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# CERTIFICATE

this is to certify that

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**Presenter**

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## STUDENTS' PREFERENCE AND ACCESSIBILITY OF THE USE OF ONLINE LEARNING RESOURCES FOR NON-BASIC EDUCATION PROGRAMS AT UPBJJ-UT MAKASSAR

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### Abstract

This study is descriptive in nature and seeks to depict the preferences among students of Non Basic Education who make use of online-based learning resources at UPBJJ-UT (Distance Learning Program Unit-Open University) Makassar along with their accessibility. Frequency analysis is a descriptive statistic that undertakes a survey method used for collecting the set of data. Results show that the preferences students have for the use of online learning resources generate favorable rate, ranging above 4.0, across all respondents, in terms of the fulfillment, ease of use and usefulness of the online learning resources. Similar rate is found in terms of the accessibility; UPBJJ-UT Makassar has ensured that access to online learning resources and opportunities is available for all students of Non Basic Education. This is indicative of students' strong tendency to capitalize on learning in online platforms.

**Keywords:** Preferences, Accessibility, Online learning resources.

### Introduction

The process of accessing and acquiring massive amounts of new information was no longer arduous and limited by resources. The Internet that serves as a multifunctional media has removed the traditional barriers to information. Communication through the Internet takes on many different forms including e-mail and online chatting that become today's standard means of interpersonal communication, and mailing list for one-to-many communication characterized by multiple users. The Internet also comprises technologies for real-time audio-visual performance through a conventional method using a teleconference application. In view of the scope the Internet can fall into, a number of distinctive features of the Internet make it easier to create environments that fit the educational landscapes, i.e., (a) interpersonal media and mass media, (b) interactivity, and (c) synchronous and asynchronous communication (Hariyono, 2015).

The emerging field of educational media is largely due to the development of information technology. A microprocessor is the most central part of today's technology and has developed into the spectrum of computer and interactive activities (Seels and Richey, 1994). The use of online learning resources at UPBJJ-UT Makassar (simply known as UT-online or UT-web) is one option to address student learning needs and foster motivation in the context of self-regulated learning. The availability of UT-online services grants an access that navigates students' outcomes aligned with the desirable goals. Learning activities in online platforms essentially enable students to personalize and fulfill their learning needs, help expand their learning horizons and lead the way to follow their own path to subject mastery. At UPBJJ-UT Makassar, Bahan Materi Pokok-BMP (basic course material) is designed to provide a rich body of content knowledge about a subject area. Online learning platforms that host UPBJJ-UT's courses may include online tutoring, online independent exercise, web-supplement and digital library. Taking these into account, students are imposed on wide-ranging learning preferences and choices when it comes to making decisions regarding the type of resources and activities to take on across their learning trajectories. Preferences for teaching-learning materials are identified by measuring the usefulness and the relative importance of each attribute in an online course material.

Preferences and accessibility define students' attitudes toward and perceptions of UT-online resources regarding the perceived utility. Students' satisfaction with online learning facilities available at UT-web ([www.ut.ac.id](http://www.ut.ac.id)) articulates their preferences to dictate their decisions and to choose from a large assortment of learning resources. Attendance and participation in online tutoring at UPBJJ-UT Makassar remain low, and students continue to feel they lack of access to the resources. Issues about low participation and accessibility revolve around the not-so-good perceptions about the utility of these resources among the students though given a plethora of facilities. Accessibility of these resources is closely tied with the ease of use and the application of current or updated technologies. Increasingly, online students expect course materials to be fully accessible to them on their mobile devices just as they would on a laptop. Learning applications and web resources heavily associate with the ease-of-use aspects that help support academic productivity and are easily accessed via portable electronic devices. Service systems that neatly correspond to students' desires and needs ultimately fulfill their experiences in using online resources. This type of service is what fervently distinguishes online resources from their offline counterparts.

Student accessibility may vary to a great extent. The rate of student accessibility depends on the engagement of each student (Wahyuningsih Suhardini Sri et al., 2014). A number of prior studies highlight findings concerning the usability and utility of UT-online measured by the scores that represent positive attitudes of the students toward the facilities featured in UT-online. These studies also provide recommendations on the efficacy of UT-online and its utilization for

academic purposes (Sugilar et al., 2014). Based on these findings, a re-evaluation is necessary after a process of large-scale socialization (including student orientation, simply known as OSMB at UT) to examine the increase in the perceived ease of use of UT-online and in the online-tutoring enrollment among students of Non Basic Education. This substantive topic justifies the set of rationale the study seeks to address. Practical implications of this study may relate to assisting UT, and other similar online-based schools, to do more informed decision making in terms of students' preferences for and accessibility of online resources in Non Basic Education programs.

## **Literature Review**

### **A. Tutoring as a learning assistance.**

Tutoring serves as the means by which students are assisted in the basic understanding of course materials in print-ready modules. Holmberg explains in Wardani (2000) that tutoring aims at the following objectives: a) to meet students' basic needs through academic interactions with tutors and peers, b) to encourage students to apply the principles of knowledge and skills acquired from assignments that involve checking and/ or providing feedback to students, and c) to cultivate independent learning. With these objectives, tutoring paves a clear path for students to actively engage in academic activities. It is also important to create conducive and inclusive learning environments, which involve assessment to nurture their desire to learn.

UT is committed to offering tutoring programs as an approach to teaching that helps students to connect with the subject matter they need to master. Students work with tutors through online mode (Tuton), onsite class (Tutorial Tatap Muka-TTM), mass media and webinar presentation. In a typical tutoring session, a tutor as a facilitator delivers academic support in the following areas: a) essential competencies and concepts in a course material, b) a variety of issues students are dealing with in modules, c) challenges related to inside- or out-of-class practices; and (d) real-life issues when students connect the subject taught in class to everyday applications. In an online tutorial, tutor-student interaction is electronically connected via the Internet, allowing for flexibility in scheduling and location for distance students.

### **B. Theory on accessibility**

According to The Great Dictionary of the Indonesian Language (kbbi.web.id), access means "entryway" as a noun and "gain entry to" as a verb. According to Wikipedia, accessibility refers to the extent of ease of use individuals can reach when dealing with an object, obtaining a service or approaching an environment. The implementation of accessibility involves access to buildings, environments, and other public-gathering spaces.

The core concept of accessibility lies on the ease of access to destinations that can set a sense of comfort when individuals pursue their activities (Widyonarso, 2014 in Wahyuningsih, 2015). In relation to information technology in academic landscapes, accessible technology infrastructure helps students absorb information at the tips of their fingers in a more accurate and effective manner. As the Internet network spreads across remote areas, students can gain access to information without the enormous effort of physically going to a certain area. With regard to UT system, access implies the entry point for students who wish to get connected with or take advantage of learning facilities and services, particularly online tutoring (Tuton). Online tutoring takes place for 8 (eight) weeks in each semester and offers 8 weekly discussions and 3 (three) assignments delivered via online modes. With the appropriate amount and use of ICT infrastructure and Internet network, students can gain access to UT-online more easily, regardless of geographic locations, to extend their range of academic path and reach their learning potential.

### **C. Preference to use UT-online**

Kloter (2002) shows that consumer preference indicates consumer's individual desire to choose from a great assortment of products and services that manifests from their perception. Preference defines one's behavior toward a product or a service, which, most of the time, constitutes the perceived spontaneity. Consumers experience a product or a service to fulfill their basic needs and may adopt different tastes and behavior patterns, such as the expression of likes and dislikes. This study taps into the determinant factors of the preferences of students of Non Basic Education for the use of online learning services available at [www.ut.ac.id](http://www.ut.ac.id).

### **D. Forms of online learning resources**

SUAKA-UT (Open Educational Resources) at UPBJJ-UT Makassar is restricted to online services and onsite tutoring (Tutorial Tatap Muka-TTM). However, online tutoring (Tuton) is available to those who wish to pursue learning assistance opportunities in an online format. Tuton incorporates an approach that personalizes learning experiences of an individual student. This feature can be accessed in the so-called My-UT, which settles on a Tuton system that aligns with the registration of courses in the running semester. As soon as students activate an account, they are automatically enrolled in a Tuton group for the course catalog that interests them (UT Catalog, 2010).

Latihan Mandiri or LM (Online Independent Practice) is designed to assist students to adjust with the demands of final

examinations and give them opportunity to explore the course concepts and problem solving in final tests. The location of LM may not appear on the home page of UT-web, but it can be directly accessed at <http://student.ut.ac.id/repository/>. Students who actively participate in LM can learn mastering skills in test taking, practice questions and understand how a test is scored while unlocking the correct answers to measure their levels of module understanding. Though LM is not worth a percentage of students' overall final grades, the major benefit of LM is to let students interact with practices and exercises and engage them in learning so deeply that they can develop greater understanding of module materials, and thus greater learning achievement. It is also important to note that web-supplement.ut.ac.id or online enrichment materials is integral to BMP (basic course material). The diversity of learning resources may facilitate the categories of students' preferences and help students to make informed decisions about accessing learning resources available at UPBJJ-UT Makassar.

With the increasing frequency of student visits at UT website (ww.ut.ac.id), students gain clear understanding of how distance education works and enforce the whole process of distance learning and achievement. Sukiniarti (2006) demonstrates a positive correlation between the understanding of distance higher education and student learning achievement. In addition to online and onsite modes, UPBJJ-UT Makassar extends its mass media efforts to create environments that fit the principles of tutoring experiences through linear, one-way communications viz radio and television shows. Radio shows include National Program 1 RRI- FM 92,8 MHz, MW 1332 kHx and SW 9680 kHz from 14.35 to 15.00 WIB (Western Indonesian Time Zone). Radio tutoring takes place six times a week from Monday to Saturday. For teachers, tutoring is televised on TM Edukasi Channel 2 that is broadcast via satellite Telkom 1 with parabolic antenna pointing at the horizontal polarization on 3807 MHz., Downlink3807 MHz. and Symbol Rate (SR) 400 on Saturday from 14.00 to 16.00 WIB. On Swara Channel, tutoring is available every day from 05.00 – 05.30 WIB. Tutoring also gets coverage in several local media in local areas (UT Catalog, 2010).

## Methodology

### Types of research.

The study is descriptive and follows a quantitative method. The method represents a technique of collecting, managing, simplifying, presenting and analyzing data to provide a measurable description of an event or a phenomenon through observation expressed numerically. Discussion reflects the results of field observation, i.e., a survey from which information is acquired using questionnaires and Likert scale as a measurement scale.

### Participants.

The population includes the entire students of Non Basic Education, with those having been registered in 2017 and 2018.1 representing the target population owing to the fact that they have participated in student orientation and, thus, have clear understanding of not only how learning resources work at UT, but also how these resources can work for them. The adequacy of sampling is justified by the reaching of saturation. Data collection utilizes a survey method, i.e., questionnaires and interviews, which take place in Sidrap Regency (19 respondents), Tana Toraja Regency (23 respondents), Selayar Regency (23 respondents), Makassar City (35 respondents), and Luwu Timur Regency (23 respondents).

### Data analysis.

Descriptive frequency analysis is used to provide a great deal of descriptive information about the topic of interest. SPSS 15 for Windows, a set of software programs for statistical data, is used to show how strongly two variables are correlated with each other.

## Results

Table 1 provides the results of data collection that takes place in Luwu Timur (Lutim), Makassar, Selayar, Sidrap and Tana Toraja (Tator). These results deal with items and scores that identify students' preferences for the use of wide-ranging UT-online facilities.

### a. Respondents' preferences.

**Table 1. Frequency of Respondents' Preferences.**

No.	Question	Answer	Location					Total	Mean
			Lutim	Makassar	Selayar	Sidrap	Tator		

1	UT-online offers a great deal of diversity in learning resources.	D	0	2	2	2	123	4.25	
		N	2	3	0	0			0
		A	17	13	9	10			9
		SA	4	17	12	7			12
2	UT-Online is easily accessible on mobile phones.	D	0	2	1	1	123	4.27	
		N	1	0	0	0			0
		A	18	17	11	11			11
		SA	4	16	11	7			11
		N	4	7	4	5			4
		A	15	16	9	8			9
3	Online learning resources vary tremendously.	D	0	1	1	0	123	4.11	
		N	2	6	3	4			3
		A	16	17	11	10			11
		SA	5	11	8	5			8
4	UT-online can be accessible regardless of geographical spaces.	D	2	0	0	0	123	4.29	
		N	4	5	3	2			3
		A	12	12	8	7			8
		SA	5	18	12	10			12
5	The extent of ease of use of UT-online access is affordable and beneficial.	D	1	0	0	0	123	4.32	
		N	1	3	2	1			2
		A	17	16	10	9			10
		SA	4	16	11	9			11
6	The usefulness of UT-online meets the needs for learning objectives.	D	1	0	0	0	123	4.47	
		N	2	0	0	1			0
		A	16	14	9	7			9
		SA	4	21	14	11			14
7	UT-online supports academic achievement.	D	0	0	0	0	123	4.06	
		N	4	5	3	3			3
		A	16	24	15	10			15
		SA	3	6	5	6			5



8	Students are given clear information about how to access UT-online.	D	0	2	1	1	1	123	3.99
		N	1	3	2	3	2		
		A	17	27	17	10	17		
		SA	5	3	3	5	3		
9	UT-online affects the advent of online interactions between peers.	D	0	2	1	1	1	123	3.91
		N	0	6	4	3	4		
		A	22	22	15	12	15		
		SA	1	5	3	3	3		
10	UT-online appeals to students because it offers varying facilities to support learning activities.	D	0	0	0	0	0	123	4.02
		N	3	6	3	4	3		
		A	16	23	17	10	17		
		SA	4	6	3	5	3		

Description:

A : Agree

SA : Strongly Agree

D : Disagree

SD : Strongly Disagree

N : Neutral

Table 1 summarizes how the respondents prefer to use learning resources in an online environment. With means ranging between 3.91 and 4.47, the overall respondents support how these online resources work to empower their learning experiences. According to item 1 and item 3 that range at 4.25 and 4.11, respectively, students have positive perceptions of the concept of diverse offerings available at UT-online. When it comes to accessibility, item 2 (4.27), item 5 (4.29) and item 6 (4.39) demonstrate a significant correlation between students' preferences and how these resources are accessible and affordable to them. As previously mentioned, students prefer to engage in self-regulated learning using portable electronic devices with wireless network such as smartphones that encourage a great deal of mobility without tremendous effort and geographical constraints. In item 7 (4.47), the respondents show strong tendency to take on UT-online to achieve their desirable learning objectives. In a similar sense, item 8 (4.06) indicates that the respondents favor the resources in UT-online that provide a clear path to academic success. Item 9 (3.99) indicates positive perceptions of how clearly the information about UT-online access is presented. Item 10 (3.91) shows that UT-online is significantly correlated with peer interaction. In the earlier mentioned study by Wardani (2000), one of the fundamental objectives of tutoring is to meet students' basic needs through academic interactions with tutors and peers. In item 11 (4.02), the respondents strongly perceive UT-online as the means by which students are encouraged to fully immerse in learning activities for academic growth.

#### b. Respondents' accessibility.

In terms of students' accessibility, questionnaires are structured and reduced to three items, as seen in Table 2.

**Table 2. Frequency of Respondents' Accessibility.**

No.	Question	Answer	Location					Total	Mean
			Lutim	Makassar	Selayar	Sidrap	Tator		
1	Literacy affects the way to support learning processes.	D	0	0	0	0	0	123	4.04
		N	2	7	4	6	4		

		A	16	19	14	8	14		
		SA	5	9	5	5	5		
2	Learning is supported with updated materials for instructions.	D	2	0	0	0	0	123	4.11
		N	0	10	4	4	4		
		A	9	17	14	8	14		
		SA	12	8	5	7	5		
3	UT-online helps students to achieve mastering skills in instructional materials.	D	1	0	0	0	0	123	4.06
		N	0	9	5	4	5		
		A	11	20	14	9	14		
		SA	11	6	4	6	4		

In table 2, the respondents in general are in favor of the use of UT-online that indicates high-level accessibility. Item 1 generates means of 4.04, suggesting that the respondents perceive literacy skills correspond to the real needs of learning process. Item 2 generates means of 4.11, suggesting that the respondents enjoy learning materials updated on an ongoing basis. Similarly, item 3, ranging at 4.06, indicates that the respondents show a good perception of activities they need to improve mastering skills in subject matters.

### 3. The use of online learning resources

The use of online learning resources is manifested in 13 question items. The results are summarized in Table 3 below.

**Table 3. Frequency of Respondents on the Use of Online Learning Resources.**

No	Question	Answer	Location					Total	Mean
			Lutim	Makassar	Selayar	Sidrap	Tator		
1	Accessibility of UT-online is highly useful for students and general public.	D	0	0	0	0	0	123	4.15
		N	1	7	2	2	0		
		A	18	10	17	12	23		
		SA	4	18	4	5	0		
2	Online tutorial is the means by which students can interact with a tutor.	D	0	0	0	0	0	123	4.15
		N	4	2	1	3	2		
		A	15	17	18	10	21		
		SA	4	16	4	6	0		
3	Latihan Mandiri (LM) on an online mode navigates students toward self-evaluation of learning	D	0	0	0	0	0	123	4.11
		N	2	2	4	3	2		

	outcomes.	A	16	21	15	11	21		
		SA	5	12	4	5	0		
4	Digital library sustains learning activities.	D	2	0	0	2	0	123	3.99
		N	4	7	2	5	1		
		A	12	14	16	6	22		
		SA	5	14	5	6	0		
5	Dry Lab provides students with an online practicum opportunity.	D	1	0	2	2	1	123	3.96
		N	1	6	4	1	1		
		A	18	14	12	13	21		
		SA	3	15	5	3	0		
6	Online examination accelerates study completion.	D	1	0	1	1	1	123	3.98
		N	2	8	1	4	1		
		A	15	16	17	8	21		
		SA	5	11	4	6	0		
7	UT-online offers TV and radio shows with important educational content.	D	0	0	1	0	0	123	4.14
		N	4	0	2	5	6		
		A	16	17	16	10	9		
		SA	3	18	4	4	8		
8	Enrichment materials in Web-Supplement enhance mastering skills in a subject area.	D	0	0	0	0	0	123	4.02
		N	1	7	4	2	3		
		A	18	20	16	12	20		
		SA	4	8	3	5	0		
9	The facilities in UT-online are easily accessible.	TS	0	0	0	0	0	123	4.15
		N	0	3	1	0	2		
		A	21	20	17	15	20		
		SA	2	12	5	4	1		
10	Online registration of personal data helps students tremendously.	D	0	0	0	0	0	123	4.01
		N	3	5	0	3	3		
		A	16	26	22	11	19		
		SA	4	4	1	5	1		
	Online course registration helps students	D	0	0	0	0	0	123	4.07

11	tremendously.	N	2	5	3	1	1		
		A	17	23	16	12	22		
		SA	4	7	4	6	0		
12	Online Bookstore assists students in book purchase for instructional materials.	D	0	0	0	0	0	123	4.12
		N	4	8	2	0	1		
		A	11	16	16	15	20		
		SA	8	11	5	4	2		
13	Student Services aid students in academic information and complaints.	D	0	0	1	0	0	123	4.04
		N	3	4	4	3	0		
		A	14	24	16	11	21		
		SA	6	7	2	5	2		

In general, Table 3 shows high scoring ranges in averages that denote high-degree usefulness across all items. Ranging at 4.15, item 1 indicates that the respondents perceive the accessibility of UT-online is highly useful for students and general public. At 4.15, item 2 indicates that the respondents favor the activities in online tutorial as the means by which they can interact with tutors. At 4.11, item 3 shows a consensus of perceptions among the respondents in terms of the great extent to which Latihan Mandiri (LM) assists students in self-evaluation on learning outcomes. At 3.99, item 4 indicates a large number of preferences among students concerning the degree of how Digital Library sustains their learning activities. To a lesser degree, item 5 (3.83) indicates encouraging perceptions of Dry Lab experiences as an online practicum system. At 3.98, item 6 indicates that online examination is preferable when allowing for opportunities to accelerate their path to study or coursework completion. At 4.14, item 7 indicates high-degree perceptions of the advent of instructional TV and radio shows for various teaching and learning content. At 4.06, item 8 indicates high awareness of the importance of enrichment materials in Web-Supplement to provide extended learning opportunities. At 4.15, item 9 establishes positive perceptions of the accessible online resources usable for learning across the widest range of individual variability. At 4.01, item 10 proves that online registration improves efficiency, allowing the respondents to sign up when and where it is convenient for them. Similarly, item 11 (4.07) showcases favorable perceptions of the privileges of online registration to sign up for course catalog. Item 12, ranging at 4.12, highlights students' acknowledgement of the advantages of Online Bookstore that provides instant access to campus bookstore. In item 13, ranging at 4.04, the respondents report commendatory responses to how UT staffs provide positive feedback for students' inquiries and find resolutions to their concerns and complaints.

The way the respondents perceive preferences and accessibility, as well as usefulness and importance that come with them, favors the online learning resource in its entirety. The nature of the samples that come from both Makassar City and several recencies in South Sulawesi makes these results reflect the characteristics of the large unit all the more accurately. In this sense, the use of online learning resources on which UPBJJ-UT Makassar leverage, and students' preferences and accessibility of these resources are well in tune. It becomes clear that the overall use of online learning resources at UPBJJ-UT Makassar shows no indication of critical drawbacks nor imminent issues so far.

The broad selection of instructional resources available online helps meet the needs of students to delve into the mastering skills in BMP (basic instructional materials) at UPBJJ-UT Makassar. There is a wide array of options for students to match the audio-visual stimuli of computer, television, radio and other personal electronic devices with which students are experienced during learning. The speed of these devices and the ease of accessible and affordable system along with the tremendous increase in rates of information transfer allow students to accelerate the rate of learning and result in significant improvement in productivity. A rich learning environment affects how an individual student prefers to learn. This preference is measured by the usefulness and the relative importance of each attribute in an online instructional material. Students' satisfaction with online learning facilities available at UT-web ([www.ut.ac.id](http://www.ut.ac.id)) articulates their preferences to dictate their decisions and to choose from a large assortment of learning resources.

The focus of accessibility is creating an inclusive and accessible environment for students to approach learning resources available at UT-web without numerous efforts. Using portable computing devices, such as laptops, iPads, tablet PCs, PDAs and smartphones, with wireless networks that allow for a great deal of mobility is integral to this learning approach.

## Conclusion

The preferences among students of Non Basic Education at UPBJJ-UT Makassar for the use of online learning resources, alongside the fulfillment, the ease of use and the usefulness, fit into a very good rate. This is clearly indicative of the institution's ability to meet the students' needs for learning infrastructure and academic support, and the students' growing understanding of how online learning resources work at UPBJJ-UT Makassar and how they capitalize on these resources for academic growth.

As an alternative instructional learning tool, a set of online learning resources at UT-web has well secured its accessibility for all students regardless of their variability. Students are embracing these resources and can work with them to make significant progress along their academic trajectories. This is particularly true for those who are well aware of how these resources work, are well-equipped with a certain portable technology and, most importantly, are fully informed about how these resources can benefit their learning experiences.

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