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TITEN Knowledge as a Character Value for Accuracy of Graduation Students at an Universitas Terbuka

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ABSTRACT : This study aims to analyze the typological learning characteristics of Universitas Terbuka (UT) students and examizzation of independent learning values among Universitas Terbuka students in completing their studies. It adopts a qualitative method with a case study approach. The study locus encompasses UBJJ-UT Yogyakarta, UBJJ-UT Surakarta, and UBJJ-UT Purwokerto. Informants include UT students, lecturers, and Bachelor's Program Heads/responsible personnel for student affairs. Data collection techniques involve participant observation and in-depth interviews. The collected data are analyzed using domain analysis, thematic analysis techniques, composition analysis, and cultural themes. The analysis reveals that the characteristics of knowledge acquisition TITEN (Niteni, Nuturi, Nindaki) and independence are essential for students' motivation to complete their studies on time. Typological age characteristics are pivotal factors in completing studies at Universitas Terbuka. The key to success in completing studies at Universitas Terbuka lies in continually promoting independence habits among its students.
KEYWORDS : Titen Teachings, Character Education, Online Learning, Universitas Terbuka

I.   INTRODUCTION

Based on the National Department of Education in 2010, the aim of character development is to cultivate the nation's character to realize the noble values of Pancasila. Character values are placed as the foundation for the realization of the national development vision, which is to create a society with noble character, moral values, and to support the realization of ideals as mandated in Pancasila and the Preamble of the 1945 Constitution. Character education can be instilled through schooling, school activities, allocating specific time to address moral issues, and through habitualization.

Character values can be instilled through habituation. The more individuals are accustomed to character values, the more responsible, industrious, disciplined, and independent they become. According to Bourdieu (2000), habituation is a long-term socialization process of character values that becomes ingrained in one's way of thinking and behavioral patterns. The development of national character is the goal of character building so that the noble values of Pancasila can be realized (Ministry of Education, 2024). A society with noble morals is the national development vision that can be achieved by placing character values as its foundation. Instilling character values can be done through schooling, family environment, school activities, and through habituation.

The author aims to examine resilience as a character value manifested in the form of internalization, in the form of character borrowing the theory of Permana (2017), known as TITEN (Niteni, Nuturi, Nindaki), while that developed by Ki Hajar Dewantara is Ngerti, Ngroso, and Nglakoni carried out through Niteni, Nindaki, and Nambahi. Once someone has practiced Niteni, they will be able to Nuturi, and then they will be able to Nglakoni through Niteni, Nindaki, and Nambahi.

The teachings of Ki Hajar Dewantara aim not only to shape individuals who are knowledgeable as a form of cognitive aspect (head), but also to shape individuals who can be emotionally intelligent as a form of affective aspect (skill), and who can act upon as a form of psychomotor aspect (heart). The teachings of Ki Hajar Dewantara are highly necessary in the field of education, especially in distance education systems. Tutors are required to exemplify good behavior to their students, to inspire and possess teaching skills, and most importantly, to morally encourage or instill motivation in their students to become independent individuals who do not depend on others.

Moral encouragement is highly needed by UT students because in UT student activities, which often consume a lot of study time such as in distance education systems where the capacity for student-tutor meetings is minimal, students do a lot of independent learning. Based on preliminary observations conducted by the author on Universitas Terbuka students in 2019, it is evident that the instillation of character values such as motivation, discipline, and independence has been attempted by them individually; however, these instilled character values have not been effective, as evidenced by the data where 60% of students who graduated did not do so on time. Generally, Universitas Terbuka students have not been disciplined, independent, and have not had high motivation, leading to their low learning resilience. This can be seen in the Management Department of the Faculty of Economics, where in a span of seven years from 2012 to 2019, it was recorded that 85.08% of students did not continue their studies (Saefuddin, A. & Ratnaningsih, J., 2008; Ratnaningsih, J., 2011). Low learning resilience is not only seen in students of the Management Department but also in students of the FMIPA UNY. The learning resilience of FMIPA UNY students is still very low, as indicated by the low re-registration rate and student activity rate. There are still many students (more than 16%) who only register initially and never re-register. Even out of 88 students from the first batch in 1984 semester 1 who survived until the registration period in 1993 semester 2, only one remained (Isfarudi, 1994).

Other studies focusing on students' resilience has also been conducted by Hart (2012), through a literature review of various results published in various journals. Hart's study results indicate that there are several factors that affect students' learning resilience, namely the density level of activities and the timeliness of scheduled learning, motivation, peer support, family support, time management skills, and intensity of communication with instructors.

The research findings of Bean, J.P (1982), at Indiana University, for example, proved that the discontinuation of UT students in re-registering at educational institutions is determined by several variables, such as academic index, courses taken, life events, external commitments, and perseverance, all of which have a significant correlation with resilience (Kemp, W.C., 2001). According to the Attachment of the Minister of National Education Regulation Number 4 Year 2011, dated January 19, 2011, students who fail courses with an E grade (punishment) are less than 5%; timely graduation is 50%; Computer Literacy graduates reach 50%; and the level of independence is 75%. In this context, the low timely graduation rate of only 50%, apart from being far from the graduation standard, is clearly a problem that requires a solution.

Habituation is closely related to character values; students must have good habituation of character values to succeed in their studies. Habituation has a positive and significant influence on students' character development (Doughert & Kathleen Poorman, 2007). Another example of habituation through habituation is honesty cafeteria as an effort to habituate students to be honest (Gandamana Apiek, 2014). The development of civic dispositions is also influenced by habituation, as evidenced by a study conducted on students of public high schools in Bandar Lampung City (Susanto Erwin, 2015). David McClelland, Bruce, L. McNaughton, Randall C.O'Reilly (1995), stated that part of the failure of the learning process is due to the lack of students' need for achievement, leading students to laziness, lack of discipline, and easy surrender.

This is supported by the opinions of Jennifer R.D. Burgess, Joyce E.A Russell (2003), stating that the failure of the learning process can originate from students and can also be caused by the surrounding environment or the institutional problems of education itself that fail to encourage students to optimize their potential and abilities. Many studies offer concepts on how to instill character values, such as the Ministry of Education in 2010 stating that character value instillation can be done through student activities. Another study was conducted by Budimansyah (2011), with the concept of instilling character values through the family environment. Higher education can also be used to instill character values (Budimansyah and Komalasari, 2011). The habituation of character values can also be used as a means to instill character values (Ramly, M., 2011). Students of Universitas Terbuka come from several regions such as Java, Kalimantan, Sumatra, Papua, Sulawesi, and Bali. The success of students in completing their studies is influenced by several factors.

II.   RESEARCH METHOD

This study utilizes a qualitative research method, which is conducted as a problem-solving approach by describing the subject and object of the study, namely the case of Universitas Terbuka students, based on observable facts or as they are. The involved subjects in this study include the leaders of UBJJ UT Yogyakarta, Surakarta, and Purwokerto, the multimedia division of JTC, the JTC volunteer coordinators, and the community of Cangkringan. The object of this study is Universitas Terbuka students from Yogyakarta, Surakarta, and Purwokerto.

The interview technique employed is semi-structured interviews, where the author prepares key points to ensure that the discussion remains focused and serves as a guide during the interview process. This approach allows for flexibility to obtain deeper insights and adapt to varying situations, thus minimizing potential deviations from the study objectives during the interview. During the interview sessions, the author follows a guide related

to topics such as learning typologies, learning resilience, and learning motivation, ensuring that the discussions with respondents remain relevant to these themes.

Observation methods include participatory observation, which involves observing the typologies of learning resilience during its implementation. Documentation methods include note-taking, transcriptions, newspapers, magazines, inscriptions, meeting minutes, agendas, photographs of activities, and transcripts of grades. The purpose of using these methods is to facilitate the acquisition of written data regarding students' study durations and related activities. These methods complement and verify the data obtained from interviews and observations. The data analysis method employed is descriptive analytical analysis with domain, taxonomic, componential, and cultural theme analysis techniques. This involves collecting, organizing, and classifying data into themes, which are then analyzed and presented within the framework of the study. Finally, the data are interpreted fully by describing them as they are, providing insights and conclusions to address the research questions. Thus, the systematic steps of the analysis are as follows:

1)   Collecting data obtained from interviews, observations, and documentary sources.
2)   Organizing all gathered data according to the planned discussion sequence.
3)   Interpreting the compiled data sufficiently to answer the research questions and formulate conclusions.

III.   FINDINGS AND DISCUSSION

1.   Typology of Learning

1. 1. Geographical Background

Open and Distance Education is instituted to accommodate individuals constrained by geographical limitations, as learners often encounter impediments in accessing educational facilities. Research findings illuminate that a significant proportion of students enrolled at the Distance Learning Study Centers (UPBJJ) of Universitas Terbuka in Yogyakarta, Surakarta, and Purwokerto originate from rural areas. These students are geographically dispersed across diverse regions.

In delineating students' learning typologies predicated on geographical parameters, the concepts of location, distance, and accessibility are intricately interrelated. Location denotes the geographic notion of place, while distance pertains to the spatial gap or span connecting two locales or entities, quantified in terms of length or temporal duration. Accessibility denotes the furthest distance reachable from one locality to another, contingent upon the available infrastructure and amenities.

In elucidating students' learning typologies grounded in geographical parameters, the author conducted interviews with several students residing in close proximity to tutorial centers (Pwt, RK, and SR), as well as those dwelling farther away (Spy, SS, and Spr). The average proximity for students residing nearby approximates 2 kilometers, while those situated at a distance reside approximately 30 kilometers away. Generally, they rely on motorcycles for transportation, such as Pwt, RK, SR, SS, and Spr, deeming it a more pragmatic option. However, some opt for public transportation due to safety apprehensions, particularly for longer journeys, as articulated by Spy:

> "*I live in a rural area, far from the bustling city streets. So, to reach the main road, I first ride my motorcycle and then park it at a relative's place, conveniently located near the main road. After that, I catch a bus. I'm hesitant to use my own vehicle to travel to the tutorial center because of the heavy traffic on the roads.*" (Interview with Spy, S1 PGSD BI graduate, September 1, 2023, at 13:15 at UPBJJ-UT Purwokerto).

The protracted distance significantly influences their motivation to attend tutorials, as experienced by SS and Spr. This concurs with Slameto's (2003) assertion that fatigue can impinge upon learning achievements. The protracted travel duration induces exhaustion, precipitating daytime drowsiness, as articulated by SS:

> "*Indeed, it's exhausting. My home is quite far from the tutorial center, taking about an hour and a half to reach there. Especially during the day, I feel sleepy and drowsy*." (Interview with SS, a student of S1 PAUD, conducted on September 2, 2023, at 11:45 at UPBJJ-UT Surakarta).

1.2 Age Background

Open and Distance Education facilitates the expansion of quality learning opportunities for the entire Indonesian population and for learners who seek to pursue education but are hindered by age. Enrolling in Universitas Terbuka is not restricted by age (Rachmaningsih, 2020), which proves advantageous for many individuals aspiring to pursue higher education despite age constraints. In this typology, the author seeks to understand the study habits of students aged below 35 years and those aged above 35 years, based on Ivor K Davies' (1991) assertion that older individuals find it increasingly challenging to engage in learning, with difficulties beginning to manifest around the age of 35. Accordingly, the author will interview students aged below 35 years and those aged 35 years and above. In the typology of younger students' learning, the author interviewed

HEU (23 years old), SH (23 years old), and YK (24 years old). For the typology of older students' learning, interviews were conducted with Bsn (47), SR (44 years old), and Wyt (50 years old). Generally, younger students exhibit high levels of optimism towards completing their studies, as experienced by SH and YK, as expressed below:

"*I am optimistic, Ma'am. I am confident I can excel in my studies; I am determined to pursue my education, so I must stay enthusiastic.*" (Interview with YK, graduate of S1 Library Science, August 29, 2023, at 11:00 at UPBJJ-UT Purwokerto).

Conversely, older students exhibit lower levels of self-confidence/optimism, such as Bsn, SR, and Wyt. They harbor doubts about their abilities due to their advanced age, which often leads to forgetfulness when studying. Optimism can be gauged through interviews, as researchers can delve into individuals' depth of emotions, feelings, and attitudes. Based on the analysis conducted, it can be concluded that younger students generally exhibit higher levels of motivation, discipline, and independence compared to older students. They possess higher levels of enthusiasm and maintain a habit of studying daily, unlike older students, who only engage in learning when tutorials are available or when exams are approaching, citing age and busy schedules as reasons for occasional fatigue from daily routines. This contradicts the assertion by Noehi Nasution et al. (1992) that as children grow older, they become more responsible for the learning process due to ingrained habits, thus emphasizing the importance of study discipline. Furthermore, it contradicts the principles of andragogy, where adults are viewed as independent individuals capable of guiding their own learning process. In andragogy, the most important aspect of the learning interaction is independent learning activities centered on the learners themselves, rather than a teacher imparting knowledge (Learner-Centered Training/Teaching).
Additionally, the learning patterns differ between younger and older students. Younger students tend to study by creating summaries, reading abstracts, and working on practice questions provided in modules, whereas older students typically study by reading summaries and working on practice questions in modules to save time.

2. Internalization of Independent Learning through Discipline
Based on the interview results, it is evident that the overall level of discipline among students at UPBJJ-UT Yogyakarta, Surakarta, and Purwokerto remains low. They have yet to cultivate discipline, both in terms of time management and academic diligence. Some students still arrive late for tutorials due to distant residences, transportation challenges, or domestic responsibilities as homemakers. Furthermore, they demonstrate a lack of discipline in their study habits, often resorting to last-minute cramming before exams or completing tutorial assignments hastily due to work or household obligations. Liang Gie (1995) asserts that there are essentially two types of study habits: good study habits, which contribute to academic success, and poor study habits, which hinder learning. Examples of these two types of study habits are outlined in the following table:

Table 1. Study Habits

No.	Good Study Habits	Bad Study Habits
1.	All-day Studying.	Exam-only Studying.
2.	Well-prepared in organizing textbooks and other study materials.	Spontaneously in organizing textbooks and other study materials.
3.	Timeliness.	Frequent lateness.
4.	Focus.	Not focus.
5.	Having the drive to expand knowledge by frequently visiting the library and engaging references books.	Lacking motivation to broaden knowledge, thus never visiting the library.

Source : The Liang Gie, 1995

Similar views on study habits are also expressed by Aunurrahman (2010), who states that there are several behaviors indicative of poor study habits. These include irregular study patterns, studying only when exams are imminent, failure to summarize materials, incomplete note-taking, lack of interest in acquiring additional knowledge, and poor time management. Based on the interview findings, it is evident that students at UPBJJ-UT Yogyakarta, Surakarta, and Purwokerto generally exhibit habits consistent with the aforementioned observations. Students at UPBJJ-UT Yogyakarta, Surakarta, and Purwokerto tend to engage in intensive studying only when exams are approaching. They adopt a "cramming" approach or study sporadically, often citing work or household responsibilities as reasons for their limited study time. These students believe that studying intensively just before exams is more effective than studying regularly, as they tend to forget information studied earlier. As exams draw

near, they accumulate study materials to review. Furthermore, some students still arrive late for tutorials, citing transportation difficulties or household obligations as reasons for their tardiness.

IV. CONCLUSION

A Based on the research findings, it is deduced that the resilience levels among students enrolled at UPBJJ-UT Yogyakarta, Surakarta, and Purwokerto remain notably low. This observation is attributable to a multitude of intricate factors, which exhibit interrelatedness. These factors encompass the scope of learning typologies, the internalization of character values, and external influences.

The students at UPBJJ-UT Yogyakarta, Surakarta, and Purwokerto demonstrate a consistent typology of learning habits, irrespective of geographical, economic, temporal, or demographic variables. Their study patterns and methodologies are notably homogeneous, characterized by concentrated study sessions typically initiated two to three weeks preceding examinations. Predominantly, their study approach entails immediate review of summaries and completion of practice exercises embedded within the modules, often necessitated by occupational commitments. Moreover, students at UPBJJ-UT Yogyakarta, Surakarta, and Purwokerto have yet to achieve complete internalization of essential character virtues, including motivation, discipline, and self-reliance. Empirical evidence suggests a limited comprehension of the distance learning paradigm among these students, leading to a notable reliance on tutor guidance. Consequently, such dependence may undermine students' resilience towards independent learning endeavors. Additionally, the investigation underscores a prevailing lack of tutor awareness concerning the imperative of fostering student motivation towards autonomous learning through educational media.

V. ACKNOWLEDGEMENTS

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