

AAOU2012

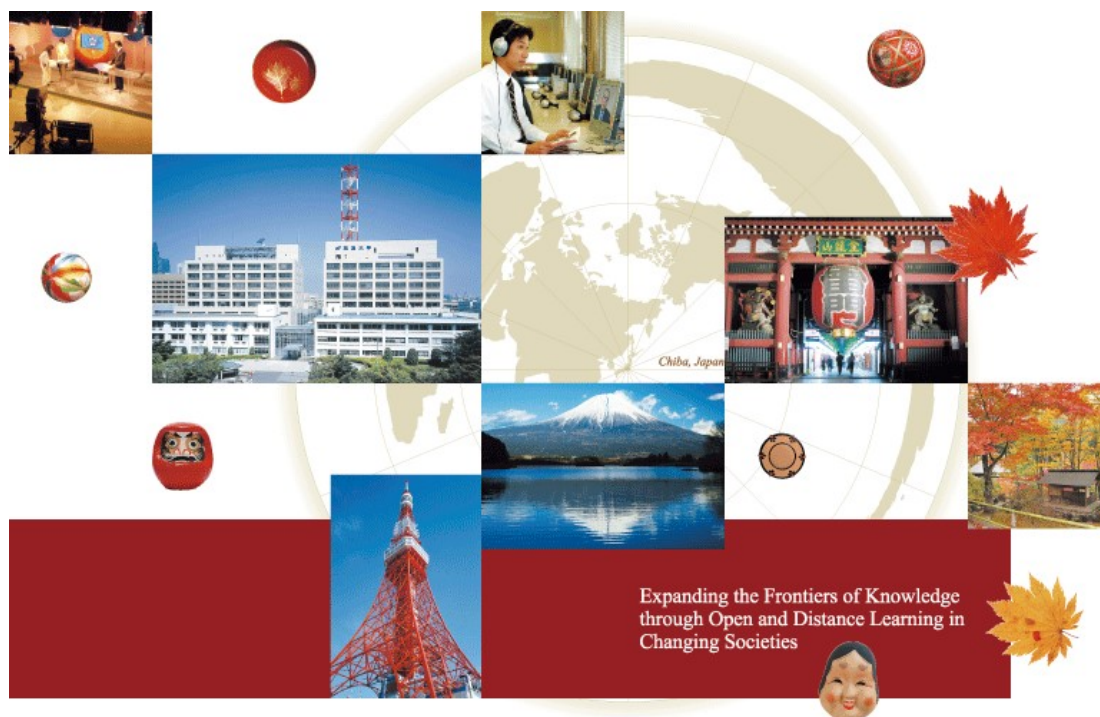
The Annual Conference of
26th Asian Association of
Open Universities

 THE OPEN UNIVERSITY OF JAPAN



16-18 October 2012, Chiba, Japan

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Sub-Theme

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Rucha Gujar

Senior Assistant Professor, School of Continuing Education & Convener YASH Centre for Internal Quality Assurance, YCM Open University, India

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Nurul Huda

Department of Agribusiness, Universitas Terbuka, Indonesia

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Vipa Jaroenpuntaruk

School of Science and Technology, Sukhothai Thammathirat Open University, Nonthaburi, Thailand

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Nowshad Khan

Department of Agricultural Sciences, Allama Iqbal Open University, Islamabad, Pakistan

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Jintavee Khlaisang

Department of Educational Technology and Communications, Chulalongkorn University, Bangkok, Thailand

The Establishment of Academic Credit Accumulation and Transfer System: A Case Study of Shanghai Academic Credit Transfer and Accumulation Bank for Lifelong Education

Huikang Li¹, Yaoting Sun², Min Yang² and Zhihui Wei³

1) Vice President, Shanghai Open University, China, 2) General Affair Office, Shanghai Open University, China, 3) Institute of Open Education, Shanghai Open University, China

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Chinese Education for Senior Citizens in the Aging Society: Challenges and Prospects

Jian Liu

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The Development of Distance Education in Learning of Public Sector Accounting Major – An Experimental Study in Some Vietnamese Universities

Pham Quang Huy and Mai Thi Hoang Minh

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Salih Gümüş and Cengiz Hakan Aydın

Anadolu University – Open Distance Education Faculty / TURKEY

Agents in the Accomplishment of Open and Distance Learning by Two Open Universities

Jean A. Saludadez¹ and Yu-Jen He²

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Supportive Role of "CBCI Chair" at IGNOU in ODL Programme Development

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Tung Lai Cheng

School of Business and Administration, Wawasan Open University, Malaysia

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Aazam Rafiee Zadeh, Seyed Ali Razavi Ebrahimi and Mohammad Hadi Moazzam

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Ratna Marta Dhewi¹ and Mohamad Yunus²

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Managing Tutors without Borders: Some Tips and Tricks

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Cost of Employee Absenteeism: A Study on Distance Learning Institution in 2006

Yun Iswanto and Heriyanni Mashithoh

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Using Technology in Managing Human Resource Activities in an Open University

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E-learning Through Distance Education – Issues and Challenges

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New Challenges and Solution System to Ensure Sustainable Development of Open Distance Learning (Vietnam Case)

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Nineteen Years Development of Open and Distance Learning: Researching at Hanoi Open University

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Organization Structure of Asia Open University Based on International Comparison

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The Comparing Research on the Interior Governance Framework of Seven Asian Open Universities

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On-line Tutorial for ODL Students: Sharing Experience from Philosophy of Science Course Offered at Department of Education – Universitas Terbuka

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Computer Science Certificate – Career Retraining and Further Education

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Evaluating Design and Content of a Multimedia Courseware in Nursing

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Postmortem Analysis of a Gamified Moodle Course in Philippine History

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Does Mobile Learning Foster Self-directed Learning?

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Designing for Mobility to Make Physical Education Available Through Distance Education

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WeBook: A framework to reduce the use of paper in ODeL

Roberto B. Figueroa Jr

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Collaborative Learning Activities in Online Courses: Issues and Strategies

Primo G. Garcia

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Development of a Video-Based Mobile Learning System

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Buddhini Gayathri Jayatilleke¹, Geetha U. Kulasekera¹, Malinda C. B. Kumarasinha¹ and Charlotte N. Gunawardena²

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Vicarious Learning from Reading the Good Performances of Peers' Assignments and the Tutor's Feedback on Them in a Large Web-based Course

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Technology-enhanced Learning in Open Distance Learning

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Creation, Repurpose and Sharing of Mobile OER Initiative via Middleware Transformation API – New approach to Openness and Visibility

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Ratih Kusumastuti and Lidwina Sri Ardiasih

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Tran Lan Thu, Dinh Tuan Long and Nguyen Thanh Trung

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Yoshitomo Yaginuma and Yoko Hirose

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Sandra Sukmaning Adji and Sri Harjati

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Liza C. Carascal

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Bridging Formal and Informal Learning: A Case Study on Mobile Course

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Ching-Rong Lee¹ and Chia-Nien Liu²

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Moses Montesh

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Rita C. Ramos

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Innovative Teaching in Plant Physiology Course to Induce Deep Learning Approach in Students in Open and Distance Learning System

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Morio Shibayama¹, Kohji Tohyama¹, Chiaki Azuma¹ and Toshimichi Koori²

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The Preliminary Assessment of Proactive Retention Interventions to Improve Student Retention: A Case Study

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Analysis on the Test of the Learning Center Support Services Specification

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ODL for Primary Students, Social Network ICT Based Support, and Trust

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Development of an Assessment Tool to Measure the Prior Experiential Learning of Adult Learners: The Case of Wawasan Open University

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Students' Satisfaction with Three Components of Distance Education Program at Ho Chi Minh City Open University

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The Logistics and Supply Chain Management of Hanoi Open University (HOU)

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Information Services for Sukhothai Thammathirat Open University Students

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Distance Education and the Provision of Prison Library Services: A Case Study of Sukhothai Thammathirat Open University, Thailand

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Improving the Livelihood of a Selected Rural Agricultural Community in Sri Lanka by Inculcating Lifelong Learning in Farmers

Prasad Senadheera¹, Geetha U Kulasekara¹, Jayantha Watthewidanage¹, Pradeepa Perera¹, Mapk Senevirathne², Yoga Kulasekara², Deepthi Mahanama³, Deshapriya Liyanage⁴, Munidasa Gunasinghe^{5, 2}, Sakunthala B Senadheera⁶ and Uma Coomaraswamy¹

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Assessing the UPOU Doctor of Communication Students' Experience: Support Services for ODL Learners

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Floundering among Adult Learners in Classrooms: Fact or Fallacy?

Nantha Kumar Subramaniam and Maheswari Kandasamy

Open University Malaysia, Malaysia

Guidelines for Promoting Student Retention of Sukhothai Thammathirat Open University (STOU)

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[Academic Performance and Students' Perceptions on Quality of Online Instruction¹](#)

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[A Framework for Developing Competencies in Open and Distance e-Learning¹](#)

Patricia B. Arinto

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[Personalized System of Instructions: The ODL Way](#)

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[Quality Assurance in Face-to-Face Tutorial: An Effort to Provide Qualified Higher Education in Indonesia](#)

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[Institutional Survey Tool for Quality Assessment \(ISTQA\) for Online Distance Education in the Philippines](#)

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[Solutions for Quality Improvement in ODL at Hanoi Open University](#)

Le Van Thanh¹ and Nguyen Tien Hung²

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[Comparative Study on the Usage of Internet-Based Plagiarism-Detection Service Presenting Two Distance Learning Courses: Wawasan Open University Perspective](#)

Choo Hong Loo and Lai Cheng Tung

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Improving Teacher Competencies Through Open And Distance Learning Involving Local Education Department As A Partner (Case Study At Semarang Regional Office Of UT)

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New trends of ODL studies and practices

Indonesia is a country with vast territory and diverse characteristics. Education as a key factor in the human development in Indonesia is an absolute factor that can not be bargained. However, the provision of education in this vast region requires special attention and is not easy. The presence of teaching staff with sufficient competence remains a major limitation factor in the provision of quality education in Indonesia.

This led to many teachers that do not have the required competencies as in the Indonesian Law on Teachers and Lecturers number 14 year 2005, namely competence as a Bachelor of Education. Some teachers are non permanent teachers who do not have a permanent establishment in terms of economic and life assurance yet. Most of them devote his life to providing education for childrens in remote areas far from the reach of transportation regardless of the amount of salary they received for years or even the majority have been living like that for decades.

Constraints they face to improve their competence is an area that far from the reach of transportation and time limitation. ODL provides an opportunity for them to improve their competence in providing distance education. With this system, teachers are able to undergo their education without leaving the job, without going far from their homes, thereby also lowering the cost of education.

ODL system organized by the Open University of Indonesia (UT) is implemented with the involvement of the local education department, where the added value of this collaboration is the affordability of residential premises for students because local education department located in all regions, assuredness of the education quality because the local education department has wide access and provide the right direction so that students have greater opportunities to meet the competencies they required in practice.

This paper describes what, why, and how UT improving teacher competencies through ODL in collaboration with local education department as a partner. Finally, conclusion and recommendation will end this paper.

A. Improving Quality Human Resources as Key Factors For Country Development Through Education

Indonesia as a developing country still needs to clean up the various field of life. Human resources are the key factors for country development. The quality of human resources in Indonesia is still far from expectations. One achievement parameters of human resource development is the Human Development Index (HDI) (Kintamani, 2008). Human Development Index (HDI) is a standard measure of achievement of the development of a nation is measured by life expectancy (AHH), the literacy rate (AMH), the combined gross enrollment rate (GER combined), and purchasing power parity (PPP) (Kintamani, 2008 and UNDP, 2006).

According to the United Nations Development Programme (UNDP), HDI is a concept related to the process of expanding opportunity for someone, giving greater opportunities to access education, health, income and employment opportunities (UNDP, 2006). According to the report of the UNDP in 2011, Indonesia categorized as a country with medium human development and ranks 124th of 187 countries with a HDI value of 0.617 (UNDP, 2011).

Table 1. HDI in Indonesia year 2011 and It's Component

Human Development Index (HDI)	Life expectancy at birth	Mean years of schooling	Expected years of schooling	Gross national income (GNI) per capita (constant 2005 PPP \$)	GNI per capita rank minus HDI rank	Nonincome HDI
0.617	69.4	5.8	13.2	3,716	-2	0.674

Source : UNDP, 2011

The quality of human resources is a high capital base due to its strategic position as active agents of development in various fields. One of the key factors in the development of human resources is education, as a milestone in improving the quality of human resources. Sulistyowati *et al.* (2010) that conducting research on impact on education investment economy and welfare society regency and the city in central java found that the increasing of education in agriculture sector is effective strategy to increase labor productivity in agriculture sector. In the long run, the increasing of education is effective to improve labor productivity in all sectors.

Sulistyowati *et al.* (2010) also outlines that the increasing of education expenditure policy could improve local economic performance and people welfare. This shows us how important education for the development of a variety of other fields.

B. Teacher Competency In Indonesia And Their Relationship To The Quality Of Education

Improving the quality of education is closely related to the education doer itself. Here, in addition to students who become the main educational object, the role of the teacher in charge of self-development and improvement in student knowledge plays a non-negotiable prices.

The presence of teaching staff with sufficient competence remains a major limitation factor in the provision of quality education in Indonesia. This led to many teachers that do not have the required competencies. This is a major reason for the Indonesian government in an effort to improve teacher competence. Government have a policy to increase the qualification of primary school teachers throughout Indonesia (Nugraheni, 2009). As a first step in improving teacher competence, the government targeted the first stage of education, namely primary school. In relation to improving the quality of teachers, the government has issued a decision letter number 0854/0/1989 on 30 Desember 1989 on procurement and equality primary school teachers that is on the improvement of qualification of elementary school teachers from high school graduates (SPG / SGO / PGA) to second year Diploma (D2) and Indonesian Law on Teachers and Lecturers number 14 year 2005, namely competence as a Bachelor of Education (S1) or fourth year Diploma (D4).

Some teachers are non permanent teachers who do not have a permanent establishment in terms of economic and life assurance yet. Most of them devote his life to providing education for childrens in remote areas far from the reach of transportation regardless of the amount of salary they received for years or even the majority have been living like that for decades. As the following description of these data is that the teacher is a teacher of government and non-government teachers in Central Java.

Table 2. Government and non government elementary school teacher in Central Java.

Number	Regency/City	Government Teacher	Non government Teacher
1	Cilacap	5.332	3.502
2	Banyumas	5.253	2.709
3	Purbalingga	3.762	1.168
4	Banjarnegara	3.611	2.147
5	Kebumen	5.557	2.107
6	Purworejo	3.861	1.490
7	Wonosobo	3.012	1.420
8	Magelang	4.563	1.710
9	Boyolali	3.880	1.387
10	Klaten	5.260	2.778
11	Sukoharjo	3.197	1.835
12	Wonogiri	4.382	3.055
13	Karanganyar	3.564	1.355
14	Sragen	3.774	2.154
15	Grobogan	3.976	2.668
16	Blora	3.612	1.568

17	Rembang	2.611	1.166
18	Pati	4.408	1.834
19	Kudus	3.317	1.346
20	Jepara	3.507	2.373
21	Demak	3.159	2.364
22	Semarang	3.676	1.409
23	Temanggung	2.872	1.227
24	Kendal	3.283	1.759
25	Batang	2.743	1.366
26	Pekalongan	3.377	1.793
27	Pemalang	4.090	3.031
28	Tegal	4.676	1.349
29	Brebes	5.295	2.887
30	Kota Magelang	637	322
31	Kota Surakarta	2.011	1.866
32	Kota Salatiga	785	318
33	Kota Semarang	3.824	3.668
34	Kota Pekalongan	1.496	464
35	Kota Tegal	2.038	890

Source : National Education Service of Jawa Tengah Province, 2011

In line with the government program that requires increased competence is a elementary school teacher. They are required to pursue higher education through the university. Although there are many public and private universities, but most are located in urban areas. While the majority of teachers who also want to continue school are located in remote rural areas across the country (Nugraheni, 2009). So it is difficult for those who wish to continue their education because they have to sacrifice time, effort, and cost to be able to go to college. Yet they are also required to continue to perform its obligations in the mission as an educator by teaching the student that they might not do as he was educated at a distance of residence and place of duty.

This is where the importance of distance education. Distance education with a variety of concepts can ease providing higher education opportunities for teachers who previously could not continue their education because of the remoteness. Open and Distance Learning (ODL) may be a promising opportunity for them.

C. Open And Distance Education For Elementary Teachers in Indonesia

Open and distance education (ODE), which is currently growing very rapidly, is one alternative to meet the needs of the stakeholders in the availability of education, especially higher education. (Nugraheni, 2009). The establishment of Universitas Terbuka has been taken into consideration by society due to its open and distance education systems offered. These special characteristics are well suited the Indonesian archipelago, which consists of thousand of islands and islets. UT provides study programs for students living in the remote areas and students with different backgrounds and professions all over the nation (Harjati *et.al.*, 2008).

Experience at Open University of Indonesia (UT) shows that ODE not only able to accommodate the number of great students, but also accommodate their needs to be able to learn flexibly according to their specific needs. ODE in Indonesia, especially developed to improve access to quality education for as many as may be populated (Setijadi, 2007). The most significant impact of the development and innovations on the open and distance education are making use of different kinds of media in transforming the knowledge. This impact can be found out from the provision of virtual laboratory, different kinds of course learning materials, online tutorials, and online examinations. This evolution provides wide opportunities to society in remote area to continue their study and convince their belief in using the open and distance education system. Due to the easiness in accessing the amount of content materials throughout the world (Harjati *et.al.* 2008).

UT, which opened in 1984 was originally intended to accommodate high school graduates with a large number could not be accommodated by the university height of existing public and private. Then UT also accommodate the educational needs addition to teachers, especially elementary school teachers, at first for Two Diploma level. After a large number of elementary school teachers had graduated, UT and offering programs S1 Elementary Teacher Education (PGSD). They benefit from PTJJ system that uses self-learning so that they can continue their education while still able to continue teaching (Setijadi, 2007). UT can reach far and wide area and have been providing higher education opportunities for those who previously could not continue formal education because of the remoteness. UT plays a major role in serving a group of students at the corners (Nugraheni, 2009).

ODE provides an opportunity for teachers to improve their competence in providing distance education. With this system, teachers are able to undergo their education without leaving the job, without going far from their homes, thereby also lowering the cost of education.

In extending to reach the UT students, UT emphasizing the role of 37 Unit Regional Distance Learning Offices (UPBJJ-UT) that scattered all over the country. Regional Offices function to serve students directly (Nugraheni, 2009). Most of this region offices supervise many regency and city with a wide area that sometimes difficult to manage. To maximize services for students, regional offices cooperate with the local education department in each regency or city area.

D. Involving Local Education Department As A Partner in Conducting Open And Distance Education

As mentioned above, that each regional office manage multiple regency. For example, one of this regional office is Semarang Regional Office (also called UPBJJ Semarang) that supervise twenty regency and city area in Central Java. With a huge number of students and locations of the twenty cities and regency are far apart, it is very difficult for Semarang Regional Office that only have 66 staff to be able to manage the entire student well.

That's why ODE system organized by the Open University of Indonesia (UT) is implemented with the involvement of the local education department, especially for student from elementary teachers (PGSD), the majority of UT students (Setijadi, 2007).

Where the added value of this collaboration is the affordability of residential premises for students because local education department located in all regions, assuredness of the education quality because the local education department has wide access and provide the right direction so that students have greater opportunities to meet the competencies they required in practice.

As mentioned above, local education department can reach all areas from central to district and subdistrict. From this subdistrict, students especially from Primary Schools Teachers Education program are clustered into study groups. Several study groups are coordinated by a coordinator. The coordinators have important role in managing the students learning activities as well as promoting Universitas Tebuka. (Devi and Usman, 2010).

Where this would greatly alleviate the students who will take care of everything. So no need anymore to go directly to Semarang UPBJJ that for some districts such as Rembang, Tegal, Blora, Temanggung, and Brebes has a great distance from Semarang UPBJJ which located in the provincial government center in Semarang. So in this case the students will spend less travel costs because all of the educational purposes such as registration, exams, graduation arrangements can be made at district and sub-districts or just from study group coordinator who will coordinate with the Semarang Regional Office.

The next benefit from this relationship is many of students from primary teachers can get scholarship. This is in accordance with national policy that encourages each local government to join the effort in human resource development, especially for primary school teachers. UT students who receive scholarships totaling relatively large, which reached 40% of all students S1 Basic Education program (PGSD) in 2007. The number of students far exceeds on other courses due to government policy improve the qualifications of primary school teachers throughout Indonesia. With a UT student who implement PTJJ then the teachers can continue their education without leaving the task. Students participating in basic education program currently reaches more than 80% of UT students, caused by government policies that support that programme (Nugraheni, 2009). The following is a data base of graduates of teacher education in Semarang Regional Office.

Table 3. Data of graduates primary teacher in Semarang Regional Office

Year	Programme Study Code										
	017	018	019	029	079	089	094	096	097	098	099
1993	0	1533	0	0	0	0	0	0	0	0	0
1994	0	2780	50	0	0	0	0	0	0	0	0
1995	0	2357	143	0	0	0	0	0	0	0	0
1996	0	4000	481	0	0	0	0	0	0	0	0
1997	0	3297	642	0	0	0	0	0	0	0	0
1998	0	3191	168	0	0	0	0	0	0	0	0
1999	0	4018	91	0	0	0	0	0	0	0	0
2000	0	9363	363	0	0	0	0	0	0	0	0
2001	0	4211	616	0	0	0	0	0	0	0	0
2002	0	3151	236	0	0	0	0	0	0	0	0
2003	0	1861	308	0	0	0	0	0	0	0	0
2004	0	871	148	0	4	0	0	0	0	0	0

2005	0	746	324	0	548	0	0	0	0	0	0
2006	0	6169	408	0	820	0	0	0	0	0	0
2007	0	2196	223	0	1015	0	0	117	0	0	0
2008	104	2847	292	0	1290	0	0	402	0	0	0
2009	51	1661	200	48	2726	2439	0	542	0	3	0
2010	3	29	36	663	32	7839	0	73	0	734	0
2011	0	0	18	524	29	11158	0	0	0	670	590
2012	0	0	2	38	6	1800	0	0	265	295	16

Source : Semarang Regional office, 2012.

These data show the number of graduates per year for elementary school teachers. Most of UT students in elementary teachers programme are the teachers on duty. Very large number of graduates note that the number of teachers in the range of Semarang regional center which has increased the level of competence is very large.

Many student that non permanent teachers can be directly appointed as government employees after obtaining a bachelor or diploma as proof of their competence enhancement because local education department also manages the process of learning itself. This meant assuredness of the education quality because the local education department has wide access and provide the right direction so that students have greater opportunities to meet the competencies they required in practice. This is expected to be an adequate contribution to improving the quality of human resources in general.

CONCLUSION

Cooperation in implementing ODE for improving the competence of teachers with the local education department has various advantages that ought to be taken into account include:

A. Affordability of higher location to place the local education department as a partner and an extension of the Semarang regional office.

B. The cost is cheaper for the students because they do not need to go to the Semarang Regional Office directly in central provinces and bigger opportunity to get scholarships from local governments because programs in improving the competence of teachers is in line with the government program

B. Assuredness of the education quality because the local education department has wide access and Provide the right direction so That students have opportunities to meet the Greater They competencies required in practice.

RECOMENDATION

This joint program can be developed in other courses to accommodate the needs of both the government program of the education department and other departments by using tiered governance structure to the smallest level of government.

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