Effectiveness of Certified Independent Study Implementationfor Students of Informatics and Computer Engineering Department

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ABSTRAK

Penelitian ini bertujuan mengukur tingkat kelayakan dalam menilai pelaksanaan program Studi Independen Bersertifikat pada mahasiswa Jurusan Teknik Informatika dan Komputer Universitas Negeri Makassar dengan menggunakan empat sudut pandang yaitu fungsi, program, tujuan dan kondisi ideal. Subjek dalam penelitian ini sejumlah 29 mahasiswa jurusan Teknik Informatika dan komputer yang telah mengikuti program Studi Independen Bersertifikat. Penelitian ini menggunakan metode kuantitatif deskriptif yang menggunakan *total sampling* sebagai teknik pengambilan sampel yang dimana ukuran sampel setara dengan populasi karena ukuran populasi sangat kurang atau di bawah 100. Pengumpulan informasi diambil melalui survei yang dibuat sebagai struktur *google form*. Statistik deskriptif digunakan dalam analisis data penelitian yang disajikan dalam bentuk tabel. Berdasarkan pengukuran terhadap empat aspek utama, tingkat efektivitas program Studi Independen Bersertifikat yang dilaksanakan oleh mahasiswa Jurusan Teknik Informatika dan Komputer dapat disimpulkan berada pada kategori sedang. Adapun kendala yang dihadapi oleh mahasiswa meliputi kesulitan memahami materi, masalah jaringan, kinerja perangkat lunak, ketidakdukungan media pembelajaran, permasalahan perangkat keras, manajemen waktu yang kurang efektif, kurangnya komunikasi dengan mentor, kesibukan lainnya, kurangnya kerjasama dalam kelompok, proses pemeriksaan yang memakan waktu, dan kendala dalam proses rekognisi.

ABSTRACT

This research is a review to measure the level of feasibility to assess the implementation of the Certified Independent Study program for students of the Department of Informatics and Computer Engineering, Makassar State University using four points of view, namely functions, programs, goals and ideal conditions. The subjects in this study were 29 students majoring in Informatics and Computer Engineering who had attended the Certified Independent Study program. The research method used was quantitative descriptive, and samples were taken using total sampling where the sample size is equivalent to the population because the population size is very less or below 100. Data collection was conducted through a survey in the form of Google form questionnaire. Descriptive statistics were used in the analysis of this research data which are presented in tabular form. Based on the measurement of the four main aspects, the level of effectiveness of Certified Independent Study programs run by students majoring in Information and Computer Engineering can be concluded to be in the medium category. The obstacles faced by students include difficulties in understanding the material, network problems, software performance issues, lack of learning media support, hardware problems, less effective time management, lack of communication with mentors, overlapping activities, lack of cooperation in groups, time-consuming examination process, and problems in the process of recognition.

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INTRODUCTION

Nadiem Makariem as the Minister of Education and Culture carries out a program, namely, Kampus Merdeka. The purpose of this program is to prepare students to face social, world of work and mechanical progress. Independent campus learning activities outside of higher education consist of, internships/working practices in industry or other workplaces, teaching in educational units, participating in humanitarian programs, carrying out community service projects in villages, making independent studies/projects, participating in student exchanges, conducting research, and carrying out entrepreneurial activities. Some of these activity programs are useful in adding context-oriented field experiences that will further develop students' overall skills, prepare for work, or create innovations that generate employment (Directorate General of Higher Education, 2020).

Certified Independent Study opens opportunities for all students to develop their knowledge to increase their potential through activities outside the classroom lecture in order to be able to prepare both explicit and functional abilities needed by the industrial and business fields, but not separated from lecture material. Therefore, Certified Independent Study activities can be converted to 20 credits and last for one or two semesters. Certified Independent Study programs are coordinated by associations or businesses that provide information and skills with a higher level of importance to the world of work and business as *short courses, massive open online courses (*MOOCs), and which are followed by joint work exercises with individual members and hierarchical staff assistance in contextual tasks or analysis. (Wardana & Gilar Apriantika, 2021).

Offline teaching incorporates inventive learning arrangements such as blended learning for example, socialand cooperative learning (social media), trial and game-based learning, simultaneous and offbeat video-based lectures, survey programming, or shared tools. It is structuring and communicating learning with *Learning Management System* (LMS), *massive open online course* (MOOC), and delivered materials such as *Open Educational Resources (*OER). The research results of Zenab and Sukawati (2022) describe that offline learning activities are more effective than online learning activities; one of which is due to the structure of the material designed for the learning process that is clearer. Certified Independent Study is carried out online, in contrast to the apprenticeship program which can be followed offline or *hybrid*. Ode and Tambun (2022) stated that in the activities of the Certified Independent Study program there are still several shortcomings such as, some errors occur in the learning system quite frequently, communication between students and supervisors is less responsive. In addition, based on the researchers' analysis of students of the Department of Informatics and Computer Engineering who have participated in the Certified Independent Study online, the competences of the mentors provided by the organizers is still lacking and communication is less responsive, the difficulty of students in adjusting the learning provided by the organizers, and the lack of debriefing when participating in the Certified Independent Study program. Based on the above problems, the researchers intended to measure the level of effectiveness of the Certified Independent Study program for students of the Informatics and Computer Engineering Department which aimed to find out the problems and obstacles experienced during the Certified Independent Study program so that later students have knowledge provision before participating in the program. In addition, this research is expected to be a suggestion and input to Certified Independent Study partners in improving the learning system. Therefore, the author took the initiative to examine 1) The level of effectiveness of the implementation of the Certified Independent Study program for students of the Department of Informatics and Computer Engineering which is carried out online and 2) The obstacles faced by students ofthe Department of Informatics and Computer Engineering in implementing the Certified Independent Study program.

METHODS

The type of research used in this study was quantitative research with descriptive approach. Quantitative research method is one type of research whose specifications are systematic, planned and clearly structured from the beginning to the making of the research design. The purpose of the research was to describe the object of research or research results. Descriptive is a method that serves to describe

or give an overview of the object under study through data or samples that have been collected as is, without analyzing and making general conclusions (Sugiyono 2012, in Nadine, 2021). This research used a descriptive approach with a survey method. This survey was conducted to evaluate the effectiveness of the implementation of the Independent Study program online for students of the Informatics and Computer Engineering Department. The questionnaire used as a tool to collect data was done *online*.
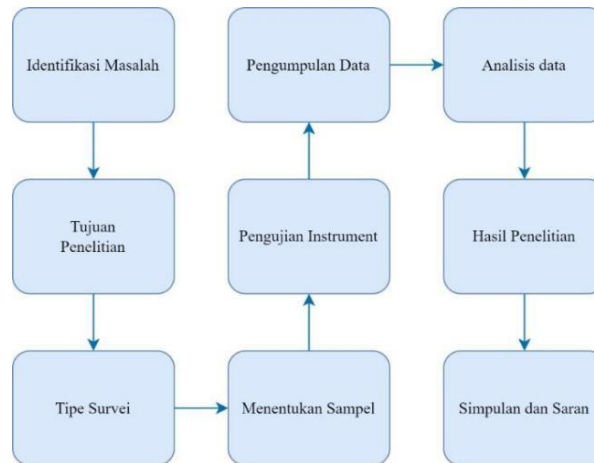

Figure 1. Research design

The sampling used in this study was *total sampling*. *Total sampling* is a sampling technique whose number is the same as the population. This research was conducted by *total sampling*, using the entire population as a sample, namely all students of the Informatics and Computer Engineering Department who have attended the Certified Independent Study program. In addition, the reason researchers used the *total sampling* technique was because the population was very small or less than 100. In this study to get the right information and data, the data were collected through survey and documentation. The instruments in this study were adapted from Hikmat (2020) with the title "The Effectiveness of Online Learning During the COVID-19 Pandemic: An Online Survey". After the instrument was adapted, the instrument was tested with an expert validator consisting of several aspects, namely, instructions, content and language.

Data analysis in this study used descriptive statistics. The statistical data to be known are the *mean*, standard deviation, frequency, and presentation of the level of effectiveness of the implementation of the Independent Study program. The data obtained were analyzed using interesting descriptive statistical methods. This analysis is intended to determine the validity of the product and student reactions. The categorization of scores was obtained from the variables. The analysis used to determine the categorization is by using the standard deviation and the mean value. In this study, Widhiarso (2010) became a reference source in analyzing and processing all data results with the following interpretation categories:

Table 1. Interpretation Categories

Percentage Interval	Relationship Level
$X \leq M - 1\,SD$	Very Low
$M - 1\,SD < X \leq M - 1\,SD$	Low
$M + 1\,SD < X \leq M + 1\,SD$	High
$M + 1\,SD > X$	Very High

After scoring the answers from each questionnaire, the next step is to present the answers.

RESULTS AND DISCUSSION
Results

Researchers used *proportionate random sampling technique* in which representatives were taken from each group in the population based on the number of individuals in each group, but the population is very small or less than 100, so researchers changed the sampling technique to *total sampling,* where all the population were taken as samples. The samples were all students of the Department of Informatics and Computer Engineering who had attended the Certified Independent Study program. After determining the sample, the researcher have the instruments examined by expert validators where the first validator stated that it was suitable for field trials, while the second validator suggested that it needed revision.

Furthermore, researchers took data on students who had participated in the Certified Independent Study program including name, class, study program, independent campus program followed and contact. A total of 29 data on students who have participated in the program and had been distributed. After the researchers collected the data, categorization was then carried out using a score categorization analysis program. This program is an instrument for sorting measurement scores. There were two types of categorization, namely, categorization based on empirical and hypothetical statistics. However, this study only focuses on empirical statistics. Empirical statistics are carried out when we are conducting research and do not yet have the norms of the measurement tools to use. In addition, empirical statistics aim to see the relative position of individuals in their group. There are 4 aspects used, namely, functions, programs, goals and ideality conditions, which have been analyzed as follows:

1.   **Function Aspect**

Table 2: Aspects of Function

Category	Criteria	Frequency	Percentage
Low	< 16	1	4%
Medium	16 - 19	23	79%
High	19 <	5	17%
Total		**29**	**100%**

The table above states that the research subjects were 29 people. In the Function Aspect, majority of the respondents are in the medium category with a percentage of 79.31%, followed by medium and low category with the percentage of 17.24% and 3.45%, respectively. Based on this data, it can be seen that the Function Aspect is dominated by the medium category. This is in line with research conducted by Idrus (2019) with the title "Evaluation in the Learning Process" which revealed that a function aims to determine the extent to which a program is successfully implemented. In addition, it helps the process of developing learning outcomes by looking at the abilities and weaknesses of students.

2.   **Program Aspects**

Table 3. Program Aspects

Category	Criteria	Frequency	Percentage
Low	< 16	1	4%
Medium	16 - 19	23	79%
High	19 <	5	17%
Total		**29**	**100%**

In the Program Aspect, 3.45% of respondents were in the low category. Respondents in the medium category were 79.31% and in high category 17.24%. Based on this data, it can be seen that the Program Aspect is dominated by the medium category. This is supported by research conducted by Andrasari (2022) with the title "Learning Planning Definition, Objectives and Procedures" which revealed that learning program is a process of providing and using teaching materials to be more effective and efficient which contains a series of activities to achieve goals.

3.   **Objective Aspect**

Table 4. Objective Aspects

Category	Criteria	Frequency	Percentage

Low	< 27	3	10%
Medium	27 - 34	22	76%
High	34 <	4	14%
Total		**29**	**100%**

In the Purpose Aspect, 10.34% of respondents were in the low category. Respondents in the medium category were dominant with the percentage of 75.86%, while the other 13.79% of respondents were in the high category. Based on this data, it can be seen that the Purpose Aspect is dominated by the medium category. This result is in line with the Force 3 Independent Study Technique Guidelines made by the Director General of Higher Education (2022) which explains that the Independent Study Program has a vision and mission, namely to plan to form students who have work readiness with abilities that are in accordance with the needs of the world of work which can equip them with knowledge and abilities obtained off campus while participating in the Independent Study Program.

4. **Aspects of Ideal Condition**

Table 5. Aspects of Ideal Condition

Category	Criteria	Frequency	Percentage
Low	< 21	2	7%
Medium	21 - 27	24	83%
High	27 <	3	10%
Total		**29**	**100%**

In the Ideal Condition Aspect, most of the respondents (82.76%) were in the medium category, while the rests shared the percentage of 10.34% and 6.90% for high and low category, respectively. Based on this data, it can be seen that the Ideal Condition Aspect is dominated by the medium category. Setiawan (2019) explains that the ideal conditions of learning have clear and directed goals so as to create good, effective, measurable and process learning so that students are able to experience changes after carrying out learning.

5. **Effectiveness Level of Certified Independent Study Program**

Table 6. Effectiveness Level of Certified Independent Study Program

Category	Criteria	Frequency	Percentage
Low	< 90	6	21%
Medium	90 - 105	19	66%
High	105 <	4	14%
Total		**29**	**100%**

In the Ideal Condition Aspect, 20.69% of respondents were in the low category. Respondents in the medium category were 65.52% and 13.79% of respondents in the high category. Based on this data, it can be seen that the level of effectiveness of the certified independent study program is dominated by the medium category.

6. **Obstacles Faced by Students**

Table 7. Obstacles Faced by Students

No.	*Obstacles*	N	%
1.	Difficult to understand the material	6	19
2.	Poor network	3	9
3.	Software not working optimally	3	9
4.	Learning media do not support	4	12
5.	Problematic device	2	6
6.	Poor time management	4	12
7.	Mentors are less communicative	5	15
8.	Other occupations	2	6

9.	Lack of group cooperation	1	3
10.	Long examination	1	3
11.	Recognition constraints	1	3
12.	More	1	3
Total		**33**	

In this study, an open question was added to the questionnaire which read "*What obstacles did you face during the Certified Independent Study?*". The research results obtained obtained 12 categories taken from various participant answers. Therefore, to make it easier to analyze the data, the researcher presents the coding results in the table above. At this stage, the results obtained revealed that there were 33 total answers from 29 respondents. Based on the percentage results, the category of difficulty understanding the material obtained the highest percentage of 19% and the less communicative mentor of 15%. Next, poor time management and unsupported learning media were the obstacles of 12% respondents, while poor network and not maximum software gained 9%. The low percentage results were in the category of problematic devices and other activities as much as 6% and lack of group cooperation, long examinations, recognition constraints, and othersgained 3%.

Discussion

In this study, it shows that for the aspect of ideal conditions, it can be seen that the most dominant category is moderate with a frequency of 24 people or 83%, while the low category is 2 people or 7% and the high category is 3 people or 10%. This shows that the continuity of the learning process that students go through goes well according to the class agreement they agree on. Based on the four aspects measured, it shows that all aspects are most dominated by the medium category with a frequency of 19 people or 66%, while the low category is 6 people or 21% and the high category is 4 people or 14%. This shows that the level of effectiveness of the Certified Independent Study program implemented by students of the Informatics and Computer Engineering Department is at a medium level. Some categories of open question research results are as follows:

1.   Difficult to understand the material

According to Anggryawan (2019), success in understanding material is influenced by the learning process. A productive learning process allows the achievement of higher learning outcomes compared to a learning experience that is not maximized. The percentage results in the category of difficulty in understanding the material obtained the highest percentage of 19%. This shows that the students experienced many difficulties during the process of receiving material presented.

Based on the results of the presentation, it can be concluded that such a short study time makes it difficult to understand the material provided. The learning materials should be a guide for doing the assignments given but there are still shortcomings that become obstacles in learning the material provided. Statements representing this category can be seen from the various participant responses below.

"*The obstacle I face is that it is difficult to adjust to the material provided*" (JTIK.P1.001).

"*The material provided is very difficult and the time is short*" (JTIK.P1.007).

"The *platform is sometimes erroneous so it is common to miss submitting new assignments the material is difficult*" (JTIK.P1.011).

"*I don't understand the material*" (JTIK.P1.019).

"*Assignments and presenters use English so it is less understood*" (JTIK.P1.020).

"*The material provided is incomplete because there is usually an assignment but there is no solution in the material*" (JTIK.P1.027).

2.   Less Communicative Mentor

According to Hamadai (2018), mentoring is an interesting relationship between a mentor and a mentee whois determined to pass on information and skills from the tutor to the mentee. Mentoring is a form of assistance, productive criticism to students in developing their abilities. The percentage results of

the less communicative mentor category are 15%. This shows that communication between students and mentors provided by the *online course is* less responsive when students experience difficulties, both in the learning process and in working on assignments.

Based on the results of the presentation, it can be concluded that during the Certified Independent Study program, the mentors provided are less communicative so that the role of mentors in transferring knowledge, skills and motivation is very lacking. The absence of evaluation makes the learning process less optimal because there is no improvement and development that can be done by participants. Statements representing this category can be seen from the various participant responses below.

"*The mentors are very slow to respond*" (JTIK.P1.009). "*Mentors are not communicative enough*" (JTIK.P1.012).

"*Some of the obstacles faced are that the learning media is sometimes erroneous and asking the mentor but the response is slow and the explanation is difficult to understand.*" (JTIK.P1.016).

"*Mentors are difficult to contact*" (JTIK.P1.029).

3.   Poor Time Management and Unsupportive Learning Media

According to Fajhriani. N (2020), effective time management is the ability to manage time and resources aimed at achieving goals. Using time effectively has a major role in individual achievement. Individuals who do not have an understanding of utilizing time effectively are described as disorganized, chaotic, conflicting, purposeless, and undisciplined in utilizing time. Establishing responsible behavior and discipline in completing responsibilities according to a predetermined schedule will allow a person to achieve the focus of learning by achieving ideal results.

Besides that, Andrasari (2022) suggests that learning media are materials, tools, and procedures used in carrying out teaching and learning activities, so that the correspondence instructive communication process between educators and students can be carried out properly and usefully. Based on the respondents' statements, it can be concluded that some students have difficulty in managing the time they have due to the lack of a good study plan or schedule which can make it difficult to manage time well. In addition, learning media that experience problems become obstacles during the Certified Independent Study program, resulting in students being constrained in understanding the material, decreased motivation in learning to a decrease in grades due to the difficulty of doing assignments. The percentage results in the category of poor time management and not supportive learning media were 12%. This shows that many students have difficulty managing their time in doing the many assignments given. Statements that represent this category can be seen from the various participant responses below.

"*The material given is very difficult and the time is short*" (JTIK.P1.007). "*Poor time management*" (JTIK.P1.010).

"*The tasks given are very many*" (JTIK.P1.014).

"*It is difficult to manage the schedule between classwork and independent study tasks*" (JTIK.P1.022). "*The LMS is down and the network*" (JTIK.P1.005).

"The *learning video does not play*" (JTIK.P1.008).

"The *platform is sometimes erroneous so it is common to miss submitting new assignments the material is difficult*" (JTIK.P1.011).

"*Some of the obstacles faced are that the learning media is sometimes erroneous and asking the mentor but the response is slow and the explanation is difficult to understand.*" (JTIK.P1.016)

4.   Poor network and less than optimal software

According to Jamaludin (2021), online learning, also known as e-learning (electronic learning) or online learning, refers to a form of learning that uses digital technology, particularly the internet, as the primary means of delivering learning materials and facilitating interaction between teachers and learners. It is a way of learning where students do not need to be physically present in traditional learning locations, such as classrooms or lecture halls. Instead, they can access learning materials, participate in learning activities, and communicate with teachers and fellow learners through electronic devices such as computers, tablets, or *smartphones.* However, online learning relies heavily on the internet network, but if the internet quality is poor, it will have an impact on the learning process such as difficulty accessing learning materials, interruption in learning process, delay in work, low quality in online interaction and

others.

Another obstacle is that the software used by students or the Integrated Development Environment is not able to process the syntax they work on because some of the tasks given are fairly difficult when run by the software they have. Integrated Development Environment is an application that provides facilities for programmers for software development such as completing and improving code, editing and managing source code, and automated testing. Modern desktop-based IDEs integrate various software engineering tools, providing a platform for writing, maintaining, testing, building, running and debugging.

However, not all devices can run the IDE because it requires certain laptop specifications; if the IDE is still run on a device that does not meet the specifications, of course, it will experience problems that have consequences such as: If the IDE experiences recurring problems, the software development project may be delayed. This can disrupt project schedules and deadlines. If developers feel rushed or frustrated due to IDE problems, the quality of the code produced may suffer. This can result in an increased number of bugs or hard- to-maintain code; IDEs that don't run properly can result in hard-to-find errors in the code. This can extend thetime required for testing and debugging.

Based on statements from several respondents, it can be concluded that they experienced network-related problems. Poor network access makes the learning process hampered, resulting in difficulty accessing material, learning delays and decreased motivation in learning. In addition, the software used or commonly used in class as an IDE is also an obstacle due to the inability of computer devices to run the software, ultimately having an impact on the assignments given because of the amount of time spent in repairing and waiting for the software to run properly. The percentage in the category of poor network and software that is not optimal is the next obstacle as much as 9%. This shows that network problems are an obstacle for students in the learning process and task completion while participating in Certified Independent Study. Statements representing this category can be seen from the various participant responses below.

"*The network is bad*" (JTIK.P1.002).

"*The network is not good enough so many online meetings are not attended*" (JTIK.P1.003). "*The network is not stable because it is temporarily in the village*" (JTIK.P1.021).

"*The application used is too heavy*" (JTIK.P1.004).

"The *OS for making the application took too long for medebugging*" (JTIK.P1.023). "*The software used is always force closed*" (JTIK.P1.028).

5.   Problematic devices and other preoccupations

According to Rahmah (2020), hardware on a computer is every major part of a computer that is distinguished by the data on each disk or the operations that work in it. Besides that, hardware gets instructions from software to complete the tasks that have been given. However, if the device experiences problems, it will certainly become an obstacle in the learning process or assignment work such as a broken or problematic laptop can hinder access to online learning resources, such as course materials, digital textbooks, and online references. This can interfere with their ability to properly understand the subject matter.

In addition, some students have other activities outside of the Certified Independent Study program. According to the results of research by Faruqdin (2022) which is the reason students study while working dueto the need for funds to help the family economy or associated with financial variables, such as wages, compensation and salaries earned from work. As for social needs, especially the need to socialize with many people in order to get to know each other, add friends in order to develop a mindset by exchanging ideas with many people, then at that time the requirement for self-improvement, namely the requirement for self-development as a form of self-realization in catching up with the true meaning of life. However, the busyness of work has a huge impact on academic activities such as balancing work and lectures can be very stressful.

While participating in the Certified Independent Study program online, students are very dependent on thedevices used, but there are some students who experience problems with their devices so that they have difficulty in completing assignments and carrying out the learning process that has been determined by the agency. Meanwhile, there are also students who have other activities that make it

difficult for them to divide their time and focus on participating in Certified Independent Study. The percentage in the category of problematic devices and other busyness is the next problem with a percentage of 6%. Some students got problems in the devices used because they are unable to run applications when the process of completing assignments and laptops is damaged. Statements representing this category can be seen from the various participant responses below.

"The *laptop is broken*" (JTIK.P1.006).

"The *laptop had difficulty running the application so I borrowed a friend's laptop to work on the project*" (JTIK.P1.013).

"I *have other things to do*" (JTIK.P1.015).

"*I have problems studying because I have a job outside*" (JTIK.P1.024).

6.   Lack of Group Cooperation, Lengthy Examination, Recognition Constraints and Others

According to Kurniawan (2019), the group work method is a collection of at least two people for one job or one goal concentrating on the lesson by gathering illustrations together related to each thing to be achieved in the learning objectives. However, poor study groups can have a negative impact on the learning and academic experience of the group members.

The next problem is the long inspection of tasks. If there are errors or shortcomings in the assignment, a long examination can result in delays in fixing and learning from these errors. The next problem is that students are confused in choosing the courses they want to be reconciled. The percentage results in the category of lack of group cooperation, long examination, recognition constraints, and others were 3%. Statements that represent this category can be seen from the various participant responses below.

"*Group friends are not helpful*" (JTIK.P1.018).

"*The process of checking assignments is very long, when there are assignments that want to be revised, they end up piling up with new assignments*" (JTIK.P1.025).

"I *don't know what I want to be recognized for*" (JTIK.P1.026).

CONCLUSIONS

Based on the data analysis results, the researcher draws several conclusions that are in line with the formulation of the problem, namely:

1.   Based on the four aspects measured, majority of respondents are in the medium category with a frequency of 19 people or 66%, while the low category is 6 people or 21% and the high category is 4 people or 14%. This shows that the level of effectiveness of the Certified Independent Study program implemented by students of the Informatics and Computer Engineering Department is at a medium level.

2.   The obstacles faced by students include difficulty in understanding the material, poor network, not optimal software, not supportive learning media, problematic devices, poor time management, less communicative mentors, other activities outside of the program, lack of group cooperation, lengthy examination and recognition constraints.

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