

CERTIFICATE OF
PARTICIPATION

This is to certify that

Dr Ucu Rahayu

Made the following presentation

*The Pattern of Learning Material Purchases through
Online Book Store by Non Semester Package System
Students at Universitas Terbuka*

Accepted as Concise Paper

**28th ICDE World Conference
on Online Learning**

3-7 November 2019
Convention Centre Dublin, Ireland



Professor Mark Brown, Conference Chair



INTERNATIONAL
COUNCIL FOR OPEN AND
DISTANCE EDUCATION



**World Conference
on Online Learning**

DUBLIN *Ireland* 2019

The Pattern of Learning Material Purchases through Online Book Store by Non Semester Package System Students, Universitas Terbuka

Ucu Rahayu, Adi Winata, Teguh Nursanto, and Yos Sudarso

Email: urahayu@ecampus.ut.ac.id

Learning materials are the main learning resource for Universitas Terbuka students. Until now, it is not a must for students to buy learning materials from Universitas Terbuka. It is assumed that students can obtain learning materials from various resources. Therefore, in obtaining teaching materials, students can choose the learning service pattern, namely Semester Package System (SPS) and Non SPS. SPS students will obtain teaching materials in accordance with the registered subjects, because tuition payments include the purchase of teaching materials. While NON SPS students are not required to buy teaching materials. This paper discusses the results of research related to the pattern of purchasing teaching materials through online book store by UT non -SPS students. The population of this study is all UT Non-SPS students on academic year of the 2018.2. The research respondents were Non SPS UT students in 6 (six) regional offices, namely Bogor, Tangerang, Denpasar, Surabaya, Padang, and Bandung. Data was collected through questionnaires, interviews and documentation. Data were analyzed descriptively quantitative. The results showed that most students (90%) buy teaching materials after registering courses where the peak purchase of teaching materials is in July and August. The most purchased teaching materials are teaching materials for general basic courses because they are purchased by students of all faculties. The most widely purchased teaching materials are learning materials of Faculty of Law and Social Science (61%), Faculty of Economic (31%), Faculty of Teacher Training and Education (4%), and Faculty of Mathematics and Natural Science (1%).

Key words: learning materials, students, purchase, package

Background

Printed learning materials are the main learning resource for Open University students (UT). UT teaching materials are self content and self instruction. Similar to other distance learning text, UT' printed learning is designed and written in a modular-format. Its format is developed in order to help home-based students to learn themselves effectively (Rahman, 2006). UT's main learning material is printed learning material called the Basic Material Book (BMP). A distance learning (DL) text is designed and written in a modular-format to help home-based students to learn themselves effectively In addition to BMP, printed teaching materials can take the form of Practice and Practical Guidebooks, and BMP Supplements. In addition to printed teaching materials, UT also provides additional teaching materials in the form of non-printed teaching materials. This additional teaching material can be a teaching material that cannot be separated from printed teaching materials or is an enrichment for printed teaching materials. Non-print teaching materials which are an inseparable part of printed teaching materials are packaged into

one, while enrichment teaching materials can be accessed from UT TV, UT radio or the UT website. As an example of teaching materials for the Listening Comprehension and speaking course consisting of printed teaching materials equipped with inseparable non-print teaching materials. To master the learning material, students must study printed and non-printed teaching materials. While for other subjects, such as Biochemistry courses, printed teaching materials are only enrichment materials that strengthen or visualize the material contained in printed teaching materials.

Before 2008, students obtained teaching materials by buying directly to regional office closest to the student domicile. For reasons of effectiveness and following technological developments, online teaching materials can be obtained free of charge through virtual reading rooms or buying printed teaching materials through UT's online bookstore. Because there are still many students not accessing digital teaching materials and not buying printed teaching materials, in 2018.2 students are encouraged to buy printed teaching materials in accordance with the registered subjects. With these changes, UT is challenged to always have a stock of teaching materials that can be purchased from anywhere and at any time. This certainly encourages UT to be able to guarantee the availability of teaching material stock from the registration period to the exam. To anticipate this shortage of printed teaching materials, UT must be able to estimate when students will start buying teaching materials, when many teaching materials are purchased by students, and when students do not buy teaching materials. In this regard, this paper will present the results of research related to the perception of UT students on printed teaching materials and patterns of student purchases of teaching materials. Furthermore, this research question is how is the pattern of behavior of buying materials for UT Non-Basic Education students a

Universitas Terbuka (UT)

UT is one of the pioneering colleges that organizes education with a distance learning system. At present, UT students are around 295 thousand scattered throughout the Indonesian archipelago, which includes Java, Sumatra, Kalimantan, Sulawesi, Papua, Nusa Tenggara, and the Maluku Islands, as well as 41 cities in the country. UT has 4 faculties and 1 postgraduate whose number of students is as follows:

Faculty	The number of students	%
Faculty of Teacher Training and Education	162.670	55,62%
Faculty of Science and Technology	5.172	1,77%
Faculty of Law, Social and Political Science	72.409	24,76%
Faculty of Economic	50.148	17,15%

Post graduate	2.066	0,71%
Total	292.465	100%

(Source: UT in number, 2019)

About 75% of UT students are employees, including teachers, policeman, civil servant, private sector workers. Sixty seven percent of students are female and the rest are male. Based on age group, the majority of UT students (38.82%) are less than 25 years old, while 13.35% of students are more than 44 years.

UT offers a variety of UT services, namely the semester package system (SPS) and non SPS. Students who choose SPS services get all services such as New Student Orientation services, academic administration services, temporary transcripts, credit transfer services, digital and printed teaching materials, Practicum, Tutorials (face to face or online), Final Semester Exams, Final Project Programs, publication of scientific works, Graduation / Graduation Ceremony. While NON SPS students get all services like SPS students except printed teaching learning materials. All students both SPS and non SPS students get digital teaching materials. Students who have registered be able to access virtual teaching materials in the virtual reading room. These teaching materials cannot be downloaded and stored on personal devices. However, after registration, students get digital teaching materials. This digital teaching material can be stored on 3 devices for 1 semester.

SPS students get printed learning materials in addition to digital learning materials, because these printed teaching materials are included in their tuition fees. Printed learning materials are sent from UT Center to regional offices. From regional offices, learning materials are sent to students. NON SPS students do not receive printed learning materials. They have to buy printed learning materials through the Online Bookstore.

Research Method

This research is a mixed methods where qualitative data complete and explain quantitative data. The subjects of this study were UT Non-SPS students in 2018.2 who purchased teaching materials through online bookstore and those who did not. The study was conducted from March to November 2018. The samples of study are students at regional offices (RO) of Bogor, Serang, Denpasar, Surabaya, Padang, and Bandung. To collect the data of students' behavioral patterns of purchasing printed learning materials, we used questionnaires and interviews. To collect trend data on printed learning material purchases, we use documentary of online bookstore. Qualitative

data are processed in a qualitative descriptive manner, while quantitative data be processed quantitatively. A preliminary study was conducted to determine the initial behavior patterns of purchasing learning materials. Data was obtained through questionnaires (in four Likert scale) distributed to 10 (ten) regional offices students, namely regional offices of Bengkulu, Purwokerto, Jakarta, Mataram, Pangkal Pinang, Semarang, Denpasar, Malang, Surabaya and Palembang.

Finding

A. Students' perception on printed learning materials

Based on the preliminary study, it is concluded the perceptions of students on learning materials ($n = 354$, $\sum UPBJJ = 12$) are in the following.

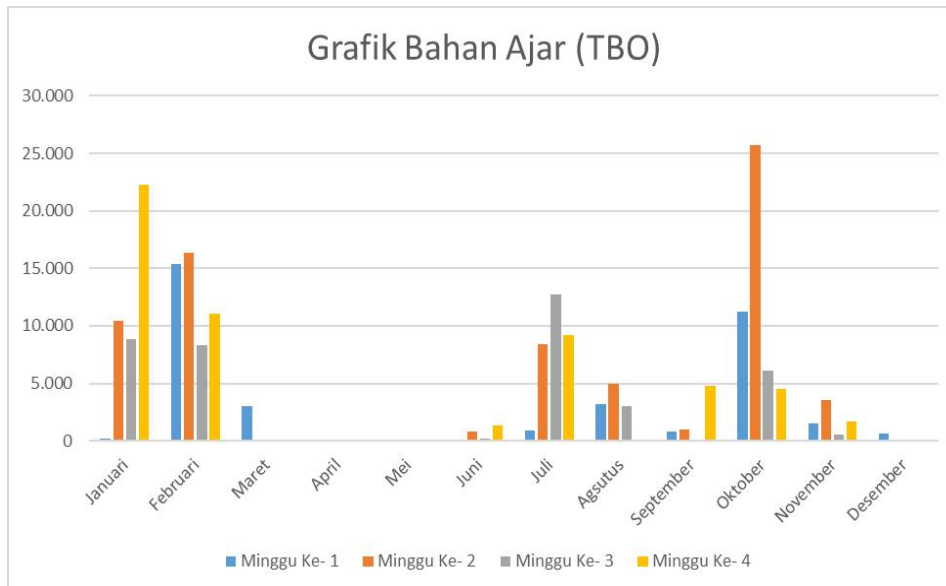
1. Printed learning materials are useful for their works and studies.
2. Printed learning are easier to be learnt than digital teaching materials
3. Every single semester, students buy teaching materials in accordance with the courses that are registered, through online bookstores or from alumni.
4. The price of printed learning materias is affordable.
5. They choose UT for continuing study because it is flexible.

Students do not agree with the statement that the printed learning materials received are not in match with those ordered, or not feasible, or too late arrive. Based on the interview results, we know that students who complained about learning materials decreased compared to previous semesters.

Out of 354 students, there are 41.8% students agreed and 28.2% of students did not agree to the policy of compulsory to buy printed learning materials for students, while 31.6% of students did not give their opinions. The reason of students agree is because teaching materials help and support their learning process to understand the courses, prepare for the exam, help students in doing independent learning. Content organization of UT's printed learning materials includes competency analysis, content or concept materials, activities, feedback, assignment and self post-test. It is almost similar with learning materials developed by Bangladesh Open University (Rahman, 2006). However, most students agree to the policy of compulsory to buy teaching materials if UT can improve the quality and services such as the price of printed learning materials are affordable, the length time of delivery shorter, the process to buy printed learning materias is easier; the quality of leaning materials is better, it is not easily damaged; the answer key is presented correctly and there is no misstyping. This situation match with other Distance

education students in which they want a learning process flexible but relevant to their work, updated, portable, affordable, and understandable (Islam, Rahman, & Rahman, 2006)).

2. The behavioral pattern of students in purchasing printed learning materials and



The picture above shows that printed teaching materials purchased by students experienced a slight increase in the period from July to December compared to the period of January to June. In semester 2019.1 printed materials purchased by students every week are relatively stable, in the range of 14 thousand to 22 thousand, with peak purchases in the fourth week of January 2019. In the 2019 semester, the purchase of teaching materials fluctuates every month, with peak purchases of teaching materials in the second week of October 2019. Both in 2019.1 and 2019.2, there were still purchases of teaching materials a week before the exam. The purchasing of learning materials occurred after students doing registration. They bought learning materials, after they obtaining certainty what they should be learnt.

From the interview results, information was obtained that the most common difficulties experienced by Non SPS students in purchasing modules are the absence of info when the modules can be accepted, Online Bookstores staff that are difficult to contact, stock of empty teaching materials in Online Bookstores, proof of payment of instructional materials that expire, and period of material purchase limited teaching (72 hours). It seems, the problems related to supply chain management. It needs coordination and network management activities involved in delivering finished products to customers. This is a vital business function and the process .

includes the source of raw materials and parts, manufacturing and assembling products, storing, importing and tracking orders, distributing through various channels and finally shipping to customers (Hervani & Helms, 2005). Several studies have investigated the universal principles of performance measurement (Adams et al., 1995; Gunasekaran et al., 2001; Sink and Tuttle, 1990). These studies arrive at a number of conclusions related to performance measurement and systems including: steps must be dynamic and present at various levels; products and processes; the system must have effective internal and external communication; accountability for results must be clearly defined and understood; the system must provide intelligence to decision makers and not only collect data; and the system must be able to connect compensation, rewards, and recognition with performance measurement.

Other findings show that the learning materials most purchased through online bookstore are general basic learning materials (Indonesian, Religious Education, Citizenship Education, English, basic Natural Sciences, Basic Socio-cultural Sciences), because almost all study programs must register this course. When viewed from the possession of learning materials, the Faculty of Law and Social Science learning materials are the most (61%) purchased by students, next (34%) teaching materials Faculty of Economy, and the remaining Faculty of Teacher Training and Education (4%) and Faculty of Science and Technology 1%.

Conclusion

In conclusion, first, related to the compulsory of having learning materials, most of students agree since learning materials are useful for their works and study. Second, Most of students purchase learning materials after doing registration. Third, the general basic learning materials are the most purchased book by these students.

Referensi.

Adams, S., Sarkis, J. and Liles, D. (1995). "The development of strategic performance metrics", *Engineering Management Journal*. Vol. 7 No. 1, pp. 24-32.

Gunasekaran, A., Patel, C. and Tirtiroglu, E. (2001). "Performance measures and metrics in a supply chain environment", *International Journal of Operations & Production Management*. Vol. 21 Nos 1/2, pp. 71-87.

Hervani, A and Helms, M. M. 2005. Performance measurement for green supply chain management. [*Benchmarking An International Journal*](#) 12(4):330-353 .

Islam, M.T., Rahman, M.R, Rahman, K.M.R.2006. Quality and Processes of Bangladesh Open University Course Materials Development. *Turkish Online Journal of Distance Education*, 7(2), p. 130-138.

Rahman, 2006.Developing Course Materials for Open and Distance Learning: BOU Perspective.*Turkish Online Journal of Distance Education*. 7(4), p. 55-60

Sink, S.D. and Tuttle, T.C. (1990). “The performance management question in the organization of the future”, *Industrial Management*. Vol. 32 No. 1, p. 4.

Tim Katalog. 2019.Katalog Sistem Penyelenggaraan 2019/2010. Jakarta: UT