



**Vol 2**

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

**The 32<sup>nd</sup> 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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# TABLE OF CONTENTS

## VOL 1

HEARABLES FOR ONLINE LEARNING	
<b>Rory McGreal</b> .....	<b>viii</b>
HUMAN RESOURCES DEVELOPMENT AND NICHES OF OPEN UNIVERSITIES	
<b>Kam Cheong Li</b> .....	<b>xiv</b>
OPEN EDUCATION AND DISTANCE LEARNING FOR HUMAN RESOURCES DEVELOPMENT IN VIETNAM	
<b>Assoc. Prof. Dr. Nguyen Mai Huong</b> .....	<b>xx</b>
1. RECONCEPTUALISATION OF HUMAN CAPITAL IN OPEN UNIVERSITY	
<b>Amalia Kusuma Wardini, S.E., M.Com., Ph.D.</b> .....	<b>1</b>
2. ALUMNUS PERCEIVED EFFECTIVENESS OF OPEN EDUCATION	
<b>AMPB Abeyasinghe, BG Jayatilleke, BCL Athapattu, L.P.S. Gamini</b> .....	<b>8</b>
3. THE EFFECT OF HUMAN RESOURCES AND USE OF INFORMATION AND COMMUNICATION TECHNOLOGY ON THE PERFORMANCE OF TUTORS AS EDUCATIONAL DIAGNOSTICIANS IN FACE-TO-FACE TUTORIALS OF UNIVERSITAS TERBUKA	
<b>Andi Sylvana, Murtiadi Awaluddin</b> .....	<b>26</b>
4. AN EMPIRICAL STUDY TO ASSESS THE SERVICE QUALITY ASPECTS ON THE STUDENT SATISFACTION IN SRI LANKAN ODL SETTING	
<b>Asanka Senevirathne, Jayani Hapugoda, Dhammika Katupulla</b> .....	<b>34</b>
5. LEADERSHIP AND DISTANCE LEARNING: EXPLORING ROLES OF ADMINISTRATORS AND LEADERS IN DIGITAL AGE	
<b>Bakare Kazeem Kayode</b> .....	<b>45</b>
6. ORGANIZATIONAL CULTURE: A STUDY ON FRICTIONS BETWEEN INVISIBLE BUREAUCRATIC RULES IN SCHOOL AND PROFESSIONAL DEMANDS BY TEACHERS IN MALAYSIA PRIVATES SCHOOLS: A PRELIMINARY FINDINGS	
<b>Bakare Kazeem Kayode, Shahri Abdul Rahman, Gamal Eldin Mohammed, Ayman Aied Mohammed Mamdouh, Safia Naji Esmail Al-Duais, Ruqiah Naji Esmail Al-Duais</b> .....	<b>70</b>
7. BEST PRACTICE FOR PROVIDING COMPREHENSIVE STUDENT SERVICE TO STUDENTS WITH SPECIAL NEEDS	
<b>Dr. Chang Yeul Yang, Professor Ock Tae Kim</b> .....	<b>80</b>
8. A FOUR-YEAR STRATEGIC HUMAN RESOURCE MANAGEMENT PROGRAM FOR DMMMSU, PHILIPPINES	
<b>Cynthia C. Sampaga, Diosdado B. Bangug</b> .....	<b>85</b>

9. OUTCOMES OF A NEW STRATEGY APPLIED TO EVALUATE THE PERFORMANCE OF TEACHERS IN TEACHING PRACTICE <b>Dayalatha Lekamge</b> .....	97
10. COOPERATION ON SAFE LABOR MIGRATION AMONG THE ASEAN COMMUNITY IN PROMOTING HUMAN RESOURCES DEVELOPMENT: A CASE STUDY OF VIETNAM <b>Dr. Dong Nguyen Thi Van</b> .....	107
11. MAPPING AND PROBLEM OF HUMAN RESOURCES INFORMATION TECHNOLOGY IN UNIVERSITAS TERBUKA INDONESIA <b>Endang Indrawati, Asmara Iriani Tarigan, Argaddata Sigit</b> .....	117
12. SOCIAL WORK THROUGH DISTANCE EDUCATION: DEVELOPING HUMAN RESOURCE <b>Dr. Grace Donnemching and Dr. Rose Nemiakkim</b> .....	127
13. THE EFFECT OF SKILLS EDUCATION ON THE SELF-STUDY CAPABILITY OF NEW STUDENTS UNIVERSITAS TERBUKA <b>Hendrin H Sawitri</b> .....	138
14. EMPLOYERS' ATTITUDES TOWARDS HOU's POST GRADUATES' QUALITIES AND SKILLS FOR 21 <sup>ST</sup> CENTURY <b>Hoang Tuyet Minh</b> .....	147
15. THE IMPORTANCE OF TUTOR EVALUATION IN RELATION TO THE PERFORMANCE DEVELOPMENT OF UNIVERSITAS TERBUKA (A Study Case of UPBJJ-UT Makassar) <b>I Made Gunawan S., Andi Sylvana, Jamil</b> .....	156
16. LEADERSHIP ROLE IN IMPROVING THE HUMAN RESOURCE OF THE OPEN LEARNING FOUNDATION (AI QUDS OPEN UNIVERSITY AS A MODEL) <b>Ibrahim Ramadan</b> .....	170
17. JOINT MODEL FOR STUDY PROGRAMME COMPLETION AND PERFORMANCE OF STUDENTS IN HIGHER EDUCATION: CASE OF DISTANCE EDUCATION IN SRI LANKA <b>Jayani Hapugoda, Roshini Sooriyarachchi, Chameendra Kithsiri</b> .....	175
18. REACH OF SWAYAM PRABHA DTH CHANNELS: A CASE STUDY OF IGNOU <b>Dr. K. Gowthaman, Dr. Nisha Singh, Mr. Ashish Kumar Awadhiya, Prof. Uma Kanjilal</b> .....	185
19. LEARNERS' PERSPECTIVE OF THE LEARNER SUPPORT SERVICES ON THE STUDENT RETENTION OF THE BACHELOR OF MANAGEMENT STUDIES PROGRAMME OF THE OPEN UNIVERSITY OF SRI LANKA <b>K.P.Nishantha, Asanka Senevirathne</b> .....	193
20. EXPLORING ORGANIZATIONAL CAPABILITIES TO SUPPORT ORGANIZATIONAL PERFORMANCE: A HUMAN RESOURCE APPROACH IN AN OPEN UNIVERSITY <b>Kurnia Endah Riana, Moh. Muzammil, Yasir M. Pidu</b> .....	204

21. EXPLORATION OF HUMAN RESOURCE DEVELOPMENT WITH RELATION TO STUDENTS' PERCEIVED SERVICE QUALITY AND BEHAVIOURAL INTENTION IN OPEN DISTANCE LEARNING <b>M J Renuka Perera, Nalin Abeysekera</b> .....	217
22. PROMOTING PERFORMANCE EXCELLENCE THROUGH CAPABILITY ANALYSIS AMONG THE NON-TEACHING STAFF IN PUBLIC SCHOOLS: THE CASE OF LA UNION, PHILIPPINES <b>Marisse Jane M. Cortes, Cristita G. Guerra</b> .....	240
23. THE QUEST FOR PROFESSIONAL DEVELOPMENT ON TEACHING AND LEARNING TECHNOLOGIES (TLT) AT CHARLES STURT UNIVERSITY: A CASE STUDY <b>MD Shafiqul Alam</b> .....	250
24. OPTIMALIZATION OF ORGANIZATIONAL PERFORMANCE BY EMPOWERING HUMAN RESOURCE MANAGEMENT: BEST PRACTICES IN AN OPEN UNIVERSITY <b>Moh. Muzammil, Meirani Harsasi</b> .....	264
25. MEDIATING EFFECT OF APEL ON COMPETENCY AND ENROLMENT IN ODL USING STRUCTURAL EQUATION MODELING <b>Mohamad Afzhan Khan, Mohamad Khalil</b> .....	281
26. DEVELOPING HUMAN RESOURCE FOR ENHANCEMENT OF TRAINING QUALITY AND EFFECTIVENESS AT HANOI OPEN UNIVERSITY <b>Nguyen Thi Thuy Hong</b> .....	294
27. LEARNING EFFECTIVENESS IN ODL ENVIRONMENT: THE INFLUENCE OF LEARNER CHARACTERISTICS, SELF-EFFICACY AND GOAL ORIENTATION <b>Norsiah Aminudin, Zahir Osman, Loo Sin Chun, Raemah Abdullah Hashim, Aznam Zakaria, Mohd Ezanni Jaafar</b> .....	306
28. INNOVATION OF COMPETENCY DEVELOPMENT FOR ACCELERATING TUTOR PERFORMANCE AT UNIVERSITAS TERBUKA THROUGH TUTOR ACCREDITATION PROGRAM (PAT-UT) <b>Nurliani Atjo, Andi Sylvana, I Made Gunawan Sanjaya</b> .....	317
29. SERVICE-QUALITY AND SATISFACTION ASSOCIATED WITH MOTIVATION, RETENTION, PERSISTENCE AND EXPECTATION <b>Puryati, Gayuh Rahayu, Maximus Gorky Sembiring</b> .....	328
30. DO LEADERS HAVE AN IMPACT ON THEIR NON-ACADEMIC STAFF'S JOB SATISFACTION IN AN OPEN AND DISTANCE LEARNING ENVIROMENT IN MALAYSIA? <b>Raemah Abdullah Hashim, Loo Sin Chun, Ilyasa Ismail, Nor Fairuz Syazana, Zahir Osman, Norsiah Aminuddin</b> .....	339
31. ANALYZING HUMAN RESOURCE ACTIVITIES USING LEARNING ANALYTICS APPROACH: OVERVIEW FROM TUTOR SIDE IN ONLINE LEARNING <b>Rini Dwiyani Hadiwidjaja, Zulfahmi, Faridah Iriani</b> .....	354
32. ODL FOR HUMAN RESOURCE DEVELOPMENT: THE ROLE OF KKHSOU IN ASSAM, INDIA <b>Dr. Ritimoni Bordoloi</b> .....	368

33. OPEN EDUCATION PRACTICES IN SOCIAL WORK DISCIPLINE: AN EFFORT TOWARDS SKILL DEVELOPMENT <b>Dr. Sayantani Guin</b> .....	384
34. HUMAN RESOURCES CAREER DEVELOPMENT MODEL: A STRATEGY TO ENHANCE HUMAN CAPITAL IN INDONESIA OPEN UNIVERSITY <b>Siti Aisyah, FR. Wulandari, Siti Samsiyah</b> .....	391
35. RESEARCH INCLINATIONS AMONG ACADEMICS <b>Soon Seng Thah</b> .....	402
36. QUALITY ASSURANCE IN OPEN AND DISTANCE LEARNING IN ASIA: POLICIES AND PRACTICES <b>Dr. V. Sivalogathan</b> .....	414
37. RESEARCH ON HUMAN RESOURCE DEVELOPMENT OF CHINA OPEN UNIVERSITIES <b>Wang jian</b> .....	425
38. EFFECTIVENESS OF TEACHING – LEARNING MANAGEMENT FOR THE MASTER OF NURSING SCIENCE PROGRAM IN COMMUNITY HEALTH NURSE PRACTITIONERS, SCHOOL OF NURSING, SUKHOTHAI THAMMATHIRAT OPEN UNIVERSITY (STOU) <b>Associate Professor Dr. Warinee Lemsawasdikul</b> .....	431
39. OPEN EDUCATION IN RURAL HUMAN RESOURCE DEVELOPMENT IN YUNNAN PROVINCE, CHINA <b>Xiaojing Song, Charles Jacobs</b> .....	441
40. INNOVATION MODEL IN HUMAN RESOURCES CAPACITY DEVELOPMENT IN SUPPORTING UNIVERSITAS TERBUKA AS A CYBER UNIVERSITY <b>Yasir M. Pidul, Murtiadi Awaluddin, Kusmaladewi</b> .....	451
41. INTERNAL TRAINING FOR PROSPECTIVE STUDENTS IN JAKARTA REGIONAL OFFICE <b>Yasir Riady</b> .....	460
42. ASSESSING ODL TEACHERS/TUTORS' OPINION INCLUSION OF CHILDREN WITH EMOTIONAL, SOCIAL AND BEHAVIOURAL DIFFICULTIES IN ODL <b>Dr. Zahid Majeed</b> .....	468
43. MEDIATING EFFECT OF ORGANIZATION COMMITMENT ON LEADERSHIP STYLE AND ACADEMICS EMPLOYEE PERFORMANCE RELATIONSHIP IN MALAYSIAN ONLINE DISTANCE LEARNING INSTITUTIONS <b>Zahir Osman, Loo Sin Chun, Raemah Abdullah Hashim, Norsiah Aminudin, Aznam Zakaria</b> .....	481
44. RESEARCH ON THE ABILITY OF DISTANCE OPEN EDUCATION TEACHERS FROM THE PERSPECTIVE OF TPACK <b>Zhang jianru</b> .....	492

45. COLLABORATION ON HUMAN RESOURCE DEVELOPMENT AMONG SOUTHEAST ASIA OPEN UNIVERSITIES: THE ASEAN STUDIES GRADUATE PROGRAM <b>Jean A. Saludadez</b> .....	<b>498</b>
46. OFFICE 365 FOR THE IMPROVEMENT OF LEARNING QUALITY IN ONLINE TUTORIAL AND ONLINE PRACTICUM <b>Adhi Susilo, Olivia Idrus, Deddy Ahmad Suhardi</b> .....	<b>503</b>
47. STUDENTS' PERCEPTIONS OF MOBILE-BASED LEARNING SELF-EXERCISES USING ANDROID APPLICATION <b>Arlfah Bintarti, Djoko Rahardjo</b> .....	<b>520</b>
48. RESEARCH ON APPLICATION OF VIDEO LIVE BROADCAST TEACHING IN OPEN UNIVERSITY <b>Binghua Yang</b> .....	<b>530</b>
49. LEARNER PERCEPTIONS AND ENGAGEMENT OF PRE-RECORDED VIDEO LECTURES IN AN ONLINE LEARNING ENVIRONMENT <b>Chanika D Jayasinghe, Buddhini G Jayatilleke, Chamikara Liyanage</b> .....	<b>539</b>
50. E-LEARNING READINESS AND TECHNOLOGY ADOPTION IN ONLINE TUTORIAL <b>Djoko Rahardjo</b> .....	<b>549</b>
51. THE INFLUENCE OF SOCIAL MEDIA ON STUDENTS' LEARNING MOTIVATION <b>Helmiatin</b> .....	<b>557</b>
52. ENHANCING THE QUALITY OF STUDENT LEARNING THROUGH AN ONLINE STUDENT SUPPORT SYSTEM <b>Hua Van Duc, MA*</b> .....	<b>565</b>
53. ARE YOU SURE THAT YOUR STUDENTS REALLY LISTEN TO YOUR VIDEO LECTURE? <b>Jin Gon Shon</b> .....	<b>572</b>
54. FORMATIVE MOBILE ASSESSMENT IN DISTANCE LEARNING <b>Kamran Mir</b> .....	<b>583</b>
55. VIRTUAL PRACTICE DIGITAL TEXTBOOK WITH LEARNING CLOUD <b>Kwang Sik Chung, Yeon Sin Kim, Sang Im Jung, Chung Hun Lee, Younghee Woo, Naeun Jung</b> .....	<b>595</b>
56. TEACHERS' GENDER AND THEIR INDIVIDUAL ATTRIBUTES IN RELATION TO ONLINE LEARNING <b>L. R. Gonsalkorale, M. L. Sudarshana</b> .....	<b>604</b>
57. DISCUSSION ON THE IMPACTS OF INDUSTRY AND SOCIETY 4.0 AND INDUSTRY AND SOCIETY 5.0 ON DISTANCE EDUCATION <b>Loo Choo Hong</b> .....	<b>611</b>
58. MOOCS AND DISTANCE EDUCATION IN INDIA: TO REACH THE UNREACHABLE <b>Moromi Gogoi</b> .....	<b>618</b>



59. DESIGN AND DEVELOPMENT OF QUESTION BANK FOR AN ODL UNIVERSITY <b>Nantha Kumar Subramaniam, Harvinder Kaur, Ahmad Hashem</b> .....	628
60. IMPLEMENTATION OF TECHNOLOGY ACCEPTANCE MODEL IN E-LEARNING ENVIRONMENT: AN EMPIRICAL STUDY OF THE BEHAVIORAL INTENTION FROM PAKISTAN <b>Naveed ul Hassan, Muhammad Ashfaque, Ijaz Butt and Ahsan Masood</b> .....	639
61. ASSOCIATION OF INFORMATION TECHNOLOGY SUPPORT WITH QUALITY BENCHMARKS IN DISTANCE EDUCATION <b>Nazia Rafiq</b> .....	655
62. CHALLENGES IN MANAGING MOOCS: INDIAN INITIATIVE OF SWAYAM <b>Dr. Nisha Singh, Mr. Ashish K. Awadhiya, Dr. K. Gowthaman, Prof. Uma Kanjilal</b> .....	663
63. A SMARTPHONE TIME MANAGER FOR STUDENTS TO PROVIDE FEEDBACK ON DISTANCE LEARNING MATERIALS <b>Oliver Au</b> .....	673
64. IMPROVING STUDENTS' PERFORMANCE IN ONLINE TUTORIALS: UTILIZING GISMO SOFTWARE <b>Olivia Idrus, Noorina Hartati, Andi Mulyana</b> .....	681
65. ACADEMIC EXCELLENCE, SUSTAINED MOTIVATION AND ODL STUDENTS <b>Prakash V. Arumugam</b> .....	691
66. WILLINGNESS FOR WEB BASED SUPPORT SERVICES IN DISTANCE EDUCATION PROGRAMME: LEARNERS PERCEPTION <b>Praveen Kumar Jain, G. Mythili and Mohinder Kumar Salooja</b> .....	705
67. PEDAGOGICAL ACTIVISM AND THE IDEOLOGICAL DUALITY OF YOUTUBE VIDEO <b>Sameera Tilakawardana</b> .....	712
68. BRIEFLY ANALYZES THE INTEGRATION OF THE METHODS AND TECHNOLOGIES OF DISTANCE EDUCATION IN ASIA – FROM THE PERSPECTIVE OF THE PRESENT SITUATION OF DISTANCE EDUCATION IN CHINA <b>Shenjie</b> .....	718
69. TECHNOLOGY AND EDUCATION IN CYBERPOWER <b>Sri Sediyaningsih</b> .....	727
70. LEARNER-CENTERED AND PERSONALIZED ONLINE EDUCATION PORTAL PLATFORM DEVELOPMENT IN THE CONTEXT OF DIGITAL TRANSFORMATION <b>Sung-Soo Kim, Soyoung Park, Sang-yeop Kim, Chung-hun Lee, Hoi-chel Kwon, Hwan-deok Park, Younghee Woo, Sanghong Kim</b> .....	735
71. INNOVATIVE APPLICATION OF VIRTUAL REALITY TECHNOLOGY IN SITUATIONAL TEACHING IN OPEN EDUCATION <b>Tang Wen</b> .....	741

72. APPLYING CLOUD COMPUTING AND ARTIFICIAL INTELLIGENCE TO BUILD LIFELONG LEARNING MODEL <b>Thi-Cuc Le, Thi-Hanh Quach, To Uyen-Nguyen Thi, Manh-Hung Nguyen, The-Cong Dinh</b> .....	746
73. HIGH INTERACTIVE FOR ONLINE TRAINING IN THE NEAR FUTURE <b>Doctor’s candidate: Truong Tien Binh, MBA: Bui Thi Nga</b> .....	760
74. LEARNING ANALYTICS: TECHNICAL AND OPERATIONAL REQUIREMENTS FOR THE IMPLEMENTATION <b>TSUNEO YAMADA</b> .....	771
75. THE INDIA MOOCS INITIATIVE SWAYAM: ISSUES AND CHALLENGES FROM A NATIONAL COORDINATOR’S PERSPECTIVE <b>Uma Kanjilal</b> .....	776
76. AN INNOVATIVE WAY OF DEVELOPING SELF — LEARNING MATERIAL BY EMBEDDING QR-CODES TO ENHANCE LEARNING EXPERIENCE <b>V. V. Subrahmanyam and K. Swathi</b> .....	783
77. THE APPLICATION OF MICRO-COURSE IN OPEN EDUCATION – FROM THE PERSPECTIVE OF TEACHING IN ENGLISH INTERPRETATION <b>Wang Yan</b> .....	789
78. THE ANALYSIS OF FACTORS AFFECTING THE QUALITY OF E-LEARNING AND STUDENT LEARNING OUTCOMES <b>Wildoms Sahunilawane, Lilian S. Hiariey</b> .....	795
79. COMBINING ATTRIBUTE VERIFICATION TO IMPROVE PERSON REIDENTIFICATION <b>Xinyu Ou, Qianzhi Ma, Yijin Wang</b> .....	805
80. TOWARDS ENVIRONMENTALLY-FRIENDLY EDUCATIONAL INSTITUTIONS <b>Zainur Hidayah, Lilik Aslichwati</b> .....	823
81. APPLICATION OF DATA VISUALIZATION TECHNOLOGY IN OPEN EDUCATION – ILLUSTRATED WITH THE EXAMPLE OF ENROLLMENT MANAGEMENT <b>Zhijun Guo, Min Yang</b> .....	830
82. MODELING STUDENTS’ SATISFACTION THROUGH INTERACTION AND COURSE STRUCTURE IN ONLINE LEARNING <b>Zulfahmi, Faridah Iriani</b> .....	837
83. OPEN LEARNING OPPORTUNITIES FOR ADULTS IN THE INDUSTRIAL REVOLUTION 4.0 <b>Dr. Truong Tien Tung, Dr. Dinh Tuan Long</b> .....	851

## VOL 2

84. DESIGNING TRAINING ON DISTANCE EDUCATION: UNIVERSITAS TERBUKA INDONESIA EXPERIENCE <b>Dr. Agus Joko Purwanto</b> .....	857
85. ADAPTABILITY OF DIFFERENTIATED CAREER PATHWAYS AMONG ACADEMICS OF OPEN UNIVERSITIES IN MALAYSIA <b>Alexandra S. Kang, Thirumeni T. Subramaniam</b> .....	864
86. OUTREACHING PSYCHOLOGICAL TRAINING USING INFORMATION COMMUNICATION TECHNOLOGY <b>Ammara Hashmi, Saeeda Hameed, Dr. Najma Najam</b> .....	880
87. THE IMPORTANCE OF INTERACTION ON STUDENT ENGAGEMENT AND PERCEIVED LEARNING IN ONLINE LEARNING: AN EMPIRICAL STUDY IN AN OPEN UNIVERSITY <b>Arief Rahman Susila, Minrohayati</b> .....	893
88. ASSESSMENT OF THE EMPLOYABILITY OF GRADUATES OF THE OPEN UNIVERSITY OF SRI LANKA <b>B G Jayatilleke</b> .....	904
89. MAPPING THE DISTANCE LEARNERS' INTELLIGENCE TYPES, LEARNING HABITS AND INTENDED LEARNING OUTCOMES <b>Chanaka Weerasekara, Jayani Hapugoda, Janaka Heenkenda, Asanka Senevirathne</b> ..	915
90. INSPIRATIONS OF DEVELOPING EDUCATION THROUGH RADIO TO FARMERS IN CHINA <b>With Central Agricultural Broadcasting and Television School of China as an example</b> ....	925
91. THE IMPACT OF ICT FOR OPEN AND DISTANCE LEARNING IN A DEVELOPING COUNTRY SETTING: REFERENCE TO FASHION DESIGN STUDENTS IN SRI LANKA <b>D.H.P.S. Gunasekara</b> .....	930
92. EXPLORATION OF THE ISSUES PERTAINING TO IMPROVE THE QUALITY OF TEACHING/LEARNING AND THE LABORATORY FACILITIES OF THE FACULTY OF ENGINEERING TECHNOLOGY IN THE OPEN UNIVERSITY OF SRI LANKA <b>D.G, S.K. Doluweera, N. Dadallage</b> .....	938
93. A FRAMEWORK FOR CAPACITY BUILDING THROUGH ONLINE TRAINING FOR ACADEMIC COUNSELLORS: A CRITICAL ANALYSIS <b>G. Mythili and P.K. Biswas</b> .....	946

94. BLENDING TELEVISION WITH MOOCs: AN EXPERIMENT IN ELEMENTARY TEACHER TRAINING IN INDIA <b>Dr. Gaurav Singh</b> .....	<b>954</b>
95. STUDENT SATISFACTION ON THE LEARNING MATERIALS RELATED TO TUTORIAL, EXAM AND GRADE <b>Gayuh Rahayu, Nurdin Ibrahim, Maximus Gorky Sembiring</b> .....	<b>964</b>
96. OPEN EDUCATION STRUCTURE, LEARNING OUTCOME ACCREDITATION AND HUMAN RESOURCE PROVISION: A PILOT MODEL OF CHINA <b>GUO Hongyang, LI Jing</b> .....	<b>975</b>
97. CAN E-SERVICESCAPES IMPROVE STUDENT ENGAGEMENT? EVIDENCE FROM THE DISTANCE EDUCATION IN SRI LANKA <b>H. C. Dassanayake, W. A. R. Senevirathne</b> .....	<b>981</b>
98. ADDRESSING TECHNOLOGICAL ISSUES IN ESTABLISHING SMART CAMPUS FOR OPEN AND DISTANCE HIGHER EDUCATION: A CASE STUDY OF KOREA NATIONAL OPEN UNIVERSITY <b>Haesup Yang, K. P. Joo</b> .....	<b>997</b>
99. INFLUENCING FACTORS IN INCREASING GRADUATION OF STUDENTS POSTGRADUATE OF DISTANCE LEARNING <b>Iis Solihat</b> .....	<b>1006</b>
100. EFFECTIVENESS OF LABORATORY PRACTICE USING DISTANCE LEARNING TO ACHIEVE STUDENT'S COMPETENCE IN GENETICS COURSE <b>Inggit Winarni, Sri Utami, Diki Diki, Fawzi Rahmadiyan Zuhairi</b> .....	<b>1013</b>
101. INNOVATION CAPABILITY OF DISTANCE LEARNERS: CASE OF ENTREPRENEURSHIP STUDENTS IN SRI LANKA <b>Janaka Heenkenda, Jayani Hapugoda, Asanka Senevirathne, Chanaka Weerasekara</b> ..	<b>1022</b>
102. QUALIFICATION ACQUISITION IN OUJ: BEING IN LINE WITH NATIONAL POLICIES <b>Mr. Kenjiro Jin</b> .....	<b>1032</b>
103. THE ROLE OF TEAM BUILDING IN MINIMIZING THE EFFECT OF CONFLICTS ON EMPLOYEE RESISTANCE TO CHANGE AT UNIVERSITAS TERBUKA <b>Kusmaladewi, Murtiadi Awaluddin, Andi Sylvana</b> .....	<b>1039</b>
104. PRACTICES AND EXPLORATION OF OPEN EDUCATION TECHNOLOGIES FOR PROMOTING HEALTH EDUCATION OF FARMERS IN CHINA <b>Li Man and Zhang Guangqing</b> .....	<b>1050</b>

105. APPLICATION OF LEADING LEARNING MODEL IN NETWORK COURSE - TAKE CONSTRUCTION TECHNOLOGY COURSE AS AN EXAMPLE <b>Li Shu</b> .....	<b>1054</b>
106. IS JOINING A MOOC ENOUGH TO PASS AN ONLINE CERTIFICATION?: THE CASE OF SOUTHEAST ASIAN TEACHERS <b>Louis Mark N. Plaza, Cenie M. Vilela-Malabanan, Nenen S. Borinaga, Vincent Q. Malales</b> .	<b>1062</b>
107. EXPANDING THE MARKET TO INCLUDE RECURRENT EDUCATION: THE CASE OF A DATA SCIENCE LECTURE SERIES <b>Makiko Miwa Formative Evaluation of Lectures by Audience Members</b> .....	<b>1078</b>
108. UTILIZATION OF E-LEARNING IN DEVELOPING HUMAN RESOURCE CAPACITY: CASE STUDY FROM BLENDED TRAINING OF THE INDONESIA MINISTRY OF TRANSPORTATION <b>Marisa, Agus Joko Purwanto</b> .....	<b>1083</b>
109. LIFE SCIENCES PROGRAM WITH HANDS-ON TRAINING IN DISTANCE LEARNING; AN EXPERIENCE FROM VIRTUAL UNIVERSITY OF PAKISTAN <b>Masroor Ellahi Babar, Fahad Rafiq, Tanveer Hussain</b> .....	<b>1087</b>
110. CROWDSOURCED LEARNING BASED ON LEARNING ECONOMY <b>Masumi Hori, Seishi Ono, Toshihiro Kita, Hiroki Miyahara, Shiu Sakashita, Kensuke Miyashita, Kazutuna Yamaji, Tsuneo Yamada</b> .....	<b>1093</b>
111. TEACHER PROFESSIONALISM: A REFLECTION OF OPEN UNIVERSITY STUDENTS IN PEKANBARU <b>Mery Berliyan, Rian Vebrianto</b> .....	<b>1102</b>
112. DETERMINANT FACTORS OF STUDENT LEARNING OUTCOMES <b>Muh. Alwi</b> .....	<b>1107</b>
113. THE EFFECT OF MOTIVATIONAL MESSAGES ON STUDENTS' PARTICIPATION IN ONLINE TUTORIAL: LESSON FROM UNIVERSITAS TERBUKA <b>Muhammad Husni Arifin, Ridho Harta</b> .....	<b>1116</b>
114. PERCEPTION AND THE LEVEL OF AWARENESS ABOUT WORKLOAD AMONG FACULTY: A TOOL OF EXPLOITATION FOR ACADEMIC CAREER AND FACULTY DEVELOPMENT <b>Dr. Muhammad Mohsin Javed, Mubashar Majeed Qadri</b> .....	<b>1125</b>
115. THE EFFECTIVENESS OF SUPERVISION OF TEACHING QUALITY IMPROVEMENT (TQI) COURSE FOR EARLY CHILDHOOD EDUCATION (ECE) PROGRAM IN UNIVERSITAS TERBUKA <b>Mukti Amini</b> .....	<b>1136</b>

116. ATTITUDE OF IN-SERVICE TEACHER PARTICIPANTS TOWARDS ON-LINE DIPLOMA IN ELEMENTARY EDUCATION PROGRAMME OF NIOS, INDIA <b>Dr. Namita Sahoo</b> .....	1144
117. RANKING CRITERIA FOR E-LEARNING ADOPTION: THE CASE OF VIETNAM <b>Nguyen Le Hoang Thuy To Quyen, Doan Ho Dan Tam</b> .....	1152
118. EXPLORING FACTORS CONTRIBUTING TO STUDENTS RETENTION IN OPEN UNIVERSITY MALAYSIA <b>Nooraini binti Youp</b> .....	1159
119. CREATING AN INTEGRATED COUNSELING MODEL: A CASE STUDY IN UNIVERSITAS TERBUKA <b>Noorina Hartati, Ali Muktiyanto, Rini Dwiyani Hadiwidjaja, Irma</b> .....	1168
120. SCALE DEVELOPMENT AND VALIDATION OF ONLINE LEARNERS' PSYCHOLOGICAL CAPITAL <b>Ooi Chia-Yi, Ooh Seow Ling, Irmadura Ramli &amp; Cheah Seeh Lee</b> .....	1185
121. DECISION MAKING LEVEL OF STUDENTS AND TEACHER EDUCATORS IN SECONDARY TEACHER DEGREE PROGRAMME OF OPEN UNIVERSITY <b>P.K.Sahoo &amp; Chandan Prasad</b> .....	1193
122. E-LEARNING FOR HUMAN RESOURCE DEVELOPMENT AND ITS IMPACT ON EMPLOYEE PERFORMANCE <b>Prakash V. Arumugam</b> .....	1208
123. EXTENDING THE REACH OF AGRICULTURE EDUCATION THROUGH SWAYAM AND SWAYAM PRABHA INITIATIVES: CHALLENGES AND STRATEGIES <b>Praveen Kumar Jain and Mohinder Kumar Salooja</b> .....	1224
124. PROFESSIONALISM OF GRADUATES OF VOCATIONAL PROGRAMS WITH STUDENT INVOLMENT IN NATIONALLY SCALED GOVERNMENT PROGRAMS <b>Siti Samsiyah, SS. M.Si, Siti Aisyah, S.IP., M.Si., Dr, Florentina RatihWulandari, Sos., M.Si</b> .....	1233
125. DISTANCE HIGHER EDUCATION POLICY IN BORDER AREA OF NUNUKAN REGENCY - INDONESIA <b>(Cultural, Geographic, Economic, Political, and Information Technology Studies)</b> .....	1238
126. PERCEPTION OF POSTGRADE STUDENTS DISTANCE EDUCATION IN INDONESIA FOR DEFENSE OF TEACHER ONLINE PORTAL (TOP) <b>Sri Tatminingsih</b> .....	1245

127. STUDENT LEARNING SUPPORTS AT “SALUT” <b>Sugilar</b> .....	1253
128. DESIGN CASE STUDY FOR E-LEARNERS <b>Dr. Tran Thi Lan Thu, Msc. Ngo Van Duc</b> .....	1262
129. E-LEARNING DEVELOPMENT IN VIETNAM UNIVERSITIES OPPORTUNITIES AND CHALLENGES <b>Dr. Tran Thi Lan Thu</b> .....	1270
130. THE ROLES OF WHATSAPP GROUP IN COUNSELLING ACADEMIC PROCESS: BEST PRACTICES AT UNIVERSITAS TERBUKA <b>Ucu Rahayu, Leonard R. Hutasoit, Maman Rumanta</b> .....	1279
131. ELIMINATING GENDER DISPARITY THROUGH E-LEARNING: THE CASE OF VIRTUAL UNIVERSITY OF PAKISTAN <b>Waqas Shahzad, Dr. Najma Najam, Afshan Ambreen</b> .....	1285
132. CONSTRUCTION AND APPLICATION OF ONLINE EDUCATION CLOUD PLATFORM FOR LEARNING ANALYSIS <b>Wei Fangfang, Wei Shunping, Wu Shuping</b> .....	1309
133. PRO-FARMER LEARNER OPEN DISTANCE EDUCATION PRACTICES AND EXPLORATION OF CHINA <b>Yang Tian and Zhao Ping</b> .....	1322
134. THE CO-CONSTRUCTING AND SHARING OF THE LEARNING RESOURCES IN THE OPEN UNIVERSITIES OF CHINA <b>Zhang Tong, Zhang Tun</b> .....	1326
135. TEACHING ENGLISH TO LARGE NUMBERS: SWAYAM TO THE RESCUE <b>Prof. Anju S Gupta, Dr. K. Gowthaman</b> .....	1331
136. STUDENT SATISFACTION AND LOYALTY EFFECT OF OPEN UNIVERSITY BRANCH OFFICE IMAGE <b>Deni Surpto, Tamjuddin</b> .....	1341
137. ONLINE LEARNING PREFERENCES AMONG ISLAMIC STUDIES STUDENTS AT OPEN UNIVERSITY MALAYSIA (OUM) <b>Hamidah Mat, Norazzila Shafie &amp; Widad Othman</b> .....	1348
138. TEACHING AND LEARNING EMI COURSES: A CASE STUDY OF HCMC OPEN UNIVERSITY <b>Ho Huu Thuy, Nguyen Anh Hoang Son</b> .....	1355

139. MODELING DEMONSTRATION EXPERIMENTS OF ARCHITECTURAL MECHANICS BASED ON BLENDED LEARNING CONCEPT	
<b>Hongmei Liu</b> .....	<b>1362</b>
140. INSTITUTIONALIZING OPEN EDUCATIONAL PRACTICES (OEPs) AS A QUALITY ASSURANCE MECHANISM: LESSONS AND CHALLENGES	
<b>Juvy Lizette M. Gervacio, Edmund Baron A. Calo</b> .....	<b>1371</b>
141. RESEARCHING SOME METHODS TO ENHANCE LEARNERS' SPEAKING SKILLS IN ESL CLASS	
<b>Le Thi Minh Thao</b> .....	<b>1382</b>
142. DISCOURSE ANALYSIS IN THE USE OF OPEN EDUCATIONAL RESOURCES (OER) IN AN ONLINE SPEAKING CLASS: A MULTIMEDIA GENRE APPROACH	
<b>Lidwina Sri Ardiasih Frimadhona Syafri Audi Yundayani</b> .....	<b>1394</b>
143. THE IMPLEMENTATION OF POETRY LEARNING AT A UNIVERSITY WITH DISTANCE LEARNING SYSTEM THROUGH ONLINE TUTORIAL	
<b>Lis Setiawati &amp; Ratih Kusumastuti</b> .....	<b>1406</b>
144. COURSE REDUCTION CAN REDUCE FAILURE RATES OF STUDENTS: LESSONS FROM THE STUDY OF AN E-LEARNING UNIVERSITY OF PAKISTAN	
<b>Muhammad Rizwan Saleem Sandhu, Nida Qamar, Shakira Nazir</b> .....	<b>1415</b>
145. ENGLISH TEACHING WITH THE SOCIAL NETWORK EDMODO FOR NON-SPECIALIZED STUDENTS AT THAI NGUYEN UNIVERSITY OF EDUCATION	
<b>Nguyen Quoc Thuy, Nguyen Thi Doan Trang</b> .....	<b>1437</b>
146. IMPLEMENTATION AND CHALLENGES OF ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING (APEL): THE ASSESSORS' PERSPECTIVE	
<b>Ooi Li Hsien, Arathai Din Eak</b> .....	<b>1445</b>
147. FACTORS AFFECTING STUDENT ATTRITION IN ONLINE DISTANCE BACHELOR PROGRAMS AT AN OPEN UNIVERSITY	
<b>Phan Thi Ngoc Thanh, Nguyen Ngoc Thong, Dang Thi Thao Ly</b> .....	<b>1454</b>
148. ADDRESSING THE ODL CONTOURS OF LITERARY STUDIES	
<b>Prasenjit Das</b> .....	<b>1469</b>
149. REFLECTIVE WRITING OF NEW GRADUATE STUDENTS: THEIR CHALLENGES AND EXPERIENCES IN AN OPEN AND DISTANCE EDUCATION	
<b>Asst. Prof. Queenie R. Ridulme, RN, MAN, Rachel Anne Joyce C. Sales</b> .....	<b>1477</b>



150. THE INTRODUCTION OF INDONESIAN CULTURE THROUGH THE INDONESIAN LANGUAGE PROGRAM FOR NON NATIVE SPEAKERS (BIPA) THE INDONESIA OPEN UNIVERSITY	
<b>Ratih Kusumastuti &amp; Lis Setiawati .....</b>	<b>1485</b>
151. THE USE OF OPEN EDUCATIONAL RESOURCES FOR CREATIVE TEACHING AND LEARNING IN MATHEMATICS: A CASE STUDY	
<b>Raziana Che Aziz, Siti Aishah Hashim Ali.....</b>	<b>1494</b>
152. SOCIAL WORK PROGRAMMES THROUGH OPEN AND DISTANCE LEARNING: CASE STUDY OF IGNOU, INDIA	
<b>Saumya .....</b>	<b>1505</b>
153. OPEN EDUCATION PRACTICES IN LAW TEACHING IN VIETNAM	
<b>Tran Huu Trang.....</b>	<b>1516</b>
154. BUILDING INTERACTIVE ACADEMIC MATERIALS IN E-LEARNING	
<b>Tran The Nu, Nguyen Manh Duc .....</b>	<b>1523</b>
155. NEGATIVE HABITS MAKING GREAT BARRIERS OF ONLINE ENGLISH TRAINING PROCESS AT HO CHI MINH OPEN UNIVERSITY (HOU)	
<b>Tuyen Nguyen Chau Bich.....</b>	<b>1528</b>
156. A SURVEY ON UNIVERSITY STUDENTS' LEARNING FROM EACH OTHER AT ALL STUDY CENTERS NATIONWIDE AT THE OPEN UNIVERSITY OF JAPAN	
<b>Yasuhiko TSUJI, Junji SHIBASAKI .....</b>	<b>1540</b>

# DESIGNING TRAINING ON DISTANCE EDUCATION: UNIVERSITAS TERBUKA INDONESIA EXPERIENCE

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## Abstract

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.

## 1. 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.

## **2. 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 Hecklaue, 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

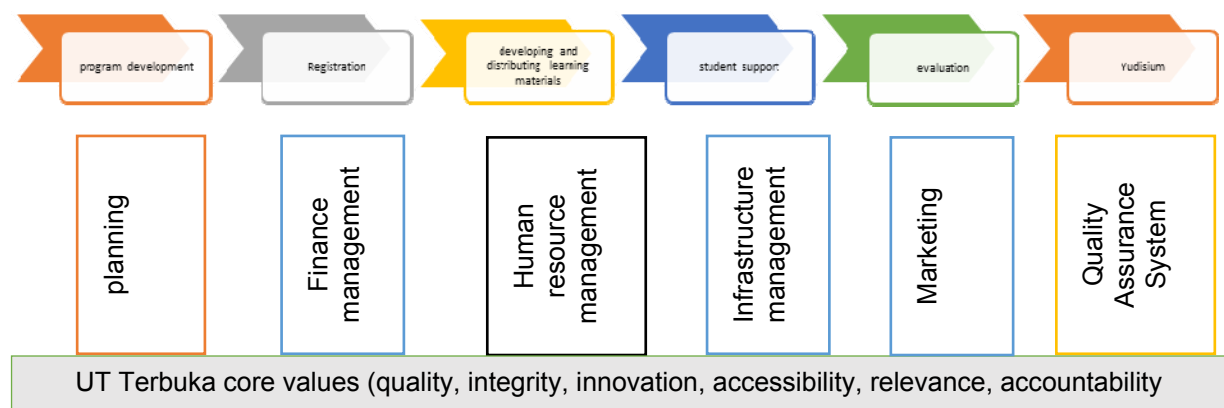
to be able to work on more complex processes in changing working environments with learning organization.

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.



**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**

<i>No</i>	<i>Problems</i>	<i>Strategy</i>
1.	Conduct comprehensive needs assessment	a. Conduct need assessment (diagnosis) of human resource development in the future. b. Need assessment is carried out by evaluating and implementing the current HR development policy as a whole. c. 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 specification c. UT's total HR data d. List of UT's HR needs and how to fulfill them e. List of UT HR competencies f. Recruitment Strategy g. Orientation and training strategy h. Individual career path and development i. Performance appraisal strategy j. Compensation and benefits strategy k. Design integration of HR development with other fields.

<i>No</i>	<i>Problems</i>	<i>Strategy</i>
3.	The number of UT HR is lacking	<ul style="list-style-type: none"> <li>a. Improve the HR recruitment system</li> <li>b. 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</li> </ul>
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)	<p>This program is implemented by setting up an HR development strategy which includes:</p> <ul style="list-style-type: none"> <li>a. Career mapping of HR which results in UT's career map.</li> <li>b. 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.</li> <li>c. UT provides information and counseling for one's career development.</li> </ul>
5.	The competency improvement program that has been implemented needs to be improved effectively, including training for tutors.	<p>Reassessment of training program of UT, both types of training and training strategies.</p> <ul style="list-style-type: none"> <li>a. 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.</li> <li>b. Using UT activities as part of UT's HR development strategy, for example being a thesis supervisor, thesis examiner and seminar speaker.</li> <li>c. Using coaching and mentoring strategies from more capable human resources to the less able, for example: <ul style="list-style-type: none"> <li>1) Each Professor must be a coach for several doctors to obtain an academic position of GB for a certain period of time.</li> <li>2) Senior researchers are paired with junior researchers in certain research schemes at UT.</li> <li>3) Senior computer experts become coaches for junior computer experts.</li> </ul> <p>Coaching and mentoring are programmed and systematically monitored, as well as being part of the workload of the lecturer.</p> </li> <li>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.</li> </ul>
	The competence of each training group has not been systematically mapped	<p>Skills needed by leaders and employees</p> <ul style="list-style-type: none"> <li>a. Executives: <ul style="list-style-type: none"> <li>1) Strategic thinking</li> <li>2) Change leadership</li> <li>3) Relationship management</li> </ul> </li> </ul>

No	Problems	Strategy
		<ul style="list-style-type: none"> <li>b. Managers               <ul style="list-style-type: none"> <li>1) Flexibility</li> <li>2) Change implementation</li> <li>3) Entrepreneurial innovation</li> <li>4) Interpersonal understanding</li> <li>5) Managerial behaviors that are empowering</li> <li>6) Team facilitation</li> <li>7) Adaptability</li> </ul> </li> <li>c. Employees               <ul style="list-style-type: none"> <li>1) Flexibility</li> <li>2) Motivation to seek information and ability to learn</li> <li>3) Achievement motivation</li> <li>4) Work motivation under time pressure</li> <li>5) Collaborativeness</li> <li>6) Customer service orientation</li> </ul> </li> <li>d. Lecturer               <ul style="list-style-type: none"> <li>a. Research</li> <li>b. Academic writing (publication)</li> <li>c. IT for academic works</li> <li>d. Data mining and analyzing data</li> <li>e. Data presentation</li> <li>f. Presentation skills</li> <li>g. English language</li> <li>h. Academic Qualification Improvement</li> <li>i. Capacity building of research and publications</li> <li>j. Professional Performance Improvement</li> <li>k. Increasing Leadership and Management</li> </ul> </li> </ul>
	Performance appraisal <ul style="list-style-type: none"> <li>• Behavioral appraisal instruments</li> <li>• Behavioral anchored rating scales</li> <li>• Outcome appraisal instruments</li> </ul>	<ul style="list-style-type: none"> <li>a. Staff Workload Guidelines need to be reviewed.</li> <li>b. Conduct annual evaluations of leadership knowledge from the lowest to the highest about UT and new policies.</li> <li>c. Conduct unit performance assessments to assess leadership performance.</li> </ul>

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.

### 3. 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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