



A STRATEGY OF USING ICT FOR LEARNING PROCESS FOR LONG DISTANCE LEARNING STUDENTS OF SEMARANG REGION OF OPEN UNIVERSITY (UPBJJ-UT-SEMARANG)

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Summary

The using of ICT for learning process of long distance learning students of Semarang Region of Open University (UPBJJ-UT-Semarang), has problems. The students have no ICT tools and have economic problems. The Open University in Jakarta has provided teaching services through on Line Tutorial (Tuton). Tuton is prioritized for Open University students in a specific lecture. A research about how to design Tuton activities is carried out. It creates an effective way to help students to finish their study faster. The result shows the effectiveness on using ICT. The steps used; (1) students must access Tuton (2) coordinating with UPBJJ-UT-Semarang, students build a peer group discussion, with at least one member has an ICT facility to run Tuton, (3) Tuton compulsory assignments must be accessed and distributed to all members of the group, (4) students carry out in contemporary Tuton program activities or chained Tuton strategy, (5) the team chooses a lecturer as a facilitator (6) members report the assignment individually from group discussion. The result shows most of students can pass the examination successfully. These activities are effective for the students who take lectures by implementing Tuton.

Abstract

The using of ICT for learning process of long distance learning students of Semarang Region of Open University (UPBJJ-UT-Semarang), especially in some suburbs, seems to have some problems. The students not only have no ICT tools, but also have economic problems. This condition happens in UPBJJ-UT-Semarang. To give the students services dealing with the using of ICT, The Open University in Jakarta has provided teaching services through Tutorial on Line (Tuton). This time, Tuton is prioritized for Open University students of non-basic education and students of basic education in a specific lecture i.e. for End Program Assignment (TAP). We have carried out a research about how to design Tuton activities so that it can create an effective way to help students in suburbs to finish their study faster. This research uses basic education students who take Tuton as the subject of study.

The result of this research shows that the effectiveness on using ICT for teaching suburbs long distance learning students need some steps; (1) students have to access or buy modules which have been offered via e-book store (2) by coordinating with UPBJJ-UT-Semarang, students can build a peer group discussion based on their major or based on the location they stay, with at least one member has an ICT facility to run Tuton, (3) Tuton compulsory assignments must be accessed and distributed to all members of the group, (4) students carry out in contemporary Tuton program activities or chained Tuton strategy, (5)

the team chooses a lecturer as a facilitator (6) members are free to write the answer of the assignment individually based on their discussion. The result shows that most of students can pass the examination successfully. These activities are effective for the students who take lectures of Tuton. Students of Basic Education who still in real tutorial method need to prepare themselves to join Tuton.

Key Words: ICT, Tutorial on line, peer group

Background

It is a big challenge for people around the world, especially Indonesian people, to face and solve some problems of poverty, underdevelopment and justice. It is a brilliant idea that in September 2000, 189 countries agreed and signed a declaration, aimed to Millenium Development and Millenium Development Goals (MDGs) to overcome those problems. The objective of the activities is to create a world society with low level of poverty, hunger, and deseases as well as to make life expectation longer for mothers and children, to provide better education for children, to create healthier environment and more condusive corporation among countries. The objectives of millenium development are used as the commitment which is need to be promoted to achieve continuous social and economy development through global corporation.

Open University offers a program to help government to develop human resources quality through Long Distance Education (LDE). LDE has a special characteristic in which students must be able to study independently (Belawati, 1999). It means that students who study at the Open University are only equipped with modules without any classes to attend and have to pass the examination independetly. To motivate students to study more, The Open University offers a program through on line system, and mass media through TV and radio. One of the programs which cathces students' interest and is easy to carry out is on line tutorial.

It is hoped that by using the system, the Open University is able to support as many students as posible, up to the farthest area with low price and flexible in time and place. However, the reality is not as it is hoped. For example, the programs in TV and radio are far than enough for the students to access since it is only limited programs and caused by the high expenses the Open University have to spend to make the program. Therefore, the Open university offers better scores for those who access and use online tutorial which challanges students to be active in using online tutorial.

The statements of problem of this paper are as follows: 1) how to inform on-line tutorial widely to students who live far away from town. (2) how the program can help students to finish their study fast and help them to reach the high standard as required. The objectives of this research are to train the students to be independent to solve their problems and help the government to succeed the program for creating the high quality human resources.

To solve those research problems, especially to reach the objectives, the Long Distance Program of the Open Universityof Semarang uses ICT as the media for learning. Since ICT is very necessary and helpful for registration program, it will be also necessary to fasten the distribution of learning modules to students and make the students easy to do the test and to fasten the distribution of the students' score.

This research focuses on how to make use of ICT for online tutorial learning process. As it has been mentioned earlier that the learning system for Open University and the regular one is different. Therefore, Tuton (Online tutorial) is quite dominant to help students learn the material. Students of Semarang Region of Open University (UPBJJ-UT-Semarang) have special characteristic in which they do not have enough infrastructure, especially computerization. Most of students do not have the internet access or even a computer. In a very limited situation, constructive learning designed by Gagnon and Collay (2000) is applied. This approach allows carrying the interaction process among students which is divided into Think and Share group. The Think and Share group learning system emphasizes

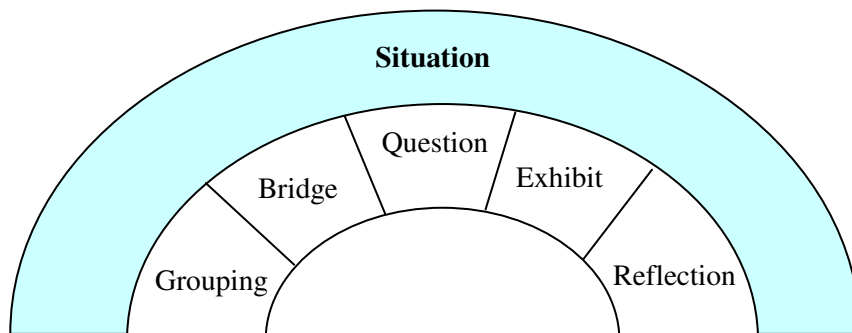
the way how the students think together in small groups and share their experiences (Lyman.1985).

Gagnon & Collay (2000) in Constructivist Learning design said that “*learning is a process of changing what you know by constructing patterns of action to solve problems of meaning*”. It means that learning activities are the core of education. All which are programmed will be carried out in the learning process. It involves all teaching components. Constructive Learning Design (CLD) designed by Gagnon and Collay is a model of learning which is based on an assumption that man grows because they involve either personally or in group to construct knowledge (Marpaung, 2007). Man can get knowledge because of their effort to develop understanding toward others. It means that man independently construct their knowledge by involving active processes with their environment and previous experiences. In order to create an active process, a process of learning is needed. Gagnon and Collay’s learning design emphasizes on how the concept can be accepted by students meaningfully, how the learning process becomes more active and how to create students to be positive and independent in learning. In CLD, the concept, process and attitude of students become the main objectives of learning process. Students are asked to be active to learn together in group, think critically, communicate their ideas, present their ideas and thoughts, and reflect their ideas.

To implement the learning orientation to concept, process and attitude, Gagnon & Colley in the constructivist Learning Design stated six main points; *situation, grouping, bridge, question, exhibit, and reflection*.

- a. *Situation*. It means giving certain assignment to students in order to make them feel interested in joining the program.
- b. *Grouping*. It depends on the situation designed and the material prepared. Grouping means to organize students to complete the assignment given in the situation and to determine the material which is used to explain their thought.
- c. *Bridge*. Before starting a new lecture, a teacher can dig up students’ knowledge which can be used as the foundation bridge between the knowledge the students have known and the knowledge they will get during the learning process.
- d. *Question*. It must be those which can influence, give inspiration, or unite ideas of students during the learning process.
- e. *Exhibit*. It focuses groups presentation after their finish doing the assignment. In this presentataion, tutor is allowed to ask students to explain their ideas further.
- f. *Reflection*. It is carried out to give opprtunities for students and their group to reflect their learning process either individually or in group. It is meant to integrate the new knowledge and the previous one, to implement new knowledge and to design a strategy for the next learning process.

The relation among those six elements of CLD is show in the following chart



Char 1. Relation of elements in CLD

The framework of this research can be explained through some steps; (1) Students who take the same lecture and agree to follow online tutorial make a group. (2) In a group at

least one student has internet access. S/he is responsible to access assignment from the internet (situation). (3) They have to discuss the assignment in the group (grouping). (4) They have to share their experience in learning process (Bridge). (5) They discuss the material and ask questions one another. For those who understand the material better are hoped to do a presentation to share their knowledge. (6) The group invite a fascilitator, a lecturer of Semarang Region of Open University, to help them to reflect their learning result (exhibit). (7) In the next activities, they reflect the material one another to conclude group discussion and report it individually. The result must be in soft copy and hand it to the centre of the Open University via internet.

Method

This research is an experimental research with a scope of students of Semarang Region of Open University who join online tutorial (Tuton). This time, Tuton is prioritized for Open University students of non-basic education and students of basic education in a specific lecture i.e. for End Program Assignment (TAP). We have carried out a research about how to design Tuton activities so that it can create an effective way to help students in suburbs to finish their study faster. This research uses basic education students who take Tuton. The sampling the research is students who take the same lecture at least five students in a group with at least one internet access. The research focus is the students' activities in a group and their final examination result of a lecture by using Tuton system.

Research Result and Discussion

The result of this research shows that the students who join the discussion in the program are very active. They are motivated to be active because the activities are set in detail steps, starting with assignment, group discussion, sharing ideas, reflection and concluding the discussion of the material they learn. the effectiveness on using ICT for teaching suburbs long distance learning students need some steps; (1) students have to access or buy modules which have been offered via e-book store (2) by coordinating with UPBJJ-UT-Semarang, students can build a peer group discussion based on their major or based on the location they stay, with at least one member has an ICT facility to run Tuton, (3) Tuton compulsory assignments must be accessed and distributed to all members of the group, (4) students carry out in contemporary Tuton program activities or chained Tuton strategy, (5) the team chooses a lecturer as a facilitator (6) members are free to write the answer of the assignment individually based on their discussion. The result shows that most of students can pass the examination successfully. These activities are effective for the students who take lectures of Tuton. Students of Basic Education who still in real tutorial method need to prepare themselves to join Tuton.

Conclusion and Suggestion

The process in Open University has its own characteristic, in which the students are asked to study independently. ICT through online tutorial has an important role for the students. It is a more supporting effective system to help students to understand the material easily comparing with a system where the students have to study individually. This system gives the students opportunity to discuss, share, and reflect knowledge. And finally they can get a conclusion of concepts. That is also support the student to finish their study faster.

The research proves that although students are in minimum condition – limitation on the internet access and economy – they can still perform the good result on the lecture by using Tuton. The achievement can be gained by implementing Constructivist Learning Design by Gagnon and Collay (2000).

Based on the result, it is suggested that students use the Tuton although they are limited in structure and infrastructure. Students just need to be smarter in handling the limited condition. For the Open University, it is suggested that Tuton facility can be implemented to all lectures offered.

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