Annual Report
2018
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Executive Summary

The year 2018 has marked the third decade of SEAMOLEC as a Regional Center of Open and Distance Learning.

Fiscal year of 2017/2018 has been an exciting and active year for SEAMOLEC in expanding outreach and impact of its services through various programs in national and regional level.

SEAMOLEC annual report of the fiscal year 2017/2018 is created to show its story of program implementations and impacts to the region throughout the year. Under visionary leadership and devoted task force, SEAMOLEC has earned a significant level of recognition and experience along the way and continue to develop itself to drive its mission to support and promote open and distance learning for the goodness of human resource development in Southeast Asia.

The annual report consists of 4 main parts to demonstrate SEAMOLEC operations towards its mission and vision; Regional Leadership, Regional Visibility, Implementation of SEAMEO 7 Priority Areas and organizational development as key driven support of SEAMOLEC.

Regional Leadership

As the regional center of expertise in open and distance learning, SEAMOLEC has performed its leading role in promoting and supporting use of ICT in education in various implementations.

Within fiscal year 2017/2018, SEAMOLEC has given away 20 research grants. All articles were reviewed by external reviewers to be included in Southeast Asia ODL Journal 2018.

The Research and Development Division also managed to compile “Best Practice of ICT Integration into Teaching and Learning in Indonesia” into a book which can be read online through SEAMOLEC website.

According to the agreement which had been made in the 40th SEAMEO High Officials Meeting in Bangkok, SEAMOLEC have conducted a Focus Group Discussion on feasibility study in ODL by inviting representatives from 5 Southeast Asian countries to share information and exchange ideas on implementing ODL in different context of countries.

As the centre possess major roles in initiating and developing education in West Java Province, SEAMOLEC has involved in joint program with West Java Provincial government to run the policy model as the basic of Open and Distance Education for West Java to another year of development. The Project comes up with initiation and goals of working with communities, industries and partnership with stakeholders to have complete support in education for students in West Java. As the supporter, SEAMOLEC continuously accompany teachers in developing module and furnishing the learning management system. The project starting to proof its accomplishment by success stories from former students who are able to set up their own business after accomplishing entrepreneurship program.

In its training services, both face-to-face and online training has been conducted with special course design to suits its participants. SEAMOLEC has trained 2,098 participants in face-to-face training in national level and 155 participants in regional level from Vietnam, Cambodia and Timor Leste. For online training, there were 8,797 participants registered in 16 online courses during July 2017 to March 2018. The online learning process is supported by SEAMOLEC MOOC platform which can be accessed through mooc.seamolec.org. To bring up role of regional leadership in open and distance learning, SEAMOLEC also provides consultancy services to various government sectors of Indonesia especially the Ministry of Education and Culture in preparing system and procedure for online courses including guideline, management and content development. SEAMOLEC accompanies some units in digitizing their learning modules, conducting online test for high schools in 5 regions, assigning staff as technical consultants and contributing its news and content to the Ministry’s website. SEAMOLEC also supports its family SEAMEO centers in showing and sharing its practices in management system and developing online training to fulfill mission of centres.

Regional Visibility

To elicit social and public awareness of its operation, services, and products, SEAMOLEC creates positive publications and dissemination channels to share information related to ODL to create a wider impact by providing contributions to public’s knowledge and to encourage them to benefit from the centre’s program within the region both printed and digital publication. The series of printing publication; SEAMOLEC Infos, brochure/leaflet, reports, books and posters/banners were created in line with digital version and disseminated through events and online channels of SEAMOLEC website and social media to reach its customers in most possible way. Other efforts to interact directly with public are by joining several exhibition events and open centre for visitation or internship program. SEAMOLEC offers opportunity for students from vocational schools, polytechnics, institutes and universities to learn and have direct experience from real work. The recognized internship programmes are including IT network, training, administration and community and partnership.

The other highlight of SEAMOLEC works is the enhancement of collaboration programmes with both new and existing partners from national, regional, and international institutions as well as government and non-government sectors. Within this fiscal year, SEAMOLEC managed to implement collaborative events with 33 existing partners and established cooperation with 25 new partners to expand and strengthen its network for cooperative programmes.

Implementation of SEAMEO 7 Priority Areas

Responding to SEAMEO 7 Priority Areas, SEAMOLEC not only carries out its operation and services serving mainly in Addressing Barriers to Inclusion stated in priority number 2 but also seamlessly pursue its implementation in line with other priority areas. Since its inception, the 7 Priority Areas have been developed and refined by SEAMEO. Within this
fiscal year, SEAMOLEC have been focusing its programmes and activities in priority number 4: Promoting Technical and Vocational Education and Training (TVET) program, number 5: Reforming Teacher Education, number 6: Promoting Harmonization in Higher Education and Research and number 7: Adopting 21st Century Curriculum.

For priority area number 4, SEAMOLEC are actively contributing 2 online courses namely Augmented Reality and Online Modeling Tourism Promotion in Southeast Asia Creative Camp Online Workshops under the theme “Future Careers for Youths for Schools in Southeast Asian Countries” to leverage capacity of participants and develop partnership among schools. SEAMOLEC also created video lecturing series for Digital Simulation subject (Simdig) to enforce the student-focused learning approach for vocational high schools.

Responding to priority area number 5, SEAMOLEC provided and specially designed 3 types of training for teachers’ competency improvement consisted of in house training, face to face training and online training. The trainings were covering with knowledge and skills in the use of technology in teaching methodology to enhance professional competence of teachers which will impact positively on the improvement of the quality of the students.

Regarding to priority area number 6, SEAMOLEC has been active member in INDOPED Project – the Co-funded project by the Erasmus+ Program of the European Union in modernizing Indonesian Higher Education with Tested European Pedagogical Practices. During 13-15 November 2017, the 2nd INDOPED International Webinar was held for participants from member countries under arrangement of SEAMOLEC and it also took important part in INDOPED international seminar and 5th General Project Meeting in March 2018 at Yogyakarta State University. As the project is coming to the last year of implementation, SEAMOLEC has been successfully disseminating different learning methods from European universities which have been piloted by Indonesian universities to wider audiences nationally and regionally. The member role of disseminator for the project has been highly recognized and appreciated by project member partners from European countries and Indonesian Institutions.

For priority area number 7, SEAMOLEC in collaboration with Goethe Institut Region Southeast Asia, New Zealand, and Australia conducted Mobile Application Goethe-Institute and SEAMOLEC Camp (MAGIS Camp) to bring out students’ innovation and creativity to design and develop mobile-based learning applications through activities. The one week creative workshop participated by secondary school students from Southeast Asia given specific goal, created a team work, and overcome cultural and language barriers. The workshop was not only successful in giving platform for students to have networking and culture sharing, but also giving them real world experience in the software development process.

Organizational Development
SEAMOLEC puts the importance in organizational development to enhance its capacity to handle internal and external functioning and also effectiveness of collaborative and organizational culture. Several programmes and activities have been offered and supported for staff development such as training, seminar, scholarship and staff activities to enhance their knowledge, skills and experiences to pursue organization goals with professional and high quality performance.

As SEAMOLEC sees value of staff capabilities for their best performance, staff relocation has been considered to place its workforce where they will be most productive and create mobility atmosphere. Relocation allows staff for career development in different skills and renew their energy and excitement in work.

Regarding to financial viability, SEAMOLEC also ensures the operation of its activities by controlling 5 components of funds consisting of Capital Funds, Operating Funds, Special Funds, Other Funds and Unallocated Funds to meet with Government of Indonesia policy and mission of centre.
1. RESEARCH AND DEVELOPMENT ACTIVITIES

In accordance with SEAMOLEC’s vision to be a centre of expertise in open and distance learning, Research and Development (R&D) Division conducted activities to find out the latest development on open and distance education. R&D Division in 2017 to early 2018 focused on the development of open & distance learning (ODL) model for secondary schools in West Java Province, Indonesia, and ICT for Learning by introducing various ICT tools for teaching and learning through online trainings. The activities held by R&D Division are as follows.

A. Research Grants 2017

Based on the need for open & distance learning (ODL) model in West Java, improvement of SEAMOLEC online trainings and MOOCs, feasibility studies open and distance learning in Southeast Asia and improvement of SEAMOLEC Special Program: SIMDIG and Magis Camp, R&D has an annual workflow to support research grant program as below. Twenty (20) researchers were involved and received SEAMOLEC research grants program in 2017. These researches started in June 2017 and finished in November 2017, the proposals of which were written under several research themes:

1. West-Java Open and Distance Learning Program
2. SEAMOLEC Online Trainings and MOOCs
3. Feasibility Studies Open and Distance Learning in Southeast Asia
4. SEAMOLEC Special Program: Simulasi Digital (SIMDIG), Magis Camp 

Research on Open & Distance Learning (ODL) Model in West Java aims to find out the progress of ODL implementation Model in West Java and support the development of digital learning materials used for ODL in West Java. Besides that, the purpose of research on improvement of SEAMOLEC Online Training and MOOCs is to evaluate the online training run in 2016-2017 and develop new online course for the next term of SEAMOLEC Online Training. Research on Feasibility Studies of ODL in Southeast Asia has an objective to seek the possibility of implementing Open and Distance Learning in Tourism by utilizing existing Common Asean Tourism Curriculum (CATC), as well as in the field of agriculture for Cambodia, Lao PDR, Timor Leste and Vietnam. Research grant for SIMDIG mainly is aimed to develop various instructional videos on how to teach SIMDIG for teachers, while grant for MAGIS Camp is aimed to find out the effectiveness of mobile applications language learning produced by MAGIS Camp alumni.

Based on those themes, distribution of research grants by their titles are as follow:

B. Best Practices of ICT Integration into Teaching and Learning

Since 2016 SEAMOLEC has developed an online training method of ICT utilization for learning. Various training courses for basic education, secondary and higher education have been attended by more than 20,000 participants. Massive Open learning system SEAMOLEC’s Online Course (MOOC) evokes considerable enthusiasm from teachers and educational personnel in Indonesia. Recorded until early 2017, SEAMOLEC MOOC conducted 38 training courses. Various ICT skills gained from those training are being implemented by teachers in their classroom. Part of the result is compiled in a book entitled “Best Practices of ICT Integration into Teaching and Learning”. The book is in Bahasa Indonesia. SEAMOLEC hopes the book can be an indicator of the increased effectiveness of ICT utilization in distance learning in Indonesia. There are 33 articles submitted and being reviewed, but only 16 of them were published. All the article’s writers are alumni of online trainings or research grants recipients. Those best practices come from various levels of education: 2 practices from elementary schools, 10 from junior high schools, 1 from vocational school, and 2 articles written by university lecturer.

C. Preliminary Study on Southeast Asia Open and Distance Learning (ODL)

In order to implement the agreement made on 40th SEAMEO High Officials Meeting (HOM) in Bangkok, SEAMOLEC conducted Preliminary Study on Southeast Asia Open and Distance Learning. This study is conducted by researchers from Teacher Training Center in Business & Tourism lead by Ms. Dewi Eka Arini and Teacher Training Center in Agriculture lead by Ms. Endang Prabandari. In this study, researchers conducted need assessment on the implementation of distance-learning to improve competencies of workers in the hospitality and agriculture industries. This study started by examining contribution of Tourism and Agriculture sectors in the economy of Cambodia, Indonesia, Lao PDR, Thailand, Vietnam and Timor Leste. After gaining positive results, they explored the profile of labor forces based on their education level.

Positive contribution of Tourism and Agriculture sectors in GDP.
As summary of those preliminary studies, it could be concluded that:

1. Both tourism and agriculture sectors have a high GDP contribution to Cambodia, Indonesia, Lao PDR, Thailand, and Vietnam, varying from 6% to 28%.
2. Industries in both sectors are fast growing and demand the availability of skilled labors.
3. Based on “the profile of labor force” in those countries, more than 4 million workers need to upgrade their education to get secondary education certificate.
4. Those workers are potential candidates to participate in a distance learning program especially in vocational schools in each country.

This study is followed by a Focus Group Discussion (FGD) by inviting representatives from Southeast Asian Embassies in Jakarta, and attended by representatives from Cambodia and Timor Leste. At a later stage, courtesy visit to Lao PDR Embassy was conducted. Overall, the objectives of FGD were to validate and update information on tourism and agriculture professional workforce graduates from secondary school in Cambodia, Indonesia, Lao PDR, and Timor Leste. Furthermore, it was aimed to seek the possibility of implementing ODL in Tourism by utilizing existing CATC, as well as in the field of agriculture. The involvement of all related stakeholders is a must in implementing ODL, and SEAMOLEC is willing to support and assist ODL practices in Cambodia, Timor Leste, and other countries in SEA.

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<td>Dra Dewi Eka Arini, M.M</td>
<td>PPPPTK BISPAR</td>
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<td>Research On Improvement Of SEAMOLEC Special Program: SIMDIG</td>
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<td>SMK Negeri 43 Jakarta</td>
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<td>Research On Improvement Of SEAMOLEC Special Program: SIMDIG</td>
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<td>18</td>
<td>Research On Improvement Of SEAMOLEC Special Program: SIMDIG</td>
<td>The Development Of Online Learning Content Digital Simulation Learning of Basic Concept and Idea Exploration</td>
<td>Slamet Sutresno, S.Kom</td>
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<td>19</td>
<td>Research On Improvement Of SEAMOLEC Special Program: SIMDIG</td>
<td>Content Development Training Online Learning SIMDIG Visualization Animation Concept</td>
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2. OPEN AND DISTANCE LEARNING MODELS IN WEST JAVA PROVINCE

2.1 Policy and Regulation

The rapid development of educational system nowadays has caused the lifelong learning attribute in needed for everyone. Therefore, the creation of a flexible education system and learning environment is then inevitable accordingly. As evolution stated, distance learning system has eventually become a significant innovation in education in twenty-first century with its ability to cope with wide range of learning needs and different types of learner.

As stated in the Law of the Republic of Indonesia No. 20 of 2003 on “National Education System”, the formula on Distance Education is contained in Chapter VI, part 1, Article 13, and part 10, Article 31, which reads: (1) all pathways, levels, and types of education; (2) Distance education serves to provide educational services for community groups who cannot attend education on face to face or regular education; (3) Distance education is organized in various forms, modes, and coverage supported by learning facilities or services and an assessment system that ensures the quality of graduates is accordance with national education standards; (4) Provisions of distance education as referred to in section (1), section (2), and section (3) shall be further regulated under a Indonesia Government Regulation.

In Permendikbud (Regulation of the Minister of Education) No. 119 of 2014 stated that Distance education is organized with the aim to improving the expansion and equity of access to education, as well as improving the quality and relevance of primary and secondary education. Therefore, Distance Education has an open characteristic, self study, complete learning, using information technology for education communication, and/or using other educational technology. Through the Distance Education system, learners can gain access to quality education without having to leave their home and resign from their jobs. In addition of access, to improving the equitable quality of education for each individual learners, the mass nature of Distance Education system is in distributing quality education that is standardized using ICT, learning outcomes standardization, teaching materials, learning process, learning aid, and learning evaluation, quality education can be obtained by various circles through the time.

This shows that distance learning is recognised and supported by the Republic of Indonesia and Ministry of Education.

Institutes / Legal Basis

Here are the prevailing laws and regulations related to Distance Education in secondary education in Indonesia and West Java Province as our models:

1. Law no. 20 of 2003 on National Education System in Indonesia of part 10 of Distance Education and part 11 of Special Education and Special Services Education.

2. Government Regulation no. 17 of 2010 in Indonesia about Management and Implementation of Education, in Chapter VI Implementation of Distance Education and Chapter VII Provision of Special Education and Special Services Education.

3. Regulation of the Minister of Education in Indonesia No. 72 of 2013 on the Implementation of Special Service Education.

4. Regulation of the Minister of Education in Indonesia No. 119 of 2014 on the Implementation of Distance Education at Basic and Secondary Education Level.

5. Regulation of the Director General of Secondary Education in Indonesia No. 1670 / D / LK / 2014 About the Implementation of Open Schools at Secondary Education Level.

6. West Java Provincial Governor Regulation in Indonesia No. 6 of 2018 on the management and administration of open education and distance education on vocational and high schools.

Regarding the legal and policy basis in implementing distance education in Indonesia, SEAMOLEC cooperate with West Java provincial government to run the policy model as the basic of Open and Distance Education program of West Java and socialize in the province to:

1. Headmaster/Principal of School (Kepala Sekolah).
2. Education Supervisor (Pengawas Pendidikan).
3. Branch Office of West Java Education Office (Kantor Cabang Dinas Pendidikan).
4. Coordinating Agency for Governance and Regional Development on behalf of the provincial government of West Java Province (Badan Koordinasi Pemerintahan dan Pembangunan Wilayah).
2.2. Module Development

Instructional Materials offer great impact to the success of distance learning program. Provision of high quality instructional materials that meet the academic needs of students will encourage them to impart facts, develop skills, illustrate their organized knowledge as well as offer assistance and links to tutors or other students. Quality instructional materials is eventually important in enhancing distance learning program and essential for students to complete their educational goals successfully.

Initially, the distance learning program provides student’s learning activity by using Information and Communication Technology (ICT) in Learning Management System (LMS), unfortunately the fact revealed that not all the students can have access to internet connection. This condition has brought urgency to facilitate students by providing print-based instructional materials or learning module. To actualize the program, SEAMOLEC assists the distance learning teachers in West Java Province in developing learning module.

In stage of module development, it is expected to contain various learning treatment element including practice and experience. A recognized level of qualification can be achieved through the completion of a series of modules. To enrich the content, several multimedia packets was embed into the module, such as packets of pictures, video, or other online resources. The development process involves identifying and analyzing learner’s profile and their learning needs, sequencing and assembling the content as well as how the content is assessed and finally comes to consider the delivery strategies to meet those needs.

The distance learning program started by conducting training of trainers in developing learning module by inviting selected teachers from various areas of specialty in subject matters, the training was facilitated by Dr. Dewi Salma Prawiladilaga, academic practitioner from Jakarta State University. The invited teachers were expected to become vocal point in dissemination of learning module development in their respective institutions as well as other distance learning provider institutions in West Java Province. Following actions from the previous training, SEAMOLEC has conducted workshop on developing learning module for teachers in several distance learning provider institutions. The workshop was involving teachers in previous event as resource person as well as continued facilitators during learning module development.

2.3. LMS SiAjar (supported by Sumber Belajar)

SIAJAR (Sistem Informasi Pembelajaran Jarak Jauh or Information System for Distance Learning) is a website application initiated for online teaching and learning between students and teachers instead of typical face to face class. The online class is conducted by teachers and filled with digital learning materials. Students can simply follow steps to a specific class as illustration shown.

In general, SIAJAR is designed to build virtual classes based on physical class in a school. The class may contain one or more subjects, where each subject composed of modules and the module contains materials from the subject. Here is an overview of SIAJAR’s learning features.
2.4. Internship and Entrepreneurship

SEAMOLEC has been enhancing the collaboration program with Ministry of Education and Culture Republic of Indonesia, Educational Office of West Java Province, local Chambers of Commerce and Industry in West Java Province to support Distance Learning Program for Senior and Vocational High School in West Java Province and students entrepreneurship program in Directorate of Vocational High School. The cooperation is conducted to provide internship program for students from vocational high schools and entrepreneurship coaching for students from senior high school in distance learning program in West Java province.

The joint events and collaborative programs that were conducted during July 2017 – June 2018 are as follows:

1. Workshop with West Java Province Educational Office and West Java Chambers of Commerce and Industry for mapping the internship location for Distance Learning Program for Senior and Vocational High School students in Cianjur, West Java, October 2017.

2. Workshop with West Java Province Educational Office and West Java Chambers of Commerce and Industry for mapping the internship location for Distance Learning Program for Senior and Vocational High School students in Bandung, West Java, November 2017.

3. Workshop with West Java Province Educational Office and West Java Chambers of Commerce and Industry for design entrepreneurship curriculum for Distance Learning Program for Senior and Vocational High School students in Bandung, West Java, December 2017.

4. Focus Group Discussion with West Java Province Educational Office and West Java Chambers of Commerce and Industry for Developing Internship application for Distance Learning Program for Vocational High School students in SEAMOLEC office, West Java, February 2018.

5. Focus Group Discussion with West Java Province Educational Office and Bandung City Chambers of Commerce and Industry for developing JUS (Juragan Usia Sekolah/student entrepreneur) program for Distance Learning Program for Senior High School students in SEAMOLEC office, West Java, February 2018.

6. Focus Group Discussion with Directorate of Vocational High School, MoEC Indonesia and other SEAMEO Centres in Indonesia to develop School Creates Entrepreneur Students Program, March - April 2018.


To manage and run the Internship program effectively, SEAMOLEC has developed Mechanism for Industry of Commitment to support the Open and Distance Learning Program:

- MoU signing with schools
- Provision of mentor for the intern students
- Provision of practice place for the intern students

Developing Internship Program Cooperation between School and Industry/Commerce
Internship Application developed by SEAMOLEC cooperated with West Java Province Educational Office and Chambers of Commerce and Industry

After finishing study from Senior High Schools or Vocational Schools, graduates are expected to work at industries or open their own businesses. For those who never had experience would mostly find it difficult for setting up own business while those who have been in entrepreneurship for some time probably can come up with some ideas. In either case, it is easy to lose motivation to be an entrepreneur.

To support the Distance Learning program for West Java province, SEAMOLEC created three inspiring videos to motivate, inspire, bring up passion and enlighten the spirit of entrepreneurship to students. The videos are featured by 3 resource persons who were graduated from Distance Learning program of West Java province and settled up 3 different types of business:

1. Mr. Piha Holidan, 25 years old, culinary business
2. Mr. Roni Herdiana, 21 years old, entertainment business
3. Mr. Agung Gumelar, 20 years old, IT consultant

Each video contains questions and answers to share experiences on how to start and maintain business as well as how to continue their education through distance learning in West Java province. The motivating statements are also well blended to encourage other students to become entrepreneurs. These videos can be accessed through SEAMOLEC’s social media accounts.
3. TRAINING

Today, a variety of ICT can facilitate not only delivery of instruction, but also learning process itself. Moreover, ICT can promote international collaboration and networking in education and professional development. There is a range of ICT options – from videoconferencing through multimedia delivery to web sites - which can be used to meet the challenges teachers/lecturers face today. In fact, there has been increasing evidence that ICT may be able to provide more flexible and effective ways for lifelong professional development for today’s teachers/lecturers.

Teachers/lecturers are expected to facilitate learning and make it meaningful to individual learners rather than just to provide knowledge and skills. Modern developments of innovative technologies have provided new possibilities to teaching professions, but at the same time have placed more demands on teachers to learn how to use these new technologies in their teaching (Robinson & Latchem, 2003).

Within the period of July 2017 to June 2018, SEAMOLEC training programs were carried out focused on supporting West Java ODL programs and massive training by MOOC utilization. The training program continued its mission to meet the demand of today’s teachers/lecturers who want to learn how to use ICT effectively for their teaching and learning.

The following table illustrated the number of participants and training program which conducted by face to face (national & regional) and online mode:

### Face to Face Training

#### Training for ODL West Java Program (Training for Open Senior Secondary School & Open Vocational School Teachers)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Date</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Management System: using SEAMOLEC LMS “SiAjar” (conducted in 14 schools)</td>
<td>21 - 24 August 2017</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>2 - 3 October 2017 (Parallel in 5 schools)</td>
<td>257</td>
</tr>
<tr>
<td></td>
<td>9 - 10 October 2017 (Parallel in 8 schools)</td>
<td>443</td>
</tr>
<tr>
<td></td>
<td>26 February - 2 March 2018</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>19 - 24 March 2018</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>20 - 24 March 2018</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>25 - 30 March 2018</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>8 - 13 April 2018 (Parallel in 2 schools)</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>15 - 20 April 2018 (Parallel in 2 schools)</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>23 - 28 April 2018</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>22 - 27 April 2018 (Parallel in 4 schools)</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>1 - 5 May 2018 (Parallel in 2 schools)</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>6 - 11 May 2018</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>30 Programs</td>
<td>1094</td>
</tr>
</tbody>
</table>

### Regular Training (National ICT Training)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Date</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web Based Learning Material Development</td>
<td>12 - 16 June 2017</td>
<td>20</td>
</tr>
<tr>
<td>Mobile Learning Material Development (Android)</td>
<td>8 - 10 August 2017</td>
<td>44</td>
</tr>
<tr>
<td>Digital Class Development</td>
<td>22 - 26 August 2017</td>
<td>45</td>
</tr>
<tr>
<td>ICT Strengthening for Learning Competences</td>
<td>14 August 2017</td>
<td>37</td>
</tr>
<tr>
<td>Digital Simulation: Course Content Development</td>
<td>28 - 31 August 2017</td>
<td>48</td>
</tr>
<tr>
<td>Digital Learning Material Development (Whiteboard Animation and Introduction to LMS)</td>
<td>16 - 18 October 2017</td>
<td>32</td>
</tr>
<tr>
<td>Digital Learning Material Development (Whiterboard Animation and Introduction to LMS)</td>
<td>25 - 29 October 2017</td>
<td>36</td>
</tr>
<tr>
<td>Digital Learning Material Development (Whiterboard Animation and Introduction to LMS)</td>
<td>15 - 19 November 2017</td>
<td>50</td>
</tr>
<tr>
<td>Digital Learning Material Development (Whiterboard Animation and Introduction to LMS)</td>
<td>20 - 24 November 2017</td>
<td>27</td>
</tr>
<tr>
<td>Digital Learning Material Development (Whiterboard Animation and Introduction to LMS)</td>
<td>15 - 16 December 2017</td>
<td>40</td>
</tr>
<tr>
<td>Digital Learning Material Development (Whiterboard Animation and Introduction to LMS)</td>
<td>13 - 14 December 2017</td>
<td>41</td>
</tr>
<tr>
<td>Total</td>
<td>11 Programs</td>
<td>420</td>
</tr>
</tbody>
</table>

### In House Training (conducted in SEAMOLEC Office)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Date</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blog as Learning Media</td>
<td>15 - 20 January 2018</td>
<td>115</td>
</tr>
<tr>
<td>Microsoft 365</td>
<td>15 - 20 March 2018</td>
<td>73</td>
</tr>
<tr>
<td>Digital Learning Material: EPUB</td>
<td>25 - 29 January 2018</td>
<td>44</td>
</tr>
<tr>
<td>Digital Comic</td>
<td>5 - 9 February 2018</td>
<td>83</td>
</tr>
<tr>
<td>Microsoft 365</td>
<td>22 - 26 February 2018</td>
<td>61</td>
</tr>
<tr>
<td>Infografis Design</td>
<td>26 - 30 March 2018</td>
<td>149</td>
</tr>
<tr>
<td>Infografis Design</td>
<td>16 - 20 April 2018</td>
<td>65</td>
</tr>
<tr>
<td>Digital Learning Material Development: Whiteboard Animation</td>
<td>18 - 24 April 2018</td>
<td>84</td>
</tr>
<tr>
<td>Total</td>
<td>8 Programs</td>
<td>674</td>
</tr>
</tbody>
</table>
Online Training

Recently, SEAMOLEC MOOC were utilized as a platform to conduct online training. In order to help its users learning, SEAMOLEC provides several treatments. In the beginning of the course, participants are invited to join preonline course. This step aims to assist them familiarizing platform and systems. During learning session, users are allowed to access all of learning material through mooc.seamolec.org. The online learning process supported by tutorial online using video conference and social media for interaction and discussion. In the end of the course, each participants did their final project based to have a certificate.

There were 8,797 participants joined on 16 online training in July 2017 to March 2018:

Regional Training (ICT Training for SEA Countries)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Date</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOOC Platform Development (Ho Chi Minh and Hanoi, Vietnam)</td>
<td>20 - 24 November 2017</td>
<td>27</td>
</tr>
<tr>
<td>Digital Learning Material Development: Whiteboard Animation (Phnom Penh, Cambodia)</td>
<td>29 October - 2 November 2017</td>
<td>13</td>
</tr>
<tr>
<td>Digital Class Development (Timor Leste)</td>
<td>5 - 9 November 2017</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>11 - 13 December 2017</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>155</td>
</tr>
</tbody>
</table>

Online Training

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There were 8,797 participants joined on 16 online training in July 2017 to March 2018:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Date</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blog as Learning Media</td>
<td>10 May - 6 June 2017</td>
<td>323</td>
</tr>
<tr>
<td></td>
<td>19 Feb - 17 March 2018</td>
<td>334</td>
</tr>
<tr>
<td></td>
<td>7 August - 6 September 2017</td>
<td>323</td>
</tr>
<tr>
<td>Digital Class Development</td>
<td>10 May - 6 June 2017</td>
<td>179</td>
</tr>
<tr>
<td></td>
<td>10 May - 6 June 2017</td>
<td>75</td>
</tr>
<tr>
<td>Power Point: Presentation Design</td>
<td>10 May - 6 June 2017</td>
<td>345</td>
</tr>
<tr>
<td>Digital Learning Material: Whiteboard Animation</td>
<td>14 Aug - 6 September 2017</td>
<td>1647</td>
</tr>
<tr>
<td></td>
<td>22 Jan - 17 February 2018</td>
<td>252</td>
</tr>
<tr>
<td></td>
<td>22 Jan - 17 February 2018</td>
<td>252</td>
</tr>
<tr>
<td>App Inventor: Interactive of Android Application</td>
<td>14 Aug - 6 September 2017</td>
<td>2533</td>
</tr>
<tr>
<td></td>
<td>19 Feb - 17 March 2018</td>
<td>420</td>
</tr>
<tr>
<td>Self Learning Materials Development</td>
<td>17 Sept - 17 October 2017</td>
<td>309</td>
</tr>
<tr>
<td>SAGUSGAME(Satu Guru Satu Game Edukasi)</td>
<td>22 Jan - 17 February 2018</td>
<td>261</td>
</tr>
<tr>
<td>Google Sites Utilization</td>
<td>22 Jan - 17 February 2018</td>
<td>233</td>
</tr>
<tr>
<td>Digital Learning Material: EPUB</td>
<td>19 Feb - 17 March 2018</td>
<td>444</td>
</tr>
<tr>
<td>Introduction to Human Resources Management</td>
<td>22 Feb - 21 March 2018</td>
<td>267</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>8,797</td>
</tr>
</tbody>
</table>

4. CONSULTANCY SERVICES

4.1. Directorate of Courses and Training, MoEC Indonesia

Directorate of Courses and Training, under the Directorate General of Early Childhood Care and Community Education of Ministry of Education and Culture (MoEC) of Indonesia has a mission to improve the availability of services in the context of expanding equitable access to training services for all Indonesians. In order to achieve its mission, the Directorate together with SEAMOLEC is developing online course design development, standard operational procedure, and MOOC platform for all Community Learning Centers (CLC) in Indonesia. In Indonesian language, CLC is known as Lembaga Kursus dan Pelatihan (LKP). There are currently more than 17,000 LKPs in Indonesia under the Directorate of Courses and Training.

For the first step, SEAMOLEC conducted Workshop on Online Course Design Development on 21 to 23 May 2018 as one of three workshop series to develop online courses. The workshop was participated by 19 LKPs in Indonesia. They were representing 3 course sectors; (1) Computer and Multimedia, (2) Foreign Language, and (3) Traditional Culture. Here is the list of 19 LKPs:
1. LKP Bina Insani
2. LKP BMC
3. LKP Essential English Center
4. LKP Gazebro English Course
5. LKP Piksi Megatama
6. LKP Citra Komputer
7. LKP Wahana Tama Indonesia
8. LKP Colorado
9. LKP Dian Nusantara
10. LKPTech Course
11. LKP ANDY
12. LKP Mahardika
13. LKP Sistha Sari
14. LKP Sanny
15. LKP Sanita
16. LKP Yanie
17. LKP Desy Education
18. LKP International Hotel Management School
19. LKP Rahman

Instructional design has an important role in learning process. In distance learning, stakeholders/tutors should also have a comprehensive understanding and skills in instructional design. The workshop aimed to align and adjust the instructional design on face-to-face mode into online mode. Several activities have been conducted to obtain an instructional design that fits the delivery system. This procedure should be conducted in order to have good design:
1. Need analysis
2. Identifying competencies
3. Designing learning experiences
4. Identifying the appropriate learning material format
5. Developing and organizing learning materials
6. identifying assessment mode and instrument

The following activity was workshop on online course material development. The participants were assisted in developing video script as well as producing course material in video format. The workshop was expected to bring output of 1 or 2 videos, and the remaining course materials were expected to be developed independently by the LKPs. All finalized courses materials will be uploaded and available for public to access through: http://kursusdaring.kemdikbud.go.id.
4.2. Directorate General of Teacher and Education Personnel, MoEC Indonesia

This year SEAMOLEC was requested by Directorate General of Teacher and Education Personnel of Ministry of Education and Culture (MoEC) of Indonesia to assist them in developing Massive Open Online Courses (MOOC) platform. This platform is designed to serve teachers in improving their quality of education using online method, especially teachers from vocational high schools in Indonesia.

Besides developing the platform, SEAMOLEC also facilitated by the Directorate General of Teacher and Education Personnel to conduct Workshop for ICT operators from Centers of Teacher and Educational Personnel Development (known as PPPPTK) on how to digitize content materials from traditional to be more suitable for MOOCs platform learning path.

Below is the list of skills competencies from PPPPTKs which content will be renewed:

<table>
<thead>
<tr>
<th>No</th>
<th>Skills Competencies</th>
<th>Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Automotive</td>
<td>PPPPTK for Automotive and Electronics</td>
</tr>
<tr>
<td>2</td>
<td>Motorcycle Engineering and Business</td>
<td>PPPPTK for Automotive and Electronics</td>
</tr>
<tr>
<td>3</td>
<td>Industrial Electronics Engineering</td>
<td>PPPPTK for Automotive and Electronics</td>
</tr>
<tr>
<td>4</td>
<td>Audio Video Engineering</td>
<td>PPPPTK for Automotive and Electronics</td>
</tr>
<tr>
<td>5</td>
<td>Otometric Engineering</td>
<td>PPPPTK for Automotive and Electronics</td>
</tr>
<tr>
<td>6</td>
<td>Industrial Automation Engineering</td>
<td>PPPPTK for Construction and Electricity</td>
</tr>
<tr>
<td>7</td>
<td>Design Modeling and Building Information</td>
<td>PPPPTK for Construction and Electricity</td>
</tr>
<tr>
<td>8</td>
<td>Refrigeration and Air System Engineering</td>
<td>PPPPTK for Construction and Electricity</td>
</tr>
<tr>
<td>9</td>
<td>Construction and Property Business</td>
<td>PPPPTK for Construction and Electricity</td>
</tr>
<tr>
<td>10</td>
<td>Hospitality</td>
<td>PPPPTK for Business and Tourism</td>
</tr>
<tr>
<td>11</td>
<td>Fashion Design</td>
<td>PPPPTK for Business and Tourism</td>
</tr>
<tr>
<td>12</td>
<td>Food and Beverage</td>
<td>PPPPTK for Business and Tourism</td>
</tr>
<tr>
<td>13</td>
<td>Travel Agent</td>
<td>PPPPTK for Business and Tourism</td>
</tr>
<tr>
<td>14</td>
<td>Skin and Hair Beauty</td>
<td>PPPPTK for Business and Tourism</td>
</tr>
<tr>
<td>15</td>
<td>Accounting</td>
<td>PPPPTK for Business and Tourism</td>
</tr>
<tr>
<td>16</td>
<td>Online Business and Marketing</td>
<td>PPPPTK for Business and Tourism</td>
</tr>
<tr>
<td>17</td>
<td>Automation and Office Management</td>
<td>PPPPTK for Business and Tourism</td>
</tr>
<tr>
<td>18</td>
<td>Welding</td>
<td>PPPPTK for Machinery and Industrial Engineering</td>
</tr>
<tr>
<td>19</td>
<td>Machining</td>
<td>PPPPTK for Machinery and Industrial Engineering</td>
</tr>
<tr>
<td>20</td>
<td>Nautika Fishing Vessel</td>
<td>Institute for Development and Empowerment of Educators and Education Personnel for Marine Fisheries, and ICT</td>
</tr>
<tr>
<td>21</td>
<td>Fishing Vessel Engineering</td>
<td>Institute for Development and Empowerment of Educators and Education Personnel for Marine Fisheries, and ICT</td>
</tr>
<tr>
<td>22</td>
<td>Nautika Commercial Vessel</td>
<td>Institute for Development and Empowerment of Educators and Education Personnel for Marine Fisheries, and ICT</td>
</tr>
<tr>
<td>23</td>
<td>Software Engineering</td>
<td>Institute for Development and Empowerment of Educators and Education Personnel for Marine Fisheries, and ICT</td>
</tr>
</tbody>
</table>

Below is the schedule for all activities:

During this period, SEAMOLEC team will work together to develop content and make integration database system in Single Sign On (SSO) for MOOC and system information for teachers.

4.3. Directorate of Senior High School, MoEC Indonesia

One of the missions of the Directorate of Senior High School, Ministry of Education and Culture (MoEC) of Indonesia is to provide high-quality learning for all Indonesian students. In order to achieve this, SEAMOLEC together with the Directorate of Senior High School is piloting to create online test using HOTS questions and SIAJAR LMS as the platform for Referral Senior High School in Indonesia. Currently, the number of Referral Senior High School in Indonesia under the Directorate of Senior High School is more than 500.
For the first step, SEAMOLEC introduced SIAJAR LMS which can be accessed through this link; http://smarujukan.seamolec.org to the schools’ principals in the Technical Assistance Meeting of Government Referral Senior High Schools Grant which is held in 5 different regions. The event was started from the Region of Makassar which consists of Eastern Indonesia Provinces, then Batam Region which consists of North Sumatera Province, Riau Islands, Riau Province, and surrounding areas. In addition, there are 3 other regions namely Yogyakarta, Jakarta 1, and Jakarta 2. Technical Assistance Meeting of Government Referral Senior High Schools Grant was held on March 14 to May 7, 2018, where each region on average followed by approximately 120 principals of Referral High Schools.

In this event, every principal was asked to join in a WhatsApp group that has been provided by SEAMOLEC as a means of information sharing related to the online test that will be taken by the students of Referral High Schools by using SIAJAR LMS. All principals who have joined the WhatsApp group are required to enroll several teachers of their choice to attend an online training activity for HOTS questions creation through the google form at http://bit.ly/pemanfaatanHOTS. After the Technical Assistance Meeting of Government Referral Senior High Schools Grant is completed, the activity was then proceed to the making of questions that will be used for online test. In making these questions, SEAMOLEC requested the help of some volunteered teachers who have registered to create and put the questions into SIAJAR LMS. The subjects tested in the early stages are Mathematics, Physics, Chemistry, and Biology.

Each Subject consists of 4 teachers, where 2 teachers made each of the 5 questions for class X and 2 teachers made question for class XI. There are approximately 10 questions for each subject at each level. The next step was giving instruction to students from the five regions on how to use SIAJAR LMS to carry out the online test.

The results were taken from the online test of each student who has worked on the questions in SIAJAR LMS. It was then followed by the analysis of the problems undertaken by students by calculating the percentage of students who answered correctly and incorrectly. The next step is to train teachers who are already in the WhatsApp group.

4.4. Faculty of Medicine University of Indonesia

Faculty of Medicine of University of Indonesia (FKUI) was established in 1898. Empowering Indonesians through education and thus improving national welfare are two concerns of FKUI. To succeed the commitment, FKUI intends to provide open content to educate society in health field that can be accessed publicly. Moreover, the open content provided is expected to be more community literate on health.

SEAMOLEC as one of SEAMEO center with its expertise in utilizing ICT tools to develop open and distance education has developed its MOOC (Massive Open and Online Course) since 2016. SEAMOLEC has established cooperation with FKUI in 2017 and has agreed to facilitate FKUI installing MOOC which will be used as an open resource for students of University of Indonesia.

As the project is progressing, the content team has been mapping the titles which will be included into the MOOC. The team will then create content based on selected titles and determine list of lecturers who will be involved and schedule the work of the content. For the first part, FKUI will start with minimum 4 lesson materials which currently are still being developed by the FKUI Team. Meanwhile, SEAMOLEC is responsible for preparing the system, server requirement, and bandwidth capacities. The status now is still waiting for domain determination for MOOC of UI.

This project was initially estimated to start at the end of 2017 but due to organizational structure changes in the E-Learning Department of FKUI, the project was re-initiated and replanned on a meeting with the new board in March 2018.

4.5. SEAMEO TED Cambodia

As one of the new SEAMEO Centres, SEAMEO Regional Centre for Technical Education Development (TED) which based in Cambodia visited SEAMOLEC on 7 to 8 May 2018. The three delegates; Dr Doung Vuth, Dr Hu Ty, and Mr Suong Saruon for Technical Education Development (TED) which based in Cambodia visited SEAMOLEC on 7 to 8 May 2018. The three delegates; Dr Doung Vuth, Dr Hu Ty, and Mr Suong Saruon came to SEAMOLEC for study visit purpose. Three of them were welcomed by SEAMOLEC deputy directors, managers and staffs. The programme was started by an office tour to show facilities that SEAMOLEC has to support its activities.

During the two days programme SEAMOLEC shared to SEAMEO TED about its flagship programmes through its core tasks, i.e.; research, trainings, and IT support. Not only that, administrative matters were also shared, i.e.; management, human resources development, staff rules and regulations, finance, publication, planning, and many more. Many questions related to things that might be applicable to them were raised by SEAMOLEC deputy directors, managers and staffs. The programme was started by an office tour to show facilities that SEAMOLEC has to support its activities.

At the end of the visit the delegates from SEAMEO TED expressed their heartfelt appreciation to colleagues at SEAMOLEC and found that all sharing sessions were really helpful and insightful to them. On the following days they continued to visit other SEAMEO centres in Indonesia; BIOTROP in Bogor, SEAMEO QITEP in Science in Bandung, and SEAMO CIECEP in Lembar.
4.6. SEAMEO CECCEP Indonesia

Another new sister centre of SEAMOLEC is SEAMOE Regional Centre for Early Childhood Care Education and Parenting (SEAMEO CECCEP) located in Lembang, West Java. This centre was established on 25 July 2017 during the 49th SEAMEO Council Conference in Jakarta, Indonesia. Since the establishment, the centre has been conducting research and supports advocacy and capacity building among stakeholders of Early Childhood Care and Education (ECCE) and parenting. Within this year SEAMEO CECCEP will hold its first Governing Board Meeting (GBM) to report its 1st year activities and to propose for the upcoming activities.

To actualize a better preparation of centre’s 1st GBM, SEAMEO CECCEP invited Ms. Aline Almandha (SEAMOLEC Marketing and Publication Manager) to have a one day sharing session about the conduct of GBM at SEAMEO CECCEP office. The event was held on May 15, 2018 and attended by 10 colleagues of SEAMEO CECCEP. The sharing session was held to give information to the centre’s staffs about how to conduct the annual event since its early preparation, formation of committees, drafting official letters, working papers writing process, logistical matters, and other related matters.

In the sharing session Ms. Aline also informed about the flow of document from one SEAMEO meeting to others, the urgency of each meetings, and the templates of meeting documents that need to be prepared. She also shared that currently SEAMOLEC meeting documents are already paperless. The meeting materials and related documents were sent to the Governing Board members 2 weeks prior to the meeting in form of website link.

The session went informal with various practical questions from the colleagues of SEAMEO CECCEP. In the end, the 2 deputy directors of SEAMEO CECCEP conveyed their appreciation for the material shared by SEAMOLEC and found this activity very applicable to them.

4.7. SEAMEO BIOTROP Indonesia

In expanding access to education in Indonesia and Southeast Asia, SEAMOLEC has a role in developing open and distance education system, especially by utilizing digital technology. Based on pilot projects in Indonesia, MOOC platform that has been developed by SEAMOLEC, has become an alternative solution to education access in this archipelagic country. Currently, users of mooc.seamolec.org have been continuously increased with a mass-based online course targeting teachers, students, and the general society.

With the experience in managing MOOC and developing digital learning content, SEAMOLEC has facilitated several institutions that need to develop e-learning platform and digital teaching materials. E-learning is one of learning methods that become a new trend in education world, especially for the expansion of range, time efficiency and flexible learning pattern. One of the important components of e-learning is the development of learning content.

Facilitating the working visit of Knowledge Management Team of SEAMEO BIOTROP to SEAMOLEC office in May 2018, the two centres discussed about the development of Learning Object Material (LOM) and Digital Content to support online learning that will be developed by BIOTROP. SEAMOLEC shared experiences of MOOC’s online course management and production of digital materials. This event was a kind of synergy between SEAMEO centres. In that meeting, SEAMOLEC provided explanations of content development. Content is the most significant element in the implementation of e-learning since it acts as a core media in learning activities between educators and learners. Before developing the content, the developer must classify its level to map the material into content or resource.

Leveling was made into 3 types:

- Level 1: Content is as same as the conventional teaching content, but it will be made in digital form and ready to be presented.
- Level 2: Multimedia-based and Interactive content (e.g. audio, video, animation, etc).
- Level 3: Another reference such as links of teaching content source, enrichment learning materials and question bank.

After mapping the content level, the developer team will prepare production section to develop multimedia content. It needs cooperation between material developers’ team and multimedia content production’s team to produce teaching materials to meet the users’ needs.

In this sharing session, SEAMOLEC also shared strategy of multimedia content production by involving the internship students. This strategy has proven strengthened the production team. Moreover, SEAMOLEC recommended some infrastructure and good governance of online training with the MOOC platform. SEAMOLEC offered MOOC platform to support BIOTROP in opening online courses through mooc.seamolec.org.
1. RECOGNITION AND BENCHMARKING

1.1 Partnership and Linkages

SEAMOLEC has been enhancing the collaboration programs with the national, regional, and international institutions. In Indonesia, SEAMOLEC established linkages and conducted joint events with several local district and provinces, educational institutions (school's association, polytechnics/ universities), and several Directorates under the Ministry of Education and Culture, several local Chambers of Commerce and Industry in West Java, 6 universities from South Korea, Ministry of Religious Affairs, Ministry of Manpower, and other partner or education institutions.

Regional/International partnership and linkages were established with 2 new SEAMEO Centres, namely SEAMEO Technical Education Development (TED) in Cambodia and SEAMEO Center for Early Childhood Care and Parenting (CECCEP) in Indonesia. Furthermore, SEAMOLEC has already assisted the Embassy of Republic of Indonesia in Dili for developing teacher's competencies in ICT for teachers and lectures in Timor Leste, and other SEAMEO Centres.

SEAMOLEC strengthen collaboration in the level of national, regional and international institution of the government and non-government.

SEAMOLEC is assured that through collaboration, SEAMOLEC will be able to answer enormous challenges to achieve its mission and vision. Therefore, SEAMOLEC is looking forward to some upcoming activities, and to search many new potential collaboration and partner institutions.

Partner Institutions on Collaborative Events

<table>
<thead>
<tr>
<th>No.</th>
<th>Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Embassy of Republic of Indonesia in Dili, Timor Leste</td>
</tr>
<tr>
<td>2</td>
<td>Human Mandiri Indonesia</td>
</tr>
<tr>
<td>3</td>
<td>Bandung City Chamber of Commerce and Industry</td>
</tr>
<tr>
<td>4</td>
<td>STIE IEU Surabaya</td>
</tr>
<tr>
<td>5</td>
<td>Attache of Education and Culture in Manila</td>
</tr>
<tr>
<td>6</td>
<td>Ministry of Religious Affairs, Republic of Indonesia</td>
</tr>
<tr>
<td>7</td>
<td>Directorate of Vocational Education, MoEC Indonesia</td>
</tr>
<tr>
<td>8</td>
<td>STIBA INVADA Cirebon</td>
</tr>
<tr>
<td>9</td>
<td>Ministry of Manpower, Republic of Indonesia</td>
</tr>
<tr>
<td>10</td>
<td>IGI Maluku</td>
</tr>
<tr>
<td>11</td>
<td>Agency of Research and Development, MoEC Indonesia</td>
</tr>
<tr>
<td>12</td>
<td>HIGHSCOPE</td>
</tr>
<tr>
<td>13</td>
<td>West Bandung Chamber of Commerce and Industry</td>
</tr>
<tr>
<td>14</td>
<td>West Java Province Chamber of Commerce and Industry</td>
</tr>
<tr>
<td>15</td>
<td>Universitas Muhammadiyah Jakarta</td>
</tr>
<tr>
<td>16</td>
<td>Faculty of Medicine Universitas Indonesia</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Institutions</th>
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</thead>
<tbody>
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<td>GIZ</td>
</tr>
<tr>
<td>18</td>
<td>Universitas Terbuka</td>
</tr>
<tr>
<td>19</td>
<td>Government of Aceh Jaya, Indonesia</td>
</tr>
<tr>
<td>20</td>
<td>SEAMEO TED Cambodia</td>
</tr>
<tr>
<td>21</td>
<td>Hanbat University, South Korea</td>
</tr>
<tr>
<td>22</td>
<td>PPPPTK IPS, PKN Malang</td>
</tr>
<tr>
<td>23</td>
<td>UNUSA Surabaya</td>
</tr>
<tr>
<td>24</td>
<td>Ministry of Education Timor Leste</td>
</tr>
<tr>
<td>25</td>
<td>Institut Teknologi Bandung</td>
</tr>
<tr>
<td>26</td>
<td>Biro Perencanaan dan Kerjasama Luar Negeri, MoEC Indonesia</td>
</tr>
<tr>
<td>27</td>
<td>West Java Province Educational Office</td>
</tr>
<tr>
<td>28</td>
<td>Universitas Ibn Khaldun</td>
</tr>
<tr>
<td>29</td>
<td>Government of East Kalimantan, Indonesia</td>
</tr>
<tr>
<td>30</td>
<td>Ministry of Higher Education, Indonesia</td>
</tr>
<tr>
<td>31</td>
<td>Jakarta Educational Office</td>
</tr>
<tr>
<td>32</td>
<td>Politeknik TEDC Bandung</td>
</tr>
<tr>
<td>33</td>
<td>Sun Moon University, South Korea</td>
</tr>
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SEAMOLEC MoU and MoA

Memorandum of Understanding (MoU)

<table>
<thead>
<tr>
<th>No.</th>
<th>Country</th>
<th>Institutions</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Dinas Pendidikan dan Kebudayaan Kota Bukittinggi</td>
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<tr>
<td></td>
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<td>SD NEGERI 13 APIT PUHUN</td>
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<tr>
<td></td>
<td></td>
<td>SD NEGERI 09 BELAKANG BALOK</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SD NEGERI 07 TELADAN BUKIK CANGANG</td>
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<tr>
<td></td>
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<td>SD NEGERI 07 Belakang BALOK</td>
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<tr>
<td></td>
<td></td>
<td>SD NEGERI 04 BIRUGO</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SD NEGERI 03 PAKAN KURAI</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SD NEGERI 01 CAMPAGO IPHU</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SD NEGERI 01 BENTENG PASAR ATAS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SMP NEGERI 6 BUKITTINGGI</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SMP NEGERI 5 BUKITTINGGI</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SMKN 1 KERAGILAN</td>
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Memorandum of Agreement (MoA)

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<th>No.</th>
<th>Country</th>
<th>Institutions</th>
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</thead>
<tbody>
<tr>
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<td>Pemerintah Provinsi Sumatera Barat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kementerian Agama Kota Tangerang Selatan</td>
</tr>
</tbody>
</table>

1.2. Student’s Internship/On-the-Job Trainings

As one of SEAMEO Centre focus in Open and Distance Learning (ODL), SEAMOLEC continues providing its services to the region by conducting various programmes. The core programmes of SEAMOLEC are divided into 4 parts; (1) Research and Development, (2) Training, (3) Consultation, and (4) Information Dissemination. In designing and implementing its activities SEAMOLEC has 50 operational staffs which are divided into 7 divisions; (1) Administration and Finance, (2) Community Partnership, (3) IT Content and Knowledge Management, (4) IT Network, (5) Marketing and Publication, (6) Research and Development, and (7) Training. The divisions work according to its task and function.

Due to its active networking efforts, SEAMOLEC carries out various programmes at the same time which created overload task to its staffs. In this case, the Centre needs assistance from students who do internship. Meanwhile the students also need internship experience as one of requirement to graduate from the school. SEAMOLEC offers the opportunity from students for the students from vocational schools/polytechnics/institutes/universities to practice for certain period (usually 3 months to 1 year) at SEAMOLEC. They work at assigned division to help the staffs handle daily tasks.

The schools/universities need to follow procedure by sending formal request letter to SEAMOLEC indicating their interest in sending students to do internship at the Centre. It also has to state the list of names of students, from what major and grades, as well as the duration of internship that they want. SEAMOLEC will approve or decline the request based on its need of internship. When SEAMOLEC approve, the centre will provide lunch and working space for interns during their internship period.

Currently there are 33 internship students from 14 schools/universities who work at SEAMOLEC as shown in this table below.

List of Internship Students at SEAMOLEC in 2017/2018

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Position</th>
<th>Institution/Schools</th>
<th>Period</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ade Rizki Awaludin</td>
<td>IT Network</td>
<td>SMK Bina Rahayu</td>
<td>4 December 2017 - 4 May 2018</td>
<td>5 months</td>
</tr>
<tr>
<td>2</td>
<td>Reza Adrial Akbar</td>
<td>IT Network</td>
<td>SMK Bina Rahayu</td>
<td>4 December 2017 – 4 May 2018</td>
<td>5 months</td>
</tr>
<tr>
<td>3</td>
<td>Viliansyah N. H</td>
<td>IT Content Knowledge Management</td>
<td>SMK IT Aisyiyah</td>
<td>4 December 2017 – 4 May 2018</td>
<td>3 months</td>
</tr>
<tr>
<td>4</td>
<td>Gita Adriani</td>
<td>Administration &amp; Finance</td>
<td>SMKN 1 Tangerang Selatan</td>
<td>2 January - 30 March 2018</td>
<td>3 months</td>
</tr>
<tr>
<td>5</td>
<td>Audry Devira</td>
<td>Administration &amp; Finance</td>
<td>SMKN 1 Tangerang Selatan</td>
<td>2 January - 30 March 2018</td>
<td>3 months</td>
</tr>
<tr>
<td>6</td>
<td>Nuzia Quita</td>
<td>Secretariat</td>
<td>UIN Syarif Hidayatullah</td>
<td>9 January - 9 February 2018</td>
<td>1 month</td>
</tr>
<tr>
<td>7</td>
<td>Idham Mubaraq</td>
<td>IT Network</td>
<td>SMKN 2 Kalianda</td>
<td>15 January - 13 April 2018</td>
<td>3 months</td>
</tr>
<tr>
<td>8</td>
<td>Bagus Cahya</td>
<td>IT Network</td>
<td>SMKN 2 Kalianda</td>
<td>15 January - 13 April 2018</td>
<td>3 months</td>
</tr>
<tr>
<td>9</td>
<td>Axlinahila A</td>
<td>IT Content Knowledge Management</td>
<td>SMKN 2 Sorabaya</td>
<td>15 January - 30 April 2018</td>
<td>3 months</td>
</tr>
<tr>
<td>10</td>
<td>Nur Aisyah Putri</td>
<td>IT Content Knowledge Management</td>
<td>SMKN 2 N. Tanjung Selor</td>
<td>22 January - 20 April 2018</td>
<td>3 months</td>
</tr>
</tbody>
</table>
1.3. Study Visit to SEAMOLEC

Acceptance of study visits from institutions is one of the services provided by SEAMOLEC as part of center activities' dissemination. Acceptance of this visitation has a standardized operational procedures, to ensure each institution gets the same service.

At each visitation, participants get access and related information about SEAMOLEC profiles, services and facilities. As for the characteristics of the visitation, SEAMOLEC always identify the needs of each institution, so that materials or training provided will be appropriate and right on target.

In addition to gaining knowledge on the use of ICT in Open and Distance Learning, participants also had the opportunity to have a simulation session of them to be participants of online training and try the Augmented Reality (AR) and Virtual Reality (VR) facility in the digital classroom laboratory.

Visitation is conducted by Marketing and Publication Division in coordination with other divisions to provide materials. For institutions that wish to have further cooperation with SEAMOLEC will be facilitated by Community and Partnership Division through the MoU signing.

The data of visitation conducted by SEAMOLEC during the Fiscal Year 2017/2018 is as listed below:

<table>
<thead>
<tr>
<th>No</th>
<th>Visitor</th>
<th>Position</th>
<th>Institution/Schools</th>
<th>Period</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Jeroline Betsy Angela</td>
<td>Marketing &amp; Publication</td>
<td>SMKN 2 N. Tanjung Selor</td>
<td>22 January - 20 April 2018</td>
<td>3 months</td>
</tr>
<tr>
<td>12</td>
<td>Nur Faisal Basri</td>
<td>IT Content Knowledge Management</td>
<td>SMKN 2 N. Tanjung Selor</td>
<td>22 January - 20 April 2018</td>
<td>3 months</td>
</tr>
<tr>
<td>13</td>
<td>Leo Saputro</td>
<td>IT Content Knowledge Management</td>
<td>SMKN 2 N. Tanjung Selor</td>
<td>22 January - 20 April 2018</td>
<td>3 months</td>
</tr>
<tr>
<td>14</td>
<td>Nur Ahmad Ariyadi</td>
<td>Marketing &amp; Publication</td>
<td>SMKN 2 N. Tanjung Selor</td>
<td>22 January - 20 April 2018</td>
<td>3 months</td>
</tr>
<tr>
<td>15</td>
<td>Guntur Adi Prasetyo</td>
<td>IT Content Knowledge Management</td>
<td>SMKN 2 N. Tanjung Selor</td>
<td>22 January - 20 April 2018</td>
<td>3 months</td>
</tr>
<tr>
<td>16</td>
<td>Nuraisyah putri</td>
<td>Marketing &amp; Publication</td>
<td>SMKN 2 N. Tanjung Selor</td>
<td>22 January - 20 April 2018</td>
<td>3 months</td>
</tr>
<tr>
<td>17</td>
<td>Rizki Dani Setiadi</td>
<td>IT Content Knowledge Management</td>
<td>D3 IPB</td>
<td>5 February - 13 April 2018</td>
<td>2 months</td>
</tr>
<tr>
<td>18</td>
<td>Yudawan Adi tuna</td>
<td>IT Content Knowledge Management</td>
<td>D3 IPB</td>
<td>5 February - 13 April 2018</td>
<td>2 months</td>
</tr>
<tr>
<td>19</td>
<td>Taufan Nanda L</td>
<td>IT Content Knowledge Management</td>
<td>D3 IPB</td>
<td>5 February - 13 April 2018</td>
<td>2 months</td>
</tr>
<tr>
<td>20</td>
<td>Aditya Fajar A</td>
<td>IT Content Knowledge Management</td>
<td>D3 IPB</td>
<td>5 February - 13 April 2018</td>
<td>2 months</td>
</tr>
<tr>
<td>21</td>
<td>Irfan D</td>
<td>IT Network</td>
<td>SMK Bina Rahayu</td>
<td>30 April - 30 August 2018</td>
<td>1 months</td>
</tr>
<tr>
<td>22</td>
<td>Andre W</td>
<td>Community Partnership</td>
<td>S2 UI</td>
<td>1 January - 31 December 2018</td>
<td>1 Year</td>
</tr>
<tr>
<td>23</td>
<td>Danang Purnomo</td>
<td>Training</td>
<td>S2 STMIK Bandung</td>
<td>1 January - 31 December 2018</td>
<td>1 Year</td>
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<tr>
<td>24</td>
<td>Faizal Ari Prabowo</td>
<td>Training</td>
<td>S2 Mercu Buana</td>
<td>1 January - 31 December 2018</td>
<td>1 Year</td>
</tr>
<tr>
<td>25</td>
<td>Milanul Musowwir</td>
<td>Training</td>
<td>TEDC Bandung</td>
<td>1 January - 31 December 2018</td>
<td>1 Year</td>
</tr>
<tr>
<td>26</td>
<td>Al - Bahri</td>
<td>IT Network</td>
<td>S2 ITB</td>
<td>1 January - 31 December 2018</td>
<td>1 Year</td>
</tr>
<tr>
<td>27</td>
<td>Singgih Mitro</td>
<td>IT Network</td>
<td>S2 Mercu Buana</td>
<td>1 January - 31 December 2018</td>
<td>1 Year</td>
</tr>
<tr>
<td>28</td>
<td>Nia Kurnia Asih</td>
<td>Training</td>
<td>D4 TEDC Bandung</td>
<td>1 January - 31 December 2018</td>
<td>1 Year</td>
</tr>
<tr>
<td>29</td>
<td>Ruli Handrian</td>
<td>IT Network</td>
<td>TEDC Bandung</td>
<td>1 January - 31 December 2018</td>
<td>1 Year</td>
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<tr>
<td>30</td>
<td>Firda Nur Istianah</td>
<td>Secretariat</td>
<td>TEDC Bandung</td>
<td>1 January - 31 December 2018</td>
<td>1 Year</td>
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<tr>
<td>31</td>
<td>Amiruddin R</td>
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<td>TEDC Bandung</td>
<td>1 January - 31 December 2018</td>
<td>1 Year</td>
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<td>32</td>
<td>M Isha Qadri</td>
<td>Community Partnership</td>
<td>TEDC Bandung</td>
<td>1 January - 31 December 2018</td>
<td>1 Year</td>
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<tr>
<td>33</td>
<td>Anik Nur Hidayati</td>
<td>HRD</td>
<td>TEDC Bandung</td>
<td>1 January - 31 December 2018</td>
<td>1 Year</td>
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The data of visitation conducted by SEAMOLEC during the Fiscal Year 2017/2018 is as listed below:

<table>
<thead>
<tr>
<th>No</th>
<th>Date</th>
<th>Institution</th>
<th>Number of Visitor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 28, 2017</td>
<td>University of Sebelas Maret, Central Java</td>
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<tr>
<td>2</td>
<td>August 30, 2017</td>
<td>Online Training Alumni, Indonesia</td>
<td>27</td>
</tr>
<tr>
<td>3</td>
<td>September 26, 2017</td>
<td>LPPMP UNS, Central Java</td>
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</tr>
<tr>
<td>4</td>
<td>October 9, 2017</td>
<td>Vocational High School of Muhamadiyah 2, Yogyakarta</td>
<td>31</td>
</tr>
<tr>
<td>5</td>
<td>October 25, 2017</td>
<td>Vocational High School of Muhamadiyah IMOGHI, Yogyakarta</td>
<td>43</td>
</tr>
<tr>
<td>6</td>
<td>October 14, 2017</td>
<td>University of Sultan Ageng Tirtayasa (UNTIRTA), West Java</td>
<td>17</td>
</tr>
<tr>
<td>7</td>
<td>October 15, 2017</td>
<td>LPMP Papua Barat, Papua</td>
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<tr>
<td>8</td>
<td>December 7, 2017</td>
<td>PP PAUD DIKMAS Sumatera Utara, North Sumatera</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>December 12, 2017</td>
<td>Senior High School of Informatics, Serang, West Java</td>
<td>48</td>
</tr>
<tr>
<td>10</td>
<td>December 27, 2017</td>
<td>SEAMO ECCEP</td>
<td>6</td>
</tr>
</tbody>
</table>
2. INFORMATION EXCHANGE

2.1. Digital Resources Development

Supporting the 21st century learning, SEAMOLEC through the Content Division is trying to innovate and develop digital content materials based on Augmented Reality and Virtual Reality technology. This media delivers teaching materials in a unique way that allows the audience to easily get the essence of the learning materials.

Augmented reality (AR) is a live direct or indirect view of a physical, real-world environment whose elements are augmented (or supplemented) by computer generated sensory input such as sound, video, graphics or GPS data. It is related to a more general concept called mediated reality, in which a view of reality is modified (possibly even diminished rather than augmented), by a computer. As a result, the technology functions by enhancing one’s current perception of reality.

SEAMOLEC together with SEAMOE Secretariat conducted the online workshop in Augmented Reality held on October 2017-January 2018 for schools and colleges namely SEA Augmented Reality. At the end of the workshop, participants were required to submit the final product to the workshop coordinators and it is a requirement for joining the competition. SEAMOLEC through the Content Division prepared all the material resources that are already uploaded at mooc.seamolec.org.

Here are the result of the products of SEA Augmented Reality Competition:

All of Augmented Reality resources application that were developed by IT Content Division can be download easily through sumberbelajar.seamolec.org in AR/VR category.

SEAMOLEC through the Content Division is also trying to develop digital content materials based on Virtual Reality (VR) technology. VR typically refers to computer technologies that use virtual reality headsets to generate the realistic images, sounds and other sensations that replicate a real environment or create an imaginary setting. VR also simulates a user’s physical presence in this environment. VR has been defined as “a realistic and immersive simulation of a three-dimensional 360-degree environment, created using interactive software and hardware, and experienced or controlled by movement of the body. An audience using virtual reality equipment is able to “look around” the artificial world, and with high quality VR move about in it, and interact with features or items depicted in the headset. Virtual reality is displayed with a virtual reality headset. VR headsets are head-mounted goggles with a screen in front of the eyes. Programs may include audio and sounds through speakers or headphones.

SEAMOLEC already conducted the training in SMA 1 Batik Surakarta, the participants are students and teachers representative from several schools in Solo. The training focus on Digital Resources development based on Virtual
Reality technology. The output of products are expected to be used for tourism promotion in Surakarta.

The resulting products of Virtual Reality are as listed below:
1. Web based and youtube video of Virtual Reality Museum Keris Surakarta
2. Web based Virtual Reality of Museum Radya Pustaka Surakarta
3. Web based and youtube video of Virtual Reality Museum Sumpah Pemuda

**SEA Digital Class**

SEA Digital class is one SEAMOLEC’s programs that aim to integrate ICT in the learning process, as well as the development of creative, innovative and productive teaching materials. As one of the follow-up supporters of the SEA digital class program, SEAMOLEC has the initiative to develop digital practical tools as one of the supporting subjects of delivery.

Digital practical tools are developed as a medium designed for teachers to be given more opportunities to explore and see the depth of subject matter. This is based on the important principle that is, the teacher is a key figure in managing the continuity of the learning process. Besides the digital props are also equipped with Teaching Tools (Virtual Pencil and Highlighter), a feature that can help teachers to mark important objects focused in learning.

The development of digital practical tools has been tested to the learners, in addition to the content that is in the application has also been verified by the team of SEAMEO QITEP in Science. Some technical provisions and description of digital props are as follows:

1. Digital props will be displayed at http://sumberbelajar.seamolec.org;
2. Digital props include 2D (Two Dimensional) and 3D (3 Dimensional) simulations;
3. Equipped with a teaching tool in the form of Virtual Pencil and Highlighter to help teachers to mark important objects focused on learning;
4. Includes subjects of Physics, Biology and Chemistry for secondary education i.e junior high and high school level.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>NO</th>
<th>Name</th>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics</td>
<td>1</td>
<td>Praktikum Ticker Timer</td>
<td>2D</td>
<td>Observational of Law of Newton II</td>
</tr>
<tr>
<td>Biology</td>
<td>1</td>
<td>Pengamatan Protista</td>
<td>3D</td>
<td>Observation using a microscope</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Pembentukan Urine</td>
<td>2D</td>
<td>Observation of Urine and Renal Formation</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
<td>Sel Elektrulisis</td>
<td>2D</td>
<td>Electrolysis and Electroplating Process</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Pembuatan Indikator Asam Basa Alami</td>
<td>3D</td>
<td>Making of natural acid-base indicator</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
<td>Konsep Pecahan</td>
<td>2D</td>
<td>The concept of fractions with real objects</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Pengukuran Sudut dengan Busur Derajat</td>
<td>2D</td>
<td>Observation of angle using protractor</td>
</tr>
</tbody>
</table>

**2.2. Promotion and Media Exposure**

As a regional centre focus in Open and Distance Learning (ODL), SEAMOLEC keeps on innovating new programmes in order to improve the quality of teaching and learning within Southeast Asian countries. The year 2018 has marked its 21 years of servicing the region with various innovations that involve technology utilization in education. Those innovations have been implemented in various activities namely training, workshop, research and development, consultancy, seminars, and many more, which involve teachers, lecturers, students, education practitioners, and other education stakeholders as participants or partners.

To elicit social and public awareness on its operation, services, and products, the Centre attempts to create positive publications in sharing information related to ODL within the region. The objectives of these activities are to create a wider impact by providing contributions to public’s knowledge and to encourage them to benefit from the centre’s program.

SEAMOLEC’s publications consist of 2 types; printed and digital publication. Aside than those publications, SEAMOLEC also took part in several exhibition events in order to circulate its programmes and open itself for visitation from other institutions. These promotional activities were conducted by the centre as information dissemination is one of the four core programs of SEAMOLEC.

**Printed Publication**

a. Leaflet/Brochure. SEAMOLEC Profile Brochure provides general description on the Centre including vision, mission, function, and core programmes of SEAMOLEC as an organization. The content of leaflet and brochure will be updated from time to time as necessary. SEAMOLEC also makes leaflet/brochure for some specific programme/projects. Within the year 2017/2018 SEAMOLEC created leaflet/brochures for SIERRA, Sumber Belajar (learning resource), SEA Creative Camp, Online Training, and SEA MOOC.

b. SEAMOLEC Info. This four monthly published newsletter focuses in covering SEAMOLEC activities which includes cooperation and joint programmes with partners. It also has the specific concern in ODL issues. The newsletter is published in April, August, and December every year.
Regional Visibility

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SEAMOLEC programmes based on its activities conducted annually. This report is made available in printed and non printed format to support the Centre information for SEAMEO meetings, such as: Council Conference, High Official Meeting, Centre Director Meeting, and SEAMOLEC Governing Board Meeting. This year annual report is covering Centre’s activities from July 2017 to June 2018.

d. Best Practices of ICT Integration into Teaching and Learning Book (in Bahasa Indonesia). Cooperation between Marketing and Publication Division and Research and Development division in creating compilation of best practices from Indonesian teachers in integrating ICT into their teaching and learning activities.


f. Promotional items for INDOPED International Conference; block note, banners, nametag, and web banner.

g. 20th SEAMOLEC GBM Report. The result of the 20th SEAMOLEC GBM Report was printed in book format as a report and archived in the library for reference. The e-file report was also sent to all SEAMOLEC GB Members and observers of the last meeting.

h. Posters/banners. Posters and banners are made especially for SEAMOLEC flagship programmes, annual meeting, and or for exhibition purpose as well as display at SEAMOLEC office.

Digital Publication

a. SEAMOLEC Website. The official website has been maintained and updated from time to time in order to catch up with the latest information to be shared with public.

b. Website for SEAMEO Centres in Indonesia under the website of Secretariat General of Ministry of Education and Culture of Indonesia. SEAMOLEC has been assisting as administrator in updating the news and information from the SEAMEO Centres to the website.

c. Social Media utilization. SEAMOLEC’s digital publication reaches a wider audience, which can be accessed at anytime and anywhere. Social media as an alternative publication channel was selected as it has wide range which is massive and has viral effect. These digital publications can be accessed through our social media accounts, such as: Facebook, Instagram, Twitter, Flickr, and Youtube.

d. Video Profile and short videos. SEAMOLEC also updated its video profile according to current condition of the Centre. In several events SEAMOLEC also created short videos for celebration of events or to promote its flagship programmes. In fiscal year 2017/2018 SEAMOLEC updated its video profile, and created video clip for SEAMOLEC Hymne, achievement report video for CDM, short video about SIERRA, short videos for Christmas and Eidul Fitr celebrations. To support the ODL program for West Java province, SEAMOLEC also initiated to create 3 inspiring videos to motivate students to be entrepreneurs.

Exhibition

SEAMOLEC participated in several exhibition events. It was intended to publish and interact directly with public about the Centre’s previous, ongoing and upcoming programmes. The exhibitions, which we have done in the period of July 2017-June 2018 are as listed below:

a. The 49th SEAMEO Council Conference Exhibition held on 25 July 2017 at Hotel Mulia Senayan, Jakarta.


c. Global Education Supplies and Solutions (GESS) Exhibition and Conference held on 27-29 September 2017 at Jakarta Convention Center.


Implementation of SEAMEO 7 Priority Areas

- g. Jakarta ASEAN Campus Expo held on 22-24 January 2018 at Jakarta International Expo Kemayoran, Jakarta.
- i. Minangkabau Summit held on 4-10 February 2018 at H. Agus Salim Sport Centre Padang, West Sumatera.
- j. SEAMEO Biotrop 50th Anniversary Celebration held on 25-28 February 2018 at SEAMEO Biotrop, Bogor.
- k. The 2018 National Education Day Celebration held in 3 different locations; (1) Training Centre for Physical Education and Sport, Parung, West Java at 21-27 April 2018; (2) Training Centre for Business and Tourism, Sawangan, West Java at 24-27 April 2018, and (3) Education and Training Centre, Sawangan, West Java at 21-27 April 2018.
- l. The 2018 National Student Skill Competition held on 6-9 May 2018 at Lombok City Center, Mataram, West Nusa Tenggara.
1. PROMOTING TVET

1.1 SEA Creative Camp 2018

SEAMEO Secretariat (SEAMES) and the Department of Technical and Vocational Education, Ministry of Education of Indonesia organized the SEA Creative Camp Online Workshops, with the 2018 theme “Future Careers for Youths for Schools in Southeast Asian Countries” on February to April 2018. This programme supported by SEAMOLEC, BIOTROP, and SEAQIS.

There were 5,197 participants (1,507 teams) came from 452 Asian schools (Indonesia, Philippines, Malaysia, Myanmar, China, and India) joined these online workshops entitled:

1. Becoming an Entrepreneurship is Easy
2. Augmented Reality (STEM)
3. Augmented Reality (School Programme)
4. Educational Game Development
5. 2D Digital Animation
6. Urban Agriculture
7. Online Modeling Tourism Promotion.

As the follow up of the online workshop, there were 308 teams submitted their proposals and prototype products for joining the competitions. There were 7 winner categories (with each 3 winning team) of SEA Creative Camp 2018 invited on the Indonesian National Skills Competition in Mataram, Indonesia on 7 - 11 May 2018 to receive award presentation, i.e.:

<table>
<thead>
<tr>
<th>Categories</th>
<th>Winning Number</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Becoming an Entrepreneurship is Easy</td>
<td>1</td>
<td>SMA Negeri 1 Asembagus (Indonesia)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Saint Louis University Laboratory Senior High School (Philippines)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Don Bosco Technical College (Philippines)</td>
</tr>
<tr>
<td>Augmented Reality (STEM)</td>
<td>1</td>
<td>SMK Negeri 7 Semarang (Indonesia)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>SMK Negeri 6 Jakarta (Indonesia)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>MAN 2 Kudus (Indonesia)</td>
</tr>
<tr>
<td>Augmented Reality (School Programme)</td>
<td>1</td>
<td>SMK Kristen Immanuel Pontianak (Indonesia)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>SMKN 2 Buduran (Indonesia)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>SMK Budi Mulia 2 Yogyakarta (Indonesia)</td>
</tr>
<tr>
<td>Educational Game Development</td>
<td>1</td>
<td>SMK Negeri 7 Jakarta (Indonesia)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>SMK Sijangkang Jaya (Malaysia)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>SMK Kristen Immanuel 1 Pontianak Indonesia</td>
</tr>
<tr>
<td>2D Digital Animation</td>
<td>1</td>
<td>SMK Negeri 4 Malang (Indonesia)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>SMKN 2 Jepara (Indonesia)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>SMK Amaliah 1 Ciawi (Indonesia)</td>
</tr>
<tr>
<td>Urban Agriculture</td>
<td>1</td>
<td>Muntinlupa National High School (Philippines)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>SMK Mitra Industri MM2100 (Indonesia)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>SMP SAIM (Indonesia)</td>
</tr>
<tr>
<td>Online Modeling Tourism Promotion</td>
<td>1</td>
<td>SMK Al-Wafa (Indonesia)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>SMA NEGERI 2 Situbondo (Indonesia)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>SMKN 27 Jakarta (Indonesia)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project/Team Name</th>
<th>Winning Number</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>KECUP (Kopi Enak Celup)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life in a Bag</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Changers: Student Life Coaching</td>
<td></td>
<td></td>
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<tr>
<td>Biopore To Prevent Flooding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We Sea Our Future</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good Lifestyle for Good People</td>
<td></td>
<td></td>
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<tr>
<td>AURIV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative AR of Smenda</td>
<td></td>
<td></td>
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<tr>
<td>AR Poster</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independence of Indonesia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Starman Odyssey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Force</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animation Team SMKN 4 Malang</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northerners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amaliah Multimedia Creative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehensive Algae Microfarm Project (C.A.M.P)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilization of Grow Light Technology in Seeds Sowing Process for Hydroponic Production</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IMPROVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perspective of Sineas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Crown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toven Production</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1.2. Digital Simulation

The 21st century, or often called as the digital age, requires students to have more critical thinking skills in solving problems, being creative in innovating, and a good communication skills when doing collaboration. Teacher-centered learning for long is judged no longer relevant because of the complexity of knowledge as well as more interdisciplinary approach in sciences. Student-centered and independent learning become actual and future need to be encouraged.

Realising this urgent need to equip vocational school graduates with those soft skills, the Directorate of Technical and Vocational Education, the Indonesia Ministry of Education and Culture, requested SEAMOLEC to draft a new subject matter, called Simulasi dan Komunikasi Digital (SIMDIG), which is the Indonesian name for Digital Simulation and Communication.

SIMDIG is taught in the first year of Vocational High School, for three (3) periods a week. As a matter of fact, SIMDIG is aimed as a tool to equip students with digital presentation skills in communicating their ideas related to products/services, in a logical, critical, as well as decent ways. The scope of SIMDIG comprises Digital Information Management, Communication and Collaboration, Networking and Visualization of Concepts.

Video Lecturing

Different from other science-based subject matters, SIMDIG teachers are required to explore student ideas to solve problems. Being a brand new subject matter, SEAMOLEC has prepared videos showing different types of teaching model to inspire teachers, so that they will be able to develop their own way of teaching.

Titles of 11 videos SIMDIG teaching models

1. Basic Concept
2. Logic and Algorithm
3. Word Processing Software
4. Spreadsheet Software
5. Presentation Software
6. Online Communications and Collaboration
7. Digital Citizenship
8. Visualization Concept 1
9. Visualization Concept 2
10. Animation Concepts 1
11. Animation Concepts 2

Follow-up Action

Once distributed, a web conference on "Questions and Answer About SIMDIG" for SIMDIG teachers in SMK will be hosted. This web conference will be held in three stages:

Activity 1: Related to SIMDIG concept
Activity 2: How to teach SIMDIG
Activity 3: Clinical technical implementation

2. REFORMING TEACHER EDUCATION

Teacher is one of the most important elements in education. The quality of education is largely determined by the teachers’ quality standardization. Therefore, teachers need to improve their competence. There are four competencies that the teachers must possess: pedagogical, personality, professional, and social competence.

Various trainings to improve teachers’ competence were provided, including the use of technology in teaching methodology. The improvement of learning facilities is also an important factor in developing teacher’s competence. It is common nowadays that a teacher uses multimedia equipment in conducting teaching and learning activities. This will enhance the professional competence of teachers and it will impact positively on the improvement of the quality of the students.

Activities such as training, coaching and teachers empowerment are certainly very important to improve their quality. Increasing the standardization quality of teachers will significantly improve the quality of education as well. Qualified teachers are essential to a successful education. The reformed education that is currently being implemented is inadequate in terms of sufficient teacher training facilities as well as poor consideration of teachers’ needs.

In the context of reforming teachers on the competency improvement, SEAMOLEC continued its contribution by conducting teacher training on face to face and online mode, as follows:

1. In House Training (face-to-face training) at SEAMOLEC office. There were 8 ICT-based training sessions being conducted in January to April 2018. These free of charge training was participated by 674 teachers who came from Jakarta and West Java.

2. Face-to-face training hosted by SEAMOLEC partners (national and SEA trainings). The national-level training was mostly conducted to support Open and Distance Learning program of West Java province. There were 2 (two) trainings being conducted for teachers of Open Senior Secondary School (SMA Terbuka) and Distance Learning Vocational School (SMK PJ) i.e.:
   a. The development of online learning materials using SiAjar (SEAMOLEC e-Learning platform)
   b. The development of self-learning materials (module)

3. The online training by SEAMOLEC MOOC was participated by 8797 teachers with 16 ICT-based training program.

3. HARMONIZATION IN HIGHER EDUCATION AND RESEARCH

3.1 Indoped Project

Modemizing Indonesian Higher Education with Tested European Pedagogical Practices is a project funded by the Erasmus+ Programme of the European Union. This project was implemented on 2015 to 2018 and conducted by 5 European universities (Turku University of Applied Sciences - Finland, Business Academy Aarhus - Denmark, Inholland University of Applied Sciences - Netherlands, University of Gdańsk - Poland, University of Seville - Spain), 5 Indonesian universities (Bina Nusantara University - Jakarta, State Islamic University of Syarif Hidayatullah - Jakarta, Yogyakarta State University - Yogyakarta, Widya Mandala Catholic University - Surabaya, Syah Kuala University - Bandung Aceh), and SEAMOLEC.

Indoped project is expected to bring added value to current Indonesian educational system by updating pedagogical approaches and to bridge the gap between what is taught in the university and what is required by business and industry through introducing and sharing different learning methods from European university to Indonesian university as a partner. Those learning methods by using multidisciplinary pedagogical approaches put the students as a center of learning process and allow them to prepare for challenges on the labor market.
SEAMOLEC as an Indoped member for the dissemination has successfully hosted the 2nd Indoped International Webinar held on 13 - 15 November 2017 with 9 learning methods of innovation pedagogy have been shared by European and Indonesian speakers, namely: Assessment Rubric, Gamification, Project Module, Project Hatchery, Learning by Teaching, Learning to Learn, Learning by Case, Innovation Camp, and Storytelling.

These methods are mainly for higher education level, but they are applicable for vocational education as well. Some of the methods are also suitable to be applied for Elementary schools, Secondary schools, and non-formal education like trainings or courses. The scope of these methods ranging from those that can be done by the teachers themselves in managing a classroom, and some others are involving stakeholders.

Agenda of the 2nd Indoped International Webinar

<table>
<thead>
<tr>
<th>Day</th>
<th>Project</th>
<th>Objective/Method</th>
<th>Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day - 1</td>
<td>Assessment Rubric</td>
<td>A tool used to interpret and grade students’ work against criteria and standards. Makes explicit a range of assessment criteria and expected performance standards.</td>
<td>Erik Hendriks (Inholland University) Valentina Tohang (Bina Nusantara University)</td>
</tr>
<tr>
<td>Day - 1</td>
<td>Gamification</td>
<td>A tool that allows implementing the game elements (mechanics and dynamics) in a non-game environment as the university to engage and motivate students to learn. Enables students to take responsibility for their education and manage their own learning process and choose the way of learning.</td>
<td>Joanna (University of Gdansk) Lanny Hartanti (Widy Mandala Catholic University)</td>
</tr>
<tr>
<td>Day - 1</td>
<td>Project Module</td>
<td>To open more access for students to increase entrepreneurship skills.</td>
<td>Sakari Koivunen (Turku University of Applied Sciences) Supria (Bina Nusantara University)</td>
</tr>
<tr>
<td>Day - 2</td>
<td>Project Hatchery</td>
<td>Emphasizes problem solving from multidisciplinary views. A multidisciplinary group of first year students working. Lead by tutor and supervised by a teacher.</td>
<td>Meiju Keinanen (Turku University of Applied Sciences) Sukma Putra (Bina Nusantara University) Samadi (Syah Kuala University) Herman Miril (Yogyakarta State University)</td>
</tr>
<tr>
<td>Day - 2</td>
<td>Learning by Case</td>
<td>Emphasized how students from higher level share the knowledge to students from lower level by teaching</td>
<td>Meiju Keinanen (Turku University of Applied Sciences) Usman Kasim (Syah Kuala University) Fista (Widy Mandala Catholic University)</td>
</tr>
<tr>
<td>Day - 2</td>
<td>Learning to Learn</td>
<td>Emphasizes that learner is in command on deciding how to organize learning resource into a coherent course of study. The teacher involved in discovering how to best acquire the new skills – in the classroom, workplace and at home – through a combination of study, discussion, investigation and practice. The student consider on how, where and why to learn, it is called &quot;double-loop learning&quot;. Open learning materials and MOOCs fit into this framework.</td>
<td>Francis Ries (University of Seville) Christina Esti Susanti (Widy Mandala Catholic University)</td>
</tr>
</tbody>
</table>

4. ADOPTING 21ST CENTURY CURRICULUM

4.1. Magis Camp 2017

To bring out students innovation and creativity to design and develop mobile-based learning applications and to promote easy access and flexibility in German-language learning, since 2013 Goethe-Institut Region Southeast Asia, New Zealand, and Australia as the cultural institute of the Federal Republic of Germany together with SEAMOLEC conducted "Mobile Applications Goethe-Institut and SEAMOLEC Camp" or MAGIS Camp. MAGIS Camp is a one week creative workshop participated by secondary school students from Southeast Asia to develop mobile applications for German language learning. In this one week of collaborative workshop, students worked in a group and exert their skills and knowledge to develop mobile-based learning project. During the workshop, students work in group assisted by Goethe-Institute for German language learning and SEAMOLEC on mobile programming and application design. Within certain period of time, students were given specific goal, created a team work, and overcame cultural and language barriers. This workshop was not only successful in giving platform for students to have networking and culture sharing, but also giving them real world experience in the software development process.

Before attending MAGIS Camp, students were selected on their roles in each group - programmer, graphic designer or content developer with certain requirements such as minimum of 2-level proficiency in German for content developer, basic knowledge and skills in Android such as minimum of 2-level proficiency in German for designer or content developer with certain requirements based on their roles in each group - programmer, graphic designer.

The workshop was held at the Riau Institute of Technology, Indonesia, from 3 to 11 September 2017 including 1 day of cultural visit and 2 days of arrival and departure. During the workshop, students were expected to complete at least 70% of the application then finalize the application within the following month.

In 2017, Regional MAGIS Camp was attended by 30 participants from Indonesia, Malaysia, Thailand, and Vietnam. Students worked in a group of 3 people and each group need to produce one mobile application. The 9 days workshop was held at SEAMOLEC during 3 to 11 September 2017 including 1 day of cultural visit and 2 days of arrival and departure. During the workshop, students were expected to complete at least 70% of the application then finalize the application within the following month.

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Schools</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nutnicha Onchana</td>
<td>Triamudon Suksa School, Thailand</td>
<td>Content Developer</td>
</tr>
<tr>
<td>2</td>
<td>Punthagarn Sawsaprecha</td>
<td>Thailand</td>
<td>Content Developer</td>
</tr>
<tr>
<td>3</td>
<td>Pitchakorn Rungsithayakul</td>
<td>Satinonthaburi School, Thailand</td>
<td>Content Developer</td>
</tr>
<tr>
<td>4</td>
<td>Hoang Duc Anh</td>
<td>Chuyen Ngoai  Ngu High School, Vietnam</td>
<td>Content Developer</td>
</tr>
<tr>
<td>5</td>
<td>Truong Minh Quang</td>
<td>Chuyen Ngoai  Ngu High School, Vietnam</td>
<td>Content Developer</td>
</tr>
<tr>
<td>6</td>
<td>Abigail Ng Hui Yee</td>
<td>Riam Road Secondary School</td>
<td>Content Developer</td>
</tr>
<tr>
<td>7</td>
<td>Chai Hui Wen</td>
<td>Riam Institute of Technology</td>
<td>Content Developer</td>
</tr>
<tr>
<td>8</td>
<td>Namira Risqi Putri Muqita</td>
<td>SAM3, Matararam</td>
<td>Content Developer</td>
</tr>
<tr>
<td>9</td>
<td>Amarthya Benigna A.</td>
<td>SMAN 5, Surabaya</td>
<td>Content Developer</td>
</tr>
<tr>
<td>10</td>
<td>Ananda Fibransah</td>
<td>SMAN 7, Bandung</td>
<td>Content Developer</td>
</tr>
</tbody>
</table>

MAGIS Camp 2017 began with opening speech from representative of Directorate Technical and Vocational Education (DTVE) - Dr. Pitoyo, Directorate of Senior High Schools - Mr. Asep, Goethe-Institut Jakarta - Dr. Christian Hoffman, Director of SEAMOLEC - Dr. Abi Sujak and Director of SEAMEO Secretariat - Dr. Gatot Hari Prinwijanto. The first day was focused in getting to know each other and training to prepare actual work. Students were divided into 3 groups of programmer, designer, and content developer.

The second day was the day of planning. It began with sharing sessions from Goethe-Institut, related to the A1 German-language learning. In this session, Goethe-Institut introduced
four competencies in language learning: hearing, speaking, reading, and writing and also A1-level of themes, words, and grammars. Students worked in groups and tried to understand “the way of German-language teaching” starting from easy content to complex one, from visualisation (pictures/diagrams) to words, sentences, or text. The best MAGIS Camp team from previous year was invited and shared their best practices to their juniors. On this session, they presented their works and shared tips and tricks on how to work effectively within the limited time. After those sharing sessions, students were randomly formed a group consisted of 3 people: programmer, designer and content developer. They started brainstorming in groups and planned their apps for half day and to design scenario of their app. By group discussion, they needed to decide the flow of their app as well as each screen’s layout. This consequently need them to have a dream to create an application as interactive as possible as well as consider technical challenges and also limitation in resources and time.

To introduce cultural heritage as well as refreshment for MAGIS Camp participants, the third day was the day of cultural visit. Prior to the trip, students worked in groups and got assignment to explore those cultural places online. Each group summarized their online findings and then introduced it to other groups during the visit assisted by local guide. By using this approach, students understand the local culture, not only from the experts but also from their peers. They learned something in active and attractive way.

The fourth day begins with consultation sessions between students and facilitators. It started with presentation from each group regarding their application design and comments. Inputs and recommendations were then given by Goethe-Institut and SEAMOLEC team before the development process started. Content developer began to write with consultancy from Goethe-Institut teachers and content need to be confirmed by German-native speakers from Goethe-Institut. Designers created all icons, buttons, backgrounds, and all other drawings needed while programmers were writing many lines of codes to connect all works done to users.

Since they also needed to make sure that all content are ‘corrects’, it was significant to be careful in their works. Content developers also needed to always check the work of designers and programmers since those students do not have knowledge in German and might cause mist typing words or sentences. To make their application attractive for users, designers had main task to make this come true. Lastly was programmers who carried the vital roles to make their applications came to life.

Since there were only 3-4 days provided for the development, timing became the biggest challenge for participants. Each students need to work together effectively to complete the app. During those time, facilitators and special programmers were always around to assist them to fix the bugs or recommend useful snippet codes.

Every year 4 students from German schools, Jakarta are being invited to be voice of MAGIS Camp application by which content developers need to identify content that required audio files to have voice record in the application. These German students are together with participants for one and half day. Besides working they also joined several games and had good time with participants.

Before the workshop end, every group was required to present their work for final recommendation. Students got access to upload their work into SEAMOLEC-MAGIS Camp account in Google Play. As promotion materials in Google Play, students need to provide screenshot and also video of the app.

As summary, detail of day-by-day MAGIS Camp activities are shown below.

<table>
<thead>
<tr>
<th>Day</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Arrival of Participants</td>
</tr>
<tr>
<td>2</td>
<td>Opening Ceremony, Program Overview, Technical and Content Training</td>
</tr>
<tr>
<td>3</td>
<td>Introduction to Start Deutsch 1, Sharing from previous MAGIS Camp Winner, Application Design Development</td>
</tr>
<tr>
<td>4</td>
<td>Cultural Visit</td>
</tr>
<tr>
<td>5</td>
<td>Counseling Session-Presentation of Application Design, Application Development</td>
</tr>
<tr>
<td>6</td>
<td>Application Development and Recording Session</td>
</tr>
<tr>
<td>7</td>
<td>Application Development and Recording Session</td>
</tr>
<tr>
<td>8</td>
<td>Project Finalization and Presentation</td>
</tr>
<tr>
<td>9</td>
<td>Departure of Participants</td>
</tr>
</tbody>
</table>

All MAGIS Camp applications can be found in Google Play Stores by using keyword SEAMOLEC MAGIS Camp. Below is several screenshots of MAGIS Camp application that is produced in 2017. More than 60 applications are ready to support learner mastery the A1-level of German from various themes.
1. ORGANIZATIONAL DEVELOPMENT

As a regional organization with its vision and mission to be the centre of expertise in open and distance learning and to assist SEAMEO Member Countries in human resource development through the dissemination and effective use of open and distance learning, SEAMOLEC puts importance on its human resource and process development in order to serve organization goals with professional and high quality performance.

1.1 Staff Development

In FY 2017/2018, SEAMOLEC staff have attended and participated in various programs to share and enhance their knowledge, skills and experiences to catch up with the centre needs for the upcoming period of mission.

The staff development programs participated by SEAMOLEC staff during July 2017 – May 2018 were as follows:

**SEAMOLEC’S STAFF DEVELOPMENT PROGRAMS 2017/2018**

<table>
<thead>
<tr>
<th>No.</th>
<th>Training/Workshop/Seminar Topic</th>
<th>Duration</th>
<th>Venue</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Public Speaking and Presentation Workshop</td>
<td>15 July 2017</td>
<td>Kanawa Coffe &amp; Munch, Jakarta</td>
<td>Haulia Arifni, Dona Octanary, Elvin Khoirunisa</td>
</tr>
<tr>
<td>2</td>
<td>Official Invitation to the 2nd Working Group Meeting and ACU e-Learning Conference</td>
<td>29 August - 1 September 2017</td>
<td>Seoul, Korea</td>
<td>Abi Sujak, Abdul Rizal Adampo</td>
</tr>
<tr>
<td>3</td>
<td>Training on SEAMEO Office Management</td>
<td>13 - 16 December 2017</td>
<td>SEAMES Bangkok, Thailand</td>
<td>Nurhajati, Umy Kurniati, Elvin Khoirunisa, Irfan Gustiawan</td>
</tr>
<tr>
<td>4</td>
<td>Training on Protocol for Foreign</td>
<td>22 - 24 November 2017</td>
<td>Santika, Serpong Hotel</td>
<td>Novel Meilanie</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14-16 March 2018</td>
<td>Twin Plaza Hotel</td>
<td>Elvin K</td>
</tr>
<tr>
<td>6</td>
<td>APES and UNESCO-MGIEP-Tsukuba Conference XII, SEAMEO - The University of Tsukuba Symposium VI dan SEAMEO RIHED and Tsukuba Symposium</td>
<td>9 - 13 February 2018</td>
<td>Tokyo, Jepang</td>
<td>Abi Sujak</td>
</tr>
<tr>
<td>7</td>
<td>Fellowship at University of Tsukuba</td>
<td>February - March 2018</td>
<td>Tsukuba University Tokyo, Jepang</td>
<td>Cahya Kusuma Ratih</td>
</tr>
</tbody>
</table>
Organizational Development

Sharing Sessions from experts and specialist

<table>
<thead>
<tr>
<th>No.</th>
<th>Topic</th>
<th>Resource person</th>
<th>Venue-Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Digital Simulation 2018 (SiIM-DIG 2018)</td>
<td>Uwe Anas Chaer</td>
<td>SEAMOLEC</td>
</tr>
<tr>
<td>2</td>
<td>Lessons from Finland - Joy of learning the heart of Finnish education</td>
<td>Allan Schneitz, Educator (Finland)</td>
<td>SEAMOLEC 27 February 2018</td>
</tr>
<tr>
<td>3</td>
<td>Workshop sharing session Gamification</td>
<td>Assoc. Prof. Pheni Chalid, Ph.D (Economic Development, Faculty of Economic and Business UIN.)</td>
<td>SEAMOLEC 7 May 2018</td>
</tr>
</tbody>
</table>

SEAMEO SEAMOLEC Annual Meeting 2018

On 9-10 January 2018, SEAMOLEC held its Annual Meeting 2018 at Camp Hulu Cai, Bogor. Dr. Abi Sujak, Director of SEAMOLEC in his opening remark reminded all staff on the importance of synergy and collaboration as well as giving information related to Center’s goals to be achieved in 2018 and the effectiveness of the Center.

Some of SEAMOLEC priority programs that need to be achieved in 2018 among others are open and distance learning with its subprograms: ODL Model on Senior High School and Vocational High School in West Java Province, the feasibility study on ODL in Southeast Asia and utilization of ICT for education with its subprogram; digital class/cyber class and SEA MOOC. In 2018, Training Division in collaboration with Community and Partnership Division and Marketing and Publication Division will keep maintaining cooperation with Teacher Training Centres and Education Offices in conducting several face to face trainings. Besides, there will be follow up on SEA MOOC program throughout ASEAN countries, such as Ho Chi Minh Open University especially regarding MOOC management issue.

At the end of the meeting, the Director encouraged all staff to keep up with good work, cooperation and synergy with other institutions as essential key to open gateway to Centre of expertise in ODL and working in harmony and support one another for the centre’s headway.

The annual meeting was combined perfectly of staff meeting and capacity building activities to enrich and enhance goals and directions with spirit of SEAMOLEC staff.

**Enhancing Staff Education**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Major</th>
<th>University/Institute</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Alfan Pudjo Laksono</td>
<td>S2 - Master of Design and Art</td>
<td>Institute Technology Bandung</td>
<td>2017</td>
</tr>
<tr>
<td>2</td>
<td>Elvin Khirunisa</td>
<td>D3 - Informatics Management</td>
<td>Satya Negara Indonesia University</td>
<td>October 2017</td>
</tr>
<tr>
<td>3</td>
<td>Yusmar Hadi Saputra</td>
<td>S1 - Informatics Engineering</td>
<td>STMIK Widyatama Utama Purwokerto</td>
<td>2017</td>
</tr>
<tr>
<td>4</td>
<td>Arie Susanty</td>
<td>S2 - Master of Educational Technology</td>
<td>Sebelas Maret University Surakarta</td>
<td>March 2018</td>
</tr>
<tr>
<td>5</td>
<td>Dona Octanary</td>
<td>S2 - Master of Educational Technology</td>
<td>Sebelas Maret University Surakarta</td>
<td>March 2018</td>
</tr>
<tr>
<td>6</td>
<td>Imam Syafei</td>
<td>S2 - Master of Educational Technology</td>
<td>Sebelas Maret University Surakarta</td>
<td>March 2018</td>
</tr>
<tr>
<td>7</td>
<td>Puryanto</td>
<td>S2 - Master of Design and Art</td>
<td>Institute Technology Bandung</td>
<td>2018</td>
</tr>
</tbody>
</table>

**1.2. New and Relocating Staff**

As SEAMOLEC sees value of staff capabilities for their best performance, staff relocation has been considered to place its workforce where they will be most productive and create mobility atmosphere. Relocation allows staff for career development in different skills and renew their energy and exitement in work.

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Division</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ms. Prakaikan Schneitz (new)</td>
<td>Board of Director</td>
<td>Deputy Director for Programme</td>
</tr>
<tr>
<td>2</td>
<td>Haulia Arifiani</td>
<td>Marketing &amp; Publication</td>
<td>Staff Officer</td>
</tr>
<tr>
<td>3</td>
<td>Zahrani Balqis</td>
<td>Training</td>
<td>Staff Officer</td>
</tr>
<tr>
<td>4</td>
<td>Ihsan Fauzi</td>
<td>IT Network</td>
<td>Staff Officer</td>
</tr>
<tr>
<td>5</td>
<td>Pansera Oktasedu</td>
<td>IT Content Knowledge Management</td>
<td>Staff Officer</td>
</tr>
<tr>
<td>6</td>
<td>Christiawan Eko S</td>
<td>IT Content Knowledge Management</td>
<td>Staff Officer</td>
</tr>
</tbody>
</table>
2. SEAMOLEC FINANCIAL VIABILITY

SEAMEO SEAMOLEC is mainly funded by the Government of Indonesia through the Ministry of Education and Culture for its operation, assets investment and special activities. Adjustment in Budget allocation is then directly subjected to Government’s policy.

SEAMEO SEAMOLEC funds are comprised of Capital Funds, Operating Funds, Special Funds, Other Funds and Unallocated Funds. The operating funds were allocated for office operational expenses which had been slightly decrease from FY 2016/2017 of $736,315.15 to $616,968.90 in FY 2017/2018 due to the Government of Indonesia reregulated the use of financial budget.

In FY 2017/2018, the capital funds have also been considerably decreased to $17,289.78 from $140,879.96 in FY 2016/2017 from the government policy to focus in building city infrastructures and the procurement process started at the end of the year as well.

However investing in programs for educating teacher and students through online and conventional trainings, open distance learning, research grants and learning models have been increased comparing to last year. Special funds in FY 2017/2018 consequently increase to $599,106.00 from $424,578.44 in FY 2016/2017.

SEAMOLEC also received Other Funds from INDOPED for amount of $36,055.57 on continuing project for conducting International Conference in Yogyakarta in March 2018.

As for Unallocated Funds were decreased comparing to last year. For FY 2016/2017, SEAMOLEC’S Kerma account received and used $52,551.74 and for the FY 2017/2018 of $27,504.09. The Unallocated Funds is maintained by partnership programs with other institutions. The fund is projected to increase next year from the forming of “Koperasi” to help gaining more income generating.

During the fiscal year, SEAMOLEC considers to optimize the most effective use of equipment and facilities which had been invested from previous year. Facility Improvement Funds were consequently not allocated in FY 2017/2018.

Grant and Income Received
Fiscal Year 2017/2018

<table>
<thead>
<tr>
<th>Funds</th>
<th>FY 2017/2018 (Unaudited)</th>
<th>FY 2016/2017 (Audited)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Funds</td>
<td>17,289.78</td>
<td>140,879.96</td>
</tr>
<tr>
<td>Operating Funds</td>
<td>616,968.90</td>
<td>736,315.15</td>
</tr>
<tr>
<td>Special Funds</td>
<td>599,106.00</td>
<td>424,578.44</td>
</tr>
<tr>
<td>Other Funds</td>
<td>36,055.57</td>
<td>62,961.41</td>
</tr>
<tr>
<td>Unallocated Funds</td>
<td>52,631.97</td>
<td>27,504.09</td>
</tr>
<tr>
<td>Total</td>
<td>1,322,852.22</td>
<td>1,392,239.05</td>
</tr>
</tbody>
</table>

3. SEAMOLEC 21ST ANNIVERSARY

On 27 February 2018, SEAMOLEC celebrated its 21st anniversary. This year the celebration was enlivened with activities among staff to encourage engagement and relationship among one another as well as to enlighten SEAMOLEC as a happy workplace. All activities namely English Battle, SEAMOLEC Word Guessing, Photo Contest, SEAMOLEC Best Dress, Chess, SEAMOLEC Quote Contest and Potluck were created to reinforce SEAMOLEC mission and pride. All levels of staff enthusiastically participated in event that was set in the week of anniversary to make it a special day of the year.