

THE IMPACT OF DISTANCE LEARNING SKILLS TRAINING ON THE OPEN UNIVERSITY LEARNING PROCESS (CASE STUDY OF MEDAN REGIONAL OPEN UNIVERSITY)

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Abstract

The Open University is one of the pioneers of distance learning systems. Learning process using a distance learning system using print and non-print media. Learning uses print media with an emphasis on using Basic Material Books which are printed instructionally, while for non-print media uses internet media in the form of E-Learning. The aim of this research is to see the impact of distance skills training on the learning process of the Distance Learning system. The research results explain that (1) distance learning skills training on registration services has a positive effect on final semester grades. If the registration service simulation is increased by 10 units, it will have the impact of increasing the final semester grade by 0.63 units, (2) distance learning skills training, learning assistance services have a positive effect on the final semester grade. If the learning rock service simulation is increased by 10 units, it will have an impact on increasing the final semester grade by 0.54 units. (3) Distance learning skills training on academic administration services has a positive and significant effect of 95%. Simulating academic administration services of 10 units will have an impact on increasing the final semester grade by 6.6 units.

Keywords: Repristration Services, Learning Assistance Services, Academic Administration Services

1 INTRODUCTION

The quality of education and quantity of education is still the most important and prominent issue in every reform of the national education system. One of the main problems currently faced by the world of higher education is the quality of higher education graduates who have competency standards. According to Higher Education Law number 12 of 2012 article 31 concerning distance education (PJJ) explains that PJJ is a teaching and learning process carried out remotely through the use of various communication media. According to Parlindungan et al., (2018) explain that distance learning is a learning process by utilizing media technology, so that active communication occurs between teachers and students. Sugilar (2000) summarizes the opinions of Guglielmino, West & Bentley stating that the characteristics of individuals who are ready to learn independently are characterized by: (1) love of learning, (2) self-confidence

as a student, (3) openness to learning challenges, (4) nature curiosity, (5) self-understanding in terms of learning, and (6) accepting responsibility for their learning activities. According to Johnson, (2007) explains that independent learning gives students the freedom to discover how academic life fits into everyday life.

The Open University (UT) is one of the pioneers of learning with an open and distance learning system, where the meaning of open does not limit the age of individuals to study at the Open University, while distance means the learning process does not have to be face-to-face, but with the help of media, both media print and non-print. Printed teaching materials are in the form of Basic Material Books (BMP), while non-printed teaching materials are in the form of online tutorials, UT TV, UT radio, Suka UT and others that support the independent learning process. According to UT, the figures show that the number of new students registering for the Open University has increased by 25%, while students who have not continued also experienced an increase of 28%. According to the catalog (2023), the learning system at the Open University includes: (1) registration services, (2) teaching materials, (3) tutorials, (4) assessment system for semester and end-of-program learning outcomes, and (5) certification. According to Lestari (2015), interest in learning influences the level of success.

To increase students' understanding of the learning process at the Open University, students must be able to understand the ability to learn effectively (Mulayasa, 2003). According to the Open University Catalog (2023), one of the factors that influences learning ability is reading speed and the ability to understand reading content. For this reason, students are given understanding and study skills at the Open University, so that they have independence that can support the success of studying at the Open University. To support success in the learning process, students are required to take Distance Learning Skills (PKBJJ). According to the PKBJJ Catalog, it includes the following activities: (1) time management skills, (2) effective reading skills and recording reading results, and (3) tips for successfully following online tutorials (tuton), (4) how to access various learning resources. The topics for how to access UT online include understanding, among others (1) registering online via sia.ut.ac.id, (2) downloading digital materials online, (3) understanding the use of open learning resources, (4) use of e-library, (5) UT TV and radio broadcasts and (6) exam administration services which include printing exam participant identification cards (KTPU), exam score lists (DNU) and student academic progress sheets (Figure 1)

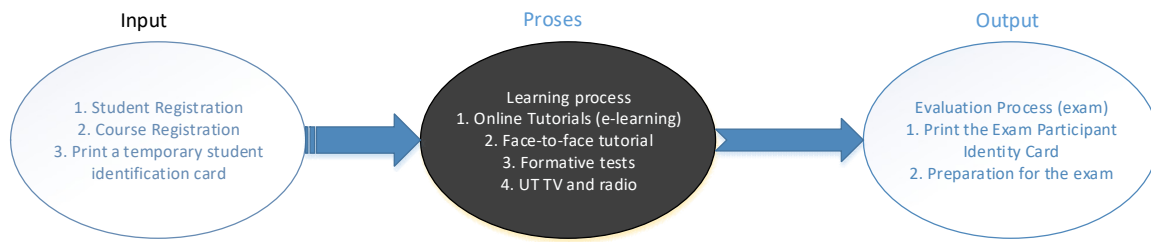


Figure 1. Distance Learning Training Process Flow

From the background above, this research is entitled The Impact of Distance Learning Skills Training on the Learning Process of Distance Learning Systems with a Case Study of the Medan Regional Open University. The general aim of this research is to determine the impact of distance learning skills training on the learning process of the distance learning system (Case study of the Medan Regional Open University), specifically this research aims to (1) analyze the impact of distance learning skills training on registration, (2)) analyze the impact of distance learning skills training on learning support services, and (3) analyze the impact of distance learning skills training on academic administration services.

1.1 Hypothesis Statement

Based on the background description, the hypotheses are as follows: (1) H1: There is a positive influence of distance learning skills training on registration services, H2: There is a positive influence of distance learning skills training on learning assistance services, and (3) H3 : There is a positive influence of distance learning skills training on academic administration services.

1.2 Distance Higher Education

The Open University is one of the universities that implements an open and distance learning system. The meaning of open explains that there is no age limit for individuals to study at the Open University, while distance explains that the learning process does not have to be carried out face-to-face, but rather by using media. The distance learning system is focused on independent learning. The distance learning system emphasizes teaching materials that are designed to be studied independently. Apart from using printed teaching materials, the distance learning process also uses other forms of learning resources in the form of the internet and audio/video. To improve the learning process, the Open University also provides learning assistance services in the form of face-to-face tutorials, online tutorials, webinar tutorials and enrichment tutorials

1.3 Distance Learning Skills Training

The learning system at the Open University expects students to be able to study independently. Independent learning in many cases will be determined by the ability to learn effectively and one of the factors that influence learning ability is reading speed and the ability to understand reading content. Therefore, so that students can achieve optimal results, students must have the ability and skills to study independently. According to the Catalog (2022), the aim of PKBJJ is to equip students with understanding and effective learning skills in the PTJJ system. PKJJ also trains students to have insight, attitude and independence in learning, with PKBJJ students are trained to utilize online learning resources. The PKBJJ material includes (1) time management skills, (2) effective reading skills and recording reading results, (3) tips for successfully following online tutorials (Tuton), and (4) how to access online UT services which include (a) accessing UT website and understand learning features on the web., (b) understand open learning (asylum)

2 METHODOLOGY

According to Sugiyono (2013:2) research methodology is basically a scientific way to obtain data with certain purposes and uses. Based on this, there are four keywords that need to be considered, namely scientific methods, data, objectives, and uses. The analysis used is multiple linear regression. According to Sugiyono (2012:93) explains that the sample selection technique was carried out purposively, the sample size used the Slovin formula and used a Liket

$$\text{scale } n = \frac{N}{1 + N(0.1)^2} \dots\dots\dots(2)$$

where: N = total population ; n = number of samples ; 0,1 = fault tolerance

The population in this article are Medan Open University students who took part in distance learning skills training during the 2023.1 registration period. The sample used was 77 respondents from 350 participants. All independent variables were measured using a Liket scale (SST = Strongly agree, S = agree, N = neutral, TS = disagree, and STS = strongly disagree). The research uses multiple linear regression analysis using SPSS. Before carrying out regression analysis, data normality testing and multicollinearity testing are first carried out. The multiple linear equation model of the impact of distance learning skills training on the learning process at the Open University is as follows:

$$AMS_t = \alpha + \beta_1 LR_t + \beta_2 LBB_t + \beta_3 LAA_t \dots \dots \dots (1)$$

where: AMSt = final semester grades for year-t

LRt = t-th year registration service

LBBt = year t learning rock service

LAA = t-th year academic administration services

3 RESULTS AND DISCUSSION

In this research, before distributing it to all research objects, 50 respondents were first tested on the research instrument. From the test results, a Cronbach Alpah value > 0.96 was obtained, and all statements had a correlation coefficient of p < 0.05, this explains that the research instrument is suitable to be continued. Descriptive results of distance learning skills training participants regarding the statements given to UPBJJ-UT Medan students, specifically the Balige and Medan area Pokjar. There are 3 things asked of respondents in the field of registration.

3.1 Registration (X1)

Registration indicators for distance learning skills training materials regarding registration are as follows (1) I can easily understand how to register online (sia.ut.ac.id), (2) I can easily understand the features on sia.ut.ac.id , and (3) I can and easily develop distance learning skills independently (Table 1).

Table 1. Registration Service Indicators

Statement	%				
	STS	TS	N	S	SST
I can easily understand how to register online (sia.ut.ac.id)	0	5	23	40	31
I can easily understand the features on sia.ut.ac.id	2	7	28	37	26
I can and easily develop distance learning skills independently	0	7	12	55	25

Source: Processed data, 2023

The results of respondents as many as 100 students who took part in distance learning skills training explained that distance learning skills really helped them to register online (sia.ut.ac.id) as much as 71%. Respondents also explained that 63% of students understood the features on the sia.ut.ac.id page, meaning that students were able to register independently without going through the working group administrators. Distance learning skills can develop distance learning skills independently by 80%.

3.2 Study Assistance Services (X₂)

Indicators of learning assistance services in distance skills training are as follows (1) I can easily explain skills in managing time, (2) I can easily understand effective reading and record reading results, (3) I can integrate online tutorials and tutorials face to face/tuweb in the learning process, and (4) I can easily understand the benefits of online tutorials and face to face/tuweb tutorials (Table 2).

Table 2. Indicators of Learning Assistance Services.

Statement	%				
	STS	TS	N	S	SST
I can easily explain time management skills	1	7	18	44	29
I can easily understand effective reading and record reading results	0	11	28	40	37
I can integrate online tutorials, face-to-face / web tutorials in the learning process	0	6	6	45	42
I can easily understand the benefits of online tutorials and face-to-face /tuweb tutorials	0	0	0	63	36

Source: Processed data, 2023

The results of student respondents who took part in distance learning skills training explained that distance learning skills really helped them in learning support services. According to the Catalog, (2023) explains that learning assistance services include online UT services and various learning resources. Study assistance services include online tutorials, face-to-face tutorials (Tuweb). Distance learning skills training is expected to be able to understand time management skills. The response from students who took part in distance learning training was that 73% of students were able to explain their time management skills. To support the learning process independently, students are equipped with effective reading skills and record reading results. The results of respondents explained that as many as 73% understood effective reading and recorded reading results. As many as 87% understand online tutorials and face-to-face/tuweb tutorials. As many as 99% of students understand the benefits of online tutorials and face-to-face/tuweb tutorials in the learning process. This finding is in accordance with the findings of Albert Gamot Malau (2012) who explains that initiation, discussions and assignments contribute significantly to the final course grade.

3.3 Academic Administration Services (X₃)

Indicators of academic administration services in distance skills training are as follows (1) I understand and understand to print KTPU, (2) I understand and understand to print a list of test scores or course grades (LKAM), (3) I understand and understand Open University examination system (Table 3)

Table 3. Academic Administration Service Indicators

Statement	%				
	STS	TS	N	S	SST
I understand and understand to print KTPU	0	0	4	49	46
I understand and understand how to print a list of test scores or course grades (LKAM)	0	4	8	50	37
I understand and understand the Open University examination system	0	6	6	45	42

Source: processed data, 2023

The results of student respondents who took part in distance learning skills training explained that distance learning skills really helped them in academic administration services. The results of distance learning skills training resulted in 96% of students being able to print KTPU, while for printing exam lists or course grades (LKAM) 87% were able to print LKAM independently. As many as 87% of students already understand the exam system at the Open University.

3.4 Hypothesis Test

The results of the calculations obtained a determinant coefficient (R^2) of 0.697, this shows that the independent variables registration services (LR), learning assistance services (LBB), and academic administration services (LAA) can explain 69.7% of the variance in the value variable final student. (Table 1). Study assistance services contribute 30% - 50% to the final semester grade.

Table 4. Model Summary R

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.835 ^a	.697	.694	1.25079	.697	234.722	3	306	.000

Data: processed, 2023

The estimated results show that the independent variables registration services, learning assistance services and academic administration services have a significant effect on the final semester grades ($F = 234.722$, sig $F = 0.000$). From Table 2, it is explained that academic

administration services have the largest contribution at 66%, while learning assistance services account for 5%, and registration services account for 6%. The Regression Equation for the impact of the Distance Learning Skills Training policy on the Learning Process is as follows:

$$AMS_t = 2.483 + 0.063LR_t + 0.64LBB_t + 0.668LAA_t + 0.365 \dots\dots\dots(3)$$

Where: AMS_t = Semester exam results

LR_t = t-th year registration service

LBB_t = t-th year study assistance services

LAA_t = t year academic administration services

Table 5. t test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.483	.365		6.802	.000
LR	.063	.061	.069	1.018	.310
LBB	.054	.052	.078	1.038	.300
LAA	.668	.052	.713	12.776	.000

Source: Processed data, 2023

3.5 Impact of Distance Learning Skills Training Policy for Registration Services on Final Semester Grades

The hypothesis results of distance learning skills training, registration services have a positive effect and do not significantly affect the final semester grades. The simulation was carried out if the registration service was increased by 10 units, it would have the effect of increasing the final semester score by 0.63 units. This finding is consistent with the results of respondents as much as 71% of students have registered online via sia.ut.ac.id, and 63% of students understand the features at sia.ut.ac.id. As many as 80% understand the learning process independently.

3.6 Impact of Distance Learning Skills Training Policy for Learning Assistance Services on Final Semester Grades.

Hypothetical results of distance learning skills training, learning assistance services have a positive effect, but do not significantly affect the final semester grades. The simulation was carried out by increasing learning assistance services by 10 units, which would have the effect of increasing the final semester grade by 0.54 units. This finding also coincides with the

research results of Jamil (2022) which explains that learning assistance services have a positive effect on final semester grades. This finding is also in accordance with the results of respondents, that as many as 73% of students have skills in managing time, as many as 77% of students can read effectively and record reading results, as many as 87% of students can integrate online tutorials and face-to-face / web tutorials in the learning process, and 99% of students understand the benefits of online tutorials and face-to-face/tuweb tutorials.

3.7 Impact of Distance Learning Skills Training Policy for Academic Administration Services on Final Semester Grades.

The hypothesis results of distance learning skills training for academic administration services have a positive and significant effect of 95%. If the simulation is carried out by increasing academic administration services by 10 units, it will have an impact on increasing the final semester grade by 6.6 units. This finding is in accordance with the results of student respondents explaining that they understand how to print KTPU by 95%, students understand how to print a list of test scores or course grades (LKAM) by 85%, and students understand and understand the Open University exam system by 87%.

4 CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusion

1. Distance learning skills training for registration services has a positive effect on final semester grades. The simulation explains that if the registration service is increased by 10 units, it will have the effect of increasing the final semester score by 0.63 units. This finding is in accordance with the results of respondents as much as 71% of students understand online registration. 63% understand the features on sia.ut.ac.id, and 80% understand the learning process independently.
2. Distance learning skills training, learning assistance services have a positive effect on final semester grades. The simulation explains that if learning assistance services are increased by 10 units, it will have the effect of increasing the final semester grade by 0.54 units. These findings are also in accordance with the results of respondents, where as many as 73% of students have skills in managing time, as many as 77% of students can read effectively and record reading results, as many as 87% of students can integrate online tutorials and face-to-face/tuweb tutorials in the learning process, and 99% of students understand the benefits of online tutorials and face-to-face/tuweb tutorials.
3. Distance learning skills training on academic administration services has a positive and significant effect of 95%. If the simulation is carried out by increasing academic administration services by 10 units, it will have an impact on increasing the final

semester grade by 6.6 units. This finding is in accordance with the results of respondents, where students explained that they understood how to print KTPU by 95%, students understood how to print a list of test scores or course grades (LKAM) by 85%, and students understood and comprehended the Open University exam system by 87%.

4.2 Recommendations

1. The number of participants in distance learning skills training is increasing / distance learning skills training is mandatory for every student
2. Improve the qualifications of Resource Persons/Instructors for Distance Learning Skills Training

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