

Model Development of Learning Material: Subject of Customary Law

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ABSTRACT

This study aims to describe the results on the Customary Law subject in the Civics Education Program using the Research & Development approach in the first year, namely the first step to the seventh step as UT new model of learning material development. This study is also conducted to produce products in the form of prototypes of UT learning materials and learning strategies that follow the characteristics of UT students, namely conventional, blended, and fully online approaches. This study applies the R&D approach and modifies it into a combination model of Gall and Borg, which includes fifteen steps with a three-year-period study or a multi-year study. The first year of study is the first step to the seventh step, the second year is the eighth step (product development), and the third year covers the ninth step to the fifteenth step. The technique of collecting data is carried out through FGD activities, which are attended by experts about Customary Law, instructional design experts, web design experts, stakeholders, and UT tutors. Data analysis is carried out through qualitative descriptive analysis.

The results of the study of Customary Law subjects show, as follows: (1) the number of students who take the subject in semester 2018.1 is 184 persons, 2018.2 is 164 persons, 2019.1 is 178 persons, and 2019.2 is 197 persons. (2) The number of students registered in the online tutorial (Tuton) semester 2018.1 is 55 students, 2018.2 is 44 students, 2019.1 is 32 students, and 2019.2 is 43 students. (3) The number of students who are active in Tuton implementation, semester 2018.1 is 30 students, 2018.2 is 29 students, 2019.1 is 17 students, and semester 2019.2 is 27 students. (4) The average result of Tuton's scores in semester 2018.1 is 32.83, semester 2018.2 is 36.73, semester 2019.1 is 36.67, and semester 2019.2 is 35.83. The contribution of Tuton's score to the final grade of the subject is 50%.

Besides producing the results of the first year of study, it also produces development products in the form of (1) learning objectives, competencies that are expected to be achieved by students at the end of the lecture, (2) general instructional objectives into specific competencies that are arranged logically and systematically between one another and end on general instructional objectives, (3) the results of student analysis on the characteristics of students related to their learning abilities as UT students, (4) the results of the context analysis produce a description of the availability of student learning facilities and infrastructure, resulting in specific learning objectives that contain the performance that students are expected to achieve at the end of the lesson, (5) an assessment instrument to be used in measuring student learning outcomes, (6) an instructional strategy for Customary Law that follows the instructional objectives of the subject.

Key Word: Research and Development, Instructional Objectives, Instrument Evaluation

INTRODUCTION

The Open University (UT) is a state university in Indonesia that is an Open and Long-distance Higher Education (PTTJJ) system, which can be understood as a system that combines the concept of open education and a distance learning system (UT Catalog, 2017). According to Suparman (2004), a distance learning system is a learning system that has time and distance separation between students and lecturers; therefore, the learning process must be facilitated by the media. Meanwhile, the open education system is an education system that allows people to pursue higher education without restricting age, year of graduation/diploma, domicile, study time, selection of programs, or subject.

In the learning process, Printed Teaching Materials (BAC) are used, which are packaged in self-contained Basic Materials Books (BMP), which are known as learning modules since they are packaged in modules. In addition to printed teaching materials, Suparman also conveyed that non-printed teaching materials (BANC) are also used, such as audio cassettes/CDs, VCDs, and web-based learning materials. UT, as a distance-learning university, as well as face-to-face or regular universities, also applies a semester credit system in determining the student's study load; a unit of time for learning activities for approximately 16 weeks. In the distance learning system, students are also equal to face-to-face students (2 hours per week per credit); this is because the learning activities are mostly done independently (study independently, study in groups, and tutorial-based). Bates, A. (2005).

At PTJJ, one credit (semester credit system) is equivalent to three modules, each comprising 40-50 pages; therefore, teaching materials with 2 credits mean the number of pages in the teaching materials (BMP) ranges between 240 and 300 pages. If one semester has 16 weeks, the time needed to comprehend teaching materials of 2 credits is 50 hours divided by 16 weeks, which is equal to 3 hours per week (UT Catalog, 2017). UT already has a standardized format for learning materials. Therefore, the learning materials used must continue to be developed and improved continuously; therefore, they can maintain the good quality in terms of content and learning strategies.

The development of academic products (Suparman, 2016) is conducted by considering academic quality standards that can guarantee the achievement of the required graduate competencies; it also provides easy access for students. UT has continuously developed quality assurance (QA) in the development of academic products as part of improving the quality of academic products. In line with the development of current advanced time, technology, information, and communication, UT has contributed for 36 years and plans to innovate in providing services to students continuously. Services to students include providing learning assistance so that students obtain optimal learning outcomes. Satisfying learning outcomes can be achieved when students have adequate learning materials or modules. The development of UT learning materials (printed teaching materials, non-printed teaching materials, learning assistance services, and evaluation of learning outcomes) that were recently conducted by Suparman in 2014 has not been integrated or developed comprehensively and systematically. Furthermore, UT's current learning materials have only used one method, which is deductive for all subjects.

Research related to the development of learning materials for the Customary Law subject has never been evaluated systematically; in other words, evaluation based on results on substance/content, learning strategies, and media design based on research principles. The evaluation of the Customary Law subject that has been conducted contains only revisions based on input from experts or the study of substance experts after 5 years of the BMP period. Based on this description, the formulation of the research problems is (1) What are the results of the evaluation of the materials and learning processes of the Customary Law subject? (2) What products are produced in the first-year study? Therefore, this study aims to describe the results of the evaluation of the Customary Law subject using UT learning materials, to design approaches or learning strategies in several approaches with various characteristics of UT students to solve UT learning problems, namely conventional, blended, and fully online approaches.

LITERATURE REVIEW

The Concept of Open and Distance Education

Open Education can be referred to PJJ as another terminology; most people often equate and use the two interchangeably. This is understandable due to day-to-day operations, both are often in one educational institution, and often used simultaneously, that PJJ is open and open education is organized with a distance learning system. According to Suparman (2009), it eventually creates the terms of open and distance learning. Open education can be carried out both with the PJJ system and with the face-to-face education system.

The word "open" can be understood as follows: (a) Open means open to anyone who wants to follow the educational program without the requirement of age, occupation, and even at certain PJJ institutions without any limit, type, or level of diploma they have previously in UT, student admission is not limited by the type and major of high school (b) Open means freedom for students to choose subjects or programs that suit their interests

and needs (c) Open means accessible to entry (registration) and exit the process such education, without being bound by time. In UT, students are allowed to take only one subject and then quit without permission, and on other occasions, students can re-register; this is because UT does not have any policy on "drop out", but UT gives more learning for life.

In other words, the meaning of open in UT is not used as a whole since UT requires its participants to pass a high school diploma. This refers to the word open, which is associated with the policy on university that requires a high school diploma for prospective students.

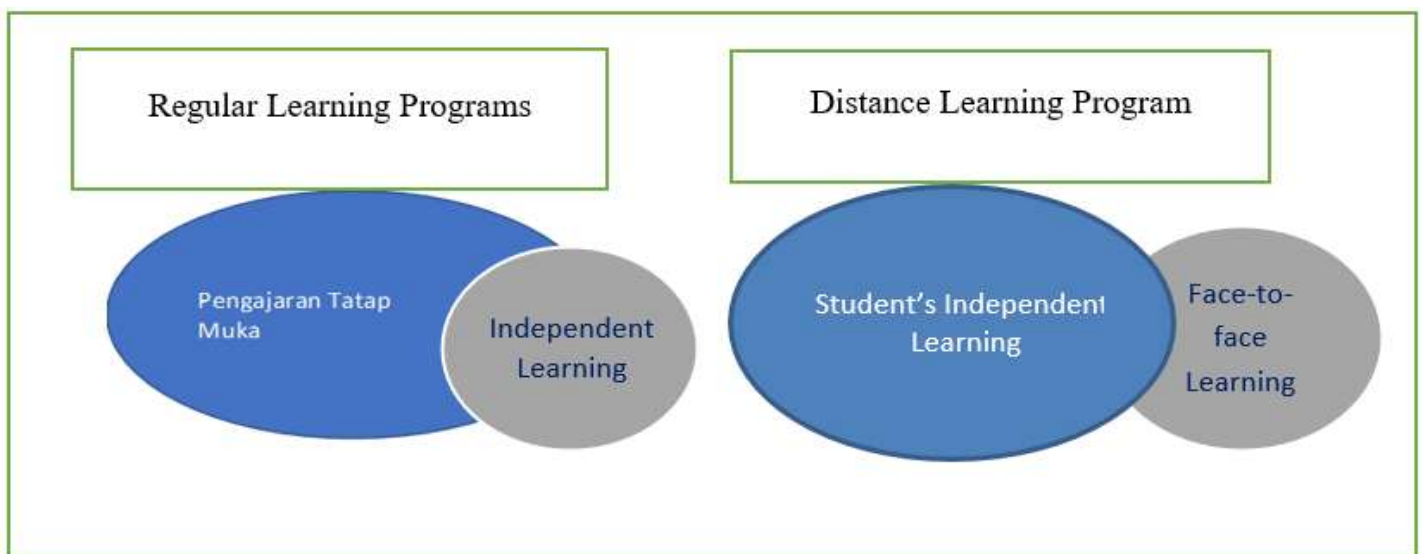
PJJ Learning Concepts:

Learning can be defined as a process of interaction between the learners and learning resources (teachers or learning materials) that are deliberately designed to achieve certain learning objectives. As conveyed by Suparman (2014), learning is one of the components of education that is considered to play the most significant role in determining the quality of education. Quality learning is highly determined by several factors, including lecturers, students, the school or campus as one of the learning centers, the environment, subject matter, and society.

UT students are expected to study independently. (UT Catalog, 2017) Independent learning requires students to learn on their initiative; independent learning is in many ways determined by the ability to learn effectively. The learning ability can depend on the speed of reading and the ability to understand the writing. To learn independently and effectively, UT students are required to have self-discipline, initiative, and strong learning motivation. Students are also required to be able to manage their time efficiently so that they can study regularly based on a self-determined study schedule. Therefore, to be successful with UT, prospective students must be ready to study independently.

Similar to independent learning, students are assumed to be able to learn independently through their interaction with various learning resources. In such situations and conditions, the web-based learning process is highly focused on student competence or the learning experience that follows web-based learning, which is usually independent learning without learning assistance from others.

Image 1. Comparison of Independent Learning in Regular and Distance Learning Programs



Customary Law Subject's Learning Concepts

According to Masyitoh (2019), customary Law subject can be defined as a learning about the nature of customary law in Indonesian society that is taught in schools and adapted to the level of mental development of children at each level of education. The essence of customary law is education about customary law, which is one of the important components of citizenship education.

The subject of Customary Law aims to provide a broad and in-depth basis and insight into the substance of Customary Law and its aspects in the life of society, nation, and state. Also, as stated by Darwis, Ranidar (2012), the students who study Customary Law subject will have the basics and in-depth insight into Customary Law, which in turn later they will become good citizens who can uphold and obey the legal norms and customs that apply in society.

The Concept of Learning Material Development in Distance Learning

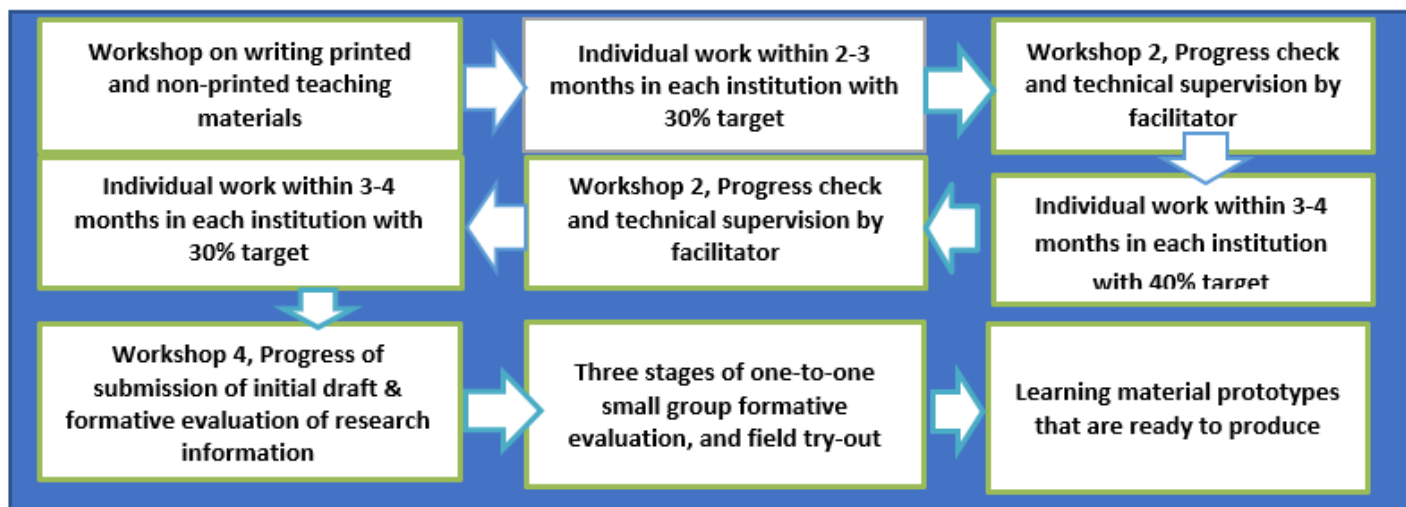
Learning materials can be used to assist lecturers and students during the class; this is intended for lecturers to prevent continuous subject material but is replaced by presentations in front of the class. With the help of learning materials, lecturers can have more time to guide students in the learning process; therefore, students do not depend on lecturers as a source of information. Good Learning Materials are structured and developed based on instructional principles.

Lecturers can write the learning materials to use in the learning process. However, it can also be delivered through textbooks or other materials and information that is already on the market to be repackaged or arranged systematically as learning materials. Learning materials are equipped with guidelines for students and teachers. Following Suparman's (2014) thought, it aims to simplify for students and other lecturers to utilize certain subject learning materials. Learning materials (instructional materials) are printed and non-printed media, containing educational content, which are deliberated and designed using pedagogical theory to assist students in achieving certain learning goals.

On the other hand, Benny (2010) conveyed that the preparation of learning materials can be performed by lecturers in various ways, alternatively or expensively, from the simplest to the most sophisticated ways. Generally, three ways can be taken by lecturers in compiling teaching materials: 1) Writing themselves (starting from a draft), 2) information repackaging/text transformation, and 3) Information arrangement (compilation/wrap around texts).

The main components in every teaching material are subject reviews, an introduction to each chapter, presentation of material for each chapter, closing of each chapter, a bibliography, and a list. Each component has its sub-sections that integrate. The composition of the components and sub-sections of the learning materials is the same as the arrangement of the lecture strategies commonly used by lecturers in face-to-face learning. The stages of developing the learning materials can be seen in the following chart:

Image 2. Teaching Learning Development Management of Distance Learning, Suparman (2014)



The teaching materials can be formed in a combination of print media, television programs, video programs, audio cassette programs, radio programs, computers, practicum tools, and so on. The distance learning system involves multimedia. The presence of the media in the distance learning system or open institution serves as the main learning resource as well as the teacher in regular teaching. Media allows interaction and communication

between students and teachers or teaching materials. Alternative learning approaches (1) Conventional (Regular), namely conventional or regular learning for students and tutors who are not used to learning online and have no access to the internet; therefore, they are completely dependent on learning with print & simple media, and face-to-face tutorials. (2) Blended learning (including facilitated and blended/hybrid web). Blended learning/hybrid learning for students and tutors who often study face-to-face as well as learn online partially. (3) Full online learning. Fully online for students and tutors who are used to studying online with adequate internet access and a device (computer). Each approach requires different learning management; however, all of them must ensure that their effectiveness is at the same quality if learning interactions occur with the same high quality and frequency (Gagne, Robert M., Wager, W, Goles, Khatarine C., Keller Jhon M., 2005).

METHODOLOGY

To improve the performance of UT lecturers in developing and improving the quality of learning materials, the development of learning materials is carried out using the Research and Development method. (R & D) developed by Borg, Walter R, and Gall, Meredith D (1983), (Gall, Joyce & Borg, 2007).

The R and D method is a research method used to produce a particular product and to test the effectiveness of the product. As stated by Borg Wolter R and Gall, M.D (1983:772-798), R and D is a process used to develop and validate educational products.

Furthermore, Gall, MD, Gall, Joyce, Borg, WR (2007:589-596) stated R and D is an industry-based development model in which the findings of a study are used to design new products and procedures, which then are systematically evaluated and refined, field-tested until they meet specified criteria of effectiveness, quality, or similar standards. Educational R and D hold great promise for improving education because it involves a close connection between systematic program evaluation and program development.

On the other hand, Gay. LR, Mills G.E., and Aeration, P. (2009: 17-19) stated that R and D can be defined as a process of researching consumer needs and then developing products to fulfill those needs. Although the R and D cycle is expensive, it results in quality products designed to meet specific educational needs. They also conveyed that systematic activity combines Holt's basic and applied research, and in discovering solutions to problems or creating new goods and knowledge.

According to Suparman (2016), R and D in the field of education is depicted as a combination of basic and applied research to find new models of educational products, processes, and services.

The final product of R & D in the field of education is a learning model (learning materials) for example based on method X (Problem Based Learning, constructivism, humanism, inductive, deductive, inquiry, discovery, collaborative learning, and so on), based on a hybrid learning / blended approach learning, video-based media, web-based, simulator-based (for pilots, boat drivers, car drivers, industrial machine operators, and so on), case study based. Local wisdom-based practicum kit model for biology, chemistry, and physics. Micro-teaching model for the study of mathematics, biology, physics, chemistry, civic education, and so on.

In the research and development of learning materials, three approaches chosen are the R&D model developed by Borg, Walter R., and Gall, Meredith D. (1983) for the macro scale, and the R&D model according to Borg and Gall (2007) for the micro-scale. While R&D for the development of learning materials for the Customary Law subject is used in combination.

From the two images above, this study chose a combination of the two approaches. The choice of this combination model is based on the following reasons: first, so that the results can be widely used by UT students throughout Indonesia; second, so that the planning steps for developing learning materials can be made more detailed, so that the study process runs smoothly as expected. Here are the 1983 and 2007 Gall and Borg combination models.

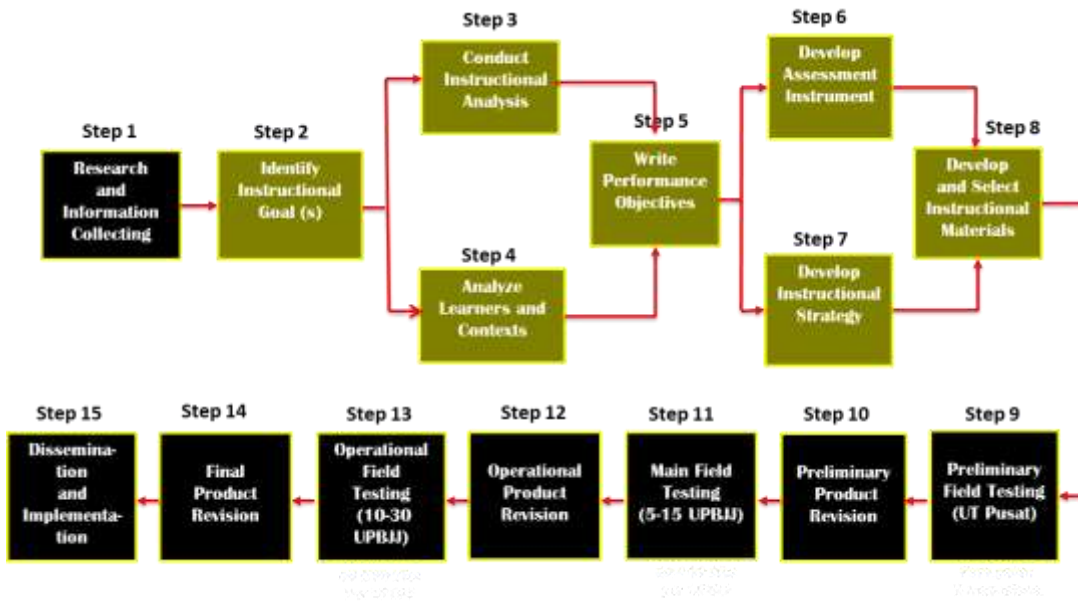


Image 3: Combination Model

The combination model above is a Research and Development Model for UT New Generation Learning Material Development. Briefly, the 15 steps in the study and UT New Generation Learning Material Development, The Main Materials for the Customary Law Subject can be described as follows:

- 1) The first step is to collect information related to learning material products from journal reviews, results, reviews of relevant textbooks, reviewing student service manuals (face-to-face, online tutoring, final test administration), student interviews, tutor interviews online, and face-to-face tutoring.
- 2) The second step is to identify the learning objectives that are determined based on (a) the results of the needs (performance analysis, needs assessment, analysis of people who are doing a job, or from some other requirement for instruction), (b) the National/International standards that are used as a reference by the curriculum of the study program or subjects. (c) the competencies that are expected to be achieved by students at the end of the lecture based on: (1) their relevance to the latest/ideal curriculum in the study program, (2) the opinions of teachers and colleagues, (3) the opinions of students/alumni who have taken the subject and work based on the study program that has been completed at UT.
- 3) The third step is to describe the general competencies contained in the general instructional objectives into specific competencies. Therefore, they are arranged logically and systematically between one another and end in general instructional objectives.
- 4) The fourth step is to analyze learners and contexts. The analysis of students resulted in a description of the characteristics of students related to their learning abilities as UT students. The context analysis produces a description of the availability of existing learning facilities and infrastructure for students when it is associated with the ideal need to follow the learning system at UT.
- 5) The fifth step is to write performance goals or specific learning objectives that contain the performance that students are expected to achieve at the end of the lesson. The list of performance goals is obtained from each sub-competency listed in the final learning outcomes.
- 6) The sixth step is to develop an assessment instrument to be used in measuring student learning outcomes. Therefore, the instrument must be valid. Wiersma (1990) conveyed that it can also be understood that it can measure the competencies intended for learning objectives, reliable, namely consistent measurement results, and practical, namely efficient use.

- 7) The seventh step is to develop an instructional strategy for the Customary Law subject that follows the instructional objectives of the subject. Each instructional strategy is directed at achieving one or a group of instructional goals.
- 8) The eighth step is to develop and select learning materials. The instructional strategy is the blueprint for the instructional materials to be developed. The instructional materials are selected from the available materials in the field (such as existing UT modules and materials from various other learning resources). The material can be used in its entirety, modified, or enriched to suit the instructional strategy. The form of new instructional materials is adapted to the instructional approach that will be implemented, for example, fully online learning, blended learning, or print-based learning. The resulting instructional materials are called a preliminary form of product or initial draft, consisting of main instructional materials, tutor guidelines (online/face to face), student study guidelines, and learning management guidelines for UT Head Office and UPBJJ.
- 9) The ninth step is to conduct an initial field trial. The trial is carried out by conducting a one-to-one evaluation with experts and students. Experts consist of material experts, instructional design experts, test and measurement experts, graphic design experts, language experts, and print and non-print media production experts. The resulting product is a draft input from experts and students.
- 10) The tenth step is to revise the product from the initial field trials that have been carried out.
- 11) The eleventh step is to conduct field trials in 5-15 UPBJJ with 30-100 students each. The focus is to compare the pretest and posttest. If it is possible, it may compare with student learning outcomes using modules that are currently used (simple experiments).
- 12) The twelfth step is to revise the learning materials for the new generation according to the recommendations from the results of field trials that have been carried out in the eleventh stage.
- 13) The thirteenth step is to conduct field operational trials in 10-30 UPBJJ with 40-200 students each. The data generated is quantitative data from the results of the pretest - post-test analysis. In addition, the results of questionnaires and observations are analyzed to obtain information about the implementation of operational trials. Then, make recommendations about improvements that still need to be carried out.
- 14) The fourteenth step is to make a final revision according to the list of recommendations from the results of field operational trials. Since this opportunity is the last opportunity to revise learning materials for the new generation, the implementation of the revision must be carried out with perseverance, accuracy, and very high motivation from the researchers.

The fifteenth step is to carry out dissemination aimed at helping potential users become aware of the research and development products and witness their successful use. Dissemination contains reports about the products that are presented in professional meetings and journals. While implementation aims to help adopters use the product in their work environment. The fifteen steps are carried out in a three-year study (multi-year). In this first year, researchers will only carry out the first step to the seventh step, while the next steps will be carried out in the second and third years of research. Data collection techniques in this study are performed through several activities, including forum group discussion (FGD), workshop, and in-depth interviews with experts, and data processing.

This FGD activity is intended to obtain comprehensive information from related parties in this study, which is expected to be able to dig up information related to the readiness of students to attend lectures at UT, the learning process, the availability of teaching materials, the readability of modules, registration services, exams, and so on. Workshop that is conducted to harmonize perceptions in writing teaching materials, writing test materials, applying media, and using the internet network with its various features, and making progress checks on what has been planned. In-depth activity interviews with experts are intended to explore in-depth with substance experts, media experts, and digital experts in the context of developing the latest learning materials. The data

processing technique used is descriptive analysis. Therefore, it can be considered as an analysis conducted to describe the circumstances, characteristics, or other things of an object under study.

RESULTS AND DISCUSSION

Data Collection (Research and Information Collection)

Based on data collection from the four semesters of the registration period, the registration periods 2018.1, 2018.2, 2019.1, and 2019.2, information on the number of registered students, online tutorial participants, and the average value of Online Tutorials in the Customary Law subject can be seen in the following table:

Table 1: Number of Students & Average Online Learning Score, Customary Law Subject

No	Student Data	Registration Period			
		2018.1	2018.2	2019.1	2019.2
1	Number of Students Per Semester	184	164	178	197
2	Online Learning Participant	55	44	32	43
3	Active Online Learning Students	30	29	17	27
4	Online Learning Average	32.83	36.73	36,67	35,83

Based on the data above, it can be shown that students who actively participate in online learning are very low compared to the total learning participants. Another problem related to online learning activities in the Customary Law subject is the comparison between the number of registered students and those who complete assignments and those who get assignment grades ranging from 35% - 50%. It can be said that for each registration period, students who take online learning are not entirely active. This is shown with the number of students who uploaded mandatory assignments for the 2018 registration period. One of the 85 active students, there only 30 students in the 2018.2 registration period, 44 students who actively participated in the tutoring, only 29 students, the 2019.1 registration period, 52 students actively participated in the online learning only 17 students and the 2019.2 registration period of those who registered to join online learning are 43 students, but only 27 students are active until the online learning ended.

Besides the problems in the table above, there are also problems faced by students in the independent learning process such as ownership of modules, guided schedules, language quality, and module learning instructions including in completing exercises, as well as in face-to-face interactions with other students, with tutors face-to-face, and with UPBJJ managers who have not shown clarity in overcoming the complexity of the problem. The average score of online learning in semester 2018.1 is 32.83, semester 2018.2 is 36.73, semester 2019.1 is 36.67, and semester 2019.2 is 35.83. While the contribution value of online learning to the final grade of the subject is 50%.

First-Year Product Development

The product development in the first year results in (1) a study of learning objectives, the competencies expected to be achieved by students at the end of the lecture, (2) general instructional objectives into specific competencies that are arranged logically and systematically between one another and ended in general instructional objectives, (3) the results of the analysis of students about the characteristics of students related to their learning abilities as UT students, (4) the results of the context analysis produce a description of the availability of student learning facilities and infrastructure, resulting in specific learning objectives that contain the performance that students are expected to achieve at the end of the lesson, (5) an instrument of assessment development to be used in measuring student learning outcomes, (6) the development of an instructional strategy for the Customary Law subject that follows the instructional objectives of the subject.

EXPERT RECOMMENDATIONS

The FGD results with experts on the substance of the Customary Law subject related to the current UT learning materials are: (a) Some aspects of the BMP for Customary Law subject that are considered superior include aspects of language communicativeness, physical quality of paper and binding, benefits for users, namely students, tutors, and working groups, in terms of spelling, the accuracy of presentation, quotes, exercises, and signs, formative tests and answers, the practicality of the format, and physical appearance/cover; (b) While some aspects of the Customary Law BMP that are considered weak are the correctness of the material/substance or content of the module, systematics or sequence of presentations, graphic design, reference books, and learning methods; (c) The learning method does not reflect the conventional, blended, and full-online learning model; (d) The essential concepts that need to be added to the learning materials for the new generation of Customary Law include (1) Elements of customary law besides original elements, elements of religion, elements of reality, and elements of culture need to be added. (2) Source of customary law and source of identification of customary law. (3) In customary marriage law, it is necessary to add the dissolution of marriage and its consequences. (4) Customary Criminal Law (capital selection, culture custom local criminal law can refer to Sri Hajati's book). (5) Examples of customary rights from other regions, such as Papua, Ambon, and Ternate. Bone, Bugis, and so on. In the learning process, it is necessary to provide examples of customary law from other regions in Indonesia that can be made in the form of videos and others, so that it is easier for students to understand and get to know them closely. In the evaluation, besides being carried out through UAS, it can also be in the form of assignments and field orientation or create a simulation group on Customary Law.

DISCUSSION

Distance Learning (PJJ) can be characterized by the following characteristics. First, the distance between students and educators, and education managers. Second, because of the distance, this system relies on the use of various print and non-print media. Third, students learn independently and can take advantage of various learning services. Fourth, students learn anywhere, anytime, and can choose educational programs based on their needs. Fifth, Distance Learning offers educational programs with the same quality standards for all students.

Following these characteristics, the learning system at UT requires the availability of learning materials in various forms. As conveyed by Ellington and Race, the forms are both in the form of printed learning materials and non-printed teaching materials; printed learning materials in the form of modules are the main learning resources. In addition, UT also provides various multimedia teaching materials packaged in various forms, such as audio cassettes, videos, web-based programs, and computer-based learning. This variety of learning materials is developed to encourage students to learn and to self-assess their learning progress. According to Ida Malati Sadjati, one of the characteristics of the learning material that is delivered must be made in such a way that it will be more communicative, fun, and easy to learn.

The development of learning materials needs to be conducted based on a systematic process to ensure the level of validity and reliability. According to Arno A. Bellack and Herbert M. Kliebard in 1977, there are at least five procedural steps in the development of good learning materials: analysis, planning, development, evaluation, and revision. At the design stage, learning materials are designed in such a way as to produce quality learning materials.

The module is the main learning material used by UT as a Distance College. In the context of distance learning, the module plays an important role as a medium for conveying learning information between lecturers and students. This learning model is also called independent learning. As stated by Belawati in 2015, since the module's important role, it must present quality material that can be studied by students independently, containing the following characteristics:

1. Modular instruction that each module stands alone and must be studied independently, not depending on other module materials.
2. Self-instruction, which is instructional, can be learned alone. This means that the module has a function as a substitute for the lecturer in front of the class (instructor) and as a source of the material (resource content).

3. Self-contained, the material must be fully presented in the module, not referencing the material to other sources, and must be available in the module.
4. Self-explanatory power, that the module has the power and presents things for self-investigation in the module, for example, being the source of all the practice questions asked in the module.
5. Independent learning material is free material and not tied to matter, event, or presence in books or other parts.
6. Integrated learning material, where one material with another material has a relationship with another material.
7. Supplementary learning material, the material presented enriches other materials.
8. Enrichment material so the material enrichment is presented in this module.
9. Virtual learning, so that the module material can enrich the virtual world system that can be presented using ICT, and
10. Presentable in an ICT-based manner. Julaeha and Pramono. (2004), Idha Farida. (2013).

Module development for each subject is conducted by each study program by referring to the Competency Standards that must be mastered by students. According to Ernik Yuliana (2012), the development of the UT module involves lecturers in the Study Program as course managers, module writers, reviewers who are material experts, instructional strategists, as well as media and graphic design experts.

Activities carried out by the study program in the module development process from 1984 until now have begun by developing a Subject Design or RMK, which contains: (a) Instructional Analysis, which produces a Competency Map, and (b) develops GBPP

Instructional analysis is a process step which is the whole of explaining how the designer determines the main components of the instructional objectives through the use of goal analysis, and how each step in the goal can be analyzed to identify subordinate skills or prerequisite skills. Suparman (2014) defines instructional analysis as a process that describes general behavior into specific behaviors that are arranged logically and systematically. The elaboration activity is intended to identify specific behaviors that can describe general behavior in detail. What is meant by special behavior arranged logically and systematically is what stages should be done first, in terms of various reasons, such as because of its position as a prerequisite behavior. Behavior according to physical order takes place first. The behavior, based on psychological processes, appears first or occurs chronologically earlier. Based on the opinion of Dick and Carey (2009), the instructional analysis process starts from carrying out a goal analysis, which begins after obtaining a clear statement from the instructional.

CONCLUSIONS AND RECOMMENDATIONS

Based on the description of the results and discussion, it can be concluded as follows:

1. The results of collecting data in the last four semesters show that the number of students who are registered in online tutorials but who actively participate in online tutorials is only about 56% of the total number of students, and the average value of online tutorials is around 36.14% while the contribution of online tutorials to the final grade of the subject is 50%. This means that the average value of online tutorials contributes 72% to the final grade of the subject.
2. The First-year Product development has resulted in:
 - (a) The results of the study of learning objectives, competencies that are expected to be achieved by students at the end of the lecture,
 - (b) General instructional objectives become specific competencies that are arranged logically and systematically between one another and end in general instructional objectives.

- (c) The results of students' analysis of the characteristics of students related to their learning abilities as UT students.
- (d) The results of the context analysis produce a description of the availability of student learning facilities and infrastructure, resulting in specific learning objectives that contain the performance that students are expected to achieve at the end of the lesson.
- (e) The development of an assessment instrument to be used in measuring student learning outcomes.
- (f) The development of an instructional strategy for the Customary Law subject that follows the instructional objectives of the subject.

Based on the results and development of the Customary Law subject in the first year, it is recommended that study programs develop and revise their subject. It should also be carried out through a study process as the form of the academic authority of the study program.

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