OBSTACLES OF DISTANCE LEARNING SYSTEM THROUGH SELF-STUDY AND TUTORIAL SYSTEM IN UPBJJ INDONESIA OPEN UNIVERSITY OF DEMAK REGENCY

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Abstract

This research is aimed at describing the implementation of learning and obstacles encountered in distance learning through self-study and tutorial system on S1 students of PGSD UPBJJ Indonesia Open University (UT) Demak. This research includes in field research with qualitative approach. The data source is the students and lecturers of S1 PGSD UPBJJ UT of Demak regency. The collecting data is through observation, interviews and documentation. Interactive data analysis uses model and validity of the data with

source triangulation. Results of the research is that the implementation of distance learning through self-study system to students of S1 PGSD UPBJJ UT of Demak has its own culture, namely students who learn at home use the module, form study groups and discussion forums. Learning tutorials for S1 PGSD is in one semester that consists of three courses and S1 PGSD BI is through tutorial learning system. Distance learning through self-study system is that it is less learning time for students because the majority of students are workers. In addition, students cannot manage the time between working and having college. In addition, there are any difficulties of learning module. Students also cannot ask questions to the tutor. That's why among the obstacles on S1 students of PGSD UPBJJ UT of Demak are that tutor come late in arrival time and the score of courses is in tutor's absolute right.

A. Introduction

Education is one manifestation of the developments of the nation, as education becomes a vehicle to educate and shape the character of Indonesian society. This infers that education is a method to improve the quality of human resources. Meanwhile, to improve the quality of human resources, it is required professional education, effective learning system and knowledgeable qualified teachers. A teacher is basically not only as a mere teacher but also as a guide, director, trainer, assessor and evaluator for students. Therefore, a teacher is expected to have pedagogical, social, personal and professional qualification so that teachers are required to be educated to degree or diploma.

According to Law No. 14 of 2005 on Teachers and Lecturers, teachers are required to have a minimum education qualification of Strata 1 / Bachelor degree (S1) and be certified teachers. While the data in 2010 showed from 2,667,655 teachers, only 887,751 people have qualified S1 or D4 (Diploma 4). Currently, teacher of Elementary School (SD), which amounted to about 1.131 million people, only about 8.3% (99,500 teachers) who meet the

qualification S1, that means approximately 92.7% (1 million) of teachers who do not meet academic qualifications. According to an observer of Education, Muhammad Zuhdan, between 2.92 million teachers in Indonesia, there are still 1.44 million teachers who have not been educated Strata 1 (S-1). The amount is equivalent to 49.3 percent of the total teachers in Indonesia (www.okezone.com, posted Friday, March 8, 2013).

Based on data from the Education for All (EFA), education in Indonesia experienced a downgrade from 65 in 2012 to rank 69 in 2011 from 127 countries around the world. It is measured by the quality of teachers who have not been professional in the field of teaching, the high number of school dropouts, which do not meet the curriculum standards and poor infrastructure.

Seeing those problems that indicate the number of teachers who have not qualified S1, Indonesian government through the Ministry of Education organizes continuing education for teachers at the Institute of Education Personnel (LPTK) or university which organizes S1 PGSD. This is done to improve the

quality of teachers, especially primary school teachers.

Meanwhile, S1 PGSD program offered by LPTK has not been able to accommodate all teachers who need improvement of qualification for conducting feasibility for LPTK has PGSD program which is very limited. If the ability of all LPTK per year in educating primary school teachers is limited, some public and private LPTK form a consortium to boost the quality of primary school teachers, that is at a minimum getting degree bachelor qualification (S-1) by using the distance education system.

Distance education is a type of education in which the learners are distant from the teachers. That's why this type of education cannot be done face to face. Yet, it is done by delivering messages by teachers to the students through the media (Setijadi, 2005: 1). Because the messages are conveyed through the media, the students are expected to learn by themselves. Self-study or self-learning here does not mean learning alone, but rather learning with their own responsibility.

One LPTK hold S1 PGSD distance education is the Indonesia Open University (UT). Meanwhile, UT has a Distance Learning

Program Unit (UPBJJ) which can be categorized as technical and operational unit in the area. The function and duty of UPBJJ UT was that the students perform administrative academic and academic activities. For daily activities, UPBJJ UT has the task to implement distance learning services. One UPBJJ UT in Indonesia is located in Demak regency Central Java.

Because the learning system of UPBJJ UT Demak is self-learning and tutorials, UT students are expected to study independently. It requires the students to study by using their own initiative. Self-study can be done individually or in groups, either in learning groups or in a tutorial group. UT also provides learning materials that is written specially to be studied by the students independently. Tutorial is a learning support service for students of the Open University. In the tutorial, learning activities are carried out under the guidance of a tutor as the facilitator. Tutorials discuss things that are considered difficult and very importantly mastered by the students. However, the fact of implementation of distance learning either in self-study system or in tutorial system is sometimes not optimal so that the students feel that there are many

problems. This is what ultimately makes the research is interested in conducting research on the obstacles of distance learning at the Open University UPBJJ in Demak regency.

Distance education has long been known since 1870s (Ibrahim, 2005: 7). Distance education system in the past is in the form of correspondence. The target of this correspondence system is adults. Distance education learning process was done by using printed / written materials. Definitively, distance education is the education of the learners that are separated from educators in which it uses information communication technology and other media as the learning devices (Act No. 20 of 2003 Article 1, paragraph 15). According to Warsita (2007: 16), instructional system in distance education can be in the following forms; (1) self-learning students either individually or in groups with minimal assistance from others, (2) learning materials delivered through the media that are designed for independent study. In distance education, the internet has been used as a medium for the delivery of learning materials. (3) The study is attempted to address the issue of two-ways communication between students

and professors or the providers, (4) to measure learning outcomes regularly to hold evaluation of learning outcomes, both held independently and held by the institutions, (5) basically participants (students) of distance education are required to independently study and learn by their own willingness and initiative, then the students should be able to manage themselves to be discipline in order to adapt well. So basically the distance education system are divided into two categories, namely independent and tutorials. Independent learning system is self-study or self-learning that is based on the students' initiative either individually or in groups. While the tutorial learning is learning under the guidance of a tutor.

As the references in this research are studies related to distance education that has been done by Indonesian scholars, including researcher Izan Tahar and Enceng in *Jurnal Pendidikan Terbuka dan Jarak Jauh* Volume 7 Number 2 September 2006 page 91-101, entitled as *Hubungan Kemandirian Belajar dan Hasil Belajar pada Pendidikan Jarak Jauh Universitas Terbuka*. The results show that

there is a positive relationship between independent learning with its learning outcome.

Further research was done by Lukiyadi about the effectivity of distance learning on the elementary school teachers' education program that has been written in Jurnal Didaktika Vol. 2 No. 2 March, 2008 pages 304-312. The result of the study describes the significant or high effectiveness of the management of the DII program on PGSD. Then the effectivity of the tutorial management was categorized as medium. Meanwhile, the achievement of the students varies but overall is not satisfying.

Sri Lastuti and Amat Jaedun with a study entitled *Evaluasi Pelaksanaan Program S1 PGSD* (Evaluation of Implementation Program S1 Elementary School Teachers' Education Program) in Distance Learning Program DIY (Yogyakarta) UT, in the Jurnal Kependidikan Vol. 44 No. 1 May, 2014 with the result showed that the need for primary school teachers in the province have not been met. The educational background of students mostly come from high school. Educational qualifications for tutors, tutorial planning and

evaluation of the implementation of the tutorial is categorized as good, while the availability of infrastructure and the implementation of the tutorial is categorized as enough (inadequate). GPA and study period of students are in satisfying and short criterion. Perception of principals on teacher performance before and after graduating from S1 PGSD UT DIY in general has increased.

Meanwhile, research by the author focuses on the implementation and problems were found at the distance learning system with self-learning and tutorials. So this research will be able to be used as an evaluation for UPBJJ and universities that conduct distance learning. In addition, research conducted by the researcher is in contrast to previous studies. Research by Izan Tahar, Lukiyadi and Sri Lastuti focused more on the results of distance learning. It is different form my research which focuses on the implementation and the obstacles of distance learning.

The goal of this research is to describe the implementation of distance learning through self-learning system and tutorials on S1 students PGSD UPBJJ Indonesia Open University of Demak. It means the researcher

describes the obstacles faced in distance learning with self-learning system and tutorials on S1 students PGSD UPBJJ Indonesia Open University Demak.

This research is expected to be useful to contribute ideas for the development of science, especially education about the implementation and the obstacles of the model of independent learning and tutorials for both learners and students. It is also for finding the suitable learning method. This study can also be used as a basis for further research.

Furthermore, after having known the description of the implementation of learning and the obstacles faced in distance learning with self-learning system and tutorials on S1 students PGSD UPBJJ Indonesia Open University of Demak, the results of this study can be used as the input for the UPBJJ Indonesia Open University of Demak, especially as a correction device for distance learning with self-learning system and tutorials so that later the learning process can be optimized and the quality can be better.

B. Methods

This study took place at the Indonesia Open University (UT) UPBJJ Demak. The study was conducted when the implementation of learning in students of S1 PGSD. Research subjects are students of S1 PGSD and PGSD (BI) and lecturers (tutors) S1 PGSD UPBJJ UT Demak academic year 2015. The object of research is the implementation of learning and obstacles of distance learning with self-learning system and tutorials.

This research includes as field research (field research), with a qualitative approach for strategy and research techniques are used to understand and describe the condition of students and lecturers, problems or obstacles in the implementation of distance learning students S1 PGSD UPBJJ UT Demak. This is done by gathering as many facts as accurately and deeply. The data presented in this study is verbal rather than in the form of numbers. On the other hand, this study has more emic perspective, with the understanding that the data collected would be described by the phrase, language, ways of thinking and view of research subjects.

The data source consists of primary data and secondary data. Sources of primary data in this study came from observations and interviews with students of S1 PGSD and S1 PGSD (BI) UPBJJ Demak and UT's lecturers (tutors) who teach them.

Total students S1 and S1 PGSD and S1 PGSD Science Sector (BI) as a whole amounted to 423 people. Furthermore, because the number of students S1 PGSD UPBJJ UT Demak are so many, the researcher used incidental sampling techniques in determining the informant to be interviewed. Incidental sampling technique is sampling by using incidental informants by coincidence. It means that anyone who are met by chance / incidental with the researcher can be used as the informant. In case the researcher met people who happen to be found, so it is suitable to be the source of data as long as they are the students of S1 PGSD UPBJJ UT Demak. This was done until the researcher found the dominant data (Sugiyono, 2009: 67). Such search was carried out continuously until the researcher found the dominant data.

Secondary data is derived from previous studies and literary works related to

the title of the study. Secondary data is also written in the form of data and data is not written. Written data consists of literature of educational science, psychology of learning and modules of distance education. Data is not written in the form of photographs.

The type of data to be searched is any statement that the research subject is the answer to the questions asked by the researcher. The type of data in questions is all data related to the implementation of learning and obstacles in distance learning of students S1 PGSD UPBJJ UT Demak.

Collecting data in this study was done by observation, interview and documentation. Observation and interview method are used to obtain data about the activity of distance learning of students S1 PGSD UPBJJ UT, either it is conducted by independent or tutorial. Documentation method used in this study aimed at finding the data on things such as notes, books and transcripts. The data that is wanted to search by using method of documentation include data on the number of students S1 PGSD UPBJJ UT, the number of

lecturers UPBJJ UT, the implementation of learning and lecture materials.

Analysis of the data used by the researcher uses Miles and Huberman Interactive analysis. This is written by Miles and Huberman (in Pawito, 2007: 104). This kind of analysis technique basically consists of three components: data reduction, data presentation and withdrawals as well as the conclusion of testing. Data reduction is not the origin of disposing data that is not needed, but the efforts of researcher during the data analysis is done. The step of data reduction involves the editing stage, grouping and summarizing the data. Then researcher compiles code and notes (memo) on various matters, including those deal with the activities and processes so that researcher can find data of the implementation of learning S1 PGSD UPBJJ UT Demak. Then at the last stage of reduction of the data, the researcher develops a draft concept and explanation relating to the theme, pattern or data of learning group at the implementation of S1 PGSD UPBJJ UT Demak. The second interactive analysis of Miles and Huberman is the presentation of data (data display). It involves the steps of organizing data, namely

copying data with each other data so that all the data are analyzed in a single entity. In qualitative research, the data are usually in diverse perspective. It is generally believed to significantly assist the process of analysis. In the last component, namely the withdrawal and testing conclusions, the conclusions have been drawn from the beginning but the final conclusion can never be adequately formulated without the researcher has completed the analysis of all existing data.

Examination of validity of the data in this study is through triangulation techniques, namely the technique of checking the data validity other than the data that has been acquired for the purpose of checking or as a comparison data have been obtained. Triangulation that is used in this research is data triangulation (source triangulation). It means the researcher attempts to access resources more varied to obtain data relating to the same subject. It also means that the researcher intends to test the data obtained from a single source with data from other sources (for comparison). From this step, researcher will arrive at the point of the

obtained data, whether they are consistent, inconsistent or contradictory.

C. Results and Discussion

Indonesia Open University (UT) is the 45th State University in Indonesia which was inaugurated in September 4th 1984, under Presidential Decree No. 41 of 1984. UT has four faculties, namely Faculty of Economy (FEKON), Faculty of Social and Political Sciences (Social), Faculty of Mathematics and Natural Sciences (Natural Sciences), the Faculty of Education (Guidance and Counseling) and the Postgraduate Program. In 2015, UT organized 34 courses comprising 28 Non Pendas Degree Program (25 Undergraduate and Diploma Program 3), 2 Pendas (Elementary Education) Undergraduate Program, and 4 Master Program (www.ut.ac.id, accessed September 30, 2015).

The UT's vision is "In 2012, the Indonesia Open University to be World-Class Institution of Open Distance Learning in Producing University Products in Implementation, Development and Dissemination of Information". Besides, Presidential Decree No. 41 of 1984 principally

still being the primary mission of the Open University. However, in accordance with the Tri Dharma (Triple Dedication) of College and the development of the strategic environment, the mission statement of UT has been refined into (1) providing access to world-class education for all levels of society through the implementation of various programs PTJJ, (2) assess and develop a system of program PTJJ, (3) utilize and disseminate the results of scientific studies and institutions to meet the challenges of national development needs.

After the researcher conducted interview to many officials of UPBJJ UT Demak, it is found that the number of students S1 PGSD UPBJJ UT at Dikpora Demak are 423 people, with details as follows:

Table 01
Students List of Pendas Program (S1 PGSD) 2015 Dikpora Demak

No	Study Group	S1 PGSD	S1 PGSD (BI)	Amount

1	DIKPORA Demak	333	90	423

Source: Dikpora Demak 2015.

Self-study system in learning activity at UPBJJ UT Demak is based on students' own initiative process. Self-learning success is determined by discipline, creativity and perseverance. Self-learning activities for students include study materials, study guides / practices and practical guidance, forming small study groups, working independently and practice exercises and lab.

While studying by using tutorial system is a program of assistance and tutoring provided by UT which aims to trigger and stimulate self-learning process of students. Implementation of the tutorial is done in various ways: face-to-face, internet (online tutorial), and radio media / television and mass media. All courses offered are provided except practice and practicum courses and existing courses of mandatory guidance.

Based on observations and interviews to several informants, found some of the data

related to the implementation of distance learning through self-learning system and tutorials on S1 students PGSD UPBJJ UT Demak. The distance learning system with self-study type in S1 PGSD is implemented by using modules in each home. In addition, students also often form study groups in the library or when meeting with fellow students on campus. Based on interviews with several students S1 PGSD semester VII, it has been stated that they often do self- study when facing the test of semester just by studying modules at home and discuss them with fellow students both on campus and at home through the medium of the telephone, while the materials discussion is about courses that will be in tested.

However, there are also students of S1 PGSD UPBJJ UT Demak do independent study in the office or workplace. This is done when off hours by reading books and lecture modules obtained from UT.

Meanwhile, learning tutorial on S1 PGSD UPBJJ UT Demak is that the tutorial learning consists of 3 courses in one semester in which one course is only done in eight meetings with the tutor. In addition there often be a tutor supports two or three classes.

The assessment system is 30 percent from exam score plus the tutorial meeting. If the score of the test is less than 30 percent, the students will receive score E. In addition, for each meeting in odd class, such as the meeting of third, fifth and seventh, is given assignments from the tutor.

Meanwhile, S1 PGSD (BI) receives students come from people who already have a bachelor degree but not from education field and intend to go back studying in S1 PGSD. All courses in S1 PGSD (BI use the tutorial learning system. Tutorial schedules and determining the class either for S1 PGSD or for PGSD (BI) have been determined by UPBJJ UT Semarang.

Second data found in this study is related to obstacles in distance learning with self-study system and tutorials on S1 students PGSD UPBJJ UT Demak. Based on the results of interviews with students of S1 PGSD indicate that the dominant obstacle of some students S1 PGSD in independent learning is the emergence of laziness to study at home or in groups with friends. It is felt by some informants who stated that the majority of students S1 PGSD and PGSD (BI) have worked at educational institutions and the average of them are teachers so that

they feel the existence of lack time to study independently at home. This what causes the sense of laziness in learning to arouse. Besides, they are already tired of working all day so that self-learning is felt to be ineffective for them. In addition, most of them cannot divide the time between working and studying. The next reason is that there are many jobs and activities must be done in the office or school.

Furthermore, according to interviews with students S1 PGSD UPBJJ UT Demak semester V, the obstacle in independent learning is that they find many difficulties in mastering the modules from the lectures. They cannot be resolved immediately. If they have not been able to understand the material in module, they cannot directly ask the tutor.

Unlike the self-study system, students S1 PGSD and PGSD (BI) UPBJJ UT Demak feel more fun when learning by tutorial. It is because they may ask the tutor on difficult materials directly. Besides, the tutorial system's learning atmosphere is more conducive to have discussion with tutors. However, the obstacles felt by students in this kind of learning is about the arrival time of tutors. They sometimes are too late so that

students feel disadvantaged in hours. They also sometimes not present so that the number of meetings are reduced. But the score of courses in tutorial way is more accurate. This is proved from the number of students' attendance. They will get minimal scores if they are lazy to come in the classes.

Other numbers of informant said that tutorial system gives more assignments to students. Some of them got difficulties in accomplishing the tasks for they have to allocate their another time to work in the office or educational institutions. Some others found difficulties in operating computer. Most of this second kind of students are at old age (35 years old and upwards) whereas the tasks submitted have to be in the form of computer-typed paper. The presence of S1 students of computer-illiteracies is to be the technical obstacles in both independent and tutorial learning. This is because in both of two kinds of learning, students should be lively in applying and developing the lectures, not only conceptually but also technically by using computer. Usually the tasks given to the lecture course must be reported in a paper typed by using Microsoft computer program.

D.   Conclusions and Recommendations

Based on the research and analysis of data on the implementation and the obstacles of distance learning with self-study system and tutorial on S1 students PGSD UPBJJ Indonesia Open University (UT) of Demak, it can be concluded as follows.

Implementation of distance learning through self-study system to students S1 PGSD UPBJJ UT Demak is that the students learn to use modules at home, fellow students in study groups and discussion forums. Meanwhile, learning by tutorial system makes difference between S1 PGSD with PGSD (BI). For S1 PGSD tutorial, there can only be three courses taken whereas in S1 PGSD (BI), all courses are implemented in tutorial learning system.

Obstacles found in the implementation of distance learning by self-study system are three. First, most students of S1 PGSD UPBJJ UT Demak have already worked as teachers so that they got difficulties in managing the allocations of time to work and to study. Second, they often feel lazy to study at home because that are already tired after a day work. Third, they have difficulties in

understanding the lecture materials because they are far from the lecturers. They need more direct information from their lecturers to understand the materials then to accomplish the assignments. Meanwhile, the obstacles for tutorial learning system in S1 PGSD UPBJJ UT Demak is that the tutors often come late and sometimes are absent. Furthermore, the score of courses in this kind of learning are based on absolute decision by the tutors. This affects numbers of student who have lack amount in attendance (do not meet minimum standard) will get less (not good) score or will not pass the class.

Based on the conclusion above, the researcher needs to deliver suggestions as follows. Indonesia Open University, as one of the educational institution that organizes distance learning, to improve the learning system with the tutorial method because it is perceived by students to be more effective for the delivery of the course material. If there are difficulties in class, students could ask the tutors directly. Besides, it can also create free and direct space for discussion between students and tutors. In addition, all stakeholders need to stimulate the using of

online media or the internet in order to improve students' ability to use information and communication technologies, especially students who are already at old age.

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