

4

Comparison of the Student Perception of HYLITE Program In Java and Outside Java

Dina Mustafa (dina@seamolec.org)
Herman (herman@seamolec.org)
SEAMOLEC

Abstract

Information and Communication Technology (ICT) has been growing fast since some years ago. Schools, universities and other education center cannot be separated from ICT. Beside that, people also need more education to follow the growth of knowledge and information. The face-to-face teaching-learning activities cannot cope with the need of people who work but want to upgrade their knowledge. One solution for this kind of people is giving them an open distance learning (ODL) program, such as the Hybrid learning For Elementary Teacher program or HYLITE Program.

Open distance learning is a system in delivering courses where students do not have to be in a regular class. In the HYLITE program, students learn from self-instructional learning materials in the form of print or non-print media. They participate in the interaction process with their peer, the tutors and the learning materials by utilizing the Internet. The students also use Internet to get and to submit assignments/quiz/test and project from and to the tutors. The interactions also include participating in interactive video teleconference twice every semester. Students can also meet the tutors/lecturers in the face-to-face residential program for three weeks. Most of the time students learn by themselves. One style in ODL is hybrid teaching-learning activity,

whereby, periodically students have to be in campus to do face-to-face activities with tutors, which is termed as residential program. The rest of the time students conduct independent learning supervised by the tutors using ICT and written and other material.

Indonesia practices HYLITE for student's teacher at the consortium of 23 universities in Java and outside Java. Lecturers used Internet and other ICT to help students in teaching-learning activities. Both tutors and student study ICT skills, such as MS office, email, Internet and creating personal weblog, which can help them in teaching-learning activities. Tutors also developed web-based courses using MOODLE.

The purpose of the study is to investigate whether there are any different on students' and tutors perception between universities in Java and outside Java in some variables. The results of the study only found one difference that is related to the residential program. Students from Java felt the residential activities were too long compare to opinion of their colleagues from outside Java. The rest of variables had no differences in the perceptions of HYLITE program according to respondents in Java or outside Java.

Background of Study

2008 marked the second year of hybrid learning in students' teacher activities. In the first year, there were 10 universities involve in this hybrid learning projects. Since 2007, 13 more universities also involve in the project. Total number of university involves in 2008 are 23.

In this study, 12 universities were chosen to be sampled. Respondents in this study were students, tutors, and the Director of the HYLITE program in each institution. This report focused on tutors and students' perception on hybrid learning process in each university.

There were three variables in tutors' side and four variables in students' side. Variables for tutors are classroom size, the amount of face-to-face tutorial, and students' interaction in the classroom. Meanwhile, variables for students are recruitment process, residential activities,

equipment and infrastructure facilities, and tutorials contents.

Purpose of Study

1. To get information from students on hybrid learning activities on each university such as students' recruitment process, knowledge received and residential activities.
2. To get information from tutors in areas of students' interaction, the size of classroom, the amount of face-to-face tutorials.

All information gathered in this study will be used to improve the implementation of hybrid learning in those 23 universities.

Literature Review

HYLITE (Hybrid Learning for Indonesian Teacher) program is an in-service teachers training program, especially for elementary school teachers in Indonesia, to improve their qualification from Diploma II to Strata I (S1) level (equal to Bachelor Degree), conducted via open and distance learning mode. Improvement of teachers' qualification to S1 has been a priority program set by the Government of Indonesia (GOI) according to the Teachers and Lecturers Law (No 14/2005). The HYLITE program is developed and implemented collaboratively by a consortium of 23 teachers' education institutions in Indonesia (Pannen et al, 2007). The development of HYLITE Program is facilitated by SEAMEO SEAMOLEC in collaboration with Directorate General of Higher Education (DGHE) and Directorate General for Quality Improvement of Teachers (DGQIT) since 2006. SEAMOLEC facilitates the consortium to prepare all the requirements to offer a distance learning program to upgrade the elementary teachers' qualification.

The consortium agreed to employ one curriculum of HYLITE program, which has the load of 82-credit semester including professional education courses for teachers and physical education course. The term 'Hybrid' refers to the learning model employed in the program that is

a combination of various media and delivery system to convey the teaching and learning activities. The media are print, audio visuals and web-based or internet-based. The delivery system consists of face-to-face tutorials, in the residential program on campus and visiting tutor on the learning centers or the Teacher Working Group places, and the guided independent learning, utilizing the Internet and other media, in the students' places.

According to David Kember (2007), many students in the distance education program in developing countries, fail to finish the undergraduate program, since their previous experience with formal schooling was in the face-to-face conventional system. The failure is most likely because the students cannot adapt to the demand of distance learning system. Kember (2007) suggested that to prevent the high incident of dropout of the new students, the distance education system should integrate the strategy of face-to-face tutorials in the residential program on campus to support the students in the transition to become the self-directed distance learners. Kember (2007) argues that the supports for the transition should be provided and made gradually, such as giving scaffolding program, which are gradually withdrawn as the students become more able in employing independent learning strategies. Furthermore, Kember (2007) suggested that efforts should be made to develop trusting relationship between students and facilitators or tutors so the students never feel alone and helpless when they encounter problems that they cannot solve.

The HYLITE program is developed to incorporate all strategies to help students to be able to study independently. Some of the strategies are to make the residential program compulsory and last about three weeks, provision of the development of independent learning skills and ICT skills, and provision of online tutorial whereby the students can interact with the tutors to resolve their learning problems.

This study investigates tutors' and students' perceptions about the effectiveness of the HYLITE program in helping students to become independent learners

Result and Discussion

There were two kinds of information gathered in this study. First was from students and second was from tutors/lecturers who involved in the project.

A. Students' Perception

Group Statistics

	Lokasi	N	Mean	Std. Deviation	Std. Error Mean
Recruitment	Java	70	3.079	.4634	.0554
	Non-Java	127	3.134	.7465	.0662
Residential	Java	70	3.181	.5129	.0613
	Non-Java	127	3.378	.4270	.0379
Equipments & Infrastructure	Java	70	3.188	.4528	.0541
	Non-Java	127	3.250	.4401	.0391
Materials	Java	70	3.200	.3794	.0454
	Non-Java	127	3.223	.3731	.0331

education for elementary school program, was 197 persons. There were 70 students from Java and 127 students from outside Java. The size was not equal because the number of universities from Java (5 universities) and from outside Java (7 universities) was also different.

At glance, the means from Recruitment process, Residential activity, Equipment and Infrastructure facilities, and Tutorial materials were not relatively different. However, to test either they were similar or not the t-test below will show the result.

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Recruitment	4.877	.028	-.562	196	.574	-.0553	.0983	-2.492	.1386	
			-.640	192.211	.523	-.0553	.0864	-2.256	.1150	
Residential	1.157	.284	-2.882	196	.004	-.1970	.0684	-.3318	-.0622	
			-2.734	122.024	.007	-.1970	.0721	-.3397	-.0543	
Equipment & Infrastructure	.111	.739	-.936	196	.350	-.0620	.0662	-.1925	.0686	
			-.928	138.950	.355	-.0620	.0667	-.1939	.0700	
Learning Materials	.047	.828	-.407	196	.685	-.0227	.0559	-.1329	.0875	
			-.405	140.304	.686	-.0227	.0561	-.1337	.0883	

Recruitment variable shows significance variance differences between students from Java and outside Java ($F = 4.877$; $p = 0.028 \leq 0.05$). However, t-test did not show significance difference between students' perception on Recruitment process ($t = -0.640$; $p = 0.523 \geq 0.05$). This information showed that local government had similar policy in finding students in their places. In addition, schools where the students come from, have similar respond to local government invitation. Every university in this project has 100 students according to the quota established by DGQIT for each semester. The Government, through the DGQIT, gives scholarship to those students. In the selection process to enroll students to this project, local government did fair play. Therefore, students' perception on the selection was similar. The rating of students' perception was greater than 3.00 which showed good quality (the scales was from 1 = worse to 4 = best).

Each semester, students have to be in campus to do face-to-face tutorials. There are eight times face-to-face meeting with tutors for each course. Students live in the dorm or they live around campus for certain length of time (1 month). There was no difference variance between students from Java and outside Java ($F = 1.157$; $p = 0.284 \geq 0.05$). Residential activities from students' perception were not similar ($t = -2.882$; $p = 0.004 \geq 0.05$). Students from Java were not too satisfied with residential activities compare to those from outside Java. Although the difference was not too high, universities management from Java should give attention to this difference.

Campus in Java and outside Java could have different facilities but, the data showed that there was no variance difference between students' perception on infrastructure facilities ($F = 0.111$; $p = 0.739 \geq 0.05$). T-test also showed that students' perception on infrastructure facilities had no differences ($t = -0.936$; $p = 0.350 \geq 0.05$). It looks that standard facilities on each campus in Java and outside Java were similar.

Students received similar tutorials' materials. No differences between students' perception ($F = 0.047$; $p = 0.828$). The way tutors explained

the content was similar to students' point of view ($t = -0.407$; $p = 0.685 > 0.05$). A lecturer has to meet a certain standard to be a tutor. Universities did selection to appoint tutors and the HYLITE program provided training to develop their face-to-face and online tutorial skills. From this information, it can be concluded that tutors had similar ability in giving tutorials.

B. Tutors/Lecturers Perception

Group Statistics

	Institutions	N	Mean	Std. Deviation	Std. Error Mean
Appropriateness Of Rooms	Java	43	3.44	.502	.077
	Non-Java	67	3.25	.586	.072
Number of meetings	Java	44	2.95	.302	.045
	Non-Java	67	2.91	.288	.035
Students' Interactions	Java	44	3.20	.553	.083
	Non-Java	65	3.23	.553	.069

Tutors/Lecturers who were in this study were 111 persons. There were 44 tutors from universities in Java and 67 tutors were from universities in outside Java. Some tutors did not fill the questionnaire completely. From the table, the amount of face-to-face tutorial from tutors' perception was below 3.00. They seemed not too satisfied with the amount of face-to-face tutorials. However, students (from interview) said that the amount of face-to-face tutorials should be reduced less than eight times. They felt, the length of in campus activities was too long. To see whether there are any different in the point of view from tutors in Java and outside Java let see the table below.

Independent Samples Test

	Levene's Test for Equality of Variances		t-Test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Appropriateness Of classroom	.004	.949	1.734	108	.088	.188	.108	-.027	.403	
			1.794	99.243	.076	.188	.105	-.020	.396	
Number of Meetings?	.458	.500	.775	109	.440	.044	.057	-.069	.157	
			.767	89.051	.445	.044	.057	-.070	.158	
Students' Interaction	.062	.803	-.243	107	.808	-.026	.108	-.240	.188	
			-.243	92.380	.809	-.026	.108	-.241	.188	

The table shows that there were no variance differences on tutors' perception on the size of tutorials classroom, the amount of face-to-face tutorials, and students' interaction between tutors in Java and outside Java (all p values > 0.05).

The size of tutorials classroom was similar. This information can be seen from $t = 1.734$ with $p = 0.086 > \alpha = 0.05$. Apparently, the size of room/class was similar. Every class is able to accommodate around 40 – 50 students. This is standard size for a classroom in Indonesia.

The amount of face-to-face tutorials between Java and outside Java was also similar according to tutors' perception. The value of $t = 0.775$ with $p = 0.440$ support this conclusion.

Students' interaction on tutorial activities was also similar according to the tutors' perceptions, either from Java or outside Java ($t = -0.243$; $p = 0.808$). Since the HYLITE program is for the in-service elementary teachers, so the students already have vast experiences in teaching their own students. It is not surprised all tutors acknowledged that their students teachers mostly participated actively in the class discussions.

Conclusion

There were not too many differences on students and tutors' perceptions either they are from Universities in Java or from outside Java. Only one difference can be seen from this study, i.e., students from Java felt the residential activities were too long compare to the perceptions of their colleagues from outside Java. Whenever the technology is already setup, some activities can be done by using video conferences or Internet chatting. By using this technology, the length of campus activities can be reduced to be at least half from the current schedule.

In addition, students can reduce their cost to participate in the overall program. They do not have to stay longer in campus, which increases their expenses as well as cause lost opportunity. They also do not have

to be away from their family for along time. Nowadays, technologies can help students and universities do their learning, teaching, and administrative activities more efficient.

References

Kember, D. (2007). Reconsidering Open and Distance Learning in Developing World: Meeting Students' Learning Needs. London: Routledge

Pannen, P. et al. (2007). Report on the Evaluation of HYLITE Program. Jakarta: DGHE