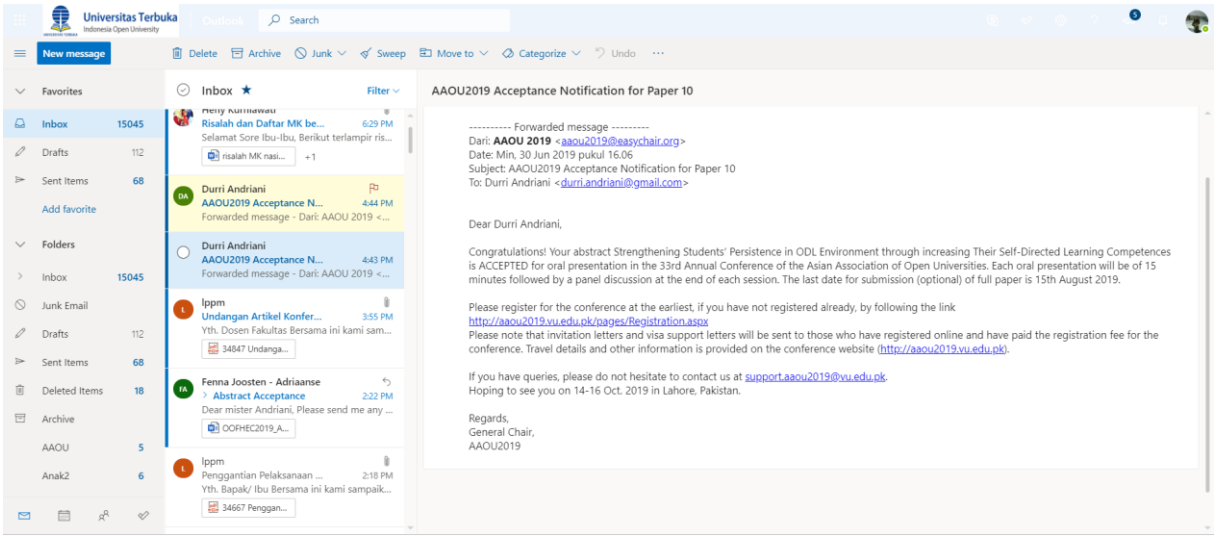
Universitas Terbuka
Indonesia Open University
Outlook
Search
New message
Delete
Archive
Junk
Sweep
Move to
Categorize
Undo
Favorites
Inbox 15045
Drafts 112
Sent Items 68
Add favorite
Folders
Inbox 15045
Junk Email
Drafts 112
Sent Items 68
Deleted Items 18
Archive
AAOU 5
Anak2 6
Inbox
Filter
Risalah dan Daftar MK be... 6:29 PM
Selamat Sore Ibu-Ibu, Berikut terlampir ris...
risalah MK nasi... +1
Durri Andriani
AAOU2019 Acceptance N... 4:44 PM
Forwarded message - Dari: AAOU 2019 <...
Durri Andriani
AAOU2019 Acceptance N... 4:43 PM
Forwarded message - Dari: AAOU 2019 <...
lppm
Undangan Artikel Konfer... 3:55 PM
Yth. Dosen Fakultas Bersama ini kami sam...
34847 Undanga...
Fenna Joosten - Adriaanse
Abstract Acceptance 2:22 PM
Dear mister Andriani, Please send me any ...
OOFHEC2019_A...
lppm
Penggantian Pelaksanaan ... 2:18 PM
Yth. Bapak/ Ibu Bersama ini kami sampaik...
34667 Penggan...
AAOU2019 Acceptance Notification for Paper 10
---------- Forwarded message ---------
Dari: AAOU 2019 <aaou2019@easychair.org>
Date: Min, 30 Jun 2019 pukul 16.06
Subject: AAOU2019 Acceptance Notification for Paper 10
To: Durri Andriani <durri.andriani@gmail.com>
Dear Durri Andriani,
Congratulations! Your abstract Strengthening Students' Persistence in ODL Environment through increasing Their Self-Directed Learning Competences is ACCEPTED for oral presentation in the 33rd Annual Conference of the Asian Association of Open Universities. Each oral presentation will be of 15 minutes followed by a panel discussion at the end of each session. The last date for submission (optional) of full paper is 15th August 2019.
Please register for the conference at the earliest, if you have not registered already, by following the link
http://aaou2019.vu.edu.pk/pages/Registration.aspx
Please note that invitation letters and visa support letters will be sent to those who have registered online and have paid the registration fee for the conference. Travel details and other information is provided on the conference website (http://aaou2019.vu.edu.pk).
If you have queries, please do not hesitate to contact us at support.aaou2019@vu.edu.pk.
Hoping to see you on 14-16 Oct. 2019 in Lahore, Pakistan.
Regards,
General Chair,
AAOU2019

Strengthening Students' Persistence in ODL Environment through increasing Their Self-Directed Learning Competences

Durri Andriani[1*], Rinda Noviyanti [2*]

[1]*Faculty of Education & Teacher Training,Universitas Terbuka, Jakarta, Indonesia*

[2]*Faculty 0f Technoly & Science, UniversitasTerbuka, Jakarta, Indonesia*

*E-mail of the corresponding author: durri@ecampus.ut.ac.id

Strengthening Students' Persistence in ODL Environment through increasing Their Self-Directed Learning Competences

Abstract:

Lately the ODL system is increasingly popular, especially for those who aspire higher education but cannot join conventional universities for various reasons such as not being able to leave the workplace. In Indonesia, ODL for higher education began to be offered since September 1984 when the Government opened Universitas Terbuka (UT). After 34 years, in September 2018, the Government of Indonesia expanded the opportunity to deliver ODL for face-to-face universities. The policy of opening wider opportunities for the community to attend higher education through ODL system needs to be supported by readiness of the (prospective) students to implement self-directed learning, a competence needed to success in ODL environment. Self-directed learning competence is defined as "a process in which individuals take the initiative, with or without the help of others, in diagnosing their needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes" (Knowles, 1975, p.18). In this paper, the level of self-directed learning competence of teachers as ODL students at UT is discussed. A total of 20 UT's teacher-students in Demak area in the first semester of 2019 were served as respondents. All respondents were asked to fill out a questionnaire adapted from G. Gibbs (1992) "Self-directed Learning Competence" using 4-Likert-scale. The questionnaire consists of 12 competencies. Results from the questionnaire were elaborated through interviews with eight respondents. In general, respondents perceived themselves to having high self-directed learning competences. However, results from the interviews indicated the opposite condition.

Keywords: Universitas Terbuka, teacher, student, self-directed learning, ODL, Demak

Introduction

Open and Distance Learning (ODL) system, a use of telecommunication to provide or enhance learning, is one of the most rapidly growing fields of education ever since the development of Internet-based information technologies. The concept of ODL system focuses on a learning experience with no constriction of time and place providing a flexible learning process. Therefore, the adult population who are eager to obtain higher education but are constrained from doing so due to their circumstances is the target of this education system.

In developing countries such as Indonesia, ODL is an important method of expanding educational opportunities to the semi-adult and adult population. In Indonesia, ODL for

higher education began to be offered since September 1984 when the Government opened Universitas Terbuka (UT). After 34 years, in September 2018, the Government of Indonesia expanded the opportunity to deliver ODL for face-to-face universities. The policy of opening wider opportunities for the community to attend higher education through ODL system needs to be supported by readiness of the (prospective) students before diving in ODL environment.

ODL system is considered as a demanding and isolated learning experience where those who are not prepared to participate in online courses would be frustrated and fail. To prevent this kind of failure, a traditional learning theory known as self-directed learning (SDL) could help students improve their abilities to control and monitor their performance by establishing a personalized system. In addition, SDL enables collaboration, interaction, feedback and support from the advising instructor and students' peer (Kim, Olfman, Ryan & Eryilmaz, 2014) which make learning experience not as isolated as it would seem.

Self-directed learning competence, one of the six principles of adult learning, is defined as "a process in which individuals take the initiative, with or without the help of others, in diagnosing their needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes" (Knowles, 1975, p.18). Learning independently can be challenging therefore there are components of four key stages in self-directed learning: assess readiness to learn, set learning goals, engage in the learning process, and evaluate learning (Self-Directed Learning: A Four-Step Process. Centre for Teaching Excellence, University of Waterloo). Lindeman assumed that as adults, they are motivated to learn as they experience needs and interest that learning will satisfy. Their orientation to learning is life-centered with life experience as their rich source. Moreover, individuals' differences among people increase with age and resulted in variation in their level of self-directed learning competence. Therefore, we focus on the level of self-directed learning competence of the ODL's students at UT in this study.

Material and Methods

A total of 20 UT's teacher-students in Demak area were served as respondents in the first semester of 2019 before starting the course program. All respondents were asked to fill out a questionnaire adapted from G. Gibbs (1992) "Self-directed Learning Competence" using 4-Likert-scale. For current importance, scale 1 to 4 mean very, fairly, not very and not important while for current skill rating, scale 1 to 4 mean excellent, good, adequate and poor.

The questionnaire consists of 12 competencies, which are:

- Life skills; organization of time and resources in your life, co-operation in working with others, available support network.
- Independence; autonomy, self-motivation, self-reliance, resourcefulness, initiative, and judgment.
- "Basic" skills; literacy, numeracy, graphicity, computer literacy, etc.

- Information skills; ability to find information by using libraries, abstracts, community resources, interpreting data, charts, tables, timetables, etc.
- Study skills; organization material for projects, note-taking and reading for different purposes, understanding assignment requirements.
- Learning to learn; awareness of task demands, flexibility, self-knowledge of learning preferences, awareness of learning process, self-evaluation.
- Planning skills; ability to design a plan of strategies for meeting learning needs, ability to carry out a plan systematically and sequentially.
- Problem development skills; ability to formulate questions that are answerable through various research activities (projects, library, readings).
- Analytical skills; ability to select and use most effective means of acquiring information, ability to analyze and organize information, ability to select most relevant and reliable information sources.
- Communication skills; ability to write reports, essays, instructions, discourse, display data, etc.
- Evaluation skills; ability to collect evidence of accomplishments and have it evaluated, ability to accept constructive feedback from others.
- Completion skills; ability to identify problem areas, ability to revise work, commitment to completing units and program.

Results from the questionnaire were then elaborated through interviews with eight respondents.

Results

After pairing the level of importance with the current skill of the students, we have theoretically 12 pairs in total. However, the results of the questionnaire from 20 ODL's students showed that there is no vote for unimportant skills and poor current skills. Hence, all pairings with scale 4 for each or both level of importance and of current skills are absent in this study (1,4 , 2,4 , 3,4 , and 4,4). Furthermore, the pairing 3,1 (not very important and excellent current skills) is also not present. This absence resulting in a presence of only 8 from 12 pairings that are voted in this study which are:

- 1,1: very important and excellent current skills
- 1,2: very important and good current skills
- 1,3: very important and adequate current skills
- 2,1: fairly important and excellent current skills
- 2,2: fairly important and good current skills
- 2,3: fairly important and adequate current skills
- 3,2: not very important and good current skills
- 3,3: not very important and adequate current skills

For each competency, we observe and compare the voting's percentage of combination of level of importance and level of skill from 20 correspondents (Table 1).

Tabel 1. Students' Perception on the 12 Competencies Regarding Level of Importance and Level of Their Current Skills (N=20).

Competencies	**Combination of Level Importance, & Level of Skill**							
	1,1	**1,2**	**1,3**	**2,1**	**2,2**	**2,3**	**3,2**	**3,3**
Life skills	25%	55%	5%	0%	15%	0%	0%	0%
Independence	30%	45%	10%	5%	5%	5%	0%	0%
"Basic" skills	15%	45%	0%	5%	20%	15%	0%	0%
Information skills	25%	20%	10%	5%	25%	15%	0%	0%
Study skills	10%	30%	10%	0%	30%	15%	0%	5%
Learning to learn	45%	40%	10%	0%	5%	0%	0%	0%
Planning skills	45%	30%	5%	0%	15%	0%	0%	5%
Problem development skills	25%	35%	5%	0%	5%	15%	10%	5%
Analytical skills	30%	25%	5%	10%	30%	0%	0%	0%
Communication skills	30%	30%	5%	0%	20%	10%	5%	0%
Evaluation skills	20%	30%	20%	0%	25%	5%	0%	0%
Completion skills	20%	35%	5%	0%	20%	20%	0%	0%

From general observation, pairings 1,1 , 1,2 , and 2,2 are often hold the highest position of the vote within range of 30-55% while pairings 2,1 , 3,2 , and 3,3 holds the lowest position with 5% or even no vote at all. Meanwhile the percentage of pairings 1,3 and 2,3 vary while competing for middle position or in a few cases, for last position with 0 vote.

The highest vote for all combination pairings and for all 12 competencies is achieved at 55% for life skills by pairing 1,2 (very important and good current skills). The second highest vote is at 45% hold by four pairings which are: 1,2 for independence and "basic" skills, 1,1 for learning to learn and planning skills. The third highest vote is hold by pairing combination 1,2 for learning to learn at 40%.

By combining the pairing combination 1,1 and 1,2 for all competencies, 10 out of 12 competencies (all except information and study skills) have a majority vote by more than 50%. Meanwhile, all of 12 competencies have exceeded the 50% of vote if we also add the pairing combination 1,3. While the scale 1 (very important) of the level of importance is a very popular choice, the scale 2 (important) is also quite popular but in pair with either scale 2 or 3 of the level of current skills.

In details, results for life skills showed that pairing 1,2 hold the highest vote with 55% while pairings 2,1 , 2,3 , 3,2 , and 3,3 have no vote. Similar dispersion of vote's percentage of life skills is observed on two other skills: completion skills where the highest percentage is for pairing 1,2 with 35% and analytical skills with 30% for pairing 1,1 as the highest vote while the lowest vote at 0% for pairings 2,1 for completion skills, 2,3 for analytical skills and 3,2 and 3,3 for both skills.

Still in the similar trend with the vote for other skills, the vote for "basic" and information skills is also at the highest for its importance, 45% for pairing 1,2 for "basic" skills and 25%

for pairings 1,1 and 2,2 for information skills. However, their lowest vote goes for pairing 3,2 and 3,3 at 0% while for “basic” skills, pairing 1,3 also have 0% of vote.

Meanwhile, we have 45% as the highest vote for pairing 1,1 of learning to learn with a second highest vote of 40% for pairing 1,2 indicating that almost all of the participants agreed of the very importance of the skills whereas their current learning to learn skill is also excellent or good. This pattern is also observed for independence skill with 45% and 30% for pairings 1,2 and 1,1 consecutively. On the contrary with this pattern, the communication and evaluation skills have a nearly even distribution between pairings. For communication skills, the results showed that most participants who chose scale 1 for the importance of the skill are also have an excellent or good current skill while those who chose scale 2 have either good or adequate skill. The difference with the results of the evaluation skills is that there are much more of those who chose scale 1 for the importance of the skill to have an adequate current skill.

In case of study, planning, and problem development skills, even though the highest vote is for the importance of the skills and that the correspondents either excellent or good current skills, some of them thought that these three skills are not very important, and their current skills is only adequate.

Discussion

Based on the general observation, pairings 1,1 , 1,2 , and 2,2 are the top three chosen by correspondents. It is shown in Table 1 that pairings with scale 1 and 2 for both level of importance and level of current skill have higher percentage than scale 3 which often obtained no vote at all. This result indicates that most participants are agree that the 12 competencies are very or fairly important for self-directed learning while their own current skills are either excellent or good. However, compared to the vote’s percentage of scale 1 of the level of importance who often be paired with either scale 1 or 2 of the level of current skills, scale 2 of the level of importance with higher vote is often paired by either scale 2 or 3 of the level of current skills. Nevertheless, the results of their self-evaluation of their current level skills as the first of four key steps is good enough to apply self-directed learning.

The first step is aimed to assess readiness to learn where learners conduct a self-evaluation of their current situation, study habits, their environment and their past experiences with independent learning. Being autonomous, organized, self-disciplined, able to communicate effectively and to accept constructive feedback and engage in self-evaluation and self-reflection are signs of readiness for self-directed learning. As participants’ current level of skills is generally satisfying, the next step is to set learning goals which is critical to be discussed between a student and the advising instructor. For this, it is necessary to make a learning contract that include:

- Goals for the unit of study
- Structure and sequence of activities
- Timeline for completion of activities

- Details about resource materials for each goal
- Details about grading procedures
- Feedback and evaluation as each goal is completed
- Meeting plan with the advising instructor
- Agreement of unit policies, such as a policy on late assignments

Then, the feasibility of the content should be verified by the advising faculty member. If positive, students could proceed to engage in the learning process such as the conditions of their approach to studying whether it is a deep, surface or strategic approach. A deep approach involves transformation. It is about understanding the ideas and knowing how to apply it in reality. Meanwhile, a surface approach involves reproduction by tending to regurgitate examples used in courses. In case of a strategic approach, this approach involves organization learning what is required to pass exams, memorizing the facts and practicing from past exams. Among these three approaches, a deep approach is the ideal for self-directed learning. Since students will be independent in this study system, it is required that they generate their own motivation to study.

The last key step is to engage in self-reflection and self-evaluation concerning their learning goals and their progress. This may be difficult for some since showed in Table 1 that 20% of them thought that their evaluation skills are adequate. Therefore, to support this self-evaluation process, students should consult regularly with the advising instructor and seek feedback. Based on the evaluation, student could adapt their learning goals realistic, their needs, and may seek out interesting challenges or even create something out of what was learned to push forward their learning progress. By personalizing their own learning system and collaborating with others would students' SDL abilities can improve (Kim CS, 2014).

Holding student accountable for their own learning process has been shown to engage students more deeply and get them invested in their own results (Knowles, 1986). Furthermore, the learning contracts offer practical guidance on implementation in the real life which is a very valuable source to be used effectively. For all those who involves in open and distance learning (ODL) particularly in recruiting and teaching must be the effective support of their students (Simpson, 2000). Moreover, with help by social interaction, self-directed learning positively impacts online-education outcomes. Another thing that students must take note is that the learning's objective is to pursue knowledge and not just for the sake of good grades.

Conclusion

Open and distance learning (ODL) is becoming more popular but also very challenging. As to prevent students' cases of failure, self-directed learning (SDL) is a traditional theory that could help students organizing their own learning experience that is suitable for them. There are four key steps in SDL, which are: self-evaluation with current situation, set learning goals, engage in the learning process, and self-reflection. Overall results of self-evaluation as the first step showed that majority of the 20 UT's teacher-students in Demak area agreed that the 12 competencies: life skills, independence, "basic" skills, information skills, study skills,

learning to learn, planning skills, problem development skills, analytical skills, communication skills, evaluation skills, and completion skills are very important. Despite the difference of participants' background (age, past experience etc), most of them also thought that their current skills are either excellent or good for all competencies. Therefore, they could continue to the next step of SDL.

References

Self-Directed Learning: A Key Component of Adult Learning Theory

Lindeman in Geri Manning. Self Directed Learning: A Key component of Adult Learning Theory. Vol. 2, No. 2 (2007).

Manning G (2007) Self-Directed Learning: A Key Component of Adult Learning Theory. https://www.bpastudies.org/bpastudies/article/view/38/78

Knowles, M. (1975). Self-Directed Learning: A Guide for Learners and Teachers. Chicago, IL: Follett Publishing Company.G. Gibbs (1992)

Saga Briggs. May 3rd 2015. 20 Steps Towards More Self-Directed Learning. https://www.opencolleges.edu.au/informed/features/29-steps-toward-more-self-directed-learning/

Kim, R., Olfman, L., Ryan, T., & Eryilmaz, E. (2014). Leveraging a personalized system to improve self-directed learning in online educational environments. Computers & Education, 70, 150-160.

Knowles, M. (1986). Using learning contracts: Practical approaches to individualizing and structuring learning. London: Jossey-Bass Publications.

Self-Directed Learning: A Four-Step Process. Centre for Teaching Excellence, University of Waterloo. https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/tips-students/self-directed-learning/self-directed-learning-four-step-process

Simpson, O. (2000). Supporting students in open and distant learning. London: Kogan Page Limited.

About Authors

Durri Andriani is senior lecturer at Faculty of Education & Teacher Training in Universitas Terbuka (UT), The Indonesian Open University. She finished her PhD in Education from University of Vicotia, Canada. At present, as a lecturer, she writes learningmaterial and leraning examination as well as conducts research. Her reserach is focueed on management of distance education and learning support system for UT studets.

Rinda Noviyanti got he Doctorate degree from Institue Pertanian Bogor (University of Bogor Agricultural) and active as a lecturer at Faculty of Technology & Science, Universitas Terbuka. She is assigned at Fishery Department and busy writing learning materials and learning examination as ell as conducting research in the fishery field and learning support system for UT students.