

Utilization of the MOOCs Program to Improve the Quality of Student Skills and Teaching Innovation in the Vocational Program at Universitas Terbuka

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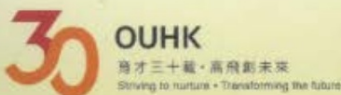
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Utilization of the MOOCs Program to Improve the Quality of Student Skills and Teaching Innovation in the Vocational Program at Universitas Terbuka

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Abstract

Problem that often arise in teaching with open and distance education, especially teaching for student in the Archival Study Program, at Universitas Terbuka, are :1) study time tends to be longer because it is constrained by the practice of the course. 2). Limited practice place for students in the region in Indonesia.

Purpose: This article discusses how to use the MOOCs program to improve the quality of skills of vocational program students, as part of innovation in teaching at the Universitas Terbuka.

Methodology. This article is the result of a research with a qualitative approach, taking place in the Archives Vocational Study Program, Universitas Terbuka. The research objective is to identify the MOOCs program that is useful to help students improve the quality of student skills in the Archives Vocational program, Universitas Terbuka. Primary data comes from the result of in -depth interviews with selected study program chairperson, MOOCs and student teachers. Secondary data includes UT policies related to MOOCs, documents relating to research objective, similar research result, and other literature studies, which support this research.

Findings: 1). Vocational program curriculum with a proportion of 70% of subjects supported by practice and 30% of theoretical subjects, is very supportive of graduates' skills, especially in the world of work. 2). Selected MOOCs programs, which are recommended by the Archival study program can be recognized as part of learning, so as to shorten student study time

Implications: 1). Archival study programs need to create instructional design in teaching, which has links with selected MOOCs programs, as part of teaching innovation. 2). UT's archival study program needs to conduct a comparative study on the use of the MOOCs program in teaching in similar study programs at face-to-face colleges and other distance learning colleges in Indonesia and in other countries

Keywords: vocational program, MOOCs program, innovation teaching, Universitas Terbuka

Introduction

The archive science vocational program is a study program with the achievements of professional graduates in the field of archive science. As a study program that produces skilled graduates in the field of archive science, namely: skilled in managing dynamic archive management, skilled at making archive classification systems, skilled in composing thesaurus, mastering archive automation, skilled in arranging records retention schedules, skilled in conducting publications and archival exhibits, skilled in managing static records included in this material is managing the museum. Students must carry out a series of archive science practices. Without mastering the practice of archival science, vocational program graduates cannot be ready to work after graduating from the archive vocational program. For the realization of the achievements of graduates of the archive science vocational program students must practice for courses that have practical competence.

As a distance concept college, it is difficult for students in the Open University vocational archive program to practice archival science, mainly for students who live far from the city. Until now the location of student practice archive science vocational programs with office standards that already have archival science standards such as regional archive offices, government offices, college archive centers, museums. These agencies already have a very good classification system. To help students achieve graduate competency, the MOOCS program design can help students practice archival work. At present the values for practical courses have a composition of theoretical values obtained with written examinations and practical values obtained by students' practices in government offices, regional archive centers, university archive centers, museums and offices that have quality archive arrangements. At this time the University Archives Science Vocational Program is open to all components of the practical course conducted at the end of the semester by practicing at the regional / provincial archives office, regional government offices, college archive centers and museums. Such conditions make it difficult for students who live far from the city center to practice. The condition of the distribution of students of archive science vocational programs based on the offices of the Distance Learning Program Unit (UPBJJ) or regional offices as follows.



Kantor Unit Program Belajar Jarak Jauh Universitas Terbuka
(UPBJJ-UT)



Ambon, Banda Aceh, Bandar Lampung, Banjarmasin, Bengkulu, Batam, Bengkulu, Bogor, Denpasar, Gorontalo,
Jakarta, Jambi, Jayapura, Jember, Kendari, Kupang, Makasar, Malang, Manado, Mataram, Medan,
Padang, Palangkaraya, Palembang, Palu, Pangkal Pinang, Pekanbaru, Pontianak, Purwokerto, Samarinda,
Semarang, Serang, Sorong, Surabaya, Surakarta, Ternate, Yogyakarta, Luvuan Luar Negeri

With the distribution area of students in all provinces in Indonesia, special treatment is needed for students in the archive science vocational program to carry out the practice of archival science.

To help students find it difficult to practice archival science, the right choice of program MOOCS (Massive Open Online Course) was chosen to assist students in taking the archive science practice course. MOOCS with a duration of 4 weeks consists of 4 initiation materials, 4 discussions, 4 assignments and at the last meeting given practical material assignments, which students must complete if they take the online course. To compile MOOCS archive science involves archival science instructional design experts, archival science experts. Besides that, multimedia experts are also needed, because the science of archives really requires media experts to describe the core material of archives that has practical competence. After taking MOOCS students are exempt from the obligation to take archival practice material. This is a substitute for work practices for courses that have practical content.

Methodology

This research is a descriptive study with a qualitative approach. The source of primary data for expert science archives is the lecturer managing practice subjects, students, instructors at practice sites, MOOCS management lecturers. Secondary data source documents related to research objectives. The location of the research is the archive science vocational study program at the Open University. After the interview results are collected, then the audio data is translated into text data. Next, compile data according to the questions in the interview. Finally, the data obtained is given narration according to the research objectives.

Result and Discussion

The Universitas Terbuka archive vocation program is the only program in Indonesia. With 145 credits that must be completed by a student to obtain a bachelor's degree in the field of archive science with the competence of practitioners of archive science. The current obstacles are student residences spread across the islands in Indonesia, the long distance between student homes and student practice locations in the city, is the regional archive center, University archives, archive centers located in government institutions. To help the difficulties of students in carrying out the practice of archive science, the MOOCS program is very appropriate as an option to replace the practice of students in the location of the location of practice in the city area. If students have passed the MOOCS program then students no longer need to take practice. In other terms, a program like this is called impassing or interpreted as an award to students who have passed the MOOCS archive science program.

MOOCS Archive Science Program

To equip vocational students in archive science to master the science of archive in practice the MOOCS program is the right choice for effective and efficient archive science practice. Students do not need to go to the city to practice in places determined by the study program. However, the MOOCS program can save time and money for students in practicing, but without losing the ability to practice archival science. To build the MOOCS archive program, representatives of the MOOCS program outline need to be designed. The following is an outline of the MOOCS archive science program.

This matrix shows the implementation of the archive science MOOCS program for the Diploma of Science Study Program subject in the Archive Classification course.

Week	Module	General Instructional Objectives	Special Instructional Objectives	Time
1	Management of records	MOOCS participants to manage dynamic records	MOOCS participants are able to manage dynamic records MOOCS participants can 1. Manage dynamic records 2. Perform analysis of organizational functions Practical practice and assignments	7 days
2	Arrange archive classification	MOOCS participants are able to analyze facilitative and substantive classifications	MOOCS participants can 1. Arrange facilitative classification 2. Compile classification Substantive Practice exercises and assignments	7 days
3	Records management practices in government and private institutions	MOOCS participants can implement ways of compiling classifications	MOOCS participants can arrange classifications	7 days
4	Arrange classification	Can arrange classification of archives according to the type of organization	Can arrange classification of archives	7 days

The design of the MOOCS program above is the core material given to students. From the outline of this learning program described in the design of instructional activities (RAT) and instructional activity units (SAT). RAT is a description of MOOCS material that will be given within 1 month and SAT is a breakdown of learning for each meeting. At the third learning meeting the students began to practice in the office closest to where they lived, regardless of whether the office had a classification system or not. If the office does not yet have a classification system, students make corrections by consulting intensely with the MOOCS archival management lecturer, especially for the archive classification course. This intense and continuous consultation will help students understand comprehensively the practice material.

The results of interviews with students who tried to work on assignments with MOOCS responded that the MOOCS program was very helpful for students to do practices that can be done wherever they are, using a lap top device, personal computer and smartphone. While the opinions of the MOOCS management lecturers, this skills and certified program is very helpful for students in practicing. Because the practice can be done close to the place of residence, as well as intense communication between students and lecturers until students reach the expected competencies of this MOOCS program.

In general, the MOOCS archive program is held for 4 weeks. Every week students are given theoretical and practical material, and at the end of each session practice is practiced. At the end of the meeting students are required to conduct a survey in an office located in their neighborhood to identify ways to store archives. Furthermore, from the results of this survey students make a report to upload to the MOOCS facility.

Real Condition of Vocational Program Students in Open University Archives

The real condition of students at the Open University archive science vocational program can be seen in the table below.

Number of Active Students in Archives D4 (ASIP) Period 2017.1-2019.1 UPBJJ Data (Date 23- 05 -2019 SRS 4G).

No	UPBJJ	2017.1	2017.2	2017.3	2017.4	2018.1	2018.2	2018.3	2018.4	2018.5	2019.1	Grand Total
1	AMBON						1				3	6
2	BANDA ACEH		1				1	1				4
3	BANDAR LAMPUNG	1	2			1						9
4	BANDUNG	7	4		2	6	12	2	5		11	49
5	BANJARMASIN	79	74	2	2	70	128	9	7	6	93	470
6	BATAM		1			4	5				3	13
7	BOGOR	15	13	7	4	10	22	7	7		23	108
8	DENPASAR					2	3				2	7
9	GORONTALO	2	2			2		1			2	9
10	JAKARTA	9	13		1	17	27		5		23	95
11	JAMBI						2				1	3
12	JAYAPURA						3				2	5
13	JEMBER	4	4			2	4		1		6	21
14	KUPANG						2				6	10
15	MAJENE	2					35				11	48
16	MAKASSAR	7	4			7	8				9	35
17	MALANG	5	2			3	8				9	27
18	MANADO			1			1	1	1		1	5
19	MATARAM		1				3					4
20	MEDAN					2	1				2	5
21	PADANG	5	2			5	8			1	8	29
22	PALANGKARAYA								1		1	2
23	PALEMBANG	23	24	6	5	14	50	7	8		38	175
24	PALU	3	1	4		1	1	2	2		3	17
25	PANGKAL PINANG	1	10		1	6	21		9		29	77
26	PEKANBARU	8	7		1	6	9	1			8	40
27	PONTIANAK	10	13			10	8				3	44
28	PURWOKERTO	29	35	3	2	36	30	3	2	1	29	170
29	SAMARINDA	7	8			38	23	2			40	116
30	SEMARANG	11	10	3	3	12	15	4	2	1	16	77
31	SERANG		1			1	1				1	4
32	SURABAYA	5	1				4			1	3	14
33	SURAKARTA	2					2	1	2		5	12
34	TARAKAN		1			1	10				9	21
35	TERNATE										1	1
36	YOGYAKARTA	17	10	3	2	25	31	6	6		33	133
	Grand Total	252	244	29	23	279	480	47	58	10	440	1862

The total number of archive vocational students is 1,862 people, spread over 36 units of distance learning programs (UPBJJ) throughout Indonesia. With this amount and seeing the distribution of student residence, the MOOCS program is effective to be implemented.

MOOCS Implementation

The effective MOOCS program is conducted at the archive science vocational study program for subjects that have practical obligations. Vocational programs according to regulations from the Minister of Higher Education must have 70% practice subjects and 30% theory. This policy exists because graduates of vocational programs must have archival science skills. If the requirements of 70% of the practical subjects are not met, the competency of graduates of the archive science vocational program will not be achieved. Based on the archive science vocational program curriculum there are 35 subjects with a composition of 22 subject matter subjects. Among these 22 practice courses there are 5 (five) core practice courses. consists (1) classification of archives, (2) automation of archives, (3) assessment and depreciation of archives, (4) electronic archives, and (5) dynamic archive management. With a number of substantial practice subjects and students must practice in offices that have quality archive management that will be difficult for students. The participation of students in the MOOCS program is a substitute for practical material for subjects whose practice substance is called an impassing program or a kind of award for students who take part in the MOOCS program.

Display of the MOOCS-Open University program



The MOOCS-Open University program continues to be developed by adding the latest MOOCS programs to help students improve skills and provide time efficiency in the learning process.

Conclusion

The MOOCS program helps students improve their skills and make time and money efficient in completing learning at the University level. With the MOOCS program the vocational science program students can get impassing for courses that have the substance of practice. An impassing program or a kind of award can be done by students who take this MOOCS program. With the MOOCS program that can be done by students, it can be done on personal computer devices, laptops, tablets and smartphones. Very easy and flexible.

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