

CHAPTER 3

DISTANCE EDUCATION SERVICES WITH THE IMPLEMENTATION OF ERGO ICONICAL VALUES

Andriyansah (andri.ecampus@gmail.com)
Universitas Terbuka Indonesia

ABSTRACT

The distance education system (PJJ), or by another name Distance Higher Education Organisation (PTJJ), has a character and is significantly different from the implementation of the education system in general or what is called regular education in this discussion. Regular or conventional education is an education system with the regulation of the presence of students in a room. Empirical evidence proves that student learning activities in distance education are still low because the biggest motivation is only to get a diploma. Still, other research states that there is no difference between the distance education system and the conventional one because the quality of education does not influence the type or system of education. The indicators of the success of distance education have yet to be achieved because the learning tools need to be better prepared. Distance education guarantees open or flexible learning anytime and anywhere, but it will depend on the learners' speed of understanding and adapting to the learning system. This research was conducted using a survey method with a sampling technique, namely Quota sampling and Incidental sampling with a quota sample of 30 respondents. The sample requirements used are status as students in at least semester 3. The purpose of this study is to determine the quality of educational services. The study results found that education management with a distance system has implemented ergo-iconic values. The survey results in respondents being comfortable using the application provided.

KEYWORDS: Education services, Distance Education, Ergo-iconic Values

INTRODUCTION

In Indonesia, higher education is defined as the level of education after secondary education that includes diploma programs, bachelor's programs, master's programs, doctoral programs, and professional programs, as well as specialist programs organized by an educational institution. Distance education has been introduced since September 1984. The distance education system (SPJJ), or by another name Distance Higher Education Organisation (PPTJJ),

significantly differs from implementing the education system in general or regular education in this discussion.

Regular or conventional education is an education system with regulations on the presence of students in a room. Thus, meeting in a room or class in regular education becomes essential because it brings together teachers, students, and supporting media, and not infrequently, the teacher becomes the orbit of the learning process in the classroom (Singh, 2021). Later, the term distance education system developed into e-learning, which empirically proved that learning by using online from the side of students can shorten the distance, save costs, and use time. While from the management side, human resources for teachers can be more heterogeneous because they can utilize other resources (resource sharing).

According to Darajat & Budiman (2021), Distance learning is an alternative to learning in era 4.0. According to him, related to quality, there is no difference between distance education systems and conventional ones. Quality and student achievement are questions that always arise in distance education because the general public assumes that the presence of figures instead of technology can direct students in learning (Harrison, 2020).

Empirical evidence shows that student learning activities in distance education are still low because the biggest motivation is to get a diploma (Andriyansah & Fatimah, 2013); this proves that students need to focus more on curriculum outcomes or the quality of education services. Other research has found that the quality of education does not affect the type of education, so the quality of education will still be guaranteed with control (Dangaiso et al., 2022). Warsono also presented other research. The success indicators of distance education have yet to be achieved because the learning tools need to be appropriately prepared. This study aims to determine the quality of education services. The quality of education in question is the higher education category that implements a distance education system.

In regular education, the teacher becomes the orbit to achieve the success of the learning process. In e-learning, education becomes the antecedent because distance education will center on the learners.(Okai-Ugbaje et al., 2022). It has open and self-learning characteristics so that the level of ability of learners to understand learning material is very dependent on the participants. (Aisyah et al., 2013). Although distance education guarantees open or flexible learning anytime and anywhere, it will depend on the learners' speed of understanding and adapting to a different learning system from previous formal education. (SD, SMP, dan SMA).(Fatimah & Andriyansh, 2013).

It is still homework to improve the ability of the education system to manage and process education in a quality and efficient manner to provide added value and produce quality graduates. This research offers a solution to the gap by providing services with ergo-iconic value (Andriyansah, 2023a).

LITERATUR REVIEW

The Learning System

Three principles become the strength of distance learning systems: accessibility, flexibility, and interaction. It is added open for Indonesia, meaning it is open to anyone. There is no restriction on age, diploma year, study period, registration time, and frequency of taking exams. Another support for distance learning systems is using synchronous and asynchronous methods. These two methods used for distance education complement each other. Synchronous method Aisa pillar support for interactive meaning that in this method, the learning process occurs in two directions(Selvaraj et al., 2021). There is a transformation of knowledge and knowledge from both sides of the teacher and participants whose transaction process occurs through the help of technology(Edelson et al., 2021). While asynchronous is a one-way learning process through Learning System Management (LSM)(Shurygin et al., 2021), this method aligns with accessibility and flexibility because learning materials

in various formats, such as videos, discussion forums, and learning material books since the lecture started, have been prepared by the manager(Namada, 2021).

Educational Facilities

Good educational facilities such as buildings, libraries, laboratories, sports facilities, and technology improve the quality of teaching. According to (Demchenko et al., 2021), Adequate educational facilities will significantly improve the quality of education to prepare participants for a better future(Rotatori et al., 2021). Facilities that must exist in educational services to support the smooth learning process are supported by good learning resources such as books, access to journals, and updated research tools(Joshi et al., 2021).

The interaction of participants and teachers of distance education managers can provide a service with a learning management system (LMS), software prepared by the manager of the learning process(Kwon et al., 2021). LMS will design related learning materials, assignments, grades, participant data, and learning implementation time. Online learning that needs to be prepared includes educational videos, educational audio, or e-books that can be accessed via the Internet or mobile devices(Reza, 2022).

Ergo-Iconical Values

Resources are advantages that have been processed by education. (Andriyansah et al., 2022). Achieve the company's competitive advantage without having to find new resources. These resources are the ability to produce products. Andriyansah (2018) Ergo-Iconical Positional Advantage is a market value superiority with typical product comfort with dimensions of comfort in function, utility, and pleasure value. This Ergo-iconic Positional Advantage has the potential to improve performance. In practice, the ergo-iconic value can be

applied to service products by adopting the value of comfort to create a characterized advantage.(Andriyansah et al., 2020; Andriyansah & Fatimah, 2020).

RESULT AND DISCUSSION

This research was conducted using a survey method with Quota sampling. Namely, the researcher determines the sample according to the character until it fulfils the quota. Random sampling is that researchers can use anyone who happens to meet who meets the sample criteria determined by the researcher. (Andriyansah, 2023b). The sample surveyed in this study were 30 respondents with the criteria of being a distance education participant at the undergraduate level. When surveyed at least in semester three without breaking, the respondent had never been on academic leave. Here are the survey results. The first question we asked the respondents was their motivation to attend the distance learning program.

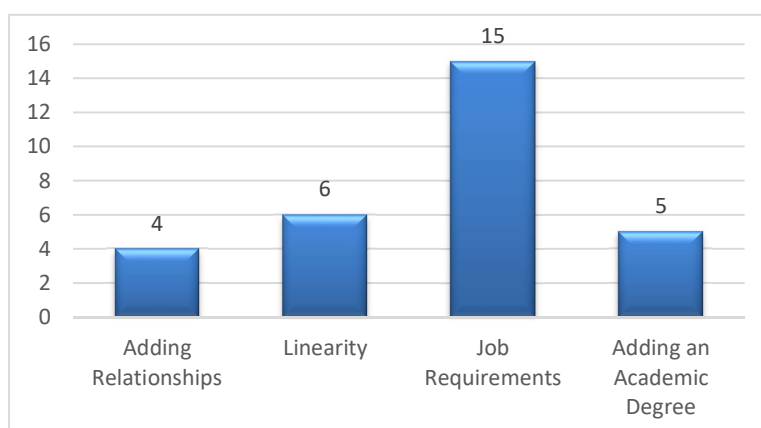


Figure 1
Respondents' Motivation to Participate in Distance Education

The figure above explains that 30 respondents, or 50% followed the lecture with a distance system due to work interests. Six or 20% of the respondents followed distance education for linearity with previous education.

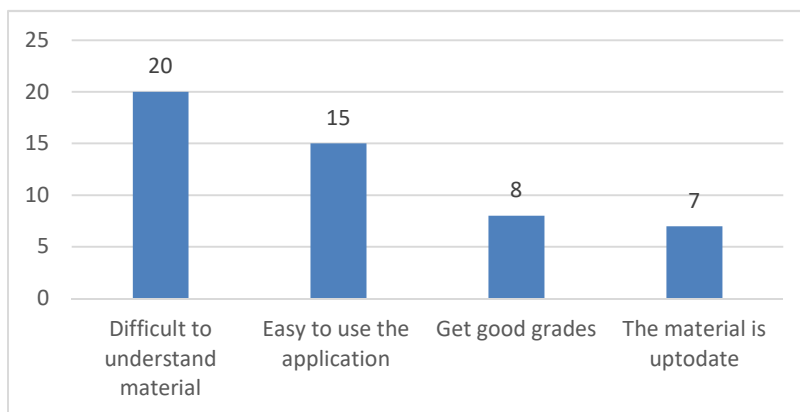


Fig: 2

The following graph summarizes some of the questions asked of respondents.

Stated that distance education with an asynchronous system is challenging to understand. The next question was about how the application and its utilization. The results proved that 15 respondents found it easy to use the application. The following question is related to how the exam results. The respondents responded that only eight people managed to get good grades, and 22 people can be categorized as not getting good grades on the exam scores. In the last question, this study wanted to know how respondents responded to asynchronous learning materials. The results proved that respondents felt that the materials offered in distance education were not up to date or did not offer anything new.

CONCLUSION

The discussion above shows that the results of a survey of 30 respondents need to improve education services with a distance system. Distance education

participants are familiar with high school education. Most have worked for specific reasons, such as work interests and linearity, that encourage or motivate them to continue their education. Respondents respond that the lecture material needs to be updated or renewed because they have implemented or practised in the field with current conditions.

The learning facilities with the applications used have implemented ergo-iconic values. This is evident that 15 people, or 50% stated that the applications used to transfer knowledge through the media are easy and comfortable.

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AUTHOR'S PROFILE



DrE. Andriyansah, S.E., M.M, the Familiar, called Andri, was born in a small town called Tanjungpandan, the capital of the Belitung island. He pursued elementary education through high school in Tanjungpandan City in the following sequence: Trisula Kindergarten, Public Elementary School IX of Tanjungpandan, then Public Junior High School 1 of Tanjungpandan, and Public Vocational High School 1 of Tanjungpandan.

He got his bachelor's degree in economics from Widya Wiwaha School of Economics in Yogyakarta City from 1998 to 2002. He finished his Master of Management degree at the Indonesian Islamic University in Yogyakarta City from 2002 to 2004. Furthermore, he completed his Doctoral program in economics at Diponegoro University in Semarang City from 2014 to 2018.

His formal education linearity started in Vocational High School when he took the Business Management concentration to the Doctoral program for the related expertise field, namely Marketing Management.

He has joined Universitas Terbuka as a faculty member in the Management study program of the Faculty of Economics since 2008. Previously, he was a faculty member of Belitung Management Academy (AMB) in Tanjungpandan City from 2004 to-2008.

Personal blog: <https://andri.staff.ut.ac.id/about-me/>

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