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The Development of Self-Instructional Learning Material for Higher Institution Leaders in Indonesia

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ABSTRACT

The fact shows that there is no special program in Indonesia that aims to prepare individuals who are candidates for higher education leadership. The absence of the program bring the result that many higher education leaders did not master their roles and responsibilities in conducting their strategic activities. One of the reasons for the absence of the program was the difficulty in creating a series of training processes that required the presence of these education executives. One way to solve the issue is by developing a self-instructional material for independent study. A number of special matters need to be considered in developing the module in question. ³⁴ This article shows the results of a study on the development of such independent learning materials which gave birth to various modules for different learner characteristics. These omni-modules were developed based on the systematic approach to design instructional materials in diverse environment.

Keywords: design instructional, omni-modules, systematic approach, training

Introduction

The competitiveness of a country in this global age is largely determined by the quality of its human resources ¹⁴ (Kiessling & Harvey, 2005). In the last ten years, Indonesia's human resource index is considered relatively low compared to other developing countries. ³⁶ The results of the study show that the low quality of human resources is due to the poor performance of the

education sector, especially in the higher education domain. ³⁹ The results of the study by a number of independent governments only placed 3 (three) out of more than 4,500 universities in the country in the 500 rankings of leading universities, respectively ³¹ the University of Indonesia, the Bandung Institute of Technology, and Gadjah Mada University. Meanwhile, the National Accreditation Board only provides superior or "A" accreditation to no more than 100 universities on a national scale. The performance of a campus or college is very much determined by various aspects, namely: human resources, programs and curriculum, infrastructure, learning models, owner commitment, management, and institutional governance. The effectiveness of empowerment and management of all these components is largely determined by the performance of the leaders who lead the higher education institution concerned. A university leader must have the ability to lead (read: leadership) and manage good resources (read: management) in order to bring his campus to the vision and mission that has been announced, and has a superior predicate. The facts show that most university leaders are elected through a mechanism that focuses more on aspects of favoritism, academic background, experience, and the factor of closeness to the campus owner (read: trust-based recruitment). Past experience portfolio information is the only source of input to consider the competence of a candidate for higher education leadership. Apart from the various types of ways to recruit existing leaders, the bottom line is that many higher education leaders are not prepared in advance to occupy this very strategic position. The main reason is that there is no specific learning program designed to prepare them. The inability and lack of competence of a leader will greatly affect the performance of the college he leads. The increasing number of incompetent higher education leaders will add to the long record of poor performance of universities in Indonesia. Should this issue is not solved, it will gradually reduce Indonesia's competitiveness index to the level that is difficult to compete with other countries. As a matter of fact, every individual or professional who is projected to occupy a strategic position as the

leader of a higher education must follow a learning program developed specifically to prepare them. The learning program must be developed in such a way that it is effectively applied to the profile and characteristics of a prospective university leader in the country. Currently, there is no learning program specifically designed to prepare candidates for higher education leadership in Indonesia . The program in question must be designed in such a way as to increase the competence and capability of individuals in the field of leadership and management of higher education in order to be able to bring the tertiary institutions they lead to become organizations with superior performance. Considering the profile and characteristics of college leadership candidates who are individuals or professionals with high levels of activity, the learning program developed needs to adopt an educational concept that is based on self-instructional learning. In addition to leadership candidates, this program is also very suitable for those who are actively serving as leaders or executives of universities in Indonesia.

Research Methods

As a research and development (R&D) approach, the approach used is to adopt the “Steps of Systems Approach Model of Educational Research and Development” introduced by Borg & Gall (Spector, 2017). This series of stages has gained academic recognition and legitimacy as an approach that can be adopted as a reference in conducting R&D research, which is manifested in dissertation research. Because this research aims to produce products in the form of learning designs and learning materials, the research method adopted is research and development (read: R&D or Research and Development). The overall objective of this instructional system is to equip candidates of higher education institutions in Indonesia with the knowledge and competencies needed to manage campuses in order to have superior performance. This means that students must have reliable leadership and management competencies. This research was basically carried out through 4 (four) main stages, namely:

(i) Preliminary Research; (ii) Materials Development; (iii) Formative Evaluation; and (iv) Product Revision. The following is an explanation of each step carried out in the research.

Results and Discussion

Studies are carried out using systematic stages in developing independent learning materials.

The following are the results of the steps that have been ³⁸ carried out in a structured manner based on the methodology used.

Preliminary Research to Formulate Instructional Objective

Preliminary research to determine learning objectives is carried out by involving a number of experts and prospective students. Through an iterative process and discussion, instructional objectives in the program are formulated. The main purpose of this material is that at the end of a series of independent learning processes, students are expected to:

*"To lead, manage, and professionally transform higher education
to become a leading institution in a global environment"*

After setting general instructional goals, a group discussion forum was held several times to set specific instructional goals. The result is that in order to achieve the main goal, there are three competencies that a prospective university leader must possess. To be able to achieve this, students must have three main competencies, which are stated in more specific learning objectives, namely:

- Leadership Aspect - Lead the institution in achieving its vision and mission through the implementation of good governance (Opatokun et al., 2013; Pauline Joyce, 2008; Sart, 2014);

- Management Aspect - Manage various assets and institutional resources in an effective, efficient and controllable manner (Dumitrascu & Ciudin, 2015; Ribeiro et al., 2019; Utama et al., 2018); and
- Transformation Aspect - Transforming institutions into creative and innovative learning organizations (Berrios et al., 2009; Block & Khvatova, 2017; Maniglio, 2018).

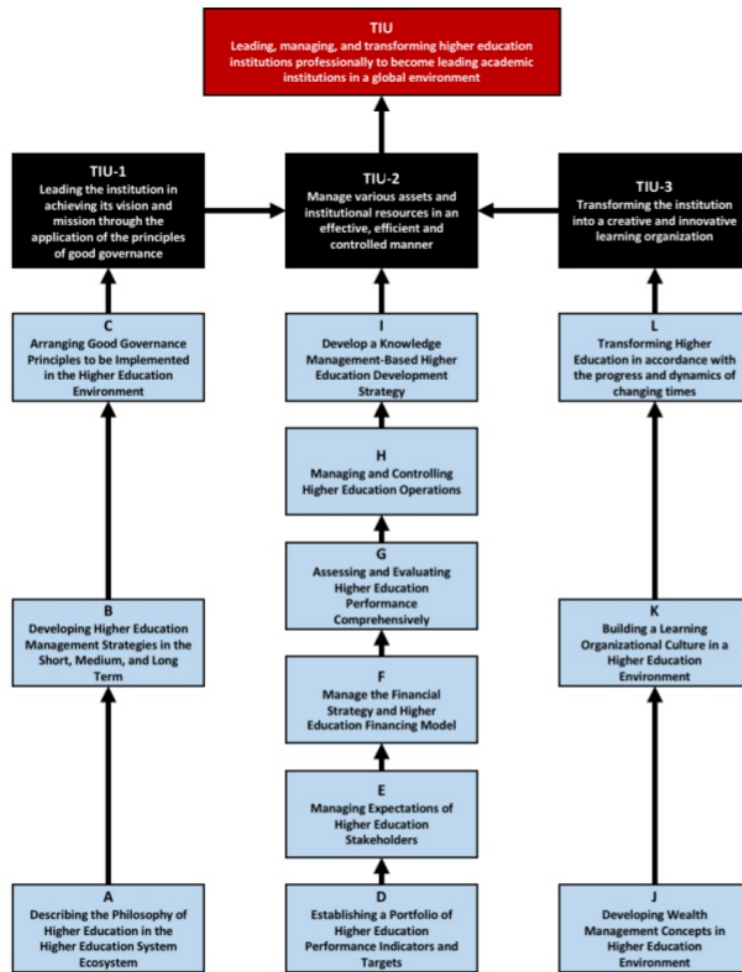
Instructional Analysis

Referring to the three specific instructional objectives that have been formulated, an analysis of the instructional points that need to be carried out and used as intermediate targets is carried out. A series of discussion and review processes were carried out involving a number of stakeholders. The results of the in-depth analysis gave birth to twelve instructional points that should be used as references in program development and learning materials. The twelve points are as follows:

1. Describe the philosophy of campus governance and management within the higher education ecosystem (Pérez Martínez et al., 2018; Syamsudin et al., 2016);
2. Develop the higher education management strategies for the short, medium, and long term (Mizikaci, 2006; Syamsudin et al., 2016);
3. Formulating good governance principles to be implemented in the higher education environment (Muhsin et al., 2020; Pérez Martínez et al., 2018; Risanty & Kesuma, 2019);
4. Establishing a portfolio of higher education performance indicators and targets (Abadi & Widarto, 2018);
5. Managing expectations of higher education stakeholders (Alexander et al., 2020; Hain & Back, 2008);

6. Set the financial strategy and financing model of the organisation (Anam Siddique et al., 2011; Wardhani et al., 2019);
7. Assessing and evaluating organisation performance comprehensively (Wallo et al., 2013);
8. Managing and controlling higher education operations (Lane et al., 2016; Wallo et al., 2013);
9. Developing campus development strategies in the future (Harrison & Hutton, 2013; Mackeogh & Fox, 2009);
10. Developing wealth management concepts for the institution (Kieschnick et al., 2013; Thompson, 2017);
11. Building a learning organizational culture within campus (Gibb & Haskins, 2013; Kuźmicz, 2015; Tait & Blinco, 2014); and
12. Transforming the organisation in accordance with the progress and dynamics of changing times (Block & Khvatova, 2017; Rijal, 2016).

The twelve aspects are then mapped against three main instructional objectives to produce a competency map. The competency map in question shows the relationship between the competency components, both structural and procedural. This competency map will then become a guide in determining modules and topics of discussion that must be conveyed to students in the intended learning program. This competency map diagram shows that in the leadership aspect, there are three modules that must be developed. While in the management aspect there are six modules, and in the transformation aspect there are three modules. In order to simplify the management of module management, a color approach is used to identify each module.



Picture: Competency Map for Training Program for Higher Learning Institution Leaders



Picture: The Twelve Modules of the Executive Program for the University Leaders

Entry Behaviors

The target of the participants of this program are candidates, and/or leaders of public and private universities in Indonesia with the type of profession as the chancellor/vice chancellor of a university or institute type college, director of polytechnic, head of high school, and head of academy. They are considered to have had basic knowledge and skills in leading or managing a division or unit before. It can be said that they previously had a background as a manager.

Performance Objectives and Criteria Referenced Test

Instruments for measuring the success of achieving learning objectives are then developed in the next step. Each competency domain (module) has its own depth level as shown in the following table. Because this program is aimed at executives, the required depth of cognition is at a high enough level. In addition to the targets above, practitioners and educational actors who wish to explore higher education and management science can also participate in this designed program.

Table 1: Instructional Objective and Criteria Reference Test

INSTRUCTIONAL OBJECTIVES AND CRITERIA REFERENCE TEST			C1	C2	C3	C4	C5	C6	TOTAL	
TIU	Leading the institution in achieving its vision and mission through the application of the principles of good governance	TIK1	Describing the Philosophy of Higher Education in the Higher Education System Ecosystem	x	x	x	2	2	2	6
		TIK2	Developing Higher Education Management Strategies in the Short, Medium, and Long Term	x	x	1	2	2	2	7
		TIK3	Arranging Good Governance Principles to be Implemented in the Higher Education Environment	x	x	1	2	2	2	7
	Manage various assets and institutional resources in an effective, efficient and controlled manner	TIK4	Establishing a Portfolio of Higher Education Performance Indicators and Targets	x	x	x	1	1	1	3
		TIK5	Managing Expectations of Higher Education Stakeholders	x	x	x	1	2	2	5
		TIK6	Manage the Financial Strategy and Higher Education Financing Model	x	x	x	2	2	2	6
		TIK7	Assessing and Evaluating Higher Education Performance Comprehensively	x	x	x	2	2	2	6
		TIK8	Managing and Controlling Higher Education Operations	x	x	x	1	1	2	4
		TIK9	Develop a Knowledge Management-Based Higher Education Development Strategy	x	x	x	1	1	2	4
	Transforming the institution into a creative and innovative learning organization	TIK10	Developing Wealth Management Concepts in Higher Education Environment	x	x	x	1	1	1	3
		TIK11	Building a Learning Organizational Culture in a Higher Education Environment	x	x	2	2	2	2	8
		TIK12	Transforming Higher Education in accordance with the progress and dynamics of changing times	x	x	x	1	2	2	5

Instructional Strategy and Materials

Students who take part in this program learn independently (Zimmerman, 1989). In accordance with the existing schedule, occasional virtual meetings are scheduled for students. In principle, learning per each module is divided into three parts.

Table 2: Instructional Strategy in the Design

	OBJECTIVE	BEFORE (Asynchronous)	DURING (Synchronous)	AFTER (Asynchronous)
Module-1	Describe the philosophy of higher education in the education ecosystem	Reading and learning independently 6 topics (chapters, videos, exercises, discussions)	Live synchronous discussion via virtual meeting among participants to deepening knowledge and sharing experience	Self reflection and individual assignments
Module-2	Develop higher education management strategies for short, medium, and long term	Reading and learning independently 7 topics (chapters, videos, exercises, discussions)	Live synchronous discussion via virtual meeting among participants to deepening knowledge and sharing experience	Self reflection and individual assignments
Module-3	Formulating good governance principles to be implemented in the higher education environment	Reading and learning independently 7 topics (chapters, videos, exercises, discussions)	Live synchronous discussion via virtual meeting among participants to deepening knowledge and sharing experience	Self reflection and individual assignments
Module-4	Establishing a portfolio of higher education performance indicators and targets	Reading and learning independently 3 topics (chapters, videos, exercises, discussions)	Live synchronous discussion via virtual meeting among participants to deepening knowledge and sharing experience	Self reflection and individual assignments
Module-5	Emanaging expectations of higher education stakeholders	Reading and learning independently 5 topics (chapters, videos, exercises, discussions)	Live synchronous discussion via virtual meeting among participants to deepening knowledge and sharing experience	Self reflection and individual assignments
Module-6	Set the financial strategy and higher education financing model	Reading and learning independently 6 topics (chapters, videos, exercises, discussions)	Live synchronous discussion via virtual meeting among participants to deepening knowledge and sharing experience	Self reflection and individual assignments
Module-7	Assessing and evaluating higher education performance objectives comprehensively	Reading and learning independently 6 topics (chapters, videos, exercises, discussions)	Live synchronous discussion via virtual meeting among participants to deepening knowledge and sharing experience	Self reflection and individual assignments
Module-8	Managing and controlling higher education operations	Reading and learning independently 4 topics (chapters, videos, exercises, discussions)	Live synchronous discussion via virtual meeting among participants to deepening knowledge and sharing experience	Self reflection and individual assignments
Module-9	Developing higher education development strategies in the future	Reading and learning independently 4 topics (chapters, videos, exercises, discussions)	Live synchronous discussion via virtual meeting among participants to deepening knowledge and sharing experience	Self reflection and individual assignments
Module-10	Developing wealth management concepts within higher education environment	Reading and learning independently 3 topics (chapters, videos, exercises, discussions)	Live synchronous discussion via virtual meeting among participants to deepening knowledge and sharing experience	Self reflection and individual assignments
Module-11	Building a learning organisational culture in the higher education environment	Reading and learning independently 8 topics (chapters, videos, exercises, discussions)	Live synchronous discussion via virtual meeting among participants to deepening knowledge and sharing experience	Self reflection and individual assignments
Module-12	Transforming higher education institution in accordance with the progress and dynamics of changing times	Reading and learning independently 5 topics (chapters, videos, exercises, discussions)	Live synchronous discussion via virtual meeting among participants to deepening knowledge and sharing experience	Self reflection and individual assignments

The first part is preparation, where each student learns through explanations, videos, exercises, and discussions that have been prepared. After that they are expected to attend virtual asynchronous sessions to explore the topic through discussion activities and sharing experiences. After the synchronous session, it is hoped that each student will reflect and carry out independent tasks related to their assignments at each campus where they work (Lockwood & Lockwood, 2019).

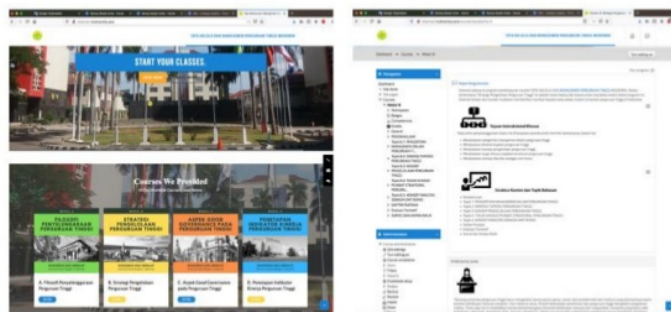
Learning Materials Development

Based on the needs of students, learning materials are made in three formats. The main format is in the form of a physical book which is easy to carry anywhere. The next format is digital based which is uploaded into the learning management system, so that students can follow it virtually. While other forms are in digital files that are stored on a flash disk so that students can access them via a stand alone computer.

Self Instructional Material (Offline)



Self Instructional Material (Online)



Self Instructional Material (Stand-Alone)



Picture 1: Self Instructional Material in Different Artifacts and Format

Formative Evaluation

This independent learning material has gone through a number of formative evaluations involving many parties. The first formative evaluation was carried out by involving a number of experts through a one-to-one evaluation mechanism. A number of experts involved and the results of their evaluation of a number of aspects are as follows:

- Five instructional design experts from various campuses gave an average score of 4.36 on a scale of 5.00 for the materials developed;
- Five subject matter experts in governance and management of campuses from various institutions gave an average score of 4.30 on a scale of 5.00 for the materials developed;
- Five Indonesian language and communication experts from various institutions gave an average score of 4.37 on a scale of 5.00 for the materials developed;
- Five graphical and multimedia advisors from various centers gave an average score of 4.25 on a scale of 5.00 for the materials developed; and
- Five web and education software expert from various companies gave an average score of 4.12 on a scale of 5.00 for the materials developed.

At the same time, a number of prospective students from several universities were involved simultaneously. They gave an average score of 4.16 on a scale of 5.00 on the teaching materials developed. The next evaluation is a trial in small groups, consisting of ten people representing various demographics of the institution. The results show that an average score of 8.36 is given on a scale of 10.00 for the independent learning materials developed. After the small group evaluation was carried out, a field trial was carried out involving 68 parties from various campuses representing 34 provinces throughout the country. At the same time in the field trial, participants were asked to carry out an independent assessment to see if the learning process that was carried out was beneficial. ³⁷ The results showed that there was a significant increase,

namely by 43% - from 6.07 to 8.70 (on a scale of 10.00). The overall results of this formative evaluation then become the basis for researchers in revising and perfecting the intended learning materials.

Conclusion

The products born from this research are expected to make a positive and significant contribution to the world of education in Indonesia. Through independent learning programs, candidates and active leaders of higher education can improve their competence in order to build and develop a quality campus.

Acknowledgement

The researchers would like to thank all those who have helped directly or indirectly in the process of developing this learning model. The highest appreciation is given to all the leaders of the Jakarta State University who have contributed various thoughts and opinions so that the development process can run smoothly and until the product is born.

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