

Good Practices and Lecturer Perceptions of Open and Distance Learning Media Through UT Radio in Universitas Terbuka

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Abstract UT Radio, an internet-based radio broadcast service, serves as a multifaceted educational platform, offering general educational content, course tutorials, information dissemination about UT, and engaging educational entertainment. This study investigates the evolving landscape of UT Radio, which now includes live streaming on the UTTV YouTube channel and aligns with the podcasting trend. With their captivating packaging and focused episode content, podcasts have gained popularity as a medium for information dissemination. The research employs qualitative methods to identify effective practices and elucidate lecturers' experiences using UT-Radio for teaching and learning. Subjects include lecturers, course materials, and UT-Radio teamwork. Data collection involves observation sheets, interviews, and documentation, with 248 lecturers participating. The questionnaire evaluates broadcaster performance and UT-Radio management, demonstrating high validity and reliability (α broadcaster performance = .96, α management of UT Radio = .94, Cronbach's Alpha = 0.79). Interviews with five informants reveal positive perceptions among lecturers, highlighting UT Radio's role in facilitating learning. While obstacles

exist, such as limited tutor ability to create instructional media and varying usage of multimedia tools, positive enforcement and management practices are evident. Such problems as internet limitations during distant broadcasts are addressed, and recommendations for more engaged student communication are highlighted. In conclusion, this study provides valuable insights into the dynamics of UT Radio as an educational tool, emphasizing the need for innovative learning media development to enhance the overall educational experience.

Keywords UT Radio, Perception, Open and Distance Learning

INTRODUCTION

Open and Distance Learning (ODL) method is one of the most suitable strategies that integrates virtual technology, which consequently allows the continuation of the teaching and learning process (Saidi et al., 2021). ODL was implemented in universities around the world decades ago, and it began as a correspondence course to allow students to finish their education without being present. Since then, it has changed and become more popular, especially with the rapid progress of technology and the digitalization of society (Pregowska et al., 2021).

There are many tools available to provide the learning process. As a result, teachers and educational institutions offer facilitation so that students can participate in the learning process following their learning preferences and needs. Therefore, the valuable component of the educational process is found in the student's learning while utilizing the institutions' support and learning resources. No student misses the opportunity to learn because of location, health, or employment (Damianidou & Georgiadou, 2022). Technological advances in education offer many advantages in today's world of education (Scherer et al., 2019). Various applications were created to support the learning process. According to Yamashita et al. (2021), most ODL participants are self-directed adults. As a result, they need to pass on their interest in the material because they get involved in learning rapidly.

Universitas Terbuka (UT) first implemented ODL system in 1984. UT uses technology to elevate the standard of learning instruction. UT provides core instructional materials through printed textbooks known as Buku Materi Pokok (BMP). BMP is accessible in three different formats: as printed materials (BMP), Interactive Digital Materials (IDM), and Ruang Baca Virtual (RBV) as virtual reading rooms (Sufandi, 2022). The options for supporting learning services developed include in the form of non-printed resources such as UT Radio, UT TV, open educational resources, and online enrichment materials.

In addition to the primary teaching materials, supporting media for teaching materials are also massively produced. Learning through the media is a source of choice or alternative learning for students. On September 5, 2016, UT officially launched its newest innovation to support the learning process through UT TV and UT Radio. UT Radio carries the concept of streaming radio, namely broadcasting services transmitted via the Internet. Radio was originally a system of sound waves emitted by transmitters, received by receivers in homes, cars, etc., and released anywhere. Previously, UT also broadcasted radio in collaboration with local government-owned radio stations (Radio Republik Indonesia).

Radio plays an essential role in education's extension and qualitative enhancement. Radio is one such instrument that can be used to expand and improve educational opportunities, particularly in developing countries where funds, teachers, and other equipment and resources are scarce (Desiree, 2022). Inaccessible locations have hampered educational expansion in our government. Education is not relevant nor fascinating to most socially disadvantaged children. There is a rising recognition of the traditional or formal educational system's insufficiency for expansion and increasing academic standards. The need for alternative mass media is progressively becoming apparent, as is the necessity for a non-formal education system (Swastik, 2019). Despite the fantastic benefits offered by this education, they also possess certain limitations that constant trial and error methods can overcome over the years. Radio education has several limitations, such as its ineffectiveness for people with problems concentrating since it mainly depends on their listening skills. Traditional radio is bleak, focusing only on one-way communication instead of interactive communication. Without the listener's

input, teachers can't improvise their teaching skills. Although these limitations are significant, they can be eliminated by introducing interactive radio, which is already used in talk in most developed countries. Encourage students to participate in a variety of events. Radio allows students to engage in quiz challenges, trip discussions, lesson creation, and more (Desiree, 2022).

Current technological developments have made the nature of radio, which was initially only in the form of audio, turn into streaming radio, which, in addition to being in the form of audio, is also in the form of visuals. Radio streaming, in principle, is an audio file sent from a streaming source computer to a server in a continuous stream where streaming radio listeners can access or listen to streaming files on the server via the internet network. Meanwhile, according to Philip Danito et al., (2020), streaming media is a system that can transmit data in the form of audio, video, and multimedia in real-time via the Internet.

UT Radio's broadcasts are currently on two media platforms: the YouTube channel and Instagram Live. UT Radio continues to innovate and uses its platform as a learning tool to disseminate information about UT and provide entertainment. The development of the broadcast program aims to make UT Radio a means of supporting learning media for students and the public. UT Radio provides information on various fields of knowledge, especially those relevant to the study programs (UT, 2022a). UT-Radio's broadcasts, which initially consisted of 70% learning and 30% entertainment, began to determine their broadcast programs. UT Radio has three primary programs: Seputar UT, Radio Tutorial, and Coffee Break. Every day, UT Radio broadcasts four live-streaming programs. UT Radio can produce approximately 800 programs in one year. This figure has increased compared to the previous year, namely during a pandemic. Based on this, the researcher wants to analyse and identify the development of UT Radio. The purpose of this study is to identify good practices and describe the lecturers of Open and Distance Learning Media Through UT Radio as media teaching and learning, as well as supporting and inhibiting factors in organizing UT Radio media.

The next section of this article is a methodology that explains the research design and methods employed in the study. It describes the multi-method approach adopted to investigate the good practice and lecturer perceptions of UT Radio. The next part is a description of the findings and discussion. The study highlights the lecturers' positive perceptions of UT Radio, acknowledging its role in enhancing learning experiences. Additionally, this section analyses how UT Radio aligns with modern digital trends like podcasting and live streaming and evaluates its management practices. The last part is the conclusion of the research.

METHODOLOGY

This study uses a multi-method approach (mixed methods). A mixed-methods approach was adopted to gain a comprehensive understanding of the problem under study by integrating qualitative insights and quantitative data analysis, incorporating both quantitative and qualitative data collection methods (Cohen, L., Manion, L., & Morrison, 2018). Qualitative and quantitative data will be collected to address the research objectives and provide a holistic view of the UT Radio production and management processes. In this study, we used qualitative methods to achieve research objectives and gain a deeper understanding of the best practices that all informants have carried out during the UT Radio broadcast production process and how the program is planned, implemented, and evaluated to ensure success.

Descriptive qualitative data is derived from analysing the suggestions and inputs of 248 respondents, selected using purposive sampling, collected during February-July 2023. Additionally, interviews were conducted with representatives of 5 respondents to deepen the insights. The respondents were free to share their opinions, thoughts, comments, and suggestions in the provided space (Yusoff, 2019). Quantitative data was obtained through questionnaires filled out by the 248 participants of the UT Radio program. The questionnaire consisted of two variables: the broadcaster's performance assessment and the management of UT Radio. Quantitative data was used to assess the validity and reliability of the questionnaire, ensuring accurate measurement of the intended variables.

The data from respondents was processed to test the validity and reliability of the scales used in quantitative research, utilizing a variety of methodologies and approaches. The concept validity and methods of internal consistency (Cronbach's Alpha and CR), which are among the reliability tests, are strongly advised for researchers to include in their investigations (Sürücü, 2020). A validity coefficient between 0.30 and 0.50, according to (Post, 2016), denotes a considerable contribution to a study. A single measure correlation coefficient between raters and Cronbach's Alpha was used to verify validity. The following represents the correlation formula used to check validity (1).

$$r_{xy} = \frac{n (\sum xy) - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2] [n \sum y^2 - (\sum y)^2]}} \quad (1)$$

Notes:

r_{xy} = correlation coefficient between x and y

n = number of respondents

$\sum x$ = sum of item scores

$\sum y$ = total scores obtained by each respondent

$\sum x^2$ = sum of squares of items

$\sum y^2$ = sum of squares of the total scores obtained by each respondent

$\sum xy$ = multiplication results between the questionnaire item scores and each respondent's total scores.

FINDING & DISCUSSION

UT facilitates UT Radio as an internet-based learning medium that students and the public can access free of charge through the UT website at www.ut.ac.id. The development of these two media aims to provide choices for diverse UT students and spread within and across abroad to support learning activities and strengthen mastery of the subjects' competencies. UT-Radio is a radio broadcast service transmitted via the Internet, which provides general educational broadcasts and course tutorials, dissemination of information on UT, and educational entertainment. UT Rector Prof. Tian Belawati, M.Ed., PhD (Period 2009-2017), in her remarks, said that the existence of UT Radio is expected to enhance the implementation of information and communication technology-based UT services while strengthening the flexibility and quality of higher education services provided by UT.

A. Development of Program

UT Radio continues to grow by attracting listeners and presenting engaging programs. UT Listener can watch UT Radio broadcasts live on the UTTV YouTube channel. UT radio presentations began to develop along with podcasts. In the current era, the term podcast has become commonplace, or we often hear it. The increasing popularity of podcasts in recent years has positioned them as a valuable tool for learning primarily because of their ease of use and accessibility. Because of this, podcasts have become a viable way for educators to promote learning and question traditional teaching methods (Sotlikova, 2023). Radio and podcasts are similar because they are exclusively available in audio format. However, podcasts are packaged more interestingly and usually focus on one topic discussed in one episode. Listeners increasingly use podcasts because podcast content is attractively packaged, ensuring they remain engaged and comfortable and understand the conveyed information.

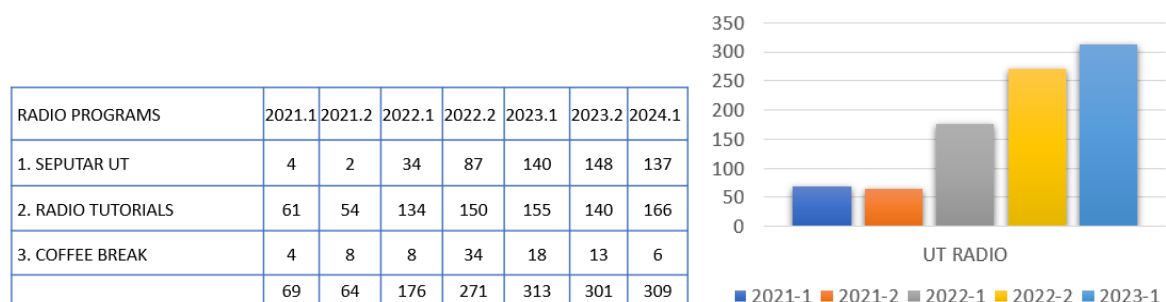


Figure 1. Number of UT Radio programs per semester starting in 2021-2024

B. Type of Program

UT Radio keeps improving at offering content that may be watched as well. UT radio stations can likewise be observed live web-based on the UTTV YouTube channel. UT Radio introductions started to be created alongside the improvement of digital recordings. In the ongoing period, the term digital recording has become typical, or we frequently hear it. The explanation is that many individuals have begun to perceive and try to use webcasts as a vehicle for diverting and sharing data. Digital recordings and radio are the equivalent since both must be heard in sound structure. Be that as it may, web recordings are bundled even more curiously and generally centre around one subject

discussed in one episode. Digital broadcasts are progressively being utilized because a ton of web recording content is bundled alluringly so audience members do not feel exhausted yet feel great and comprehend what is conveyed in the digital recording content.

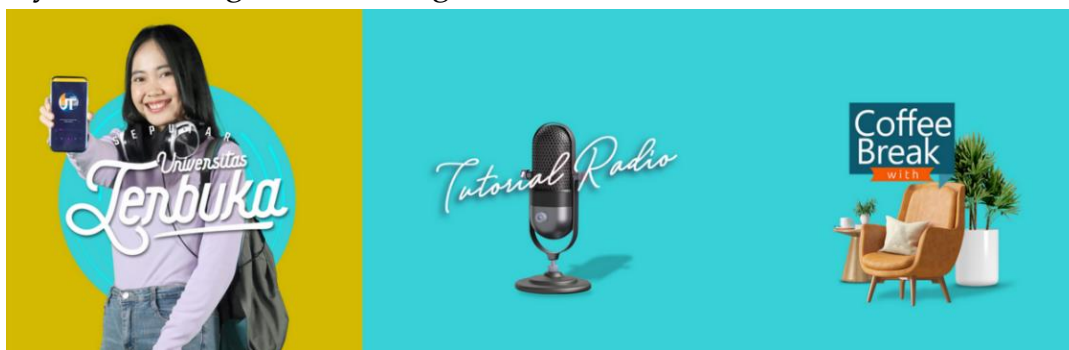


Figure 2. UT Radio Programs

Starting in 2022, UT Radio will be able to reach 400 programs every semester. Figure 1 shows the total number of UT Radio programs from semester 1 of 2021 to semester 1 of 2023. Compared to the previous year or during the pandemic, UT Radio only produced under 50 programs. UT Radio currently has three primary programs, namely programs about Seputar Universitas Terbuka Program, Tutorial Radio Program, and Coffee Break Program (Fig 2).

1. Seputar Universitas Terbuka Program

Seputar Universitas Terbuka Program (SUT) is a program that displays general topics related to UT, such as registration information, semester payment methods, e-learning activation, etc. Speakers in the program are leaders responsible in their fields, such as the rector, vice-rector, UT academic senate, dean, director, head of centre, manager, and student. A student achievement program is also provided to showcase students who have received awards in academic and non-academic fields. This program can be a source of enthusiasm and motivation for listeners, especially UT students. Other programs that are aired include the professor's segment, which discusses information on written works produced according to their field of knowledge. The broadcast time in making the schedule is adjusted to the academic calendar. For example,

in the online tutorial activation academic calendar starting July 20, topics related to online tutorial activation will be broadcast at least one week before the start date of online tutorial activation, while the invited speaker is the head of the Learning Management Centre unit (Table 1 example of UT Radio broadcast schedule). While other segments, such as our outstanding students and professors, are shown with a minimum duration of 2 weeks.

2. Tutorial Radio Program

The Tutorial Radio Program, which originated as a re-recording broadcast on Radio Republik Indonesia (RRI), has been a longstanding one. The Tutorial Radio program creation scheme involves faculty lecturers as material experts. The faculty lecturer will determine the topic of discussion from one of the models or topics of discussion in the subject matter book, along with the name of the resource person presenting the material. The presenters or speakers in this program are head office lecturers, regional office lecturers, and professors.

Furthermore, before 2022, radio tutorials will only be around 60 programs a year. A new policy was made in 2022, requiring each faculty to submit at least 28 topics to be broadcast so that the total program in one year reaches 280 programs. The radio tutorial broadcast time is based on the online tutorial schedule, where the online tutorial time is eight weeks. The overall broadcast period is then increased to 12 weeks or three months by adding the radio tutorial broadcast times two weeks ahead of schedule and two weeks behind.

3. Coffee Break Program

Coffee Break Program is a particular program that discusses the latest topics, inspiration, motivation, business, and startup stories. The program's speakers include scientific experts, UT partners, artists, public figures, and entrepreneurs.

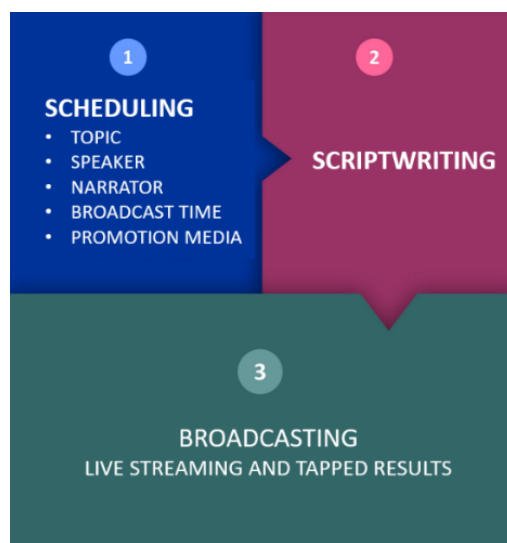


Figure 3. Stages of UT Radio broadcasting

c. Schedule and Production of UT Radio Broadcasting

The three stages of UT Radio broadcasting (Figure 3) is (1) scheduling, (2) scriptwriting, and (3) broadcasting. The scheduling stage involves detailed planning and preparation to set up everything needed before broadcasting the UT radio program. For UT Radio, the scheduling phase includes the following key steps. The first step is planning the content for the upcoming broadcasts by making a schedule of topics and determining the airtime. This schedule is created based on the academic calendar, ensuring the content is timely and relevant and aligns with important academic events, holidays, and university activities. The second step is determining the speakers and broadcaster. UT Radio selects experts or knowledgeable speakers on the chosen topics, ensuring the content is insightful and valuable. Broadcasters are then chosen to guide the program, interact with the speakers, and ensure a smooth broadcast flow. The broadcasters are selected based on their ability to engage the audience, communicate effectively, and maintain the energy of the show. The third step is making flyers as promotional media to promote upcoming broadcasts. UT Radio designs and produces promotional materials such as flyers. These flyers provide the audience with information about the show's topics, speakers, and airtimes. The promotional materials are then shared across various social media

platforms and websites to ensure maximum outreach and engagement from the target audience.

Table 1. Some Examples of UT Radio Broadcast Schedules

No	Topics	Speakers	Date	Time
1	Student Mental Health in Student Cities: Challenges and Efforts to Maintain the Spirit of Learning	Director of UT-Yogyakarta	Monday, July 10, 2023	09.30-10.30 AM
2	Thoroughly Peel the Teacher Professional Study Program	Head of Teacher Professional Education Study Program at FKIP	Monday, July 10, 2023	11.00-12.00 AM
3	Activation to the Graduate School Tutorial Application	Head of Learning Management Center	Monday, July 10, 2023	13.30-14.30 AM
4	Inspiration for Success: Graduates with the Highest GPA in the Taxation Study Program	Student	Monday, July 10, 2023	15.00-16.00 AM
5	Thoroughly Peel UT Management Science Doctoral Program	Head of Doctor of Management Study Program at the Graduate School	Tuesday, July 11, 2023	09.30-10.30 AM
6	Strategies and Best Practices in HR Governance of UT PTNBH	Head of Human Resources Centre	Tuesday, July 11, 2023	11.00-12.00 AM
7	Duties and Functions of UT Board of Trustees	Chairman of UT Board of Trustees	Wednesday, July 12, 2023	09.30-10.30

Stage two is scriptwriting; the UT Radio team conducted a series of questions based on the topic. A rundown is a structured plan that outlines the flow of the show. The script is divided into three segments, each lasting around 15 minutes. Each segment includes 5-10 questions to guide the conversation, ensuring sufficient depth and variety in discussion. The rundown specifies time allocations for each question, transitions, and interactive elements like audience engagement. In essence, scriptwriting at UT Radio is about preparing a

comprehensive yet adaptable guide to create an engaging, professional, and platform-appropriate live broadcasting experience.

Broadcasting is the final stage, where all the preparation culminates in delivering content to the audience. Most shows on UT Radio broadcast live. The broadcaster manages discussions, audience questions, and unplanned scenarios while staying aligned with the script. In addition to live shows, certain content may be pre-recorded (tapped) to ensure higher production quality or cater to specific requirements. Shows are broadcast simultaneously on YouTube and Instagram, tailored to fit each platform's strengths. YouTube allows for longer and more in-depth programming with a broader reach. Instagram engages with a mobile-first audience using shorter, visually appealing content. This stage requires coordination between the technical team, hosts, and production staff to ensure seamless transitions, good audio-visual quality, and a professional presentation. During live broadcasts, audience interactions (e.g., live chat comments) are often incorporated into the show. Feedback from the audience is monitored for real-time adjustments and to improve future broadcasts.

Management of UT Radio has been running since 2022 and was then evaluated by distributing questionnaires in the first year, with online questionnaires distributed to mostly sources who broadcast on 2023.1. The questionnaire is divided into two parts, such as five questions related to broadcaster's ability, improvisation, delivery, and communication (var1) and five questions related to UT Radio's entire management and production process (var2). A total of 247 tutors have become respondents in this study. Qualitative data was also obtained from suggestions and input on the management of UT Radio from the respondents' perceptions.

Table 2. Data Identification

Item	Min	Max	Mean	Stdev
Var1	12	20	19.2794	1.62266
Var2	12	20	19.413	1.35832

The Likert scale is a scale used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena (Sugiyono, 2018). With the Likert scale, the variables to be measured are translated into variable indicators. Then, these indicators are used as a starting point for compiling instrument items in statements or questions. This study uses a Likert scale with intervals of 1-4. Modifying the Likert scale is intended to eliminate the weaknesses in the five-level scale. Likert interval 1-4 where the weight of four indicates strongly agree (SS), agree (S), disagree (TS), and strongly disagree (STS). Table 2 shows the identification of data divided into two categories, var1 and var2, with the same min and max values and almost the same mean values.

Table 3. Correlation and Validity Results

	<i>Var 1</i>					<i>Var 2</i>				
Correlation	0.9	0.9	0.83	0.9	0.91	0.9	0.8	0.84	0.8	0.8
Rate of Correlation	0.956					0.937				
Validity	1					1				
Variance	0.1	0.1	0.1	0.2	0.16	0.2	0.1	0.07	0.1	0.08
Cronbach Alpha	1.74					1.70				

Table 4. Percentage Average per Variable

Variable	Percentage (%)
Broadcaster performance	96
UT Radio management	97

The research findings show that the broadcaster performance questionnaire and management of UT Radio are valid and reliable. The validity coefficient is high for both variables: α broadcaster performance = .956 and α management = .937. Cronbach's Alpha was also high, indicating good internal consistency among validator ratings ($\alpha = 0.79$). This value aligns with respondents' input suggestions regarding ability, improvisation, delivery, and communication, as well as the professionalism carried out by the announcer, which is stated to be very good. Broadcasters can melt the atmosphere of the broadcast and can minimize nervous broadcasters. There is also input to involve students in being more interactive during the broadcast process. Excellent feedback was received on the following topics: UT Radio Schedule

Preparation, Question Rundown Preparation, Contact Person Communication with Resource Persons, Program Infrastructure and Technical Facilities Preparation, and Live Streaming Implementation.

This study has revealed significant findings on lecture perception of UT radio as media support learning. Overall, the lecturer has the same positive perception: (1) The positive perception of the lecturer is that they are accommodating and facilitate the learning process toward UT radio; (2) enforcement and management of UT radio is good; (3) obstacle to lecturer' use of UT Radio media is the limited ability of tutor to make instructional media (4) not all lecturers using media like power points and videos (5) several conditions when broadcasting using zoom for eastern Indonesia are constrained by the internet network (6) factors supporting tutor in using UT Radio media is the lack of instructional media for teaching science material (7) broadcast services are still on one-way communication and do not provide interactive communication, especially with students as listeners. For that, tutors need to develop more innovative learning media.

Based on the research objectives, The analysis of this research concludes that it can identify good practices carried out by broadcasters and the management process of UT Radio broadcasts. Some of the good practices identified include making a schedule per semester, which can result in the planning of up to 400 programs per semester, making radio tutorial policies with faculties capable of producing more radio tutorial programs, using video and PowerPoint material to support the topic as media enrichment, showing video- outreach and promotional videos during commercial breaks.

In addition to the supporting factors that have been identified, there are also inhibiting factors in organizing UT radio media, including the schedule that has been determined. It does not rule out that it can change anytime because the speakers are leaders or stakeholders with busy schedules and are looking for replacements. An approaching broadcast day may occur at any time. Network technical problems are also experienced if broadcasts use Zoom. It happens with general specifications in eastern regions such as the islands of Sulawesi and Jayapura. It can be said to be an obstacle or an inaccuracy in using

PowerPoint material, which generally only presents the material in the form of long text without presenting a more attractive PowerPoint presentation. UT Radio has an important role, which is very important to be the choice of student study assistance. UT Radio, in general, has not been effective in meeting the learning needs of all UT students through the fulfilment of subjects, functions, and quantity. In terms of amount, not all BMP codes have enrichment on UT Radio. However, it has been quite effective in meeting the information needs of the factors of the fulfilment of quality and updating of information.

CONCLUSION

The present study focused on analysing effective practices in managing and producing UT Radio's broadcasts so that it can produce an increase in the number of programs per semester as well as lecturer perceptions related to broadcaster performance and UT management. The research highlights the important role of UT Radio as an internet-based educational platform that facilitates learning and information dissemination for students and the public. UT Radio has successfully evolved by integrating modern digital trends, such as live streaming on YouTube and podcast production, which are more engaging and accessible to its audience.

Key strengths include comprehensive planning with semester-based schedules, enabling up to 400 programs per semester, demonstrating its commitment to improving the quality and reach of its services. Implementation of radio tutorial policies in collaboration with faculties, significantly increasing program production. The use of multimedia materials (e.g., videos and PowerPoint presentations) to enrich content. Lecturers are recommended to provide students with more detailed explanations or media tools, particularly for radio tutorial programs. However, challenges remain. These include limited tutor capabilities in developing learning media or multimedia materials, inadequate interactivity with students during broadcasts, reliance on one-way communication, and technical issues such as poor internet connectivity in some eastern Indonesia. In addition, some broadcast materials lack diversity and interest, especially in their slide presentation style.

To address these challenges, the study recommends the development of more innovative learning media, increased tutor training for the development

of learning materials, and the use of more interactive communication formats to engage students effectively. Despite its limitations, UT Radio has proven to be a valuable tool for fostering flexible and high-quality learning experiences at Universitas Terbuka, with room to continue to grow and develop in meeting the diverse learning needs of its students.

In addition, high-quality live interactive communication can engage listeners and be more effective for students. Mutual and frequent communication between students and lecturers is essential for students. Future research could focus on UT Radio's effectiveness in expanding radio listeners. The audience should reach 600,000 listeners, equal to the number of active UT students. It is suggested that studies exploring a similar topic involve many students from different programs. Therefore, future research can affect a larger ODL student population from multiple institutions and programs. Due to the diversity of the student body, the research will be able to gather far more in-depth and comprehensive student opinions on the subject.

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