**DESIGNING TRAINING ON DISTANCE EDUCATION: UNIVERSITAS TERBUKA INDONESIA EXPERIENCE**

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The Universitas Terbuka (UT) Indonesia was established in 1984. The current number of UT students is 287,823. UT provides services throughout Indonesia and abroad. The total number of human resources working in UT is 1,877 people consisting of 1,551 public servants and 326 are contract workers. The purpose of this paper is to discuss the types of training and the challenges ahead in relation to changes in the environment, especially the faster the technology. Changes in the environment and policy demand the need for continuous improvement of human resource competencies. Training and human resources development is done to improve the human resource capacity for UT to be able to answer the demands of the environmental and policy changes. In 2018, the Government demanded UT to increase its capacity to serve students and become partners for other universities that provide distance education. To meet these demands UT conducts training in management for upper and lower level managers, training for operational staff, training for production staff, management training for tutorials, human resource management training, motivational training to build team work, writing training, multimedia material development training, computer application usage training, research training and publications and community service training. The other training is training for face-to-face tutors as well as online. The trainings are conducted face-to-face. Training for online tutors is done online. UT is designing UT corporate university that will develop online training and on the job training. Increased competence will be directed more to learning than training.

Keywords: competence, training, open university, human resources

**Introduction**

The Open University (UT) Indonesia was established in 1984 with the mission of: (1) providing higher education services to senior high school graduates who were not admitted to face-to-face tertiary institutions; (2) provide further education to teachers; and (3) providing higher education services to people who have worked. In 2017 the number of UT students reached 286,757 people spread throughout Indonesia and Indonesian students in more than 20 countries. To serve large and dispersed students, UT has 1,877 employees with the following details.

Table 1 Condition of UT Human Resource year 2017

|  |  |  |  |
| --- | --- | --- | --- |
| work location  | Government Officers | Contract | Total |
| lecturer | Administration staff | lecturer | Administration staff  |
| head office | 278 | 448 | 12 | 138 | 876 |
| regional office | 346 | 479 | 0 | 176 | 1001 |
| Total | 624 | 927 | 12 | 314 | 1877 |

From the data in Table 1 shows that the number of administrative staff is quite large at 53.3%, while the number of lecturers reaches 46.7%. UT recruits lecturers from other universities and professionals who act as instructors of teaching materials, authors of exam materials, face-to-face tutors, online tutors, mentors, and supervisors.

At present there is a change in the strategic environment of the Open University, especially the development of informational technology and Government policies. The development of information technology has given birth to the Industrial 4.0 revolution that changed the way people work. The Industrial Revolution 4.0 has a big impact on human resource development. UT's other strategic environmental changes are the issuance of Government policies that give face-to-face higher education authority to open long distance higher education. This policy puts UT not the only tertiary education institution for distance education in Indonesia.

Internally, UT wants striving for academic excellence to be achieved in three years. Striving for academic excellence stages will be achieved in three years through student demand for quality service (2018), the strengthening society acceptance of UT (2019), and becoming frontiers of education innovation (2020). To implement this strategy UT is transformed into a learning organization. The main actors in implementing this strategy are human resources that are reliable and adaptive to changes that are increasingly fast. To deal with changes and demands for better quality education services UT transforms its operating system into a cyber university. The purpose of this paper is to change in the environment, especially the faster the technology.

**Conceptual framework**

Actually UT is still in the midst of the era of The Third Industrial Revolution. Industrial Revolution 3.0 is characterized by developments in digital systems, communication and rapid advances in computing power, which has enabled new ways of generating, processing and sharing information. An era that puts knowledge as the main economic source.

While the Fourth Industrial Revolution can be described as "cyber-physical systems". The Industrial Revolution 4.0 was built based on technology and infrastructure developed in the industrial 3.0 revolution era, namely technologies and infrastructure. the Fourth Industrial Revolution represents entirely new ways in which technology becomes embedded within societies and even our human bodies (Davis, 2018). The Industrial Revolution 4.0 which has now begun to produce the industrial management more transparent and organized, reduce labor costs and provide a better working environment, and reduce the cost by energy-saving, optimized maintenance scheduling and supply chain management (Jay Lee , Hung-An Kao, Shanhu Yang,2018).

From a quote about the 4.0 industrial revolution shows that there has been a fundamental change in society. These changes also have a major impact on the organization. Technology will unite people in a technology network. Technology has the ability to search, process, present and distribute data and information. Thus the organizational design will change. Bigger is not better. The job will change. Changes to work will have an impact on the changes in HR competencies required. Automation will eliminate clerical, data processing, data verification, printing, and data and information jobs. When everyone is able to conduct transactions independently, there is no need for work that is directly service to customers. Slowly but surely there will be a shift in work within the organization.

In the 4.0 industry revolution as stated by Hecklaua, Galeitzkea, Flachsa, and Kohlb the number of workspaces with a high level of complexity will increase, which results in the need for high levels of education of the staff. By increasing the complexity of work, the level of HR competency must also be increased. Therefore the organization needs to improve its human resource capabilities to be able to follow rapid changes. The organization is directed to be an organization that is able to respond quickly to every opportunity and challenge (agile organization). HR capabilities need to be improved in order to be able to work on more complex processes in changing working environments with learning organization.

Johnson (2018) states that Learning is a key component of successful organizations' strategic plans. Training is a part of learning. To be effective and responsive to the rapid changes in the workplace, people need to learn every day to align with business goals. Quoting what Johnson conveyed that in order for HR to be able to provide a quick response to change, training alone is not sufficiently needed by the learning process. Training is part of learning.

To strengthen learning in organizations, the corporate university model is worth considering. Corporate universities are able to fill training deficiencies, i.e. each staff needs to continuously learn related to the organization's strategy. Becoming a corporate university (Corp-U) can strengthen the focus on learning and challenge corporate executives to think about learning can affect their organizations. With a corporate university the learning process in the organization can be continuously grown, the leaders will have a commitment to improving competence and its impact on the organization, the things learned are closely related to the vision, mission and strategy of the organization, and can build broader partnerships with external parties. With Corp-U the weakness of training methods is that the substance of training often does not meet the needs and the learning process is not continuous, can be overcome.

The development of the external strategic environment and changes in Government policies in the implementation of distance education make UT need to revise its business strategy. In UT's business strategy it is determined that UT is transforming into a learning organization that uses IT extensively. IT usage will change UT's organizational design. The UT organization is currently in the form of a combination of functional, matrix and divisional, with the integration of processes, UT's organization will be functional, matrix, divisional, and network. This change will demand the ability of HR to have the competence to work in network organizations. The massive use of IT will change UT's business processes.

UT's main business processes generally consist of program development, registration, development and delivery of teaching materials, learning assistance, evaluation of learning outcomes, and graduation. The business process is supported by activities in planning, financial management, human resource management, infrastructure management and quality control management. The business process gave birth to work groups. Jobs in UT can be grouped into managerial work, production of teaching materials, management of teaching materials, study assistance, examination, research, and community service. These jobs will demand human resources with a certain amount and skill level.

planning

Finance management

Human resource management

Infrastructure management

Quality Assurance System

UT Terbuka core values (quality, integrity, innovation, accessibility, relevance, accountability

Marketing

Figure 1 UT Terbuka business process, supporting activities, and core values

Figure 1 shows that UT activities consist of (1) academic works such as development of learning materials, student support service, and evaluation; (2) managerial works such as planning, finance management, human resource management, infrastructure management, and quality assurance, and, (3) internalization of core values ​​for building corporate culture. The three main UT activities require different HR management strategies.

Training developed for academic work in the form of training in the development of teaching materials, exam materials, face-to-face tutorials and online tutorials, research, publications and community service. Training for managerial work in the form of leadership training for all level of managers, motivational training, human resource training, managing state own treasure, finance management, marketing, and quality assurance, and building corporate culture is done by providing training and experience on UT core values and creating symbols to accelerate the internalization of UT core values. The trainings are conducted face-to-face. Online training for tutors is done online.

Changes in the environment and policy demand for continuous improvement of human resource competencies. Training and human resources development is done to improve the human resource capacity for UT to be able to answer the demands of the environment and policy changes. In 2018, the Government demanded that it provides distance education.

To respond to changes in the strategic environment and policies, an evaluation of the implementation of UT's HR development has been carried out in the past. Table 2 below contains the UT HR development problems that can be identified and the problem-solving strategy.

Table 2 UT HR Problems and Troubleshooting Strategies

| No | Problems | Strategy  |
| --- | --- | --- |
| 1. | Conduct comprehensive needs assessment | 1. Conduct need assessment (diagnosis) of human resource development in the future.
2. Need assessment is carried out by evaluating and implementing the current HR development policy as a whole.
3. Need assessment will produce a list of HR development needs (HRD) in the future and current HR conditions. The gap between current HR conditions and future HRD needs will be overcome by carrying out an HR development program whose design is outlined in the Grand Design of HR Development.
 |
| 2.  | UT does not have a comprehensive grand design of HRD. | Developing the grand design of the UT HRD. Grand designs at least include:a. General policy of UT's HR development to achieve its vision, mission, goals, objectives and policies "increase academic authority"b. Job description, job qualification, and job specificationc. UT's total HR datad. List of UT's HR needs and how to fulfill theme. List of UT HR competenciesf. Recruitment Strategyg. Orientation and training strategyh. Individual career path and developmenti. Performance appraisal strategyj. Compensation and benefits strategyk. Design integration of HR development with other fields. |
| 3. | The number of UT HR is lacking | 1. Improve the HR recruitment system
2. The review of UT's recruitment system is carried out on improvements to HR planning, announcement mechanisms, and selection mechanisms in accordance with the grand design of HRD
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| 4. | Career development program by mapping clear career paths for UT HR (promotability forecast, succession planning, individual career counseling, job posting systems, and career resources centers) | This program is implemented by setting up an HR development strategy which includes:1. Career mapping of HR which results in UT's career map.
2. Creating UT leadership succession systems at various levels at UT. Prospective UT future candidates are prepared from the beginning and then ready to be competed with other candidates.
3. UT provides information and counseling for one's career development.
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| 5. | The competency improvement program that has been implemented needs to be improved effectively, including training for tutors. | Reassessment of training program of UT, both types of training and training strategies.1. Developing competency improvement programs through on the job training. The head of the unit is trained to be given the task as a trainer and monitor the progress of the staff with the instruments provided by the Career Development Center.
2. Using UT activities as part of UT's HR development strategy, for example being a thesis supervisor, thesis examiner and seminar speaker.
3. Using coaching and mentoring strategies from more capable human resources to the less able, for example:
4. Each Professor must be a coach for several doctors to obtain an

academic position of GB for a certain period of time.1. Senior researchers are paired with junior researchers in certain research schemes at UT.
2. Senior computer experts become coaches for junior computer

 experts.Coaching and mentoring are programmed and systematically monitored, as well as being part of the workload of the lecturer.d. Job Rotation.Job rotation is not only done by moving people, but job rotation is done in the context of transfer of knowledge as part of mentoring and coaching.  |
|  | The competence of each training group has not been systematically mapped | Skills needed by leaders and employees1. Executives:
2. Strategic thinking
3. Change leadership
4. Relationship management
5. Managers
6. Flexibility
7. Change implementation
8. Entrepreunerial innovation
9. Interpersional understanding
10. Managerial behaviors that are empowering
11. Team facilitation
12. Adaptability
13. Employes
14. Flexibility
15. Motivation to seek information and ability to learn
16. Achievement motivation
17. Work motivation under time pressure
18. Collaborativeness
19. Customer service orientation
20. Lecturer
21. Research
22. Academic writing (publication)
23. IT for academic works
24. Data mining and analyzing data
25. Data presentation
26. Presentation skills
27. English language
28. Academic Qualification Improvement
29. Capacity building of research and publications
30. Professional Performance Improvement
31. Increasing Leadership and Management
 |
|  | Performance appraisal* Behavioral appraisal instruments
* Behavioral anchored rating scales
* Outcome appraisal instruments
 | 1. Staff Workload Guidelines need to be reviewed.
2. Conduct annual evaluations of leadership knowledge from the lowest to the highest about UT and new policies.
3. Conduct unit performance assessments to assess leadership performance.
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In the UT strategic business plan it has been determined that UT uses the learning and growth indicators adopted in the Balance Scorecard Model. For this reason, increasing competence and internalizing core values ​​will be carried out by developing UT Corporate University (UT Corp-U) with a blended learning mode. Training modules will be discussed online. Classes will be formed according to the training class. Sharing intensity between participants will be assessed. And at the end of the session an evaluation will be given. Thus the learning and growth process will be monitored and measured. The dashboard that will be used for online training at UT Corp-U is the dashboard used in online learning. For training that requires interaction will be done face-to-face. While to improve the competency of several training work such as question writing, writing course design, writing research proposals, and writing scientific articles will use the on the job training method.

**Conclusion**

The development of IT technology and policy changes has encouraged UT to transform its process and business processes. These changes bring consequences to changes in employment at UT which causes the need for a change in the UT's grand HR development design. During the Industrial 4.0 revolution, UT's human resources were directed to be able to adapt quickly to changes (agile). Therefore UT training also needs to be reformulated. New types of work are identified and analyzed. Training methods are enhanced by learning methods through on-the-job training, face to face training and online learning. To integrate the entire learning process, UT is designing UT Corp-U. With UT Corp-U, it is expected that UT's widely distributed HR can be encouraged for learning and its growth can be measured.

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