theorists.

Warsita [2] explains three essential aspects of distance learning: separation, teachers/educators with students, independence, and learning services. If you look at these three aspects, freedom in education is an element that the teacher's skills will influence in managing learning and the services teachers and educational institutions provide during distance learning.

Five concepts in educational technology have been integrated into the education system and are contained in the National Education System Law and its derivatives. The five concepts are (1) learnerfocused learning; (2) various learning resources; (3) bottom-up approaches in managing learning activities and their implications in education units; (4) an open and multi-meaning education system; and (5) distance education [3].

Students can learn independently through print and non-print media, specifically designed to be selfstudy as the primary media used in the distance learning process at the Open University. The Open University (UT) provides teaching materials to be studied independently. In addition to using teaching materials provided by (UT), students can also take the initiative to use other reading materials in the library following tutorials, either face-to-face or via the internet, radio, and

television; and utilize other learning resources such as computer-assisted teaching materials and audio/video programs. Students can ask the Program Unit for information about study assistance if they have learning difficulties. Teaching students in remote villages can continue their education without leaving their main tasks and family. Get learning assistance services through face-to-face tutorials so that they can discuss with their friends and between groups guided by a lecturer or tutor as a facilitator so that students in learning do not feel lonely and isolated.

The Open University with a distance education system whose learning process is mediated by printed and non-printed teaching materials can reach and be accessible to the community where he lives. Likewise, people who work in remote areas enjoy higher education like in other places. Student study groups on duty in remote villages must receive the same educational services, not only self-study or organize their learning. But also, can learn through face-to-face tutorials guided by a lecturer or tutor and act as facilitators in helping students with learning difficulties so that they are accustomed to selfstudy. With this learning process, students continue to study in their place without leaving their main tasks and their families.

With the distance learning system, prospective students or the public who previously could not continue their education in higher education, especially those living in remote villages, because the place to study at face-to-face universities is far away and takes up a lot of time and money. Likewise, those bound and busy with their respective main tasks are more likely to choose the Open University. Because the learning system does not interfere with their work, meaning they can continue their higher education while working and not leave their main tasks and family. In general, this study aims to describe the implementation of PJJ Management in UPBJJ-UT Palangka Raya, seen from the aspects: (1) PJJ planning, (2) PJJ implementation, and (3) PJJ supervision.

2 METHODOLOGY

The method used in this study is a qualitative approach with a case study design because the researcher wants information about the Implementation of Distance Learning Management at UPBJJUT Majene in general and Mamasa City in particular.

Moleong [3] states that qualitative research is carried out by research subjects such as behaviour, perception, motivation, action, etc., holistically and by way of description in the form of words and language in a unique natural context. Data were collected by using observation, interview, and documentation techniques. After the data is collected, the steps of data analysis used in this study are the Analysis Interactive Model from Miles & Huberman [4],[5], which divides the steps in data analysis activities into several parts, namely data collection, data reduction. Data reduction, data

display, and drawing conclusions or verification (conclusions). Drawing conclusions is the final stage of a series of data analyses which will then produce findings. Drawing conclusions aim to review the neutrality of the interpretation of each data, view and check consistently and see if the data obtained are sufficient. Based on the pre- and post-surveys carried out during the training. It shows tangible improvement in several aspects of distance learning skills, namely increasing understanding of effective learning methods, concepts and methods of distance learning, effective reading methods, and ways to overcome learning difficulties. How to arrange study schedules, find and access information at UT, the facilities at UT and the UAS system at UT. It is hoped that this increase will positively impact increasing student academic achievement at the Open University [6].

3 RESULT

3.1 Planning

Belawati [7] said that Based on interaction/communication design, online learning could be divided into synchronous and asynchronous online learning. Synchronous online learning is online learning that is designed with a real-time interaction pattern, which is different from asynchronous learning, whose interaction design is not real-time (delayed). The implementation of effective online learning always starts with good planning and learning scenarios that guide students.

Initial intervention is provided through activities through PKBJJ (Distance Learning Skills Training) and OSMB (New Student Study Orientation). It is expected that students can access online learning facilities. Through clinical exam activities and task workshops, students are given guidance in supporting the implementation of learning tasks in the Mamasa District. Furthermore, this activity trains students in problem-solving or solving problems, and students see examples of questions and do assignments, such as making papers/assignments.

Independent learning, in many ways, is determined by the ability to learn effectively. The ability to learn depends on the speed of reading. And the ability to understand the content of the lesson. To be able to study independently effectively, UT students are required to have self-discipline, initiative, and robust learning motivation. Students must also manage their time efficiently so they can study regularly based on a self-determined study schedule. Therefore, prospective students must be prepared to learn independently to succeed at the Open University (UT).

To support the implementation of online learning in the city of Mamasa, it is necessary to cooperate with the Pokjar administrators. The appointment of the Pokjar management is carried out according to the following principles.

1. Benefit principle, namely to facilitate group learning activities and communication between Pokjar and UPBJJ-UT.
2. Accessibility of Services, bringing UT services closer to study groups.

The implementation of distance learning at the Open University (UPBJJ-UT), precisely in Mamasa, will design and provide a flexible administration and registration system, distribute standard teaching materials - substitute lecturers, provide study assistance services - via various modes. The learning activities at UT are:

- 1) Preparing teaching materials,
- 2) Distributing teaching materials,
- 3) Providing study assistance services,
- 4) Preparing test materials,
- 5) Organizing exams,
- 6) Processing exam results,
- 7) Delivering the test results.

3.2 Implementation

Several innovations in the use of technology in PJJ at the level of higher education in the country are carried out using networks. Past, Present, and Tomorrow assist the learning process, create a computer-assisted learning environment, and use television programs via live satellite broadcasts for university lecturers in Indonesia [8].

To facilitate its students spread throughout the country, UT has established many representatives in various regions, such as Pokjar. UPBJJ-UT formed UPBJJ-UT Pokjar to help provide services to a group of students and was coordinated by one Pokjar Management. UPBJJ-UT Pokjar administrators are individuals who play a role in supporting student study group activities based on the provisions set by UT. Pokjar management is appointed and determined by the Head of UPBJJ-UT on a contract basis.

The primary duties of the Pokjar Management are:

- a) Maintaining a positive image of UT;
- b) Studying the UT education system and other provisions related to student learning services;
- c) Provide information about potential UT students in their respective work areas;
- d) Assist in the socialization and promotion of UT's educational programs;
- e) Assisting prospective students/students in the registration process;
- f) Assisting UPBJJ-UT in providing student learning assistance services;

- g) Assisting UPBJJ-UT in disseminating relevant information to students;
- h) Build positive communication, interaction, and cooperation with UPBJJ-UT, students, tutors, supervisors, and other Pokjar administrators in providing learning assistance services;
- i) Assist in coordinating student participation in the implementation of student activities, EKBM (OSMB & PKBJJ), UPI, and other UT activities;
- k) Help prepare students to take the exam; and
- l) Make a Pokjar Management report per semester to UPBJJ-UT

There are several steps that students need to take, namely:

- 1) Doing registration,
- 2) Obtaining teaching materials,
- 3) Carry out independent learning activities,
- 4) Following tutorials,
- 5) Take the exam,
- 6) Receive test results.

A tutorial is a form of tutoring service given to students so that those who have difficulty learning are motivated to learn. The tutorial can be defined as “a program of assistance and tutoring that aims to stimulate and trigger independent learning,” [9].

Various problems, both administrative and academic, are still experienced by students due to their lack of independence, and UT also has limited reach in providing services. It helps provide services to students. The Study Group (Pokjar) management will provide information about registration, tutorials, exams, graduation, and graduation.

Academic and administrative services such as registration, payment of tuition fees, printing examinee cards, and the end-of-semester examination (UAS) are provided online. Study Group Management (Pokjar) can help provide administrative services and information about UT to students who need group services. To overcome the problems faced by students, the Management of Study Groups (Pokjar) can assist prospective students in the registration process. It ensures the completeness of documents for registration administration. It helps facilitate online registration under certain conditions. Submit registration files for prospective students/students to UPBJJ-UT and receive and check prospective students' Personal Data Sheet (DP) and Payment Information Sheets (LIP) of prospective/students and assist students in making changes to their DP.

Several things study group administrators can do in implementing distance learning, namely:

- a. Assisting UPBJJ-UT in providing student learning assistance services in the form of:
 - 1) distribution of teaching materials for SIPAS services;
 - 2) providing input for TTM/practice/practicum implementation sites under UT Simitas standards
 - 3) coordinating the preparation and implementation of the TTM/practice/practicum at the tutorial location;
 - 4) submission of reports on the implementation of TTM/practice/practicum according to the report format;
 - 5) coordinating the settlement of student study cases/problems under applicable academic provisions.
- b. Help prepare students for exams which include:
 - 1) convey information related to the printing of the Exam Participant Identity Card (KTPU) to each student in the management of their study group through the available website;
 - 2) directing students to take the exam according to the schedule;
 - 3) solve student problems related to exams according to academic provisions
- c. Assist prospective students/students in the registration process:
 - 1) ensure the completeness of documents for registration administration;
 - 2) help facilitate online registration;
 - 3) under certain conditions, submit registration files for prospective students/students to UPBJJ-UT and receive and check Personal Data Sheets (DP) of prospective students and Payment Information Sheets (LIP) of prospective/students;
 - 4) help students make changes to their DP.
- d. Assisting UPBJJ-UT in providing student learning assistance services in the form of:
 - 1) distribution of teaching materials for SIPAS services;
 - 2) providing input for TTM/practice/practicum implementation sites under UT Simitas standards
 - 3) coordinating the preparation and implementation of the TTM/practice/practicum at the tutorial location;
 - 4) submission of reports on the implementation of TTM/practice/practicum according to the report format;
 - 5) coordinating the settlement of student study cases/problems under applicable academic provisions.
- e. Help prepare students for exams which include:

- 1) convey information related to the printing of the Exam Participant Identity Card (KTPU) to each student in the management of their study group through the available website;
- 2) directing students to take the exam according to the schedule;
- 3) solve student problems related to exams according to academic provisions

3.3 Evaluation

Evaluation of Distance Learning is a series of activities that aim to measure the level of success of an educational program [10]. Suprihanto [11] states that the objectives of evaluation include: (a) as a tool to improve and plan future programs, (b) to improve the allocation of current and future sources of funds, resources and management, and (c) to improve the implementation and factors that affect the implementation of the program re-planning a program through activities to re-check the relevance of the program in terms of small continuous changes and measure the progress of the planned targets. Based on the results obtained during the research, it can be explained that the evaluations carried out by UPBJJ-UT Majene, especially in Mamasa City, are:

- a) Implementation of the program with a predetermined plan
- b) quality goals
- c) the level of customer satisfaction per semester.

The research findings show that the evaluation carried out in the city of Mamasa in implementing distance learning management has been going well.

4 CONCLUSION

Based on the results and discussion of the research, it can be concluded that:

PJJ planning is carried out by identifying services that will be provided for student satisfaction and the appointment of officers at UPBJJ-UT Majene. The implementation of PJJ in the Mamasa Regency has been going well. This can be seen from the academic schedule run, and the evaluation is carried out by the Head of UPBJJ-UT Majene and all parties in UPBJJ-UT Majene and the person in charge of the Mamasa district.

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