ANALYSIS OF PREFERENCES AND ACCESSIBILITY OF STUDENTS IN UTILIZING NON-PENDAS ONLINE PROGRAM RESOURCES IN UPBJJ-UT MAKASSAR

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Abstract: **Preferences and accessibility will determine behavior and perceptions of the use of learning resources in UT-online regarding perceived benefits, preferences when interpreted as choices of likes or dislikes to UT-online learning sources. Trends and preferences for accessing learning resources have changed significantly, especially for students. those who have facilities and understand access procedures, know the benefits of online learning resources available at WEB-UT Student preferences in non-pending programs at UPBJJ-UT Makassar in utilizing online learning resources, fulfillment of online learning resources, ease of online learning resources and the benefits of learning resources online is at a very good level. This gives means that the online learning resources that have been owned by the Open University have met the needs and expectations of students both as alternative learning resources, fulfillment of learning resources, convenience and benefits contained in it. Aside from being an alternative learning material, online learning resources also have excellent accessibility. Where the respondent has responded very well to all questions regarding accessibility. This is very noticeable tendency and preference for students to access learning resources has changed significantly, especially for students who have facilities and understand access procedures, knowing the benefits of online learning resources available at UT WEB.**

Keywords: **Preference, Accessibility, Behavior, Perception, Learning Resource.**

1. INTRODUCTION

The progress of science and technology has a very significant impact on people's lives and behavior. The existence of the Internet seems to open up the space for information resources which was previously difficult to access. Access to information is not a problem anymore. Internet technology is present as a multifunctional media. Communication via the internet can be done interpersonally (eg e-mail and chat) or massively, which is known as one to many communication (eg mailing lists). The internet is also capable of being present in real time audio visual as in conventional methods with the teleconference application. Based on this, the internet as an educational medium is able to present distinctive characteristics, namely: (a). as interpersonal and mass media (b) is interactive (c). enables synchronous and asynchronous communication (Hariyono, 2015).

Open University (UT) in its activities, provides access to world-quality higher education for all levels of society through the implementation of various Distance Learning Higher Education (PTTJJ) programs to produce highly competitive graduates. In achieving that UT is constantly making improvements in everything, both in terms of the quality of educational products offered especially on the quality of services provided. One form of service quality provided by UT is to open an online tutorial learning assistance program which is an alternative tutorial service aimed at UT students who

have internet access so students can access these services wherever they are (Sylvana, A., & Awaluddin, M, 2017) The development of learning technology at the Open University is able to face the challenges better The Minister of Research and Technology emphasizes that UT will be made Benchmark in the implementation of PJJ. As well as a leader towards a cyber university.

The development of learning media also follows the development of information technology. The longest technology and use for learning activities is printing technology that works based on mechanical principles. After that followed by audio visual technology that combines mechanical and electronic discovery. The most modern technology today is microprocessor technology which gave birth to computer use and interactive activities (Seels and Richey, 1994). Student preference for UT-online service source utilization is one option that can motivate students to become more independent in the learning process. The availability of UT-online services is access that allows students to meet all the needs to achieve their desired goals or goals.

Computer-based technology or better known as multimedia is a way to produce or deliver material using sources based on micro-processors (Arsyad, 1997). In multimedia, all media components; text, images, animations, sounds, films or videos are presented in a device, namely a multimedia computer. This is done as a result of technological advances, both in terms of the development of storage technology, the speed of storing, re-reading stored data and presenting it in a learning program as a multimedia teaching material or online teaching material. Online teaching materials are teaching materials that are prepared, implemented and utilized with online media. Teaching materials are often also called internet-based teaching materials or web-based teaching materials. There are three main characteristics which are the great potential of online teaching materials, namely: presenting multimedia, storing, processing, and presenting information and hyperlinks. Because of its online nature, web-based teaching materials have special characteristics in accordance with the characteristics of the web itself (Lestari et al., 2015)

Student learning activities in accessing learning resources can be obtained online that can help improve mastery of basic material (BMP) material at the Open University for example online tutorials, independent online training, web supplements, and digital libraries. The online tutorial is an online service which is a learning aid that can contribute to the final value of students which is added to the UAS value. With various variants of online activities can provide various choices or preferences of students in using learning resources. Teaching material preferences can be known by measuring the level of usability and the relative importance of each attribute contained in an online learning material.

Preference will determine behavior and perceptions of the use of learning resources in UT-online regarding perceived benefits, preferences when interpreted as choices of likes or dislikes to UT-online learning resources can help improve mastery of material and facilitate supporting other academic activities. Student satisfaction with online learning resources source facilities on web-www.ut.ac.id is the student's choice to make choices and make use decisions. Among other things, online tutorials are still low in the UPBJJ-UT Makassar, so the level of participation needs to be improved. Not yet formed a good perception among non-students about the benefits of online learning resources

Student accessibility to learning resources is largely determined by the ease of students accessing learning resources available at WEB-UT, the use of technology in or in the New era, almost all students have skills and facilities such as Headphone (android) or laptop that have networks to access learning resources that is. UT has socialized the use of learning resources through various alternative methods; through new student study orientation (OSMB) and education of independent learning skills (EKBM). Accessibility comes from English "accessibility" which means that it is more or less easy to access online learning resources provided by UT. Utilization of services related to factors that facilitate the utilization process is included. Service systems in the context of desires because of the need for students to be able to meet the needs of online learning resources from online learning sources.

Student interaction with tutors can be done on learning services called online tutorials (tuton). This tuton service is a service provided by the provision of distance education to students. The online tutorial is a learning assistance service for students studying at UT. While independent online (LM) exercises students can directly access the questions according to the courses they want to know the level of mastery of the material before facing the final semester exam (UAS). The development of information technology that is so fast and rapid helps UT in providing learning facilities and infrastructure that are easily accessible to students. To access tuton, and online independent training UT students must have facilities or tools that are connected to the internet network. Currently these tools or equipment, for example mobile phones (android), are very common to everyone. This tool makes it easy for students to access UT pages from various places available on the internet network.

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Student access to tuton and UAS results of students who take online tutorials have no significant relationship or influence in the majority, the level of student accreditation is very varied, from the lowest level. The level of student accessibility depends on the activity of each student (Wahyuningsih Suharmini Sri et al., 2014). Furthermore UT-Online usefulness is assessed in the scores of positive attitudes of students towards the facilities in UT-online, related to the findings. Researchers recommend things that can improve the quality and benefits of UT-Online for Students (Sugilar et al., 2014). Based on the results of these studies to see the usefulness of online learning resources and their utilization, it needs to be examined again after massive socialization such as through new student orientation (OSMB) orientation, and the easier access to online, whether there is an increase in utilization by non-students who choose non-tutorial packages. advance.

Student preference assumptions in this study put more emphasis on student decisions using and utilizing online learning resources as alternatives based on pleasure, satisfaction, fulfillment, and their usefulness enabling students to aim / goals they want. Then increasing accessibility to the use of online learning materials is very important for improving learning activities. The more open access to online learning materials, the easier it is for students to use these teaching materials wherever and whenever they are.

Changes and preferences for accessing learning resources have changed significantly, especially for students who have facilities and understand access procedures, knowing the benefits of online learning resources available at UT WEB. Learning success can be influenced by activity as a responsibility, more independent, in learning to find themselves and absorb material in order to increase comprehension and broad knowledge. The development of internet networks has changed the educational paradigm in obtaining information and communication that is no longer limited by the dimensions of space. Students can access learning resources whenever and wherever they are.

The learning resources provided by UT are mainly based online, in an era of information technology and communication (ICT) disruption, the Research and Higher Education Ministry prioritizes the field of study to be able to absorb the benefits of the rapid development of technology and information. Some students still complain that it is difficult to get good grades or it is very difficult to get a graduation score for their learning outcomes after taking the Final Semester Examination (UAS). So it is interesting to examine the factors of student preference and accessibility in utilizing online learning resources. Accessibility of Open University students (UT) as distance students to learning facilities is very necessary, because students need to interact with online facilities to help mastery of the material provided online. Online facilities can access grades, online registration, online examinations, and various needs to support academic activities.

This research aims to:

1. To determine the condition of student preferences in the use of online learning resources for non-pending students at UPBJJ UT Makassar

2. To find out the accessibility conditions of student learning resources in the utilization of online learning resources of non-pending students at UPBJJ UT Makassar

2. RESEARCH METHODOLOGY

The type of research used is descriptive research while the research method to be used is a quantitative method. The quantitative descriptive approach is a technique of collecting, managing, simplifying, presenting and analyzing data in order to provide a regular picture of an event with observations that can be expressed in numbers. In this study the population as well as the sample were all Non-Public Education students. The Target Population is non-graduate students at UPBJJ UT Makassar who have registered in 2017 and 2018.1 with the assumption that students have followed the new student study orientation (OSMB).

Sources of data in this study were obtained from primary data and secondary data. In this study the primary data was directly obtained from respondents, by giving questionnaires and interviews conducted by the researchers themselves. The data sources were more emphasized on students who had facilities to access online learning resources such as online tutorials. While the secondary data obtained from observations is to make observations directly to the object of research to see closely the activities carried out. Besides secondary data obtained through library research which is data collection by learning the basic theory of books, and taking literature such as: books, articles, journals, and the like that are related to what is investigated by researchers.

This study uses descriptive frequency analysis with a tool that is used to find the linkages between these variables is software or SPSS 15 software for Windows.

3. RESEARCH RESULTS AND DISCUSSION

1. Respondent Preference Data

a. Enjoyment

Table 1: Frequency of Respondents to UT Online Provides a Variety of Learning Resources

		x11				Total	Score
		SDS	N	A	SA		
districts	Luwu Timur	0	2	17	4	23	4.09
	Makassar	2	3	13	17	35	4.29
	Selayar	2	0	9	12	23	4.35
	Sidrap	2	0	10	7	19	4.16
	Toraja	2	0	9	12	23	4.35
Total		8	5	58	52	123	4.25

SDS = Strongly Disagree   N = Normally   A = Agree   SA = Strongly agree

Table 2: Frequency of Respondents Against UT- Online Provides a Variety of Learning Resources

		x21				Total	Score
		SDS	N	A	SA		
districts	Luwu Timur	0	4	15	4	23	4.00
	Makassar	0	7	16	12	35	4.14
	Selayar	0	4	9	10	23	4.26
	Sidrap	0	5	8	6	19	4.05
	Toraja	0	4	9	10	23	4.26
Total		0	24	57	42	123	4.14

Table 3: Frequency of Respondents Against Use of UT-online learning resources to achieve goals.

		X33				Total	Score
		SDS	N	A	SA		
districts	Luwu Timur	1	2	16	4	23	4.00
	Makassar	0	0	14	21	35	4.60
	Selayar	0	0	9	14	23	4.61
	Sidrap	0	1	7	11	19	4.53
	Toraja	0	0	9	14	23	4.61
Total		1	3	55	64	123	4.47

Table 4: Frequency of Respondents Against UT-Online Learning Resources Very Helps Student Academic Success

		X41				Total	Score
		SDS	N	A	SA		
districts	Luwu Timur	0	4	16	3	23	3.96
	Makassar	0	5	24	6	35	4.03
	Selayar	0	3	15	5	23	4.09
	Sidrap	0	3	10	6	19	4.16
	Toraja	0	3	15	5	23	4.09
Total		0	18	80	25	123	4.06

Table 5: Frequency of Respondents Against the Effects of the occurrence of interactions with fellow students online

		X43					
		SDS	N	A	SA	Total	Score
districts	Luwu Timur	0	0	22	1	23	4.04
	Makassar	2	6	22	5	35	3.86
	Selayar	1	4	15	3	23	3.87
	Sidrap	1	3	12	3	19	3.89
	Toraja	1	4	15	3	23	3.87
Total		5	17	86	15	123	3.91

2. Respondents' accessibility

Table 6: Frequency of Respondents Against the Effect of Literacy to support the learning process at UT

		X51					
		SDS	N	A	SA	Total	Score
districts	Luwu Timur	0	2	16	5	23	4.13
	Makassar	0	7	19	9	35	4.06
	Selayar	0	4	14	5	23	4.04
	Sidrap	0	6	8	5	19	3.95
	Toraja	0	4	14	5	23	4.04
Total		0	23	71	29	123	4.04

Table 7: Respondents' Frequency of UT-online learning accessibility is very beneficial for students and the general public

		y1					
		SDS	N	A	SA	Total	Score
districts	Luwu Timur	0	1	18	4	23	4.13
	Makassar	0	7	10	18	35	4.31
	Selayar	0	2	17	4	23	4.09
	Sidrap	0	2	12	5	19	4.16
	Toraja	0	0	23	0	23	4.00
Total		0	12	80	31	123	4.15

Table 8: Respondents' Frequency of Online Tutorials is a means to interact with tutors

		Y2					
		SDS	N	A	SA	Total	Score
districts	Luwu Timur	0	4	15	4	23	4.00
	Makassar	0	2	17	16	35	4.40
	Selayar	0	1	18	4	23	4.13
	Sidrap	0	3	10	6	19	4.16
	Toraja	0	2	21	0	23	3.91
Total		0	12	81	30	123	4.15

Table 9: Frequency of Respondents Against Digital Libraries that help to support learning activities

		Y4				Total	Score
		SDS	N	A	SA		
districts	Luwu Timur	2	4	12	5	23	3.78
	Makassar	0	7	14	14	35	4.20
	Selayar	0	2	16	5	23	4.13
	Sidrap	2	5	6	6	19	3.74
	Toraja	0	1	22	0	23	3.96
Total		4	19	70	30	123	3.99

Table 10: Respondents' Frequency of Accessibility Online facilities are very easy to access

		Y9				Total	Score
		SDS	N	A	SA		
districts	Luwu Timur	0	0	21	2	23	4.09
	Makassar	0	3	20	12	35	4.26
	Selayar	0	1	17	5	23	4.17
	Sidrap	0	0	15	4	19	4.21
	Toraja	0	2	20	1	23	3.96
Total		0	6	93	24	123	4.15

Table 11: Frequency of Respondents Against Online Registration Personal data helps students register online

		Y10				Total	Score
		SDS	N	A	SA		
districts	Luwu Timur	0	3	16	4	23	4.04
	Makassar	0	5	26	4	35	3.97
	Selayar	0	0	22	1	23	4.04
	Sidrap	0	3	11	5	19	4.11
	Toraja	0	3	19	1	23	3.91
Total		0	14	94	15	123	4.01

Table 12: Frequency of Respondents Against Online Registration The course is very helpful for students to register the subject

		Y11				Total	Score
		SDS	N	A	SA		
districts	Luwu Timur	0	2	17	4	23	4.09
	Makassar	0	5	23	7	35	4.06
	Selayar	0	3	16	4	23	4.04
	Sidrap	0	1	12	6	19	4.26
	Toraja	0	1	22	0	23	3.96
Total		0	12	90	21	123	4.07

Table 13: Frequency of Respondents Against Online Bookstores helps students buy teaching materials

		Y12					
		SDS	N	A	SA	Total	Score
districts	Luwu Timur	0	4	11	8	23	4.17
	Makassar	0	8	16	11	35	4.09
	Selayar	0	2	16	5	23	4.13
	Sidrap	0	0	15	4	19	4.21
	Toraja	0	1	20	2	23	4.04
Total		0	15	78	30	123	4.12

Table 14: Frequency of Respondents Against Information and complaints services help students solve student academic cases

		Y13					
		SDS	N	A	SA	Total	Score
districts	Luwu Timur	0	3	14	6	23	4.13
	Makassar	0	4	24	7	35	4.09
	Selayar	1	4	16	2	23	3.78
	Sidrap	0	3	11	5	19	4.11
	Toraja	0	0	21	2	23	4.09
Total		1	14	86	22	123	4.04

Based on the results of the respondents 'answers, it appears from the students' preferences in utilizing online learning resources, all of them are in a very good category. Moreover, from all respondents from both the region and the city of Makassar. This also indicates that the use of online learning resources by students has not encountered a problem.

Student learning activities in accessing learning resources can be obtained online that can help improve mastery of basic material (BMP) material at the Open University for example online tutorials, independent online training, web supplements, and digital libraries. The online tutorial is an online service which is a learning aid that can contribute to the final value of students which is added to the UAS value. With various variants of online activities can provide various choices or preferences of students in using learning resources. Teaching material preferences can be known by measuring the level of usability and the relative importance of each attribute contained in an online learning material. Student satisfaction with online learning resources source facilities on web-www.ut.ac.id is the student's choice to make choices and make use decisions.

Student accessibility to learning resources is largely determined by the ease of students accessing learning resources available at WEB-UT, the use of technology when almost all students have the skills and facilities such as Mobile (android) or laptops that have a network to access these learning resources. UT has socialized the use of learning resources through various alternative methods; through new student study orientation (OSMB) and education of independent learning skills (EKBM). Accessibility comes from English "accessibility" which means that it is more or less easy to access online learning resources provided by UT. Utilization of services related to factors that facilitate the utilization process is included. Service systems in the context of desires because of the need for students to be able to meet the needs of online learning resources from online learning sources.

4. CONCLUSIONS AND RECOMMENDATIONS

The preference of students in the non-pending program at UPBJJ-UT Makassar in utilizing online learning resources, fulfillment of online learning resources, ease of online learning resources and the benefits of online learning resources are at a very good level. This gives means that the online learning resources that have been owned by the Open University have met the needs and expectations of students both as alternative learning resources, fulfillment of learning resources, convenience and benefits contained in it.

Aside from being an alternative learning material, online learning resources also have excellent accessibility. Where the respondent has responded very well to all questions regarding accessibility. This is very noticeable tendency and preference for students to access learning resources has changed significantly, especially for students who have facilities and understand access procedures, knowing the benefits of online learning resources available at UT WEB.

In order for the level of preference and accessibility of students towards online learning resources to remain in a very good category, it is expected that UT will maintain or simultaneously improve the quality of existing services. For further researchers to formulate a research model about the influence of preferences and accessibility on improving student learning achievement.

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