**The Impacts of Study Orientation for Preparing New Students**

**to Self and Distant Learning**

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**ABSTRACT**

The objective of this study is to observe the impact of study orientation program for new UT’s students at UPBJJ-UT Denpasar. We use PATH analysis to observe the roles of the information delivered to students regarding self and distant learning, study preparation, sources of learning materials needed by students, and the type of courses deliveries. The results suggest that study orientation program for new students is an important factor affecting their study performances in the future.

Key Words : Self-Directed Learning Readiness Information - SDLR Process- Learning Outcomes

 Universitas Terbuka (UT) is a university that provides education with distance learning system (DLS). Learning with a distance education system is different from a face-to-face learning system. The most obvious difference is the separation of students with the physical teacher. In the distance learning system, the separation causes obstacles for students to interact directly with the lecturers and fellow students, quite a lot of students who do not understand and accustomed to self-direct learning especially for freshgraduate from high school.

 The application of self-learning concept is important for UT students, especially new students, given that UT students are less interacting between students and tutors (Paul 1990, Islam S 2010) suggests that the success of Distance Education institutions depends on students' ability to learn independently. Research conducted by Darmayanti (Darmayanti, 2005) shows that distance education students need institutional help to improve their self-learning ability. Furthermore, Darmayanti said that short-term intervention is effective to improve students' self-learning ability, the intervention is learning skill intervention.

 According to Wright (1989) and Darmayanti (2005) self-development through learning in distance education institutions can be done two ways, namely learning about the content of teaching materials and learning about how to learn. Furthermore, Darmayanti Research (2011) related to institutional intervention in the long term plays a role in maintaining student persistence. Besides the increasing learning needs, the students keep their learning achievement.

 In line with the thoughts of Wright and Darmayanti, Kasworm (1992) states that Distance Education students can not automatically learn independently when they follow the education at the institution. Thus, management interventions are deemed necessary to assist students in self-learning.

 Candy (1991) says that the term self-study is a growing term in adult education, teaching, and adult research.

 Samsul Islam (2010), Cross in Lowry (1989) mentioned in his research that about 70% of learning activities undertaken by adults is an independent learning activity. The concept of adult learning here emphasizes that adults have a self-concept of self-concept (independence), while the nature of children still passes on to both parents and teachers, which can be said to be the nature of self-indulgence in learning. Meanwhile Brockett and Hiemstra (991) found that in Self-Study have two main orientations in Process and Purpose. In the process the individual has the responsibility to plan, implement, and evaluate the learning process. While the goal is more focused on individual responsibilities in self-study.

 In the self-study model, it is suitable for adults as the model put forward by Garrison (1997) in Liyan Song and Janette R. Hill (2007) that Independent Learning has 3 interrelated dimensions of Management, Monitoring, and Self Motivation.

 Individuals who are able to learn independently are those who are able to plan their own learning, carry out the learning process and evaluate their own learning (Hiemstra (1994)

 Guglielmino and Guglielmino (1991) in Samsul Islam (2010) in his research mentioned that the level of independence demanded in learning situations is different from one another. These differences vary from teacher-directed learning setting to learning situations that require student-directed learning settings.

Guglielmino's independent learning process can be described as follows,

 Figure 1: Independent Learning Process by Guglielmino & Guglielmino (1991) in Islam Samsul (2010)

 Further, Zimmermen (1998) in Darmayanti (2011) explains that almost anything that can complement self-regulatory knowledge and skills depends on techniques such as modeling, verbal and physical guidance, corrective feedback, cooperative learning and reciprocal teaching .

 Darmayanti (2011) in his research has found that long-term exemplary intervention and learning skills play a role in the learning achievement of distance education From previous researchers, many of the previous students revealed that in self-study required by distance education students is highly dependent of independent study planning, time management, evaluation and institutional intervention in supporting learners through exemplary as well as academic and administrative information. Therefore it is very important for new students to be given all the information about preparation in preparing student self study. The institutional intervention in this case is to provide information before the students enter in the first semester in the form of Study orientation of new Student (SONS)

Distance education institutions in this case The Regional Office of Open University Denpasar plays a role in assisting the development of self-learning ability of students through the New Student Orientation (SONS) activity. The SONS activity is an institutional intervention of UT students in terms of providing information on Self-Study, both in self-learning, self-study, self-learning and self study

 This study aims to find out how important the impacts of SONS on the readiness to study self-directed new students of the Open University. The effort to provide information about UT's learning system is a form of institutional intervention to the student learning process. This intervention is through the provision of information through the catalog and implementation of the New Student Orientation Study (SONS).

 The objectives of the new student orientation study (SONS) are: To provide an introduction and understanding of the Regional Office of UT Denpasar and UT environments as an academic environment and the mechanisms in place. Add new students insight into the maximum utilization of academic facilities available at Regional Office of UT Denpasar. Provides an initial understanding of nationalism discourse and educational education based on human values. Prepare students to have self-study skills. Socialize the norms applicable in UT, especially on the Code of Ethics and rules Students. Fostering a sense of brotherhood among the academic community in order to create a comfortable, orderly, and dynamic Regional Office of UT environment. Grow awareness about academic and social responsibility as stated in Three Devotion of College.

 The study population is a new student of Regional Office UT Denpasar and student on going UPBJJ-UT Denpasar. New students are deemed to be unaware of self-learning readiness information in UT, while on-going students are considered to know how to become UT students in preparing for study in UT. As a sample of new students is a new student 2016.1 a number of 300 students and students on going is a student registration 2017.1 a number of 70 students.

 Based on the self-learning concept developed by Guglielmino and Samsul Islam, this research directs the Grid of Variable Instrument readiness of Student Self Study in the following table,

Table 1. Grid Instrument Variable Readiness Independent Student Learning

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | SONS Indicators | SONS Sub Indicators | Item nomber | amount |
| 1 | Know the Self-Study Concept | The concept of self-directed learning | 1 | 1 |
| 2 | Preparation of Self-Study Planning | * Have an independent learning plan
* Has a learning target
* Have a learning schedule
 | 2, 3, 4 | 3 |
| 3 | Finding the necessary Resources | -Understanding the Distribution of Teaching Materials- Receive BA on time- Reg. Office-UT service- Open / use ITV UT- Using UT radio- Using LM UT | 5, 6, 7, 8, 9, 10 | 6 |
| 4 | Learning process | - Know what is the initial registration-Knowing what a re-registration is- Read the module before the tutorial- Preparing the required awaal documents- Institutional services in good registration- The role of the school administrators in the registration- There is difficulty contacting Regional Office - The role of Academic Guidance is important and necessary- Understanding take the course per semester- Tutor provides self-Study material- Know about TTM- Know about the Tuton- Know about the Final Exam Semester- Know about SUO |  11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24 | 14 |
| 5 | Exam Implementation | - Know about KTPU- Know the Exam schedule- Know where the Trials are | 25, 26, 27 | 3 |
| 6 | Learning outcomes | Student score | 28 | 1 |
|  |  | Amount |  | 28 |

 The method used is survey method, the analysis used is with descriptive analysis to describe the phenomenon of research in the early stages that is for new students 2016.1. While the analysis of Path (PATH Analysis) to find out overall how big the relationship between the giving of SONS with the results of the work of students, and in order to find out how much the relationship between the concept of self-learning with the results of student work, preparation of self-study planning with student work, The work of students, the Learning Process with the work of students and the implementation of the test with the results of student work for students on going 2017.1.

 This study takes samples of new students 2016.1 for those who are completely uninformed about self-learning concepts in UT, and samples are taken from students on going 2017.1 assuming they have been given information about self-study and have been implemented at the end of the current semester.

The population in this study are New students and students on going UPBJJ-UT Denpasar. The sample used is the number of new students 2016.1 a number of 300 people and students on going 2017.1 a number of 70 people.

**Data Analysis Technique**

**1. Path Analysis Techniques (Path Analysis)**

Data analysis technique used in this research is Path Analysis. According to Prof. Dr. Sugiyono (2015), Path Analysis is an extension of multiple linear regression analysis used to estimate the causal relationship between variables (causal model) based on theory. This analysis is also useful to know the relationship between independent variables with dependent and indirect relationship through intervening

**The steps in Path Analysis are,**

1) Designing models based on theoretical concepts are as follows:

**Figure Model Path Analysis (Path Analysis)**

 **B1**

Hasil Belajar

Y2

Konsep belajar Mandiri

X2

Proses Pembelajaran

X3

Penyiapan Perencanaan belajar mandiri

X1

 Ujian mahasiswa

Y1

 **B3**

 **B5**

**B2**

 **B4**

a. Self-Study Preparation Variables and Learning Process have a direct effect on the Student Exam.

b. Variable Self-Study Concept, moderating the influence of the Student Exam and on Student Learning Outcomes

c. Variable Self-Study Preparation, Learning Process, and Student Exam have a direct effect on Student Learning Outcomes.

d. Student Exam Variables mediate the influence of Self-Study Preparation, and Learning Processes on Student Learning Outcomes

2) Step Two determines the equation of the structural model is:

Structural 1

Y1 = a1 X1 + a2 X2 + a3 X3 + e1 ........................................ ........... (1)

Structural 2

Y1 = b4X1 + b5 X3 + + e2 ......................................... ...................... (2)

Strutural 3

 Y2 = b6X1 + b7X3 + b8Y1 + e3 ....................................... ............... (3)

Information

Y1 = Student Exam

Y2 = Student Learning Outcomes

B = Path Coefficient

X1 = Self-Study Setup

X2 = Self Learning Concept

X3 = Learning Process

e = Error

The picture states, there are three structural relationships where, the first relationship is the causal relationship of X1, X2, X3 to Y1. The second relationship, Substructural, which states the causal relationship of X1, X3 to Y2. And the third causal relationship X1, X3, Y1 to Y2

Table 2 Direct and Indirect Influence As Well As Total Influence

|  |  |  |
| --- | --- | --- |
| **Relationship****Variable** | **Influence** | **Total** |
| **Directly** | **Indirect****Through Y1** |
| **X1 Y1** | **B1** | **-** | **B1** |
| **X1 Y2** | **B4** | **(B1XB5)** | **B4+(B1XB5)** |
| **X2 Y1** | **B2** | **-** | **B2** |
| **X2 Y2** | **B5** | **(B2XB5)** | **B5+(B2XB5)** |
| **X3 Y1** | **B3** | **-** | **B3** |

**RESULTS AND DISCUSSION**

1. In the discussion of descriptive analysis is intended to describe the phenomenon of research in the early stages of the description of the phenomenon when they just listen to information provided by the institution in this case is Regional Office Denpasar for new students 2016.1. The provision of this information is very important as an institutional intervention to the students as a mediation variable.

There are 10 items asked in the questionnaire, 300 distributed questionnaires and successfully returned a total of 210 people. Respondents are from new students 2016.1.

Table 3. Understanding Self-Reliance Learning New Students In The Early Stage

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Statement** | **The Answer** | **The Number of Respondents** | **Percentage** | **Information** |
| 1 | Understanding the concept of Distance Education Institution | Yes | 188 | 89,5% |  |
| No | 22 | 10,5%  |
| Total  | 210 | 100%  |
| 2 | Understanding the concept of Self-Direct Education | Yes | 199 | 94,8% |  |
| No |  11 |  5,2% |
| Total  | 210 | 100% |
| 3 | Understand the concept of Self-Study | Yes | 200 | 95,2% |  |
| No | 10 | 4,8% |
| Total  | 210 | 100% |
| 4 | Understanding About Face to FaceTutorial  | Yes | 174  |  82,9% |  |
| No | 36  | 17,1%  |
| Total  | 210  | 100% |
| 5 | Understanding About Online Tutorials  | Yes | 161 | 76,7% |  |
| No | 49 | 23,3% |
| Total  | 210 | 100% |
| 6 | Understand Registration | Yes | 127 | 60,5% |  |
| No | 83 | 39,5% |
| Total  | 210 | 100% |
| 7 | Understand the Exam | Yes | 148 | 70,5% |  |
| No | 62 | 29,5% |
| Total  | 210 | 100% |
| 8 | Following Online Exam | Yes | 125 | 59,5% |  |
| No | 85 | 40,5% |
| Total  | 210 | 1005 |
| 9 | Which school are you from |  SMA | 74 | 35,2% |  |
|  SMK | 103 | 49% |
| MADRASAH | 10 | 4,8% |
| PAKET C | 11 | 5,2% |
| PT Lain | 12 | 5,7% |
| Total | 210 | 100% |
| 10 | Interested in Lectures at UT | Yes | 203  | 96,7%  |  |
| No answer |  7 | 3,35 % |
| Total |   |  100% |

 Of the 10 items of questions submitted to Respondents, most of them claim to have understood about SONS information provided by Regional Office UT Denpasar. For the understanding of Distance Education Institution, Self-Direct Education, Self-Direct Study mostly claim to have understood, but on the item Face to Face Tutorial questions, Online Tutorials, Re-Registration, Online Exam, which these activities are academic operational activities in which the student has never implemented then the answer is less than 80% , Whereas the origin of the school in recent years is dominated by Vocational School (SMK) and High School (SMA), indicating that UT is increasingly in demand by young graduates who have the desire to work and study, and this can be done if they choose UT.

**Path Analysis (Path analysis)**

**Strutural Equation 1**

Y1 = a1 X1 + a2 X2 + a3 X3 + e1

Got results

Ln Y1 = 0.358 + 0.113 lnX1 - 0.038 lnX2 + 0.856 lnX3

          0.588 0.624 -0.307 5.44

TABEL SIGNIFIKANSI 1

Dependent Variable : LnY1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Variable** | **coeffitient** | **t** value arithmetic | **t table (α,n-k)** | **Conclusion** |
| C | 0,358 | 0,588 | 0,527 (0.70, 64) | Significant |
| LnX1 | 0,113 | 0,624 | 0,527 (0.70,64) | Significant  |
| LnX2 | -0,038 | -0,307 | 0,254 (0.60, 64) | Significant  |
| LnX3 | 0,856 | 5,44 | 2,66 (0,995, 64) | Significant  |
|  | **hitung** | **tabel** |  |
| R- Squared | 0,475 |  |  |  |
| D-W |  | 1,85 | dl = 1,51du=1,69 | 1,85 > 1,69There is no autocorrelation  |
| F Stat |  | 19,01 | 5,14 (0.05, 3, 64) | The regression equation Y over X is significant |

 From the result, it is concluded that the variable of Independent Learning Planning and Independent Learning Process variables are positively influenced to the Test Variables significantly, but the independent learning concept variable has negative effect on exam significantly. This means that although the students have been given information about self-learning concept but if it be concidered the test they are not ready, despite the tendency is very small that is - 0.038 percent.

When viewed from the test F, F value arithmetic = 19.01 and F table value of 2.76 (df / df2, 3/64, α = 0.05) was F count larger than F table so it can be concluded that simultaneously the independent variable can explain the dependent variable or independent variable has a relationship relevant to the dependent variable.

Viewed from Durbin Watson statistic, the D-W value is 1.85 times greater than dU 1.64 (3,005) which means there is no data autocorrelation between the variables in the research in the level of 95%

The value of R-Square is 0.475 which means that almost 50% of the dependent variable can be explained by independent variables, so there are still many variables beyond the Self-Study Planning, independent learning process and self-learning concept information that affects the exam.

**Structural Equations 2**

Y1 = b4X1 + b5 X3 + + e2

Got results

LnY2 = 0.312 + 0.09 LnX1 + 0.848 LnX3

           0.53 0.55 5.51

TABEL SIGNIFIKANSI 2

Dependent Variable : LnY1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Variable** | **coeffitient** | **t** value arithmetic | **t table (α,n-k)** | **Conclusion** |
| C | 0,312 | 0,53 | 0,521 (0.70, 65) | Significant  |
| LnX1 | 0,09 | 0,55 | 0,521 (0.70,65) | Significant  |
| LnX3 | 0,848 | 5,51 | 2,66 (0.995, 65) | Significant  |
|  | **hitung** | **tabel** |  |
| R- Squared | 0,475 |  |  |  |
| D-W |  | 1,85 | dl = 1,51du=1,65 | 1,85 > 1,65There is no autocorrelation  |
| F Stat |  | 28,8 | 3,15 (0.05, 2, 65) | The regression equation Y over X is significant |

 these results can be seen that together variables Independent Learning Planning self learning and Self-Learning process variables significantly affect the test variables. The tendency in the BM process (0.848) is greater than that of BM Planning (0.09) which means that institutional intervention is required to prepare students in preparing the BM planning, in which case it can be implemented at the next OSMB.

This equation has no autocorrelation and simultaneously the independent variable can explain the dependent variable, but almost 50% there are still variables beyond this equation which can explain the test variables.

**Structural Equations 3**

**Y2 = b6X1 + b7X3 + b8Y1 + e3**

Get Results,

LnY2 = 4,415 + 0,22 LnX1 - 0,33LnX3 + 0,075LnY1

             5,54 0,975 -1,33 0,44

TABLE SIGNIFIKANSI 3

Dependent Variable : LnY2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Variable** | **coeffitient** | **t** value arithmetic | **t table (α,n-k)** | **Conclusion** |
| C | 4,415 | 0,54 | 2,66 (0,995, 64) | Significant  |
| LnX1 | 0,22 | 0,975 | 0,848 (0.90,64) | Significant  |
| LnX3 | -0,33 | -1,33 | -1,67 (0.95, 64) | Significant  |
| LnY1 | 0,075 | 0,44 | 0,254(0,60,64) | Significant  |
|  | **hitung** | **tabel** |  |
| R- Squared | 0,03 |  |  |  |
| D-W |  | 1,74 | dl = 1,51du=1,69 | 1,74 > 1,69There is no autocorrelation  |
| F Stat |  | 0,65 | 2,76 (0.05, 3, 64) | 0,65<2,76  |

These results indicate that the variables of Self-Direct Study Plan, Learning process and test execution are significantly influenced by the variable of the Test Result, only on the Learning Process variables are negatively affected, so that it can be interpreted that the moderation variable of Self Learning information is not maximal so in Independent Learning Process can not fully influence in Ideal learning outcomes.

This equation there is no autocorrelation but simultaneously the independent variable can not explain the dependent variable, which means the test result variable depends not only on the variable of Self-Direct Study Plan and Learning process with R-Square only 0.03 so that it can be said more than 90% -variables beyond this equation that can explain the test result variable.

CONCLUSION

Based on the results of research can be concluded that,

1. At the beginning of providing information about Direct Education Institution, Self Learning Concept, Independent Learning Process and Exam Implementation at the time of Student Study Orientation (SONS) the students mostly said already know

2. After 2 semesters, we give the questionnaire again and the result is the students in the Independent Learning Planning and Independent Learning Process has a positive effect on the execution of the exam, but the understanding of Self Learning concept is not able to moderate the independent learning process so the concept of independent learning does not affect the execution of the test though The tendency is small

3. After 2 semesters, we give the questionnaire again and the next result is Self-Study Planning and Independent Learning Process affect the execution of the Exam. In this case the students have begun to understand the importance of planning and implementation in the Independent Learning process in relation to the implementation of the exam

4. The result of the analysis of the third structural equation is the result of Independent Learning Planning and Test Execution effect on the Test Result, but the Independent Student Learning Process is not able to influence the Student Learning Results, although there is moderation intervention from the provision of Information concerning Self Learning Concept. It is assumed that Student Exam result has a very wide dimension, so need to be explored again other variables in Self Study Process

**Based on the research results, it is suggested as follows:**

Based on the research results, it is suggested as follows:

1. As in the initial depiction of the students about the readiness of self-learning, that the students feel understand the information about Distance Education Institution, Self-Direct Education System, Self-Study and Self-Study Independent Learning Concept in Student Orientation Activities (SONS). It is advisable to provide such information periodically not only at SONS time, because the characteristics of UT students as Self-Direct Learner so that they rarely meet with lecturers or UT staff need institutional intervention assistance
2. Information on Independent Learning Planning and Learning Process in Independent Learning should be given continuously, so that the students have responsibility in Self Learning so as to produce ideal test score
3. Need to be explored again about research in Independent Learning Process in relation to Student Exam Results

4. UT as an organizer institution of Distance Education Institution shall provide and administer administrative information services (Exellent services) as well as academic (Academic Guidance)

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