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**THE CHALLENGES OF DEVELOPING AND MANAGING CONTINUING
EDUCATION PROGRAM THROUGH OPEN AND DISTANCE
LEARNING**



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ABSTRACT

As continuing education becoming a central issues of nowadays post-modern educational market segment in Indonesia, UT since 2010 has opened continuing education program. The critical issues of this article is to respond the problematic performance of UT continuing education program management (specifically so-called CE-VGA: Continuing Education on Village Government Administration) run by distance education and learning system.

A *Survey* was utilized to cater the inquiries, meanwhile the technical analyses were using the Performance Analysis Model (Irawan P, 1996) and Program Organization-Program Development (PO-PD) Principles covering such components as socialization, organization, needs analysis, implementation, and maintenance (Efendi K, 2008). The findings of the inquiries showed that the performace on UT CE-VGA management showed in a good-mode as 'Organization' component was concerned. However, on the other components such as 'Socialization', 'Needs Analysis', and the 'Maintenance' showed in a 'poor-mode'. Thus, if further lost would like to be avoided then UT is pursued to restore its CE-VGA poor-management practices by applying supporting firm-policy.

Key Words: *CE-VGA: Continuing Education on Village Government Administration, PO-PD Principles: Socialization, Organization, Needs Analysis, Implementation, Maintenance.*

INTRODUCTION

The increase numbers on the student participation has been the main expectation in opening this CE (Continuing Education) programs at UT (Indonesia Open Univerity). From the overall 6 packages of the existing CE programs that UT has, there are only two CE program packages have already run very heavily with impediment in their sustainability. Those of the two packages namely are Continuing Education on Teacher Scientific Writing Skills (CE-TSWS) and Continuing Education on Village Government Administration (CE-VGA). This article focused on the problems of CE-VGA implementation and sustainability, and the analytical design were using 5 phases of analysis, namely: 1) the socialization phase, 2) the organization phase, 3) the needs analysis phase, 4) the implementation phase, and 5) the maintenance phase. The weak CE-VGA management performance has impacted the low level of student participation and the long-planning of the CE-VGA development has been indicated 'stagnant'. Forms of problems ranging from slow service, uncontrolled system of alternative assessment of learning outcomes, and no concrete direction of program development would be highly detrimental to CE-VGA survivability and wasted as to what has been invested so far.

The purpose of this discussion had been to collect and to provide information of how successful the CE-VGA management was and the impact to the stakeholders. More specifically the goals to be achieved was to disseminate the results of the CE-VGA management performance mapping covering the performance gaps, the cause of the performance problem, and the alternative solutions to improve the effectiveness of the CE-VGA implementation. The Common goals of this discussion was to describe the CE-VGA management performance profile, the CE-VGA management performance impact to partners, learners, and its problem solving.

LITERATURE REVIEW

A. Theoretical Framework

Open educational system is intended as provide opportunities for learners to make choices in learning (Belawati T, *et.al.*, 2002). This means also gives the public broad access to education and provide greater opportunities for students to control the management of the learning process. While understanding distance education is intended more as a method of learning in which the teaching process occurs separately from the learning process, so that personal communication with students should be facilitated through print, electronic and other media (Belawati T, *et.al.*, 2002). Academic facilitation needs effective management, and "Management" is the collaborative process utilization of resources efficiently and effectively to the achievement of objectives by taking into account several important factors such as strategy and management (Rumler G. A., & Alan P. B. (1990). While the "Performance" is the level of implementation of the tasks that can be accomplished by a person, unit or division using existing capabilities and limitations which have been set to achieve the goals of the organization (Samsudin, 2005: 159) and Rivai, 2004: 14).

Until recently the management performance of the CE-VGA has been still far from expectations. The low growth of CE-VGA student participation has been indicating slow pace of progress (2010-2014: <1000 from the expected 10% of 210.000). The gaps between planning and realization has been still unfolding wide. This theoretical framework focused on two issues, namely on the management strategies and management methods, described as follows:

1. Management Strategy

CE Management Strategy must be properly understood and followed by all managers, which is described by Effendi, K as follows (2008, Adapted):

Matrix of The General Procedures of CE-Management Strategy

Phase I	Phase II	Phase III	Phase IV	Phase V
Preparation: Socialization	Organizing	Needs Identification	<i>Program Implementation</i>	Maintenance
ESTIMATED TIME (depending on the circumstances)				
3 months	6 months	6 months	1 Year	1 Year

Socialization Phase:

Socialization covers aspects of Plan of Curriculum Design, Plan of Learning Strategies, Plan of Modular-Teaching-Materials, Plan Cost-Analysis, Plan of Learning Outcomes Evaluation System, Plan of Administration and Registration System, and so forth.

Organizing Phase:

Activities include SWOT analysis, formulation of goals and objectives of the activities, strategy formulation to achieving the goals and objectives, preparation of academic paper, the formation of implementation committee, budgeting, planning and implementing Monev, and so forth.

Needs Analysis Phase:

Needs Analysis is prudently carried out covering needs of competence, curriculum, teaching materials, learning system, system of evaluation of learning outcomes, system of services, Tutor standardization, infra-supra structure and so forth for opening that of CE.

Implementation Phase:

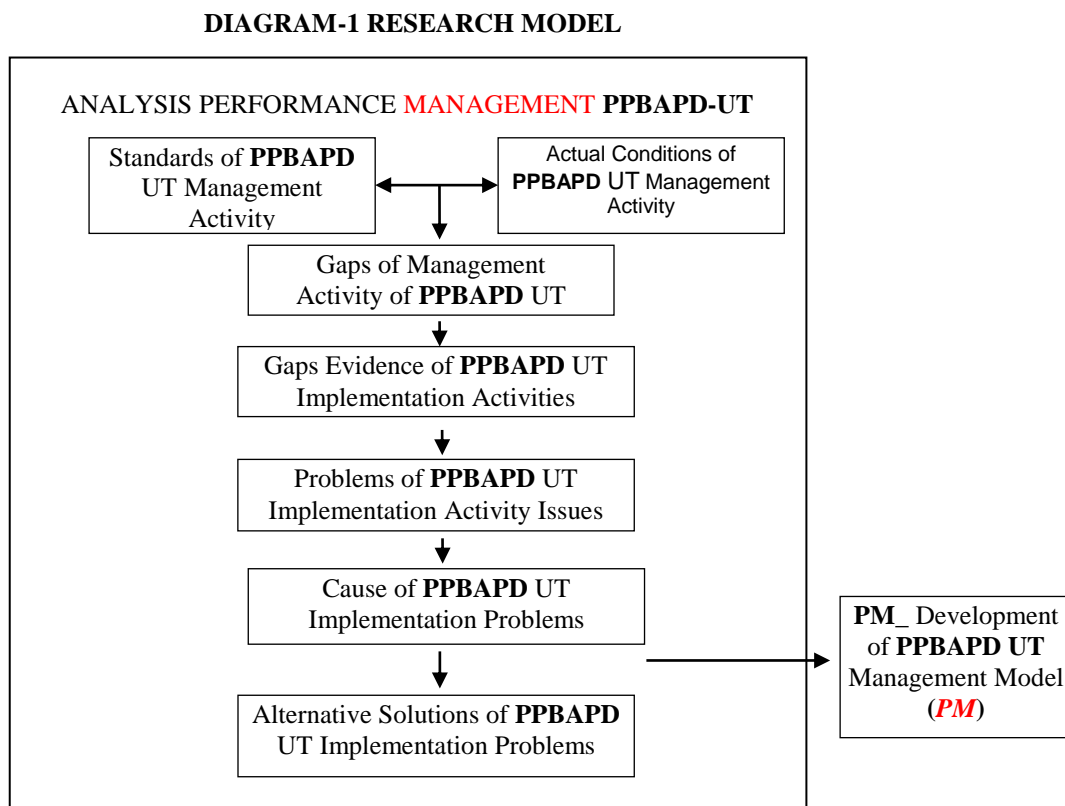
Realization CE program is based on SOP that has been developed earlier, starting from realisation of teaching materials, Tutor selection, tutorial infrastructure, Tutorial implementation, registration and logistics services, Monev implementation, and so forth.

Maintenance Phase:

Maintenance Activities include establishing and developing cooperation among institutions related CE program, CE program socialization, controlling the quality of academic and administrative services, develop the continuing CE program packages, and so on.

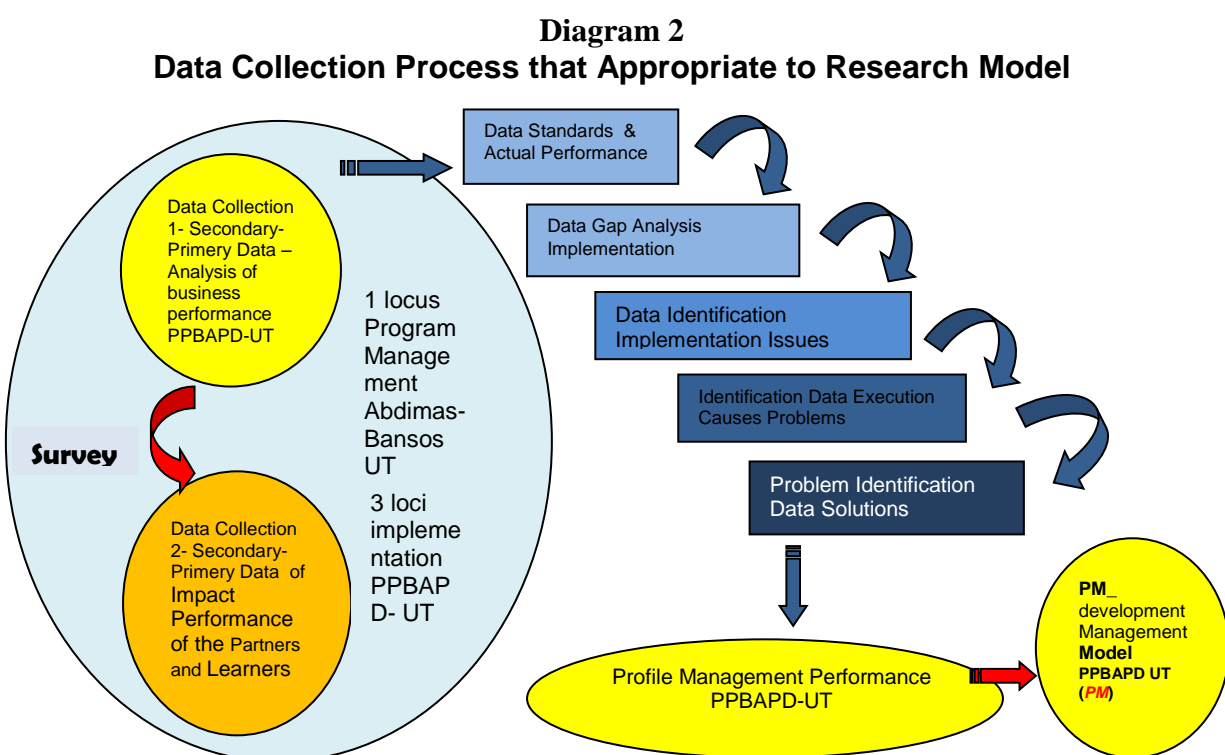
2. Management methods

CE management method and effectivity are fully determined by the strategy used and the commitment of the bottom-up executors, such as that of improving performance (*Rumler G. A., & Alan P. B., 1990*). For that reason in this CE-VGA management performance analysis, the approach used was adopting the Performance Analysis Model (*Irawan P, 1998, 2003*) as follows:



METODOLOGY

This study identified CE-VGA management performance during 2011-2014 that covered 4 (Central-Office/PPM and Regional Offices/UPBJJ). This research was descriptive quantitative and the method used was the Survey with the Questionnaire, the Review Document, and the Interview. The population includes all managers, working-partners, students, all documents related to the CE-VGA implementation. Data sampling technique was using the census. The research framework are shown as on Diagram 2 below.



The use of analytical tools were as follows:

- a. Statistical central tendency was used to analyze the management performance score-results (Sugiyono, 2003).
- b. Performance analysis model was used to measure the alternative solutions (Irawan P., 2003);
- c. CIPP had been used to identify the context, input, process, and product (Stuffelbeam, D, L., & Shinkfield, A, J., 1985).

RESULTS AND DISCUSSION

A. RESULTS

The survey results of CE-VGA management performance analysis were as follows:

1. Results of the Document Review of the CE-VGA Management.

Results of the document review had indicated the slow progress of the CE-VGA student participation since 2010 (<1000 from the total amount of 73,000 Village Secretary alone). From various drafts of CE-VGA management document, there were none of them mentioning as directional policy regarding the 'sustainability' of this kind of programs. The documents review results also showed indications that CE-VGA was not designed for long term perspective. The next findings of CE-VGA management performance taken from the interviews, were as follow.

2. Interview Results with the Head of UPBJJ, Coordinator Partners, Students and Tutor

Regarding the CE-VGA-UT Management Performance

No	FACTOR PO-PD	INPUT			PROCESS			PRODUCT		
		Good 7-9	Fairly Good 4-6	Poor 1-3	Good 7-9	Fairly Good 4-6	Poor 1-3	Good 7-9	Fairly Good 4-6	Poor 1-3
I	Socialization									
	The Socialization issues _Program Policies			√ 1			√ 1			√ 1
	The issue of Management Policy Analysis Development.			√ 1			√ 1			√ 1
		Cause of Problems			Evidence of Problems			Alternative of Solutions		
	Preparation and dissemination issues that are considered difficult to implement.	<ul style="list-style-type: none"> Lack of socialization in the management by the UT. Too tight time allocation UT managers have. 			<ul style="list-style-type: none"> Has no socialization component on TOR. In the contracts, partners was provided with limited deadlines. 			<ul style="list-style-type: none"> Build TOR which includes socialization, organization, needs analysis, implementation, and maintenance. Provide adequate time to implement the CE-VGA. 		
No	FACTOR PO-PD	INPUT			PROCESS			PRODUCT		
II	Organizing	Good	Fairly Good	Poor	Good	Cukup	Poor	Good	Fairly Good	Poor
	Organizing Issues _ Program		√				√		√	

No	FACTOR PO-PD	INPUT			PROCESS			PRODUCT		
		Good 7-9	Fairly Good 4-6	Poor 1-3	Good 7-9	Fairly Good 4-6	Poor 1-3	Good 7-9	Fairly Good 4-6	Poor 1-3
	Coordination.		4				2		5	
		Cause of Problems			Evidence of Problems			Alternative of Solutions		
	Event Organizing issues that are considered difficult to implement	A partner needs Schedule adjustments that does not fit with UT SRS-system.			<ul style="list-style-type: none"> CE-VGA generally is run after the second half of the semester year. Organizing time allocation and its implementation is very narrow. 			<ul style="list-style-type: none"> Pemberian tenggat waktu yang cukup pada pengelola UT untuk melaksanakan program CE-VGA-UT, dimulai awal tahun. 		
No	FAKTOR PO-PD	INPUT			PROCESS			PRODUCT		
III	Needs Analysis	Good	Fairly Good	Poor	Baik	Fairly Good	Poor	Good	Fairly Good	Poor
	Instrument Issues of the Design of CE-VGA Needs analysis.		4			5			5	
	Implementation Issues of PPBPAD Needs Analysis Procedures.			3		4				2
		Cause of Problems			Evidence of Problems			Alternative of Solutions		
	Needs Analysis programs Issues that are considered difficult to implement.	Limitations of the manager's perspective towards CE-VGA			<ul style="list-style-type: none"> No manager was given the special task master PO-PD CE-VGA. 			<ul style="list-style-type: none"> Assigned a manager that controls CE-VGA. 		
No	FAKTOR PO-PD	INPUT			PROCESS			PRODUCT		
IV	Implementation	Good	Fairly Good	Poor	Good	Fairly Good	Poor	Good	Fairly Good	Poor
	General Implementation of the overall CE-VGA Issues.		5		6			6		
	Development Implementation Issues of CE-VGA .		5		6			6		
		Cause of Problems			Evidence of Problems			Alternative of Solutions		
	Dev. Implementation Issues of CE-VGA considered difficult to apply.	Limitations of the manager's perspective towards CE-VGA.			<ul style="list-style-type: none"> No development on CE-VGA. There are still 6 packages more need to be developed as planned. 			<ul style="list-style-type: none"> Designated/reinforcement of CE-VGA manager towards business perspectives. 		
No	FAKTOR PO-PD	INPUT			PROCESS			PRODUCT		
V	Maintenance	Good	Fairly Good	Poor	Good	Fairly Good	Poor	Good	Fairly Good	Poor
	Maintenance issues of CE-VGA .			1			1			1
		Cause of Problems			Evidence of Problems			Alternative of Solutions		
	CE-VGA Maintenance issues considered difficult	<ul style="list-style-type: none"> The absence of Maintenance Component and PO-PD 			<ul style="list-style-type: none"> Maintenance Component is not in existence whether in the TOR and nor in the 			<ul style="list-style-type: none"> TOR - PO-PD based manuscript is needed that includes socialization, 		

No	FACTOR PO-PD	INPUT			PROCESS			PRODUCT		
		Good 7-9	Fairly Good 4-6	Poor 1-3	Good 7-9	Fairly Good 4-6	Poor 1-3	Good 7-9	Fairly Good 4-6	Poor 1-3
	to implement.	perspective in the TOR.			financing component.			organization, implementation, maintenance.		

3. Interview Results with Head of Regional Office, Coordinator-Partners, Students and Tutors Regarding the General Impact of CE-VGA on the Students

The interview results on the component of organizing and implementing performances had indicated giving a good impact on the stake-holders. However, the socialization performance, needs analysis and maintenance performance had indicated experiencing a slowdown mode in its sustainability. The principles of PO-PD in managing CE-VGA, by far it has never been adopted. However, the general impact of the implementation of CE-VGA had indicated a positive impact to both physiologically and psychologically to the learners.

Tabel-3. Interview Results with the Head of UPBJJ, Coordinator-Partners, Students and Instructors Regarding the Impact of PPBAPD- UT to Students

No	FACTOR PO-PD	INPUT			PROCESS			PRODUCT		
		Good	Fairly Good	Poor	Good	Fairly Good	Poor	Good	Fairly Good	Poor
I	Socialization									
	Policy and Planning socialization issues.			√			√			√
	Policy of Analysis & Resources Management issues.			√			√			√
		Cause of Problems			Evidence of Problems			Alternative of Solutions		
	Preparation and dissemination issues considered difficult to apply.	o Socialization guidelines and the core program were not fully mastered by the managers.			o Socialization Guidelines were obtained by the counterparts at the wrong time during the execution.			o Enforce socialization time-schedule on timely manner for PPM and Regional Offices.		
II	Organizing	INPUT			PROCESS			PRODUCT		
		Good	Fairly Good	Poor	Good	Fairly Good	Poor	Good	Fairly Good	Poor
	Coordination of Implementation Issues of PPBPAD		√			√			√	
	Partners & Participants Consolidation Issues.		√			√			√	
	Participant		√				√		√	

	Registration Issues									
	Program Event Scheduling Issues									
	Human Resource Mobilisation Issues.		√			√			√	
	Budgeting Issues.		√			√			√	
	Monitoring-Evaluation Program Planning Issues.			√			√			√
		Cause of Problems			Evidence of Problems			Alternative of Solutions		
	Event Organizing issues considered difficult to apply.	<ul style="list-style-type: none"> There is no clear Monev. program policy in organizing program 			<ul style="list-style-type: none"> There is no organizing activity on the Monev. programs. 			<ul style="list-style-type: none"> Formulate the organizing policy on Monitoring and Evaluation program. 		
III	Needs Analysis	INPUT			PROCESS			PRODUCT		
		Good	Fairly Good	Poor	Good	Fairly Good	Poor	Good	Fairly Good	Poor
	Needs Analysis Issues of CE-VGA.		√			√			√	
	Infrastructure Needs Analysis Issues.		√			√			√	
		Cause of Problems			Evidence of Problems			Alternative of Solutions		
	Needs Analysis Issues that are considered difficult to implement.	<ul style="list-style-type: none"> Choosing and defining infrastructure needs for adequate teaching and learning within the budget constraints. 			<ul style="list-style-type: none"> In the regencies e.g.: Denpasar, Jember, Pangkalpinang, each infrastructure need was facilitated by the local govt. 			<ul style="list-style-type: none"> Provide budgetary policy of UT headquarter related teaching and learning infrastructure needs. 		
IV	Implementation	INPUT			PROCESS			PRODUCT		
		Good	Fairly Good	Poor	Good	Fairly Good	Poor	Good	Fairly Good	Poor
	Implementation of the overall CE-VGA issues: Registration, Tutorials, Performance Evaluation.		√			√			√	
	Socialization-Promotion Implementation issues.			√			√			√
	Tutor Standards Competence Issues	√			√				√	
	Teaching Material and Logistics Issues		√				√		√	
	Monev. Implementation issues.			√			√			√
		Cause of Problems			Evidence of Problems			Alternative of Solutions		
	Implementation Issues of CE-VGA that is considered difficult to implement.	<ul style="list-style-type: none"> Registration mechanism is so rigid using UT regular academic calendar, whereas the needs of business partners budget system does not always match with the UT regular academic calendar. Procurement and teaching delivery system are separated between the 			<ul style="list-style-type: none"> There was a problem / difficulty in adjusting budget implementation by the partners, that which the budget is generally cashed off in the middle of the UT system academic calendar. There was difficulty in controlling accuracy between the packaging 			<ul style="list-style-type: none"> CE-VGA Semester Registration System must be redesigned as flexible as possible, even be possible to use a manual system. Do packaging that unites the course material and its workbook into such specified total number 		

		modules and the workbook. ○ The implementation of the learning outcomes evaluation can not be done through Monev program, because Monev is none in existence.	course-material required and the relevant workbook, due to differences in logistics systems. ○ Since 2013 until 2016 CE-VGA Monev has not been done.	considered Fairly Enough. ○ Launch CE-VGA Monev policy which includes Performance Evaluation.						
V	Maintenance	INPUT			PROCESS			PRODUCT		
		Good	Fairly Good	Poor	Good	Fairly Good	Poor	Good	Fairly Good	Poor
	General Issues of CE-VGA Internal Maintenance Performance.			√			√			√
	Maintenance issues of cooperation with the partners.			√			√			√
	Socialization and Promotion Maintenance issues.			√			√			√
	Sustainability issues of CE-VGA Quality Maintenance and Participants Participation.			√			√			√
	CE-VGA Sustainability Maintenance Issues by PPM.			√			√			√
		Cause of Problems			Evidence of Problems			Alternative of Solutions		
	Performance Maintenance Issues, Program management that is considered difficult to apply.	○ The absence of vision and mission perspective, in organizing CE-VGA by the managers to run the program. ○ The absence of responsible stewards which controls the management of systemic CE-VGA and visionary.			○ There is no a policy document of CE-VGA management in the short term and long term. ○ The absence of appointed clerk/ administrator to run the PBPAPD who masters systemically and visionary.			○ Formulate a policy for CE-VGA management system on short- long-term that comes to the general guidelines and to tha technical guidelines. ○ Appoint an manager who master CE-VGA system and vision to run the program.		

4. Survey Results of the General Impact of CE-VGA-UT to the Students

In the opinion of the students, the overall implementation of the CE-VGA had shown ability to provide benefits to the learners. The results of the analysis of the overall data had shown indications that the majority of CE-VGA students had received a positive impact on the improvement of their competences. Here is the data of the impact of the program implementation to the learners' academic attitude.

Tabel 4. General Impact of CE-VGA-UT to the Learners

DEMOGRAPHICS												
No	Territory		Reg. Office Denpasar			Reg. Office-Jember			Reg. Office Pangkal Pinang			
	$\Sigma N:48$		$n16$			$n19$			$n13$			
	Program Package		1) Village General Government; 2) Village Management Skills.			1) Village General Government.			1) Village Management Skills.			
	ASPECTS OF LEARNING - TEACHING		PSYCHOLOGICAL IMPACT LEVEL			PHYSIOLOGICAL IMPACT LEVEL			FIELD NOTES			
			Good		Fairly Good		Poor	Good		Fairly Good		Poor
I	EDUCATION											
			Mo	\bar{x}	Mo	\bar{x}		Mo	\bar{x}	Mo	\bar{x}	
			%	sd	%	sd		%	sd	%	sd	
1	The impact on motivation to learn and work.	Interval Scale	1	1	0	0	0	1	1,3	2	0,6	0
		%	100	0	0	0	0	76	0,4	23	0,3	
2	Impact of changes in learning behavior and productivity	Interval Scale	1	1,3	2	0,7	0	1	1,3	2	0,7	
		%	72	0,3	27	2	0	72	0,5	27	1,8	
3	Impact on competencies acquired and productivity	Interval Scale	1	1,3	2	0,6	0	1	1,3	2	0,7	
		%	76	0,4	23	2	0	72	0,5	27	1,98	
4	Increase on awareness of performance and productivity compared before following CE-VGA	Interval Scale	1	1	2	0,3		1	1,3	2	0,6	
		%	86	1,1	13	0,4		76	0,4	23	0,8	
5	The impact of competence on the main task and function and village officials work.	Interval Scale	1	1,1	2	0,3		1	1,3	2	0,7	
		%	86	0,3	13	0,4		72	0,5	27	1,7	
6	Impact on the creation of management due to the good practice of village officials' main task-function that which has been pursued through CE-VGA compared before following CE-VGA.	Interval Scale	1	1,3	2	0,6		1	1	0	0	
		%	76	0,4	23	1,7		100	0	0	0	
II	PERFORMANCE		Good		Fairly Good		Poor	Good		Fairly Good		Poor
1	General impact on	Interv	1	1	0	0	0	0	0	2	1,4	

	performance	al Scale											
		%	100	0	0	0	0	31	0	68	0,9		
2	Impact issues on work motivation	Interval Scale	1	1,0	2	0,1		1	1,3	2	1,3		
		%	92	0,2	1,1	1	0	72	0,5	27	0,6		
3	Impact of behavioral attitudes (work-culture)	Interval Scale	1	1,3	2	0,7	0	1	1,3	2	0,6		
		%	72	0,5	27	2	0	76	0,4	23	1,7		
4	Impact of increased labor productivity compared to before taking CE-VGA	Interval Scale	1	1,3	2	0,6		1	1,5	2	0,3		
		%	76	0,4	23	1,7		86	0,3	2	0,5		
5	Impact of increased work quality compared before taking CE-VGA	Interval Scale	1	1	0	0		1	1,5	2	0,3		
		%	100	0	0	0		86	0,3	13	0,1		
6	Impact of the creation of Good village institutional management compared before taking CE-VGA	Interval Scale	1	1,4	2	0,9		1	1,3	2	0,6		
		%	68	0,5	31	2,8					1,7		
III	SOSIOLOGICAL		Good		Fairly Good		Poor	Good		Fairly Good		Poor	
1	General impact on the working environment.	Interval Scale	1	0	2	1,5		1	0,8	2	0,4		
		%	35	0,6	65	0,5		92	0,3	7	0,6		
2	General impact on the awareness and participation in the workplace compared before taking CE-VGA.	Interval Scale	1	1,3	2	0,6		1	1,3	2	0,2		
		%	76	0,4	23	1,7		98	0,4	2	0,01		
3	General impact on the increasing awareness of the Good governance on working environment compared before taking CE-VGA.	Interval Scale	1	1,3	2	0,7		1	1,0	2	0,3		
		%	72	0,5	27	0,4		92	0,4	7	0,4		
4	Impact of the maintenance of Good governance that has been practiced via CE-VGA.	Interval Scale	1	1,3	2	0,7		1	0	2	0		
		%	76	0,6	23	2		100	0	0	0		
5	Impact of good management	Interval	1	0,2	2	1,6		1	1,3	2	0,6		

parctice on the creation of village institutions compared before taking CE-VGA.	Scale											
	%	40	0,3	59	0,4		76	0,4	23	0,2		

Table 4 indicated the general impact of the direct implementation of the programs which was Fairly Good to increase the learners' competence (Σx 1.2 or 90.2 %). The other positive impacts occurred on improving performance areas (Σx 1.2 or 95 %). Fairly Good impacts also occurred in the field of sociological influence (Σx 1.3 or 98 %). Here are the CE-VGA impacts on the overall competence of the learners:

Table 5. THE OVERALL IMPACT OF COMPETENCE FROM CE-VGA

No	IDENTITAS						
	ENTIRE REGION OF REGIONAL OFFICES <i>N: 48</i>	REGIONAL OFFICE- <i>Denpasar</i> <i>n.16</i>	REGIONAL OFFICE - <i>Jember</i> <i>n.19</i>	REGIONAL OFFICE - <i>Pangkal Pinang</i> <i>n.13</i>			
1.	Majority Package CE-VGA	Village General Government	Village General Government	Village Management Skills			
2.	Majority Job-Position	Village Secretary & Head of Village Affair	Village Secretary	Village Secretary & Head of Village Affair			
3.	Mayoritas Pendidikan	Senior High School 100%	Senior High School 100%	Senior High School 100%			
4.	Alasan Mengikuti CE-VGA	Boss-Policy	Boss-Policy	Boss-Policy			
5.	Tuition	Scholarship	Scholarship	Scholarship			
IMPACT OF INTERVENTION							
INDICATOR		Interval-Force Scale			Central Tendency		
* Interval Force Scale: 1= Very Much; 2= Many; 3= a little; 4= The least *Central Tendency: \bar{x} ; <i>Mo</i> ; <i>Sd</i> .		2,1 %			81%		
		\bar{x}	<i>Mo</i>	<i>Sd</i>	\bar{x}	<i>Mo</i>	<i>Sd</i>
1	Knowledge: Knowledge gained from CE-VGA.	2,0	2	0,6	80,6	80	0,6
2	Skills: a. The ability to use practical theory that was taught related to daily work.	2,1	2	0,6	81,1	81	0,6
	b. The utilization of working skills instruments that once were taught.	2,1	2	0,6	81,1	81	0,6
3	Attitude: a. The ability to implement theories into practical work that once were taught to everyday work.	2,1	2	0,5	81,7	81	0,5
	b. The ability to implement self-confidence that once was taught to daily work.	2,1	2	0,6	81,3	81	0,6
4	Assessment of the compatibility between capabilities have been acquired after following CE-VGA as compared to the standard of skills needed in everyday work.	2,0	2	0,5	80,8	80	0,5
5	The magnitude of ability effect that has been earned to the daily work	2,2	2	0,8	82,2	82	0,8

	after following CE-VGA -UT.						
6	Attitude background of the participants in regard of: a. Awareness of self-development to follow CE-VGA.	2,1	2	0,7	81,7	81	0,7
	b. Insistence on the demands of state regulatory so as to follow CE-VGA as obligations.	2,1	2	0,7	81,7	81	0,7
7	Things that affect the added value of the performance as results of taking CE-VGA: a. The frequency of the appearance of the innovative idea after attending CE-VGA.	2,0	2	0,6	81,9	81	0,6
	b. More on time in completion of the work after following CE-VGA.	2,0	2	0,7	81	81	0,7
	c. Better results on jobs quality after attending CE-VGA.	2,1	2	0,7	81,1	81	0,7
8	In many ways, obtaining benefits after following CE-VGA.	2,1	2	0,6	81,4	81	0,6

In general, the data Table 5 shows important findings that CE-VGA gave a positive impact at Fairly Good mode to changes on improving the competence (81.5 % $\Sigma x \bar{.} 2.1$).

B. DISCUSSION

1. Discussion of the Review Document Findings on CE-VGA Management Impact Profile

The findings showed that from the document review that CE-VGA management practice was not based on the principles of PO-PD, and this was supported by the results of the interviews with managers, coordinator-partners, and tutors. Discussion of the key findings taken from the document review results were as follows:

- 1) In the component of Socialization, Needs Analysis, and Maintenance, there had not been found a single text document containing the principles of socialization nor maintenance. The lack of socialization and maintenance phase resulted in flaws in the needs analysis recommendation and maintenance program that had been operated by the administrators;
- 2) In the manuscript of UT Strategic Plan 2010-2020, 2011-2013 Operational Plan, and Functional Plan, there was found a UT policy goal of continuing education programs. However, at the operational level, PPM-UT was not able to set forth in the form of TOR.

2. Discussion of the Interview Results with Managers, Coordinator-Partners, Tutors Regarding the CE-VGA Physiological and Psychological Impact to the Students

Interview results showed findings that the CE-VGA overall management performance had had positive impact on the learners' competence and sociological influence. But the managerial impact in the area of socialization, needs analysis, and maintenance was indicating a weak performance. Thus there were a relatively consistent relationship between the results of the document review and the results of the interview, in terms of the weakness of managing the phase of socialization, needs analysis, and maintenance of that of CE-VGA.

3. Discussion of Questionnaire Results Regarding the General Impact of CE-VGA to the Students.

The questionnaire results had indicated the Fairly Good impact on enhancing the competence, performance, and sociological influence to all students, which the score was Σx 1.2 or 90.2 %. This fact showed that the CE-VGA curriculum design and teaching materials was already Fairly Good relevant to the learners' needs. Quantitative data had shown indications that CE-VGA already gave positive impact to the learners, however that of positive impact had nothing to do with the sustainability of the learners to continue the program. The results from the interviews and document reviews, had indicated that the weak sustainability of learners to continue the CE-VGA program was caused by several factors, those were: the scholarship scheme given by the partners was an adhoc, the weak awareness of the learners to self-financing, and the UT promotion effort has not been successful yet.

4. Discussion of Questionnaire Results of CE-VGA General Impact on Students Competence

In the issues of competence improvement, it showed that the overall CE-VGA performance had been able to giving fairly good positive impact on average learners'

competencies (52.4 % or $\Sigma x^{-} 1.9$ _ knowledge, skills, attitude). Thus there was a strong relevance between the CE-VGA curriculum and the competency needs of the learners.

5. Discussion of Summary Results of Management Performance Analysis Across the 3 (Three) Regional Offices: Jember, Pangkal Pinang, and Denpasar.

Recapitulation results of CE-VGA management performance analysis across the 3 regions: Jember, Pangkal Pinang, and Denpasar were as follows:

- 1) The crucial issue of socialization aspect was the absence of a special appointed managers who masters the CE-VGA perspective and the weak support from UT policy makers;
- 2) The crucial issue of the organizing affairs was though already at fairly good performance, but the complexity of the working relationship among the UT operational units was still needing TOR and SOP of CE-VGA that can be used as standards from time to time;
- 3) The crucial issues of the program needs analysis indicated the weakness of substance mastery on CE-VGA design by UT managers and poor performance on 'securing understanding' the UT policymakers. Also, Tutor standardization issues and Monev. performance were some other fundamental problems that have not been solved;
- 4) The crucial issues on the implementation aspect, though indicated already at fairly good performance on these phase, however the CE-VGA monitoring and evaluation components were still vacant at CE-VGA management;
- 5) The crucial issues on the maintenance aspect, there was no a special appointed manager who master the CE-VGA perspective and capable of performing program maintenance through internal management consolidation and building network among stakeholders.

CONCLUSION AND RECOMENDATION

1. Conclusion

- a. Socialization Performance had indicated weak in terms of CE-VGA perspectives and strategies that lead to the very slow development of the program;
- b. Organizing Performance had indicated fairly good, but it still needed the TOR and SOP to be developed for the handleability and measurability of the work execution;
- c. Needs Analysis Performance had indicated weak mode due to the low mastery of CE-VGA perspective by UT managers for further CE-VGA packages development;
- d. Implementation Performance had indicated fairly good mode, but it encountered problem of weak policy support on Tutor standardization and learning outcomes evaluation;
- e. Maintenance Performance had indicated weak mode as the growth of the learners participation was low in numbers.

Recomendation for Solution

- a. Socialization Aspect, the recomendation for weak socialization is that it is necessary to formulate a draft of CE-VGA socialization-promotion strategy;
- b. Organizing Aspect, the recomendation for CE-VGA organizing networks complexity is that it is necessary to formulate CE-VGA master plan, TOR, and SOP;
- c. Needs Analysis Aspect, the recomendation for weak needs analysis performance is that it is necessary to strengthen the mastery of CE-VGA perspective for the managers;
- d. Implementation Aspect, the recomendation for weak program implementation is that it is necessary to strengthen the managers 'Lobbying' skills for confincing UT policy makers;
- e. Maintenance Aspect, the recomendation for weak maintenance performance is that it is necessary to strengthen the managers' skills ability on pioneering partners collaboration.

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