

THE IMPACT OF DISTANCE LEARNING SKILLS TRAINING AND MOTIVATION ON ASSESSMENT

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Abstract

This study shows that the number of new students who enroll in the Open University increased by 10% during one semester, while the number of students who re-enroll decreased by 15%. The Open University offers an attractive distance education program for new students. based on the phenomenon of distance learning, which has become a topic of discussion for many students. Students experience increased anxiety and stress as a result of their ignorance of distance learning methods. The Open University has a strategy to introduce distance learning success support services (LPKBJJ) to overcome this problem. The results of the study showed that distance training, which was intended to help students create effective learning strategies and increase their confidence in distance learning, had a positive and significant impact of 0.05. The purpose of this study was to evaluate how learning skills training and student motivation affect their academic achievement at the Open University (case study of UT Medan students). The results of the distance learning skills training hypothesis have a positive effect and 95 percent affect the assessment. The results of the learning motivation hypothesis also have a positive effect. Increasing learning motivation by ten units will have an impact on increasing the assessment by 1.4 percent.

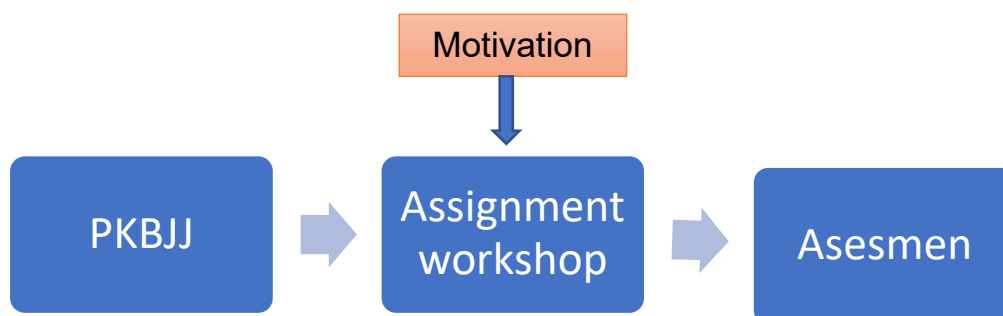
Keywords: Motivation, Academic Achievement, Distance Learning Skills Training.

1 INTRODUCTION

Distance Education is a learning method in which the teaching and learning process occurs without the physical presence of lecturers and students in the same room. According to the Catalog, (2023) explains that the university that implements the distance education system is the Open University. To support and improve the learning process with a distance system, the Open University has a Regional Open University office in each province and abroad. The number of Open University students fluctuates from year to year. The number of Open University students who increased during the 2022.2 to 2023.1 registration period was 26.71%, while during the 20232 registration period it decreased to 19.7%. The Open University (UT) which 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 studying at the Open University, while distance

means that the learning process does not have to be face-to-face, but with the help of media, both print and non-print media. Printed learning materials are in the form of Main Material Books (BMP), while non-printed materials are in the form of online tutorials, UT TV, UT radio, UT Sanctuary and others that support the independent learning process. One of the policies of Universitas Terbuka to improve students' understanding in the learning process is the distance learning success support service (LKPJJ). The distance learning success support service aims to improve distance learning skills, assignment workshops and Examination clinics. The abilities of distance learning training students include effective learning skills through time management skills, effective reading, utilizing UT online services, and various learning resources. The Assignment Workshop includes student skills in working on academic assignments including tutorial assignments, course assignments, writing scientific papers, and working on practical/practical assignments. Examination Clinic to improve readiness skills and success in facing exams (figure 1)

Figure 1. Flow of Support Services for Distance Learning Success



Universitas Terbuka Medan is one of the open universities that manages open university students in North Sumatra Province, during the 20221 registration period the number of UT students in the Medan area was 14,757 students, while during the 20222 registration period it was 15,119. During the 20231 registration period the number of UT Medan students increased by 20.4% while during the 20232 registration period it decreased to 1.6%, with the increase in on-going students at the Open University not continuing their studies. One of the tools to improve understanding of the distance learning process is motivation. One of the instruments to increase learning motivation at the Open University is Providing regular and constructive feedback on student assignments can help them feel appreciated and know where they need to improve their abilities. Motivation is one of the factors that greatly determines the achievement

of student education, for that high motivation is needed to be able to achieve good achievements.

From the background above, this research is entitled the impact of distance learning skills training and motivation on assessment. The general purpose of this research is to find out the impact of distance learning skills training and motivation on assessment (Case Study of Medan Regional Open University), specifically this research aims to (1) analyze the impact of practicing making study plans and schedules on assessment, (2) analyze the right way to read and record reading results on assessment, and (3) analyze the impact of distance learning skills training on assessment, and (4) analyze motivation on assessment.

2 LITERATURE REVIEW

2.1 Assessment

According to Terry Overtun (2008), that Assessment is a process of collecting information to monitor progress and if mentioned in my definition of a test, this assessment can consist of a test, or it can also consist of various methods such as observation, interviews, behavior monitoring, and so on.

2.2 Motivation

Learning motivation divides actions intrinsically and extrinsically which are able to regulate the course of learning independently (Chan et al., 2021). In Rachmavita's research (2020) there is a statement that learning motivation operates to encourage someone to act and determine their determination towards learning (Sadiman, 2009). Learning motivation is an activity that contributes significantly to the actions and behavior of a student as a basis in certain settings and conditions (Rafiola et al., 2020)

Kathryn R. Wentzel and Jere E. Brophy, (2010) explain that motivation explores various theories of motivation and how they are applied in the classroom context. This book also offers practical strategies for teachers to improve student motivation. There are various definitions of learning motivation presented by experts. For example, Petri (1981) as quoted by Cetin (2015) stated that learning motivation is a maintainer or guide of behavior and innate strengths of students. McCoach & Siegle (2003), in Garn & Jolly (2014) said that learning motivation is one of the factors that can distinguish students who maximize their learning potential from students who are less academically successful. According to Makmun (2003) there are eight

important indicators to measure learning motivation, namely learning duration; learning frequency; persistence in learning activities; fortitude, tenacity and ability to face obstacles and difficulties; devotion and sacrifice to achieve goals; level of aspiration to be achieved with the activities carried out; level of achievement qualification/product (output) achieved from the activities carried out; and direction of attitude towards activity targets.

2.3 Distance Education System

According to Adwi S, (2023), explains that Distance Education (PJJ) is a learning method that allows students and teachers to interact and communicate without having to be in the same location physically, education that bridges the separation between educators and students through the use of technology can be interpreted as distance education (Based on the literature review above, it can be concluded that interest and motivation to learn play an important role in achieving maximum learning outcomes. Effective learning in producing good learning outcomes is not only a process of understanding existing and new ideas but is also related to interest and motivation to learn (Cheng, 2016). The following is a description of the relationship between the variables reported in this article

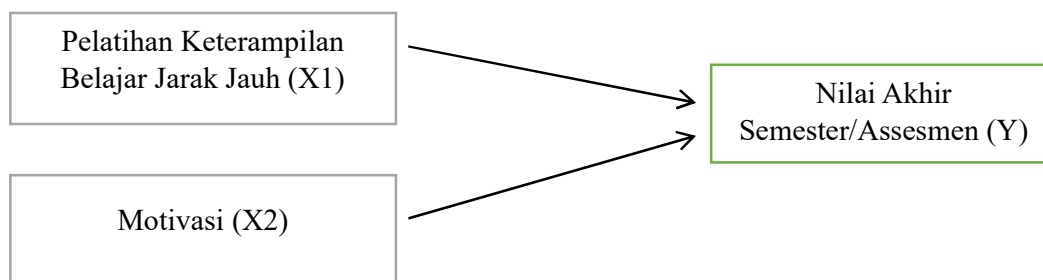


Figure 2. Conceptual Framework of the Impact of Distance Learning Skills Training on Assessment

3.2.1 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 assessment, H2: There is a positive influence of motivation on assessment,

Methodology

The research methodology is basically a survey method using quantitative correlation. This study examines and analyzes a phenomenon of a decrease in the number of students who re-register, for this reason this study is to find information about distance learning skills training

(X10 and motivation (X2) whether it affects the final semester grades (Y). The data sources obtained are primary and secondary data. The population in this study were UT students who were domiciled in Medan City and attended PKBJJ in 2023. The population was 150 students, the sampling technique used was the purposive sampling technique which means that the sampling technique was carried out intentionally by looking at the characteristics of the respondents who were UT students who were domiciled in North Sumatra Province, while the data collection technique used in the study was by distributing questionnaires. The questionnaire answers were based on a Likert scale from 1-5. The inputted data is then processed using multiple linear regression analysis by applying SPSS Version 25. The multiple linear equation model of the impact of distance learning skills training, motivation on the learning process at the Open University is as follows:

$$Y_t = a_1 + a_2x_1 + a_3x_2 + e_t$$

..... (1)

where; Yt = assessment results in year t

X2 = number of participants in distance learning skills training in year t (people)

X3 = number of those motivated to study at the Open University in year t

3 RESULTS AND DISCUSSION

3.1 Results

The results of the distribution to all research objects were first tested on the research instrument of 150 respondents. The results of the trial were Cronbach Alpha > 0.86, and all statements had a correlation coefficient value of $p < 0.05$, (Ghozali, 2011) meaning that the research instrument was worthy of being continued.

3.2 Distance Learning Training

The indicators of distance learning skills training are (1) making a study plan, (2) a quick way to record reading results, (3) tips for success in following online tutorials, (4) accessing UT Online and (5) a quick way to do assignments. The results of the distance learning skills training indicator instrument (Table 1.)

Table 1. Results of the Distance Learning Skills Training Instrument

Question Description	%				
	STS	TS	N	S	SST
I have made a study plan for one semester.	13	18	10	56	35
I have understood how to quickly read and record the results of reading	10	8	20	72	40
I have understood how to successfully follow online tutorials.	8	5	12	98	45
I understand how to access UT online	12	8	10	85	35
I understand how to quickly do assignments	7	5	8	90	48

Source: Processed data, (2024)

The results of respondents as many as 150 students who participated in distance learning skills training, obtained the following results that as many as 41.6% and 31.6% who agreed and strongly agreed who made a study plan in one semester. After participating in PKBJJ activities as many as 48% and 26.6% who agreed and very strongly agreed who understood how to quickly read and record reading results, after participating in PKBJJ as many as 58.6% and 26% who agreed and very strongly agreed, understood how to successfully follow online tutorials. For participants who understand how to access UT online as many as 63.3% and 24.6% who agree and very strongly agree, while as many as 56.6% and 32% who agree and very strongly agree understand how to quickly do assignments.

3.3 Motivation

Indicators of motivation in learning include (1) interest and curiosity for knowledge, (2) independence in lectures, (3) time management, (4) Enthusiasm for Achievement. Results of learning motivation instruments (Table 2.)

Table 2. Results of Learning Motivation Instrument

Question Description	%				
	STS	TS	N	S	SST
I am interested and curious for knowledge	13	18	10	69	40
I am independent in college	10	8	20	72	40
I manage my time in college	5	5	11	84	45
I am enthusiastic about achieving knowledge	12	11	3	85	39

Source: Processed data, (2024)

The results of motivational respondents of 150 students who participated in distance learning skills training explained that students had made a study plan in one semester in distance learning skills training to register online (sia.ut.ac.id) as much as 71%. Respondents also explained that students understood the features on the sia.ut.ac.id page as much as 63%

meaning that students were able to register independently without going through the pokjar administrator. Distance Learning Skills can develop distance learning skills independently as much as 80%.

3.4 Assessment

The assessment indicators are as follows: (1) completion of discussions and participation, (2) completion of assignments, (3) taking the final semester exam (Table 3.)

Table 3. Assessment Instrument Results

Question Description	%				
	STS	TS	N	S	SST
I follow the discussions and participate in online tutorials.	10	18	7	72	43
I did assignments 1,2 and 3 in the online tutorial	8	8	8	72	52
I am taking the final semester exam	5	5	9	84	47

Source: Processed data, (2024)

The results of the assessment respondents of 150 students who participated in the distance learning skills training explained that students had made a study plan in one semester in the distance learning skills training to register online (sia.ut.ac.id) as much as 71%. Respondents also explained that students understood the features on the sia.ut.ac.id page as much as 63% meaning that students were able to register independently without going through the pokjar administrator. Distance Learning Skills can develop distance learning skills independently as much as 80%.

The results of the estimated assessment equation obtained a determinant coefficient (R^2) of 0.8432, this indicates that the independent variables of distance learning skills training (PKBJJ), and motivation (MT) can explain 84.32% of the variance in the student assessment variables. (Table 1). The results of data processing using SPSS Version 25 obtained validity and reliability tests, where if $r_{count} > t_{table}$ then the instrument data can obtain a significant correlation with the total score (significant 0.05). If $r_{count} < r_{table}$ then the instrument does not correlate significantly with the total score. In relation to the validity test of distance learning skills training and motivation.

Tabel 4. Model Sammary 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	.8432	.8432	1.25079	.697	234.722	3	306	.000

Data: processed, 2024

The results of the estimation show that the independent variables of 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 of 66%, while learning assistance services are 5%, and registration services are 6%. The Regression Equation of the impact of the Distance Learning Skills Training policy on the Learning Process is as follows:

$$AMS_t = 1.483 + 1.553PKBJJ_t + 0.144MT_t + 0.365$$

.....(3)

where: AMSt = assessment

MTt = learning motivation in year t

PKBJJ = Distance Learning Skills Training in year t

Tabel 5. t Test Result

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
ASS (Constant)	1.483	.365		6.802	.000
PKBJJ	1.553	.553	.069	1.018	.310
MT	.144	.044	.078	1.038	.300

Source: Processed data, 2024

3.5 The Effect of Distance Learning Skills Training on Assessment

The results of the distance learning skills training hypothesis have a positive and significant effect of 95% on the assessment. An increase in distance learning skills training by 10 units will increase the assessment by 15.53%. A simulation is carried out if the registration service is increased by 10 units, it will have an impact on increasing the assessment by 15.5% units., this is in accordance with the results of Jamil's research, (2022. This finding is consistent with the results of respondents as many as 82% of students have made study plans and understand the learning process at Universitas Terbuka,

3.6 The Effect of Motivation on Assessment

The results of the learning motivation hypothesis have a positive and significant effect on the assessment. The simulation is carried out by increasing learning motivation by 10 units, it will have an impact on increasing the assessment by 1.4%. This finding is in accordance with the results of respondents that students are enthusiastic about achieving knowledge by 80%.

4 CONCLUSION AND SUGGESTIONS

1. The results of the distance learning skills training hypothesis have a positive and significant effect of 95% on the assessment. Increasing distance learning skills training by 10 units will increase the assessment by 15.53%. A simulation is carried out if the registration service is increased by 10 units, it will have an impact on increasing the assessment by 15.5% units., this is in accordance with the results of Jamil's research, (2022. This finding is consistent with the results of respondents as many as 82% of students have made study plans and understand the learning process at Universitas Terbuka,
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