CORRELATION BETWEEN I-LEARNING SKILLS, DOMICILE AND STUDENT LEARNING ACHIEVEMENT IN OPEN DISTANCE EDUCATION

Sri Tatminingsih[1], Hulaifi[2]
tatmi@ecampus.ut.ac.id , hulaifi@ecampus.ut.ac.id,

Universitas Terbuka, Jakarta, Indonesia

ABSTRACT

Internet Skills Literacy (I-literacy) is one of the important skills that long-distance higher education students need to have. This appropriateness is very useful because distance learning implements a distance learning system where the learning process is bridged by both print and non-print media, one of which uses the internet. In addition, the administrative process is also carried out through web applications that are connected through the internet network. The Open University as one of the universities that implements a distance learning system, was established as one of the solutions to overcome the problem of higher education for Indonesian citizens who experience obstacles in terms of distance and affordability. This article will describe the results of the study aimed at knowing the correlation between the skills of I-literacy, domicile and student learning outcomes of the Open University. The UT Mataram in March-December 2018 with the correlation survey method with instruments in the form of questionnaires. The population is new students in semester odds. Samples as many as 241 students consisting of elementary school teacher education and education for early childhood education teacher's students.

Keywords: I-literacy, domicile, student learning achievement, open distance education.

INTRODUCTION

The term I-literacy contains three dimensions. First, literacy is a form of knowledge in a clear sequence that includes cross-forms of communication (print, audiovisual, interpersonal, digital). Related to the internet, literacy is knowledge that creates challenges from the simple to the more complicated. Second, literacy and numbers are forms of knowledge that bridge individual and social skills. Third, literacy consists of a set of regular cultural behaviors and competencies that have normative good and bad judgments (Livingstone, 2014). I-literacy is one part of ICT that changes people's lives in an information society. The existence of the internet facilitates human

[1] Lecturer at Early Childhood Education Study Program, Universitas Terbuka, Jakarta, Indonesia
[2] Lecturer at Agribussiness Study Program, Universitas Terbuka, Jakarta, Indonesia

life in various ways, ranging from food affairs to education and business (Sinha, 2012). In the field of learning, I-literacy can also be used to help students improve their skills, one of which is vocabulary size skills. These skills are related to reading skills and are important skills in following the learning process (R. Weganofa and R. Lutviana, 2018). Besides being able to stimulate, internet literacy can also show the readiness of students in following the learning process, this is as stated by I Made Legawa, et. al. (Legawa, et.al, 2018) which states that in order to be able to master internet literacy, a student needs to have social, emotional readiness and maturity so that he can sort content that suits his needs. Similarly, students in distance education programs should have mastered skills in utilizing information and communication technology, especially skills in using computers and the internet. Why is that? because in a distance learning system, the learning process is bridged by both print and non-print media (Nina A. Sokolova, et. al, 2018). Therefore, students are required to be able to utilize the various media well in order to achieve the expected competencies. In addition, the learning process in distance education or the open distance learning (ODL) is done in face-to-face and online mode (Nina A. Sokolova, et. al, 2018). With these skills, students will be able to easily assess lectures and material. In addition to these two things, there are other things that also need to be considered in distance education, namely the place where students live or domicile. Why is this important? One of the things that makes this important variable is whether there is an internet network at the location of this student which can be a big support in ODL. We cannot deny that the existence of students is considered quite important because this is related to the opportunity for students to be able to access the internet so that they can optimize all learning resources provided by ODL organizers, in this case Universitas Terbuka, Indonesia (UT). In correlation to these two things, this article will describe the results of the study, which relates between I-literacy and domicile or place of residence with Student Learning Achievement in ODL in West Nusa Tenggara.

Student Learning Achievement

According to Winkel (Sunarto, 1999) said that "learning achievement is a proof of the success of learning or the ability of a student to carry out learning activities in accordance with the weight achieved". According to (Supriyono, 2008) that learning achievement is the result of interaction between various factors that influence it both from within (internal factors) and from outside (external factors) individuals. Learning achievement in the lecture system is characterized by giving grades. The study results assessment system in higher education for each subject is stated

in the letters A, B, C, D and E which weigh 4, 3, 2, 1 and 0. UT student learning outcomes is measured through the final semester examination, undertaking assignments and participating in face to face tutorial or online Tutorial on activities, practices or practicums, final assignment programs, and scientific work (Terbuka, 2018). Test scores for GPA are also included in the Student Academic Progress Sheet or Temporary Value Transcript. If a course has been taken more than once, then the value in Student Academic Progress Sheet is the highest value. The following are students who were sampled in this study.

I-Literasi

Literacy is another word from literacy and I-literacy is another word of ability to use the internet including computer literacy or cyber literacy, e-literacy is computer literacy integrated with information literacy, moral literacy, media literacy and teaching and learning skills (Livingstone, 2014). This illustrates the ability of a person or institution to use electronic technology tools and facilities to learn and gain knowledge. Information, Communication and Technology (ICT) literacy is a person's ability to use tools and technology media to obtain, manage, integrate, evaluate and create information (knowledge or cognitive) and is done through communication (teaching and learning process) (Wijaya, 2016). Wijaya stated that the ICT literacy component includes:

a. access: know how to collect and get information,
b. manage: apply a classification scale or organize the ways and material to be collected, obtained and informed,
c. integrate: interpret and re-describe information obtained and will be delivered. This includes making summaries, summaries, notes, comparing information with one another,
d. evaluate: decide about the quality, relevance, usefulness or efficiency of an information,
e. create: create or create new information by adopting, applying, creating or writing information.

Domicile

Domicile domicile or Woonplaats are permanent or official residences. Domicile has 2 general aspects, namely the human aspect as a legitimate place of residence and legal aspects, namely when a person is present or present according to their obligations and rights (Soedewi, 1975). Residence is a person's scope in carrying out their daily routine. The formation of personality traits

in a person is largely determined by environmental factors (Arsyad, 2014). Good environmental factors, according to him can be regulated by education and experience. This means that the environment and education have a relationship in shaping one's personality. The success of an educational process is to look at Student Learning Achievement as a measure. Student residence can be interpreted as a place of residence used by students as a residence in carrying out daily activities and also as a place to study outside of school. The residence is influenced by the distance a person has to his needs. The student as the subject determines the place of residence based on the distance between the residence and the school.

METHOD

This study uses the correlational survey research method with a questionnaire as a data collection tool. Sampling is done by random sampling technique. The population is all new students of all study programs at UT Mataram in the odd semester of 724 people. The sample is 30% of the population, namely new students in UT Mataram odd semester (2018.1) with 241 students. All samples were given questionnaires and made respondents. The returned questionnaires were 212 copies and after further sorting only 200 copies could be extracted and processed for analysis. Research time is March - December 2018. The collected data is then analyzed by bivariate analysis to see the correlation between the independent variables, namely the readiness for independent learning towards the dependent variable, the achievement of learning outcomes.

Data analysis was performed by statistical tests using the Chi-square formula. The degree of trust used is 95% ($\alpha = 0.05$). If the P-value is smaller than α (p 0.05), it means that there is a significant (significant) relationship between the two variables studied. If the p-value is greater than α ($p > 0.05$), it means that there is no significant relationship between the two variables studied.

DISCUSSION

Age of Respondent

Data about the age of the respondents were presented to find out whether students at UT Mataram belong to the category of Indonesian residents who are actively using the internet. The data can be seen in Figure 1 in the form of a pie chart.

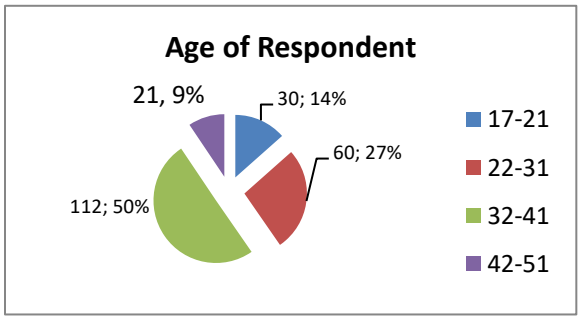

Figure 1. Age of Respondent

Data on the age of the respondents are in line with the results of the survey research from Wearesocial (Orenzi, 2019). Internet users in Indonesia are mostly in the age range of 14-34 years, which is 179 respondents. Meanwhile internet users in Indonesia today (in 2019) have reached 150 million. The time of internet access per day of the Indonesian population is 8 hours 36 minutes. They randomly do three hours to surf on social media, two hours are used to watch videos (*YouTube*), one hour are used to listen to streaming music. The rest can be of interest to business and access to other information (news, education, etc.). This shows that the use of the internet by the Indonesian population is only a small proportion who use it to access information or study.

Overview of Student Learning Achievement in UT Mataram

Student Learning Achievement or The Grade Point Average (GPA) at the registration in the 2018.1 period at UT Mataram is illustrated in table 1. The table shows that the respondent's GPA is predominantly in the range 3.01–3.50 obtained with 56% of respondents (122 students) in the good category. Furthermore the vulnerability of the grades 2.51 - 3.00 was achieved by 31.50% (63 students). Thus the learning outcomes of respondents in UT Mataram on average included in the good category.

Table 1. Overview of student learning achievement

Category	Score	Frequency	Percentage
Very good	3.51 – 4.00	11	5.5
Well	3.01 – 3.50	122	56
Enough	2.51 – 3.00	63	31,50
Low	2.01 – 2.50	6	3
Very low	<2.00	8	3.5

Overview of Student's I-Literacy Skills in Mataram

The following are the results of research describing the use of I-Literacy by respondents in Mataram (Table 1). The data analysis results listed in Table 1 above. The utilization of I-literacy of students who registered in the 2018.1 period at UT Mataram showed that students were in a good category, because almost half of the students used I-literacy by 49% or 98 students, while in the category quite good as much as 30% or as many as 60 students, this can be said in the learning process students have almost taken advantage of I-literacy.

Table 2. Overview of student I-literacy skills

Category	Score	Frequency	Percentage
Very good	<5	3	1.5
Well	6-10	14	7
Enough	11-15	60	30
Low	16-20	98	49
Very low	21-24	25	12.5

The results of data analysis about correlations between student's I-literacy skills and student learning achievement at UT Mataram is presented in table 3. The table shows the value of correlation coefficient or strength value of the correlation of 0.109, meaning the level of relationship strength (correlation) between the utilization of student's I-literacy skills and student learning achievement that are equal to 0.109 or very weak, while the significance value or significance. (2-tailed) of 0.128> greater than 0.05, which means that the correlation is not correlated, meaning that there is no significant relationship between the variable utilization of studen's I-literacy skills and student learning achievement.

Table 3. Results of correlation analysis
between student's I-literacy skills and student learning achievement

Correlations

		I-Literacy	GPA of Respondent
I-Literacy	Pearson Correlation	1	.109
	Sig. (2-tailed)		.128
	Sum of Squares and Cross-products	2674.020	33.928
	Covariance	13.643	.173
	N	197	197
GPA of Respondent	Pearson Correlation	.109	1
	Sig. (2-tailed)	.128	
	Sum of Squares and Cross-products	33.928	36.593
	Covariance	.173	.184
	N	197	200

The results of this study are in line with the research conducted by (S. Tatminingsih and T.Prastati, 2011) which states that there is no correlation between students' ability to use the internet and their activity in accessing university websites with Semester Final exam scores or student learning outcomes. Despite the increase in the ability to use the internet. Similar results were also conveyed ((O.C. Brudvik & J. Hedberg, 2010) dan (R. Weganofa and R. Lutviana, 2018)) stated that I-Literacy skills had no relation to the achievement of student learning achievement.

The discussion of these results, described as frivolous. The results of this study indicate that student learning outcomes in distance education have nothing to do with I-Literacy skills. Although in distance higher education, students are required to have I-Literacy skills in the learning process, but these skills do not make students get high scores on their learning outcomes. This is very possible because the learning outcomes of ODL students, especially Universitas Terbuka, are a combination of the value of the final semester exam and the scores of the tutorial. The final semester exam score is largely determined by the student's authority on the Main Material Book or the course module.

Overview of Domicile of students at UT Mataram

Analysis of data describing the distance between student domicile and learning location in UT Mataram is presented in table 4. The distance in table 4 covers the distance of the student's domicile to the face-to-face tutorial location and to the UT Mataram office. Table 4 shows that the most dominant distance is as far as 0 - 5 km, as many as 58 students (29%). While the second rank distance of 6-10 km was traveled with 40 students (20%).

Table 4. Overview of domicile of students

Distance Category (kilometers)	Frequency	Percentage
< 5	58	29%
6-10	40	20%
21-25	10	15%
26-30	14	7%
31-35	5	3%
36-45	2	1%
46 >	9	4%

Correlation between Distance of Domicile and Student Learning Achievement at UT Mataram

The results of data analysis about the relationship between skills Domicile distance with UT Mataram student learning achievement are presented in table 5. The value of correlation coefficient or strength value of relationships shown in table 5 is -0.165, meaning the level of relationship strength (correlation) Among domicile relationships and student learning achievement is positive, but very weak, while the significance value or significantly (2-tailed) of 0.02 smaller than 0.05, which means correlated correlations. This stated meaning that there is a significant (meaningful) relationship between domicile variables and achievement of learning outcomes. To be clearer, the results of the analysis are illustrated in table 5.

Table. 5. Results of correlation analysis between domiciles and student learning achievement

Correlations

		Distance of Domicile	GPA
Distance of Domicile	Pearson Correlation	1	-.165*
	Sig. (2-tailed)		.020
	Sum of Squares and Cross-products	73291.885	-270.105
	Covariance	368.301	-1.357
	N	200	200
GPA	Pearson Correlation	-.165*	1
	Sig. (2-tailed)	.020	
	Sum of Squares and Cross-products	-270.105	36.593
	Covariance	-1.357	.184
	N	200	200

*. Correlation is significant at the 0.05 level (2-tailed).

The results of the study are in line with Ratna Indriyani in Madura, Indonesia who stated that the results of the multivariate analysis she performed showed the influence between residence and learning achievement (Indriyani, 2014). The same opinion was conveyed by Bahtiar Afwan, who stated that students living in campus dormitories had better learning outcomes than those who lived in parents' homes (Bahtiar Afwan, 2017). Unlike Karnina and Fleury, which states that there is no relationship between residence and student learning outcomes (Karnina, 2019) (Fleury, 2019).

The discussion of the results of this study is that student learning achievement in open distance education or open distance learning (ODL) have to do with student domicile even though the relationship is very weak. The closeness of the distance between the place of residence and the location of learning can affect learning outcomes, because perhaps with the close distance of the

level of student fatigue when heading to the location of learning can affect motivation and concentration. Nonetheless, these two factors need to be investigated further.

CONCLUSION

The results of this study indicate that student learning outcomes in distance education have nothing to do with I-Literacy skills and have a weak relationship with domicile. I-Literacy Skills remain important in distance education because this skill is one of the ways students take part in a learning process that implements an independent system and the existence of distance from them. Whereas domicile, because it has little relationship, it is assumed that the closer the distance of the student's residence is, the higher the level of concentration in following the learning process. Recommendations that can be conveyed are improving the ability of students in mastering the course modules and bringing the distance of the learning process closer to the student domicile, for example by opening service centers in the student residence area.

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