Vol 1

OPEN EDUCATION IN HUMAN RESOURCE DEVELOPMENT IN ASIA'S PERIOD OF INTEGRATION

The 32nd Annual Conference of the Asian Association of Open Universities

24 – 26 October 2018
Meliã Hanoi Hotel, 44B Ly Thuong Kiet Street, Hanoi, Vietnam

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WELCOME MESSAGE

First of all, on behalf of the Hanoi Open University, it is my great pleasure to warmly welcome the delegates to the 32nd Asian Association of Open Universities (AAOU) Annual Conference 2018, in Hanoi.

With the aim of creating a forum for delegates, scientists and practitioners working in policy making to meet, discuss and analyze new methods and technologies in the field of open education as well as to confirm the role of open education in the development of human resources to meet the new requirements of Asia in the integration phase. This conference was conducted with the theme: "Open Education in Human Resource Development for Asia in Period of Integration".

Hanoi Open University has been cooperating with AAOU for 25 years of construction and development. We have successfully organized the 24th AAOU Annual Conference in 2010, and with that experience, we are confident that this conference will be a great success.

Wishing to become a destination of local and international intellectuals for open and distance learning, Hanoi Open University is pleased to welcome you today. We hope that you will have good working days and have enjoyable experiences in Hanoi, a beautiful city for peace.

On behalf of the Open University of Hanoi, I would like to express my gratitude to the Ministry of Education and Training and Asian Association of Open Universities for facilitating the successful organization of this conference.

We wish you good health and successful conference!

Dr. Truong Tien Tung

President, Hanoi Open University

HUMAN RESOURCES CAREER DEVELOPMENT MODEL: A STRATEGY TO ENHANCE HUMAN CAPITAL IN INDONESIA OPEN UNIVERSITY

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Abstract

This article discusses the importance of career development of human resources required by universities especially distance education. An Indonesia Open University or Universitas Terbuka (UT) requires career development with special characteristics, in accordance with the characteristics of distance education. The high numbers and variations of student and the assets of the UT spread over the archipelago demand that UT has to retain its competent employees in order to remain competitive in the implementation of higher education in Indonesia. Career development for employees is needed to support the achievement of the vision and mission of UT. This paper is the result of qualitative research. Data sources retrieval technique use purposive sampling with key informants selected, documents, observations, and other supporting data. The results of the study show that the aspects of closing gap in strategic positions, training, advanced study, recruiting the right people, and retaining the right people are the important aspects of the human capital in UT. The implication of these findings is the importance of developing the organizational and informational capital of the UT as a leveraged element for continuous and sustainable organizational growth.

Keywords: career development, human resources, UT.

INTRODUCTION

The problems in developing human resources at the Open University are first, the fulfillment of the proportion of human resources in the UT business process. Secondly, there is a competency gap that supports the provision of distance learning. Third, UT's management efforts in maintaining employees who have superior competence with appropriate reward and punishment system.

Theory of the Balanced Scorecard for Government and Nonprofits Organization (Niven, 2008) helps in providing aspects in the development of employee learning and growth, which is supported by information technology and strong organizational capital to support various innovations which in the end goal is the sustainable improvement. Aspects in the perspective of Employee Learning and Growth are also referred to The Human Resource Scorecard (The HR Scorecard). According to Kaplan and Norton (2006), the inventors of the Balanced Scorecard model, human resources are the most important asset the organization must develop. In reality, organizations often shrink the consensus, low creativity, and there is no thinking of decision makers to develop human resources.

Niven (2008: 180) develops the perspective of employee learning and growth with three benchmarks namely human capital, information capital and the organizational capital.

Robins (2015: 356) said, the importance of the management to pay attention to HR development for several reasons. First, HR is a significant source of competitive advantage, as demonstrated by the Human Capital Index. Second, achieving success through employees implies that managers must know their thoughts about workers and how they view existing work relationships. Third, organizational performance is influenced by how the organization treats its human resources. Niven (2008) develops elements of human capital that need to be considered, namely: closing skill gaps in strategic positions, training for success, recruiting the right people, and retaining the right people and succession planning. Human capital development is aimed to overcome the gap between future capabilities and future needs and implement the necessary human resource processes to avoid these gaps (Haris, 2000: 85). Human capital needs to be developed in accordance with the competencies required by the organization.

The definition of competence refers to the underlying characteristics of behaviors that describe the motives, personal characteristics, self-concepts, values, knowledge or skills that a superior person performs in the workplace (Palan, 2007: 6). Development of competence should also be done within the civil servant or State Civilian Apparatus. Suryanto (2017: 13) in his writing said that the State Civil Apparatus (ASN) in Indonesia which includes permanent lecturers of UT, needs to improve soft competence (invisible) in addition to visible competencies (hard competence) which are carried out through the development of human resources that contain attack value. Soft competency includes motive, personal character, and self portrait. While hard competence consists of knowledge and skills.

Information Technology (IT) is needed to support organizational performance and improve public service. According Niven (2008: 184) employees must have the ability to access the information, especially with regard to customers, donors, and stakeholders. This is useful in decision making. In distance higher education, IT has a large role in controlling organizations, providing all services to students, and supporting other communications with all stakeholders.

Organizational Capital is described by Niven (2008: 185) as "we are seeking to draw upon the hearts and minds of our employees, in effort to make sustainable growth and prosperity a literal reality". Organizational capital describes the unlimited resources of human strength and capture the "hearts and minds" of employees, in an effort to create sustainable growth and real prosperity. In the organizational capital dimension, there are 3 (three) important elements, namely culture, recognition and rewards, and alignment.

Open University HR Development is guided by the prevailing laws and regulations. Law Number 5 of 2014 on State Civil Apparatus regulates the process of procurement of human resources, filling the position, until the dismissal of employees. In managing higher education, HR management at UT must follow the laws and regulations of the Republic of Indonesia, namely Law Number 20 of 2003 concerning the National Education System, Government Regulation Number 19 of 2005 concerning National Education Standards, Government Regulation Number 17 of 2010 concerning Management and Education Implementation, Ministry of Education and Culture Regulation Number 24 of 2012 concerning the Implementation of Distance Education in Higher Education and the Ministry of Education and Culture Regulation Number 109 of 2013 concerning the implementation of distance education.

The industrial revolution 4.0 prompted the Indonesian government to develop higher distance education model, more intensively. This is because the Gross Enrollment Rate (GER) or Angka Partisipasi Kasar (APK) is still relatively low when compared to neighboring countries. The Indonesian

government has declared that the implementation of higher education needs to be carried out by face-to-face universities (conventional), which have limited capacity. This condition is an opportunity and a threat to UT, which has been the only college that embraces the concept of long distance education.

One of the university's human resources is educator. UT educators still need to be upgraded; this is in accordance with the demands of the legislation and the need for UT's own core business, which focuses on the provision of distance education by utilizing information technology. Although UT's core business has been implemented for over 34 years, the growing demand for quality assurance that is part of public accountability encourages UT to continue to develop its HR capabilities as well as part of UT's career development.

This article aims to bring up the HR career development model in UT. Data collection techniques were conducted by observation method, in-depth interview with key informant with purposive technique, literature study and other secondary data. Data analysis is done by reading the entire data based on subthemes that have been determined. Based on the analysis and the model made, it can be concluded.

RESULTS AND DISCUSSION

The implementation of higher education through the concept of open and long distance must be carried out in accordance with the minimum standards as stipulated in the Republic of Indonesia Law Number 12 of 2012 concerning Higher Education, Ministry of Education and Culture Regulation Number 109/2013 concerning the Implementation of Distance Education, Ministry of Education and Culture Regulation Number 4/2014 concerning the Implementation of Higher Education, Ministry of Education and Culture Regulation No. 50/2014 concerning Minimum Service Standards (SPMI), Regulation of the Ministry of Research and Higher Education Number 44 of 2015 concerning National Education Standards and guaranteed quality of learning outcomes through study program accreditation. The regulation is a sign for UT in conducting distance education

In the implementation of higher education with the concept of open and distance it requires human resources support in accordance with the needs of UT. Educators are the main human resources in college that need to be developed in their career. According to the Balanced Scorecard Theory Kaplan and Norton (2006) employee learning and growth is a capital for private organizations in seeking maximum profits for shareholders. This is different from the view of Niven (2008: 14) who developed the Balanced Scorecard for Government and Non-Profit Organization Theory, which stated the importance of employee and learning growth to produce excellent public services for customers. As a non-profit organization, UT must put its human resources development to produce competent graduates. This is in accordance with the purpose of the implementation of higher education, which produces graduates who competent in their field. To be able to produce competent graduates required qualifications, an adequate number of teachers, and excellent teaching competence.

Based on the available data, UT has 624 lecturers, spread across UT Centers with 284 people and 340 people spread across 39 UPBJJ UT (UT units in the area). Lecturers with positions as Assistant Professors (57.17%), Associate Professors as much as 26.44%, Instructors as much as 12.5%, Professors as much as 1.12%, and Teaching Staff as much as 0.96%. Distribution of lecturers based on position rank can be seen in Figure 1.

UT's Lecturers

PROFESSORS	12
ASSOCIATE OF PROFESSORS	165
LECTURERS	363
ASSOCIATE LECTURERS	78
TEACHING STAFFS	6
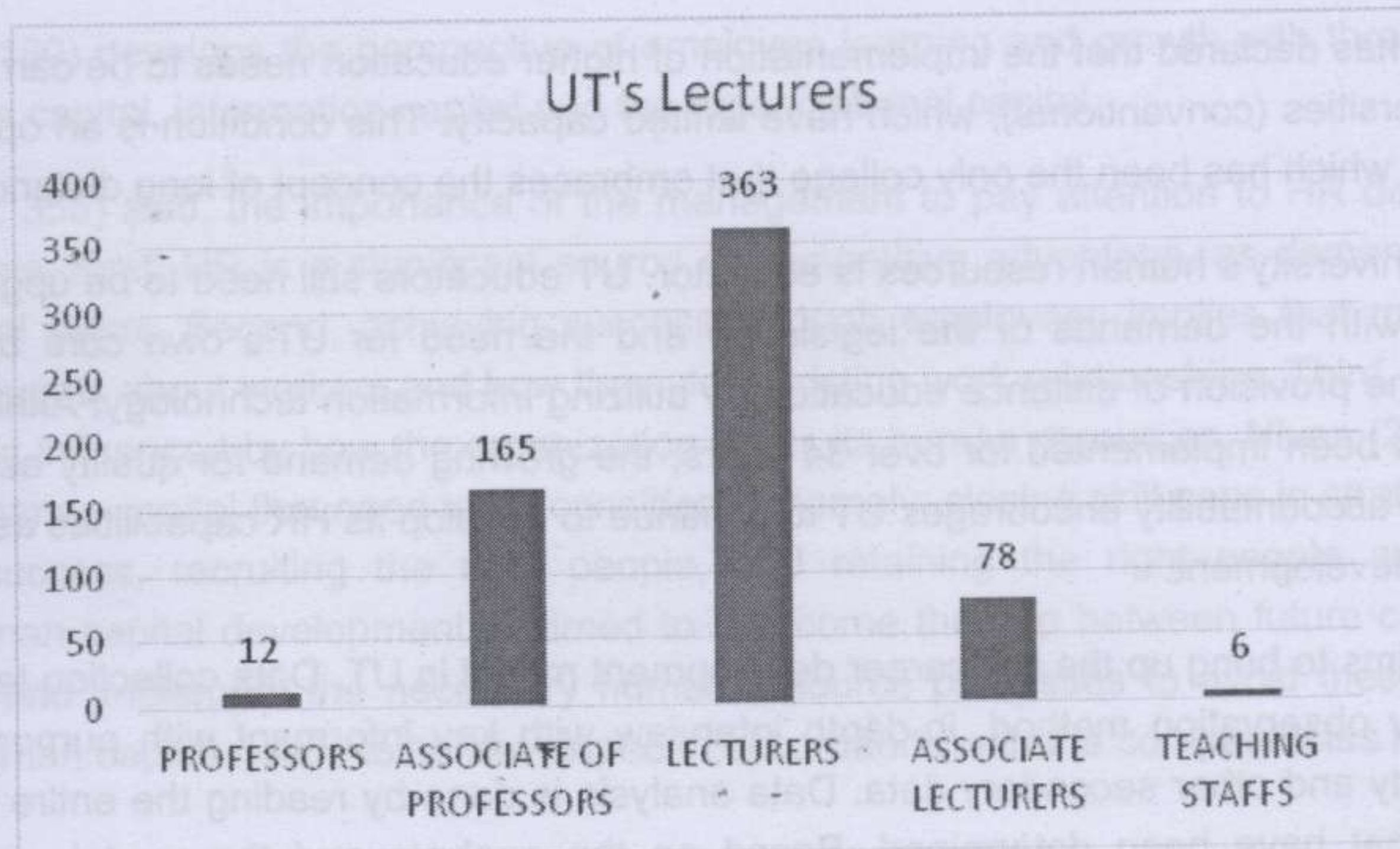
Figure 1. Distribution of UT Lecturers.

Source: simpeg.ut.ac.id, 2018

Based on the level of education, the majority of UT lecturers have graduated from master degree (84.3%) and only 15.7% are graduated from doctoral degree. Lecturer distribution based on education level per faculty can be seen in Figure 2.

Lecturers per Education Level

	MASTER	DOCTORAL
FACULTY OF TEACHER TRAINING AND EDUCATION	259	47
FACULTY OF MATHEMATICS AND NATURAL SCIENCE	93	21
FACULTY OF LAW, SOCIAL AND POLITICS SCIENCE	91	24
FACULTY OF ECONOMIC	83	6
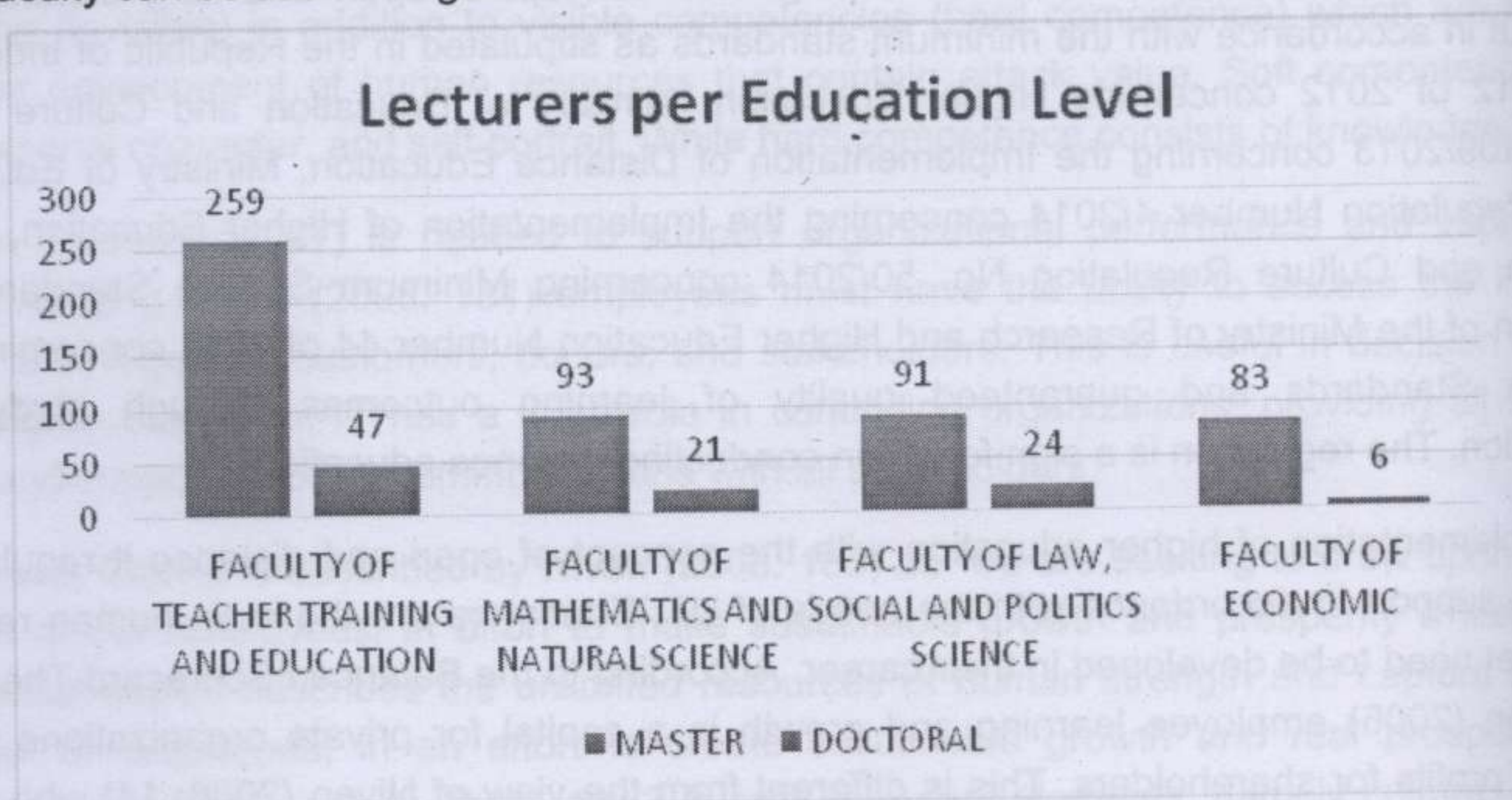
Figure 2. Distribution of Lecturers per Level Education.

Source: simpeg.ut.ac.id, 2018

The pictures of UT in the majority of educators with masters in programs and positions in Lector shows that UT's HR has not fulfilled the aspect of quantity and requirement yet, that match the competencies as expected. According to the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 2 of 2016, the requirement of lecturer ratio compared to the number of students per study is 1:45 for religious knowledge, humanities, social science and/or clump (sports, journalism, mass media and communications, law, libraries and museums, military, public administration and social workers; and 1:30 for natural science, formal knowledge, and/or clumps of applied science (agriculture, architecture and planning, engineering, forestry and environment, health, and transportation).

Provisions on the ratio of educators and students have been applied in face-to-face tutorials. For faculty other than FKIP, face-to-face tutorials are difficult to implement because students are diffused and difficult to gather in one class (expensive). In the Online Tutorial class, the provision is still pursued by the Open University, at least approaching that provision. As an illustration, at the

beginning of online learning, a virtual class consists of 300 students. Several years later, the ratio of tutor/students to 1: 150 students, and become 100 students/class, in semester 1 of 2018. In the year 2018 semester 2, 1 virtual class is designed 50 students/class.

To get an idea of the importance of UT HR development, especially the educators, the following describes the description and number of UT students. The number of UT students in 2018 is 292,554 students, spread into 4 faculties and 1 postgraduate. The largest number of students comes from the Faculty of Teacher Training and Education/FKIP, which is 181,565 students/62.06%. The number of students of Faculty of Law, Social and Political Sciences/FHISIP are 64,282 students (21.97%), students of Faculty of Economics/FE are 40.208 students (13.74%), and students of Faculty of Mathematics and Natural Sciences/FMIPA are 4499 students/1.54% and graduate students as many as 2000 students/0.068%. Figure 3 illustrates the distribution of UT students per Faculty.
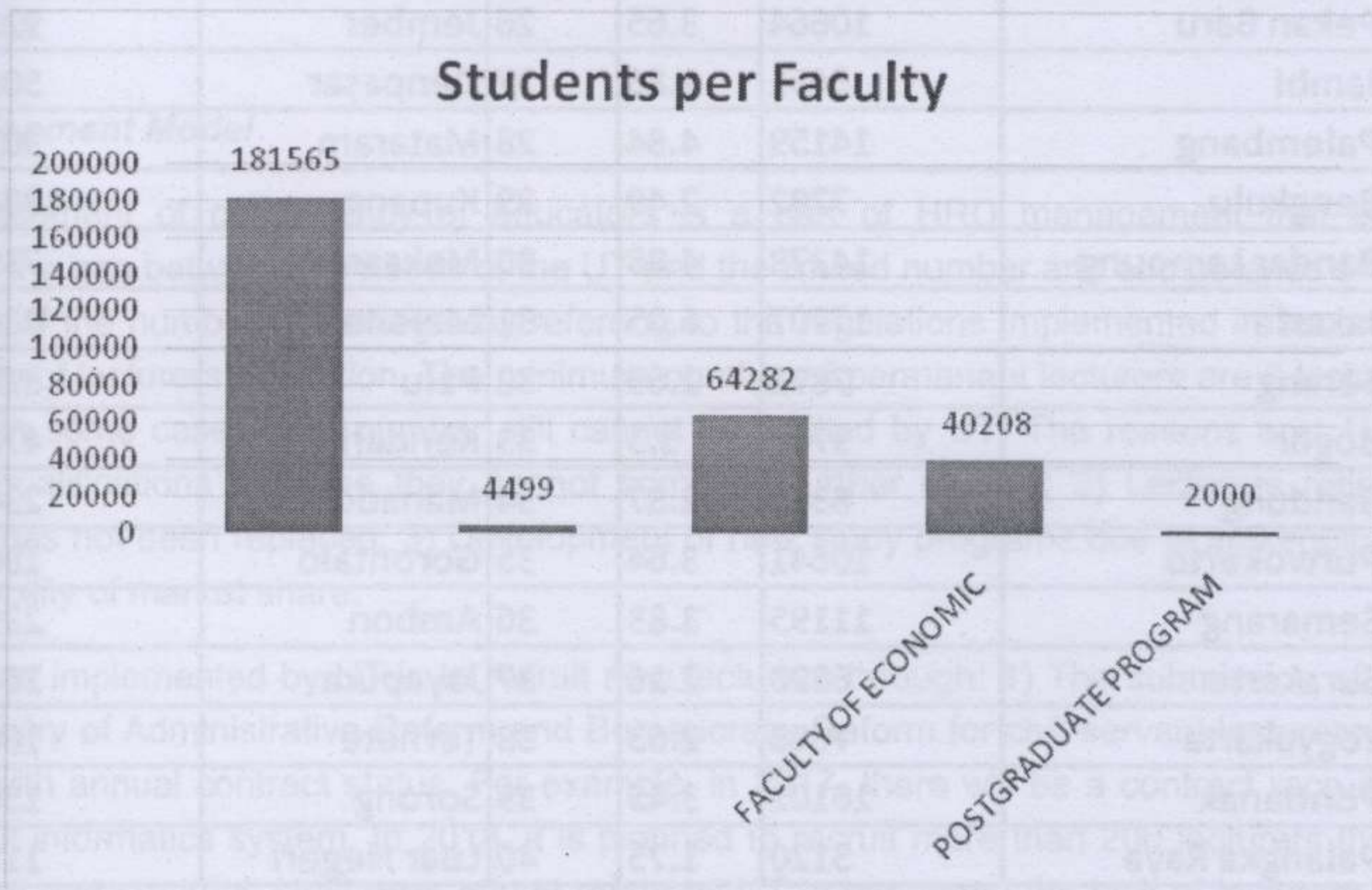

Students per Faculty

Figure 3. UT Student Distribution by Faculty.
Source: UT DalamAngka, 2018.

Based on the data above, the number of virtual learning classroom is at least 5,811 classes, with a minimum distribution of 3,631 classes for Faculty Of Teacher Training and Education (FKIP), at least 1,285 Law, Social and Politics Science (FHISIP) classes, at least 804 Faculty Of Economics (FE) classes, at least 90 Faculty Of Mathematics and Natural Science (FMIPA) classes, and at least 40 for Postgraduate Program classes. The minimum amount is taken with the assumption that students take one course. Whereas every student can take more than one subject, two courses, three, four, even more than seven courses/semester. As an illustration for the undergraduate of State Administration Study Program in the semester of 2018.1 recorded 614 Online Tutorial class outside TAP class (Final Project) and Scientific Article Writing. The number of lecturers in accordance with the field of science of State Administration are 36 lecturers. Recruitment of tutors from other universities is a solution to implement online learning, following the prerequisites set by the Study Program. Standard tutorial material is a necessity applied in online learning. The implementation of ISO 9001:2015 in academic management of distance education reinforces the quality assurance of the UT learning process.

The limited number of educators are serving the UT students that spread from Sabang to Merauke and from Talaud to Timor, served by 39 UT Distance Learning Unit (UPBJJ) and 1 Unit of Overseas Student Services Office. The largest number of UT students are in Jakarta, 17,707 students (6.05%), Bandar Lampung (14,248 students/4.88%), Palembang (14,159 students/4.84%), Kupang (13,843

students/4.73%), and Surabaya (12,560 students/4.29%). The distribution of students by region can be seen in Table 1.

Table 1. Student Distribution by Region

No	UPBJJ UT	Ammount of Students	%	No	UPBJJ UT	Ammount of Students	%
1	Banda Aceh	5367	1.83	21	Banjarmasin	5595	1.91
2	Medan	11720	4.01	22	Samarinda	9228	3.15
3	Batam	6629	2.27	23	Tarakan	3585	1.23
4	Padang	7581	2.59	24	Surabaya	12560	4.29
5	Pangkal Pinang	6980	2.39	25	Malang	11387	3.89
6	Pekan Baru	10664	3.65	26	Jember	9212	3.15
7	Jambi	5451	1.86	27	Denpasar	5065	1.73
8	Palembang	14159	4.84	28	Mataram	3057	1.04
9	Bengkulu	7292	2.49	29	Kupang	13843	4.73
10	Bandar Lampung	14278	4.88	30	Makassar	7390	2.53
11	Jakarta	17707	6.05	31	Majene	4307	1.47
12	Serang	7871	2.69	32	Palu	3185	1.09
13	Bogor	9709	3.3	33	Kendari	4787	1.64
14	Bandung	8382	2.87	34	Manado	2342	0.8
15	Purwokerto	10641	3.64	35	Gorontalo	1802	0.62
16	Semarang	11195	3.83	36	Ambon	2392	0.82
17	Surakarta	6328	2.16	37	Jayapura	3648	1.25
18	Yogyakarta	7688	2.63	38	Ternate	1608	0.55
19	Pontianak	10102	3.45	39	Sorong	1564	0.53
20	Palangka Raya	5120	1.75	40	Luar Negeri	1133	0.39

Source: UT Dalam Angka 2018.

The large number of students scattered across the archipelago is a challenge and an opportunity for UT. It is a challenge for UT to demonstrate the distance learning, reinforced by e-learning that continues to innovate, can produce highly competitive graduates. The challenge is reinforced by the recognition of distance learning by the Indonesian government, with the issuance of Law No. 20 of 2003 on National Education System and its derivative legislation, stating that distance education is encouraged to be implemented by conventional universities.

Even in the last few years, along with the progress of IT with Revolution 4.0, the Indonesian government encouraged conventional universities to organize distance education. The objective of the policy by the government of Indonesia is to increase the Indonesian Gross Enrollment Rate (GER) which is currently at 31.5%. Indonesia's GER is lower than Malaysia (37.2%), Thailand (51.2%), Singapore (82.7%), and Korea (92.4%) (Daily Berita24.bisnis.com, April 16, 2018). Opportunity of UT is at least derived from two aspects: first, the Government's encouragement in improving the GER; as well as strengthening the recognition of the RI government and other parties to the learning process by utilizing IT. Opportunity can be done with the UT prerequisite of continuously improving the quality of HR in a limited number and applying strict learning standards to UT partners that have been built properly.

Qualifications of UT lecturers have met the minimum standard, i.e., S2/master program (84.3%) and some have doctoral studies. The lecturer's education qualification still needs to be improved, because it affects the accreditation assessment of the study program. The minimum competence of lecturers, as evidenced by the graduation certificate needs to be improved in accordance with the characteristics of distance learning. UT lecturers are expected to be able to develop variations of learning with information technology based. This is in accordance with the Regulation of the Minister of Education and Culture No. 44 of 2015 on the National Education Standards and the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 109 of 2013 regarding the Implementation of Distance Education, which requires the use of Information Technology for Distance Education. Suparman (2012: 41) says that teachers need to be creative, have as many teaching methods as possible, obtained from training, self-test, imitative results from others, or learning outcomes from various learning sources. Professional teachers are teachers who meet the standards of superior competence.

HR Development Model

The development of competency of educators is a part of HRD management that is useful to overcome the gap between the needs of the UT and the limited number and competence of educators. Fulfillment of the number of lecturers by referring to the regulations implemented in accordance with the linearity of lecturers education. The minimum number of permanent lecturers are 6 lecturers/ study program. In some cases, that number still cannot be fulfilled by UT. The reasons are: 1) Unfulfilled lecturers qualifications because they cannot complete further studies; 2) Lecturers retired but the formation has not been replaced; 3) Development of new study programs due to stakeholder demand and availability of market share.

The solution implemented by UT is to recruit new lecturers through: 1) The submission of formations to the Ministry of Administrative Reform and Bureaucracy Reform for civil servant lecturers; 2) Recruit lecturers with annual contract status. For example, in 2017, there will be a contract recruitment for 3 lecturers of informatics system. In 2018, it is planned to recruit more than 200 lecturers through both civil servant and contract. Until now, efforts made by UT to overcome the lack of lecturers in learning is to recruit tutors from third parties with the requirements set.

Efforts to overcome the competency gap is done through further study and training. The linearity of the advanced study program is prioritized to support the sustainability of the study program. The advanced study scheme consists of two types, namely the Task of Learning and Learning Permit. The total cost of education on the Task of Learning is financed by national budget (APBN), local budget (APBD), aid agencies/other institutions. The cost of education on the scheme of the study permit is borne by the employee.

Training is conducted to overcome the competency gap of employees/lecturers. Government Regulation No. 44 of 2015 on National Education Standards regulates the competencies that must be possessed by educators, which includes pedagogical, personality, social, and professional competence. Palan (2007:17) identifies the types of competencies, namely core competencies and role competencies. Core competence is defined as a set of skills and technologies that enable an organization to produce much higher value for customers. Competence of roles relates to the expertise in seeking and managing the team for organizational purposes.

The procurement of training by the Professional Development Center at UT is conducted on the request of each unit. In general, training programs undertaken at UT for lecturer career improvement can be seen in Table 2.

Table 2. Type, Purpose, and Existence of Training in UT

No	Training Type	Training Purpose	Training Form
1	Pedagogic competence (teaching)	Increase competence and variation of teaching based on Informatics Technology and distance education	Instructional design, tutorial, exam writing, module writing, knowledge transfer by information technology
2	Personality competence	Improving the educator's personality skills that have a steady, stable, adult, and wise personality	EQ training, motivation training
3	Social Competence	Improve the ability of educators in communicating and interacting effectively with the environment in accordance with the concept of distance education	IT training, team building
4	Professional competence	Improving the ability of educators in carrying out tasks in accordance with the field of study	Research training, scientific journal writing training, community service training program.
5	Role competence	Improving the ability of educators/ employees in accordance with the roles and responsibilities that are being undertaken by an educator	Leadership, managerial, auditor, trainers, and so on

Source: Processed from various sources, 2018.

In practice, pedagogical, personality, social, and professional competence are core competencies for UT lecturers. While the competence of the role attached to the additional task given to the lecturer.

Strengthening Organization Capital

The organizational capital dimension consists of 3 (three) important elements, namely culture, recognition and rewards, and alignment. Stan Davis, in Niven (2008: 185) defines culture as, "Culture is a pattern of beliefs and expectations shared by an organization's members. These beliefs and expectations produce norms that can powerfully shape how people and groups behave". The establishment of a culture or organizational culture takes years, but culture can be managed and shaped through change in order to implement the strategy. The formation of organizational culture (corporate culture) is done in two ways, namely. 1) Through the recruitment and selection of people who are trusted to realize the culture they want to create. 2) Through intense socialization and training, and demonstrating these expectations in front of employees. In practice, UT needs to solidify the values that UT wants to build (Corporate Value) to become a spirit for UT growth. Corporate value needs to be continuously socialized into an attack value so that it can serve as a work ethic inspired by all UT stakeholders.

The reward and punishment element is implemented by UT in accordance with the rules rewards and punishment refers to Republic of Indonesia Law Number 5 of 2014 on ASN. Reward and punishment is applied by referring to employee performance appraisal results by superiors. The openness of reward and punishment is implemented through the simpeg.ut.ac.id application that is accessible to all UT employees. The weakness of the implementation of rewards and punishments applied by the UT is still the element of subjectivity in one of the superior's assessment of subordinates. Employee

scorecards have not been measured in accordance with the targets and achievements, but there is still an element of subjectivity judgment that given by superiors.

Role of Information and Communication Technology

Article 31 of Law No. 12 of 2012 on Higher Education states that distance education is a process of teaching and learning that is done remotely through the use of various communication media. Distance education aims to: a) Provide Higher Education services to community groups who cannot attend face-to-face or regular education. b) Expand access and facilitate Higher Education services in education and learning. Distance education is conducted in a variety of forms, modes and scopes supported by learning facilities and services as well as a scoring system that ensures graduates in accordance with the National Standards of Higher Education.

Based on the above provisions, the use of Information and Communication Technology is a must in the process of teaching and learning in UT. Therefore, the competence of lecturers in delivering teaching materials through instructional media is a major prerequisite in distance learning. Such capability is considered the basic capability that must be owned and developed by lecturers in distance education. Institutions need to encourage creativity and innovation in multi-media based learning through research and collaboration with others. Another aspect to be considered is the accuracy of UT in delivering the learning materials. This is concluded in a study conducted by Frans and Siti Aisyah (2018) which concluded that overall students using online learning assistance services (online tutorials) stated that the online tutorial service was good and satisfactory. Nevertheless, there are aspects of service that UT still needs to improve as accuracy in providing tutorials in accordance with the schedule and speed of responding and providing responses and answers to student questions.

The above description leads to the conclusion that in developing a UT lecturer's career development model can be illustrated as shown in Figure 4.
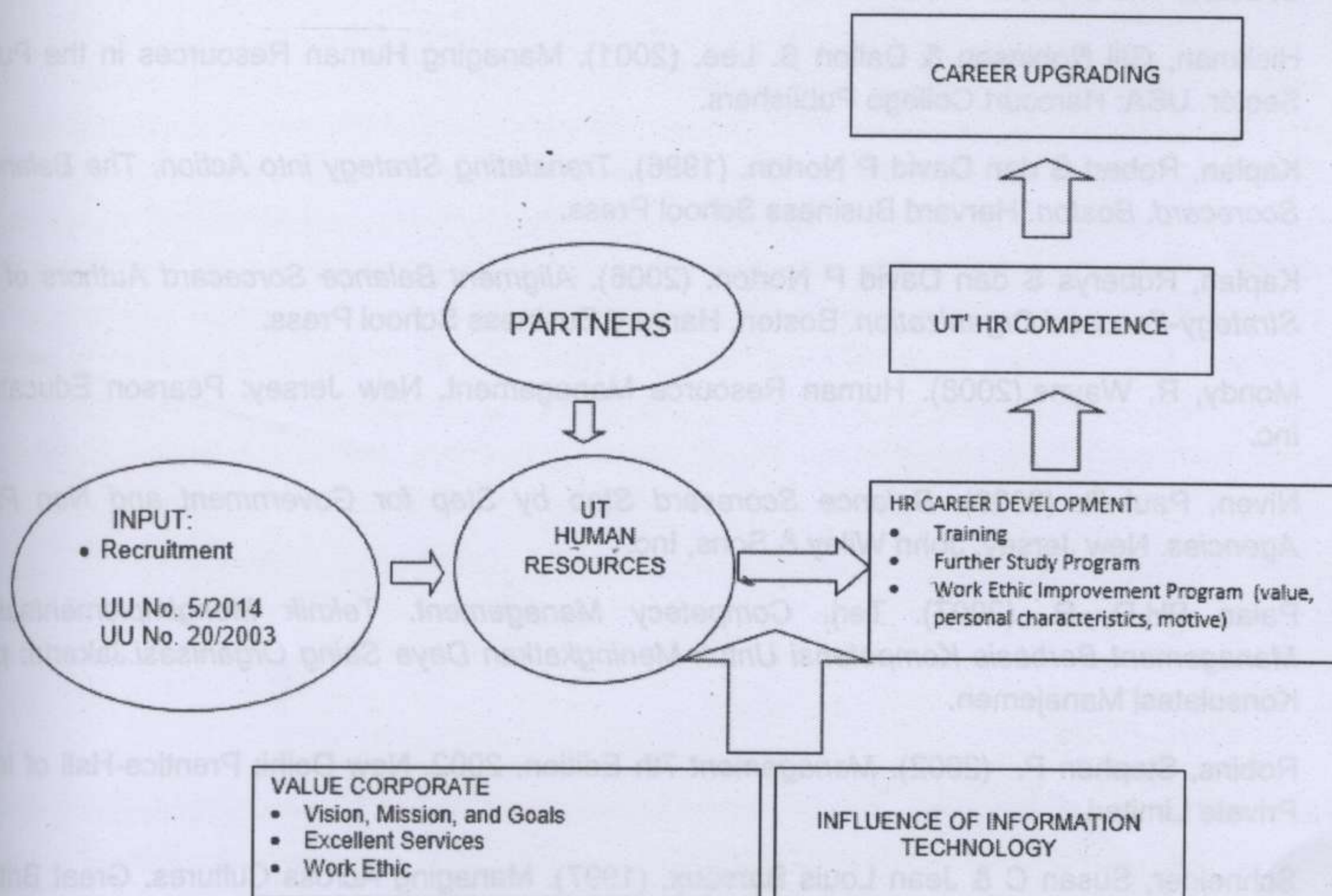
Figure 4. UT Human Resource Career Model.

CONCLUSSION

The career development model of UT lecturer's refers to the laws and regulations on Higher Education and the development of organizations that implement distance learning by utilizing information technology. Lecturer career development is held to close the gap between existing competence and expected competence. Lack of number of educators is overcome by collaboration with educators/ partners who meet the requirements and application of educational standards that need to be closely guarded. The implication of this finding is the importance of UT to strictly control the quality of the learning process run by the partners, in accordance with established standards. The recommendation that can be delivered is the need to internalize corporate value in UT governance. Corporate value needs to be continuously socialized into an attack value so that it can serve as a work ethic inspired by all UT stakeholders. It is hoped that the employee learning and growth scorecard can work well and support UT internal processes as a whole, so customer satisfaction can increase over time.

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