



## **PROPOSITION ON PRACTICING HETEROGENOUS LECTURERS AND LEARNERS AT HIGHER EDUCATION INSTITUTIONS TEACHING-LEARNING**

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### **Summary**

*Business Management Faculty at Higher Education Institutions (HEIs) generally expected to produce entrepreneurs or employable professionals in the competitive workplace. The facts show that most of the graduates need extra education to meet the workplace requirements to be employed*

*This paper proposes to shift the paradigm of the conventional teaching learning: From merely lecturers with academic degrees into a more dynamic new paradigm. one academic faculty, of a homogenous groups of : students, workforce or employees, into many homogenous combination of Faculties-Professionals-Business Practitioners as lecturers, and a group of heterogenous learners, such as students-workforce-employees.*

*This concept is expected to enable positive shared academic & practical knowledge of the lecturers. Secondly, shared inter-actions and experiences among the combined learners, hence teaching-learning processes will become more interesting, and can therefore reduce: 1. Learning Lead-time, 2. Learning Costs, 3. Waiting-Time to be self-employed or to be employed. Moreover, it will enable: 4. Comprehensive Learning, 5. Applicable Learning, 6. Life-time Learning Teachers & Learners, 7. Productive Work-Cycle of Teachers/Learners.*

### Declaration:

The above proposed presentation is an original work which has not yet been given nor submitted to another event or publication and that all intellectual property rights and copyrights are with the author.

### **1. INTRODUCTION**

Despite having the hidden tasks as the major 'entrepreneurs producers', Business Management Faculties at HEIs generally face a common challenge, that their graduates need extra education or training to meet the workplace requirements. This produces extra funding to spend at: post-graduate HEIs; for-profit vocational training centers; or company owned training centers, which means ineffectiveness of the previous funding in the undergraduate educations. Consequently, this extra funding reduces the economic well-being of whoever does the funding.

Therefore, providing a compatible Higher Education Program Contents (HEPC) to the Professional Employments (PE) and the Employment Opportunities (EO) is crucial, as it

affects not merely the nation's financial well-beings caused by: Learning Lead-time, Learning Costs, Waiting-time to be self-employed or to be employed, and Productive Work-Cycle of Teachers & Learners but strategically fulfill the higher needs of quality education, such as: Comprehensive Learning; Applicable Learning, which can be achieved by a Life-time Learning.

This study proposes a practice in enhancing the HEIs teaching-learning, such as practicing heterogenous lecturers and learners in Business Management Faculty, in order to ameliorate the compatibility of Higher Education Program Contents (HEPC) with the needs of Professional Employments (PEs) at the workplace, expecting that this method may enhance graduates' quality, which in return will enhance the nation economic well-beings.

## **2. RESEARCH BACK GROUND**

When organization such as Organization for Economic Co-operation and Development (OECD) can exist for almost 5 decades since September 1961, then it is worthwhile for HEIs, as the enabler of human capitals creation, to support the positive vision of OECD seriously, by exercising 'the normative implication' of education (Peters, 1966). One of OECD's activities, are: to make a comparison of the governments' policy experiences, in order to identify good practices, and to co-ordinate domestic and international policies, in achieving the highest sustainable economic growth and employment, also to rise the human's living standard in it's member countries, while maintaining financial stability, in order to contribute to the development of the world economy. Therefore, HEIs, as the enabler of the nation economic welfare, can play the strategic roles at every nation's education systems, to start ameliorate and enhance each of their HEPCs, in order to produce better human capitals, who can contribute and go in-line with OECD's objectives.

Secondly, the current world economic recessions & disorders which comes at a shorter interval than before, have indicated the needs of new economic orders to replace the failing ones, which deteriorated many nations' economic well-beings. In this part, HEIs's roles are more obvious in reconstructing and renovating the new economic system which is underway.

Taking Indonesian Parents as example, it was estimated by Faustine (2004) that in every 5 years, 'wasted financial resources' costs over USDollars 2.5 billion for the whole country (Table 1), after deducting the 'cost of investment' in undergraduate education for the offspring. Adding the salaries earned which tends to be constant over the years of working (Graph 2) when they are employed, It makes the 'Return On Investment' is within 15 years. Consequently, this issue can drive the 'investing families' into a poorer financial condition after 'the investment' at HEIs. But in the real fact, the Widyatama University is an example where graduates have employments only after almost a year after they finish the study (Graph 3). Other empirical research findings, on managerial professionals in 32 large and conglomerated companies in Java, Bali and Sulawesi Islands in Indonesia (Faustine, 2001), showed a serious incompatibility of education background to the position of the professional in their workplace (Table 2 & Table 3).

The above worse scenario of HEIs which happens also in other South East Asian countries, as was discussed at the 4<sup>th</sup> SEAIR in Wenzhou/China. Therefore, HEIs would better reconstruct the conventional teaching-learning paradigm, and start with a Heterogenous Lecturers and Learners society in their environment, to generate efficiency in Learning Lead-time, Learning Costs, Waiting-time to be self-employed or to be employed, and effectiveness in providing Comprehensive and Applicative Learning, through the motivated Life-time Learning Lecturers and Learners.

### **3. FOCUS OF PROPOSAL**

This proposal is focused in proposing a more dynamic teaching-learning new paradigm, through enhancing:

- Conventional teaching by one or two academic lecturers per subject of study, plus several speeches of practitioners with the topics related to business and industry, into practicing the heterogenous lecturers through:
  - o Setting the curriculum together with the practitioners, professionals in business and industry.
  - o Inclusion of practitioners, professionals in business and industry as tandem teaching staffs, to complement each other in the lacking of practical knowledge of academic teaching staffs who teach mostly by the books only.
- Conventional learning which consists of homogenous students, who have not worked in business or industry, to mix with the practitioners or professionals in business and industry as heterogenous learners.

### **4. OBJECTIVES OF THE STUDY**

Proposing heterogenous lecturers with the objectives to generate the following possibilities:

- HEPC can match the general needs of business and industry.
- HEPC can up-date the needs of business and industry continuously, as curriculums results are reviewed at the periodical HE Management Review Meetings.
- PE can meet the EOs in the workplace, either being entrepreneurs / business creators or being professionals, after students graduate from HEIs.

Secondly, forming a heterogenous group of learners who contribute to:

- Sharing tacit knowledge within learners and lecturers (Nonaka, 1991)
- Getting feedbacks on HEPC, to enable continuous improvement and better relevancy to the PE and EOs in the future,
- Having graduates with competencies match with the PE requirements, which can shorten the waiting-time for employment or readiness to be entrepreneurs.
- Networking in the heterogenous group of learners, so they will have a better link with the practitioners or professionals at the workplace, for employment opportunities or own business or industry creation after graduating.

### **5. THEORETICAL BACKGROUND**

Economic performance of a country is positively related to the quality of their human capitals, as was studied by Barro (1991), also the assessment of the systems to improve student learning outcomes (Maki, 2004; Bresciani, Zelna & Anderson, 2004; Suskie, 2004; Hernon & Dugan 2004), as university has role in helping create jobs, education is beneficial to the community in terms of economic, social and societal terms (Newman, Couturier & Scurry, 2004). Therefore the concept of 'education' is something worthwhile that should be achieved at the criterion built into 'education', with valuable 'normative implications' embedded in it for the nation. (R.S. Peters, 1966). They can be revealed only through the qualities embedded in the graduates of HEIs, whether they are human capitals who: share the organization's vision; learn from sharing experiences of other people; make better decision by weighing opportunities and risks; supply adequate organizational tools; actively be part of knowledge enterprise (Hertog & Huizenga, 2000), which is absolutely necessary for a successful life

(Immerwahr and Foleno, 2000). It is important to study further, and compile institutional good practices, such as having a group of faculty and practitioners who work together in accomplishing improvements contribute to the teaching learning (Bresciani, 2006).

'Useful' knowledge is a tacit kind which is experience-based and revealed through sharing of experience – social and active learning processes involving observation, imitation, dialogue and practice (Nonaka, 1991; Baumard, 1999), active engagement and participation (Rust et al, 2005). Not just the students as learners, but also the lecturers and academic staffs who need to have continuing professional development (CPD) at different levels of management (Stefani & Elton, 2002; Cryer, 1992), supported by top management on the change agenda (Sommerville, 2005)

This study try to develop further Bresciani's concept of having a group of faculty and practitioners to work together, to have dynamic continuing HEPC for academic professionalism proposed by Elton (2006) in the Heterogenous Lecturers and Learners HEIs teaching-learning.

## **6. STUDY METHODOLOGY**

This study is a qualitative research using descriptive survey research methodology. Second-hand data analysis of Widyatama University's longitudinal observation on the graduates at placement office from 2003 to 2007, as well as internal university survey findings on seminar programs for Business & Management Faculty in December 2008 are also included in this study, to complement the empirical findings of previous exploratory research on 436 HEIs graduates' Professional Employment, which data was collected in 2001.

The findings are analyzed and compared to the international research findings of Newman, Couturier and Scurry (2004), as well as Brescian (2004). Using Selznick's gaps analysis of the previous, current and the expected conditions, a proposition is offered to practice the heterogenous lecturers and learners teaching-learning method, which is expected to be one of many tools in enhancing the quality of HEIs teaching-learning.

## **7. DATA ANALYSIS & FINDINGS**

Data analysis generated from longitudinal research (from 2003 to 2008) by survey conducted to the students of Widyama University (the 53th best of 2800 HEIs in Indonesia in 2008), revealed the 6 months waiting of the graduates before they are employed. and only less than 0.05% of graduates from business & management faculty became entrepreneurs. The tendency of incompatibility of HPEC and PE seems positive. While surveys to students done in December 2008 showed the importance of having business practitioners lectures as practical lecturers in class.

Secondly, Higher Education involves an enormous amount of family funding (US\$2.5 billion) in every five years for just 10 % of Indonesian population, but the income per capita of Indonesian is only US\$1390.- per year. In the United States, where education is about 4 times compared to Indonesia, the US income per capita is US\$ 10500.- per year (Country GNP, Wikipedia, [www.scaruffi.com/politics/gnp](http://www.scaruffi.com/politics/gnp), 26 March 2009), which is 7,5 times compared to Indonesian income. This showed that in the US, HEPC might be more compatible to the PE, unlike the result of empirical research in Indonesia conducted through the surveys done in 32 Indonesian medium and large companies (Faustine,2001). 877 valid data showed the incompatibility of graduates'work competences obtained at HEIs to fulfill the required work competences in the Professional Employment at the workplace.

Ideal HEPC and PE condition is expected as Graph 1. at the enclosure. But the available

two conditions in most of the HEIs are as illustrated in Graph 2. Both condition 1 and 2 indicate the points as stated in Table 1 at the enclosure. Learning from Work Analysis are the conditions on: a. Ability to develop knowledge at work to anticipate work challenge in the future; b. Advantageous professional experience obtained at work; c. Learning a lot from work experience; and d. Tasks and jobs in the company bring valuable work experience, which are all about Learning Lead-Time. The finding showed: 4 of 99 questions in the survey generated a positive support to above 4 factors. Most of the respondents agreed about learning the competences at the workplace (68% to 81%). \

## **8. CONCLUSIONS & DISCUSSION**

The above empirical findings showed that HEIs Program Contents in Indonesia should be reviewed for their compatibility with the workplace. Then Higher Education Program Contents (HEPC) compatibility is therefore a real serious issue to be researched openly. The results should then be seriously discussed not just within the HEIs, but also with their stakeholders in business and industry, on incorporated the needs of the workplace at the HEPC to the Professional Employment (PE) which should be reviewed for feed-backs annually at the Management Review Meetings.

Inclusion of business owner and practitioners in the Heterogenous Lecturers and Learners in the HEIs is a good option to reduce training which cause: 1. Learning Lead-time, 2. Learning Costs, 3. Waiting-Time to be self-employed or to be employed. Moreover, it will enable: 4. Comprehensive Learning, 5. Applicable Learning, 6. Life-time Learning Teachers & Learners, 7. Productive Work-Cycle of Teachers/Learners. Consequently, training costs saved of the relevant workplace in business or industry could become the source of funding for HEIs quality development, which in most countries are tax deductible for the philanthropists.

## **9. IMPLICATIONS ON HIGHER EDUCATION PROGRAM**

HEIs in international context has been under the World Trade Organization. And more recently, the HEIs student learning quality has been elevated to a global concern (Bresciani, 2006). Erasmus Mundus Programme which emphasizes in quality of higher education standards and certification as recognition of qualifications. Therefore HEIs would need to cooperate to share the experiences in:

- Work integrated learning in Higher Education to meet the need in the Professional Employment
- Higher Education Program Content to enable pursuance of further academic studies or practical studies for both undergraduate and postgraduate studies
- Effects of Professional Employment Needs and Funding Effectiveness on national macro economy need to be taken into considerations when designing HE program
- Exchange of international business practitioners as teaching staffs would become a trend to set, to enable global mindset.

HEIs quality enhancement program's funding which used to be allocated from tuition fees or own funding, could be shared with the business and industry in a more significant way, based on their reduced training costs. However, the cooperation will need a clear vision and righteousness of the top management in HEIs, to keep the HEI's quality advancement and truthfulness to the science itself as priorities, rather than the financial well-being of the HEIs per se.

## **10. RECOMMENDATION FOR FUTURE STUDY**

More empirical research to be explored on:

- Classification of the higher education programs in further studies
- Factors influencing professional employments of graduates from Higher Education
- Needs of industries / workplaces in different faculties.
- Effectiveness model of Higher Education Funding from: family, government and other institutions
- Effects of HEPC in the economic well-beings for individuals as well as for the nations.

Compare and contrast the shared experiences on the heterogenous lecturers and learners within countries will be beneficial for contribution to the world economy development and sustainability in the long-run.