HYLITE Program:
An ICT-based ODL for Indonesian Teachers Education

Paulina Pannen, Rahayu Dwi Riyanti & B. Esti Pramuki

Abstract

The issue of teachers’ quality and quantity has been outstanding across time in Indonesia. Efforts in teachers education become the priority of Government of Indonesia, especially to carry out the new law on teachers and lecturers (UUGD No. 14/2005). Within the area of teachers quality improvement, Indonesia is facing huge challenge to upgrade about 66% of teachers (2,7 million) to qualify for teachers certification process. Especially in primary education, about 1,1 million (92%) teachers to be upgraded to an equivalent of bachelors degree (Sarjana).

The existing teacher education programs were considered less than adequate to answer the challenge. In order to accelerate the effort of improving teachers quality, the GOI, c.q., Directorate General of Quality Improvement of Teachers and Education Personnel (DGQITEP) and Directorate General of Higher Education (DGHE) launched the HYLITE Program – Hybrid Learning for Indonesian Teachers in January 2007. Facilitated by SEAMOLEC, the program is an open and distance learning program employing hybrid learning with a strong ICT-based learning component, and implemented by a consortium of 23 teacher colleges.

The paper will discuss the HYLITE Program, its design and collaborative development, initial experiences by the consortium, and some notes for further improvement.

Keyword: open and distance learning, teacher education, hybrid learning, consortium

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HYLITE Program:
An ICT-based ODL for Indonesian Teachers Education

Introduction

The issue of teachers quality and quantity has been outstanding across time in Indonesia education. Efforts in teachers education become the priority of the Government of Indonesia, especially to carry out the new law on teachers and lecturers issued at the end of 2005 (UUGD No. 14/2005). The new teachers and lecturers law stated that a professional teacher must have a qualification of Sarjana (an equivalent of bachelors degree) Within the area of teachers quality improvement, one of the most prominent concerns on the list, Indonesia is facing a huge challenge to upgrade about 66% of teachers to qualify for teachers certification process. At present, the number of teachers in Indonesia is around 2,667,655. From that number, only 887,751 or 34% have S1 qualification. Especially in the area of primary education, from 1.2 million primary school teachers, only 8.3% (99,500) teachers have the required qualification of an equivalent of bachelors degree (Sarjana). That means about 1,1 million (92%) primary teachers are to be upgraded to be Sarjana (Jalal, 2006).

According to the new law, the upgrading of teacher qualification must take place until 2014, ten years after the issuance of the law. Thus, in average, and all other things being equal, every year the Government of Indonesia has to train about 110,000 in-service teachers for the purpose of upgrading their qualification. Meanwhile, the capacity of 278 teachers’ colleges (LPTK) (including 32 state LPTKs, and Faculty of Teachers Training in Universitas Terbuka – a distance learning university) has not been adequate to fulfill the need of improving teachers qualification within a short period. Especially for primary school teachers, out of 278 LPTKs, only 36 LPTKs offer face-to-face program for primary school teachers, and only one offered in distance education mode. For that reason, open and distance learning has been considerably the most viable alternative.

ODL has also been supported by the legal system in Indonesia. ODL has been considered one of the national education systems by the National Education Law (20/2003). It is furthered supported by the Decree of MONE on the Implementation of Distance Education at Higher Education (No 107/2001). Therefore, in 2007, the Government of Indonesia, c.q., Directorate General of Higher Education and Directorate General of Quality Improvement for Teachers, has assigned 23 LPTKs, in addition to Universitas Terbuka, to work collaboratively to offer an in-service teachers training program for improving primary school teachers qualification from DII to Sarjana (S1) via open and distance learning mode.

The program is conducted through a consortium of 23 teachers colleges offering a distance learning in-service training programs for Indonesian primary school teachers, employing hybrid model which combines various forms of instructional materials and resources, and various kinds and channels of interaction (including the use of e-learning).
during the learning process. Therefore, the program is called **HYLITE Program: Hybrid Learning for Indonesian Teachers Program**.

The paper will discuss the general aspect of the HYLITE Program, its design foundation and collaboration process of development, initial experiences on the collaborative implementation by the consortium, and some notes for further improvement of the program.

**What is HYLITE Program?**

HYLITE (Hybrid Learning for Indonesian Teachers) Program is an in-service teachers training program, especially designed for primary school teachers in Indonesia, to improve their qualification from Diploma II to Sarjana (S1) level, conducted via open and distance learning mode. It is one of the strategies taken by the Government of Indonesia, c.q. MONE, in providing access for quality education for all, especially for primary school teachers in all areas in Indonesia. It is designed for primary school teachers aiming to especially upgrade their competencies and qualification through a continuing process of education with a lifelong learning spirit. Specifically, the HYLITE Program is an innovative program of the GOI to overcome the issue of scarcity of quality primary school teachers, especially through the extensive use of ICT (and e-learning).

There are several factors influencing the emergence of HYLITE program, as follows:

- The 1,1 million primary school teachers who needs in-service training are distributed across geographical areas of Indonesia, and combined with the issue of scarcity of teachers, these teachers are expected not to leave their works while studying. To provide in-service training program for those teachers is really a challenge. Open and distance learning considerably suits the need in this condition, to provide access to quality education regardless of geographical, time, or economical constraints.

- The capacity of the conventional teachers colleges to offer face-to-face in campus teachers education is relatively limited. Nevertheless, they are potential or have the capacity to offer open and distance learning program, provided that they are equipped with the necessary structure, infrastructures and facilities.

  Given the opportunity, collaboration among several teacher colleges will provide a larger collective capacity to accelerate the improvement of teachers quality via an open and distance learning in-service training program. Further, a collaborative program for in-service teacher training has been perceived more cost efficient, especially when several teacher colleges can share the development and production process for an ODL program.

- The only distance education program for teachers education has been offered by Universitas Terbuka. It has a special mission for reaching the unreachable at the remote areas of Indonesia. It is the largest teachers training program with around 220.000 students at 2007, scattered across Indonesia.
The advancement of ICT and the availability of ICT networks at the national level have provided an added point to the possibility of offering ICT-based in-service teachers training program. In 2007, GOI has set up the National Education Network reaching up to 417 districts across Indonesia. Furthermore, there is also Indonesian Higher Education Network (INHERENT), a backbone that puts about 83 higher education institutions together through an intranet across Indonesia.

Based on the above-mentioned considerations, on January 5, 2007 the GOI then launched the consortium of 10 teachers colleges to offer a collaborative in-service primary school teachers training program via open and distance learning mode. The membership of the consortium was widened on April 19, 2007, when the GOI decided to open opportunities to additional 13 teachers colleges across Indonesia to offer and ODL program for in-service teacher training. At present, there are 23 universities offering HYLITE Program as follows:

1. Universitas Pendidikan Indonesia (Bandung)  
2. Universitas Sriwijaya (Palembang)  
3. Universitas Negeri Yogyakarta (Yogyakarta)  
4. Universitas Negeri Makassar  
5. Universitas Negeri Malang  
6. Universitas Muhammadiyah Malang  
7. Universitas Cenderawasih (Papua)  
8. Universitas Nusa Cendana  
9. Universitas Atmajaya Jakarta  
10. Universitas Tanjungpura (Kalimantan)  
11. Universitas Negeri Lampung (Sumatera)  
12. Universitas Prof. Dr. Hamka Jakarta  
13. Universitas Negeri Semarang (Java)  
14. Universitas Kristen Satya Wacana (Java)  
15. Universitas Negeri Sebelas Maret Surakarta (Java)  
16. Universitas Jember (Java)  
17. Universitas Pendidikan Ganesha (Bali)  
18. Universitas Lambung Mangkurat (Kalimantan)  
19. Universitas HaluOleo  
20. Universitas Muhammadiyah Makassar  
21. Universitas Gorontalo (Sulawesi)  
22. Universitas Mataram (Lombok)  
23. Universitas Pattimura (Maluku)
The distribution of the members of the consortium offering HYLITE programs can be seen in Picture 1.

**Picture 1: Distribution of HYLITE Program Consortium**

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**General Design of HYLITE Program**

a. *Hybrid Model of HYLITE*

   According to Sloan C Report (2005), the use of ICT in higher education has been developing profoundly. The development, according to the Report, is taking place gradually and covers several stages as depicted in the following table.

   **Table 1: ICT used in education – from traditional to e-learning**

<table>
<thead>
<tr>
<th>Proportion of Content Delivered Online</th>
<th>Type of Course</th>
<th>Typical Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>Traditional</td>
<td>F2F course – with no ICT/online technology used, instruction is delivered in writing or orally</td>
</tr>
<tr>
<td>1-29%</td>
<td>ICT/Web Facilitated</td>
<td>Course which uses ICT/web-based technology to facilitate what is essentially a F2F course. Uses a course management system or web pages to post the syllabus and assignments, or e-mail for communication.</td>
</tr>
<tr>
<td>30-79%</td>
<td>Blended/Hybrid</td>
<td>Course that blends online and F2F delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has some F2F meetings.</td>
</tr>
<tr>
<td>80+%</td>
<td>Online/e-learning</td>
<td>A course where most of all of the content is delivered online, and interaction done virtually. Typically have no or minimal F2F meetings.</td>
</tr>
</tbody>
</table>
Based on the feasibility study on the availability of ICT for education in Indonesia, the expected nature of the ICT-based ODL for in-service teachers training program in Indonesia, and the present condition of ICT literacy and cultures in higher education community, the HYLITE program has been designed to employ hybrid or blended mode of ICT-based ODL. In this case, the proportion of ICT component is ranging from 30-79%, while allowing 30% of delivery to be face-to-face. By employing the hybrid mode, the HYLITE program:

1. allows primary school teachers to study while not leaving their work (economic reason as well as scarcity of teachers).

The program is designed for in-service training for primary school teachers. It is a distance education to allow students to join the program without having to leave their work (economic reason as well as scarcity of teachers). To guarantee quality of the students, Administrative and Academic Selection are carried out by each LPTK. The admission process is conducted every semester. At present, there are 4800 students. Since it is a new program involving 23 LPTKs, for the time being each LPTK can only accept 100 students every semester to make sure that they can run the program well.

The program has been designed to have a residential and independent study component in the learning process. Residential period is carried out in campus. It gives the students the chance to know their campus and campus life. Expectedly, it will generate the sense of belonging among the students. During the residential period, students have face to face tutorials and stay in the dorm provided by the LPTK. Face to face tutorial is still considered an important part in a distance education program. Learning from the experience of Universitas Terbuka, Motik (1981, quoted in Puspitasari and Huda) and Murlita (1995) found that distance education students reported that face to face tutorial can help them learn the materials better. They also think that it is an effective way to interact with tutors and their peers. Other studies (Wardani et al., 1995; Winataputra, et al., 1998) also show that tutorials have a positive impact toward students’ motivation and self confidence.

In addition to socialization and provision of campus life, the residential period is also aiming at preparing students to be independent ODL students through provision of 4 core courses, i.e., ICT Literacy (basic skills), Introduction to Open and Distance Learning, Study skills, Independent study skills. Further, the residential period is also meant for characters building of the in-service teachers. At the end of the residential period, students will receive the schedule for their online tutorial during the independent study period. By this time they have already had an e-mail account and join the mailing list for each course they take.

During the independent study, each student interact individually with learning resources provided (printed materials, audiovisual, CAI, web-based course, tutors,
and their own fellow students). Tutors are designed to have two face-to-face meetings (visits) to students during the independent study period. These visits of tutors may also be mediated via video conference, a convergence of the INHERENT and Jardiknas (the university uses INHERENT, while students can get access via ICT Centers which are under the Jardiknas, and or internet café).

In addition, the students will receive 5 online initiations which contain a brief summary of topic(s) and an assignment through their e-mail. They can communicate with their peers and their tutors through e-mail, chatting and discussion forum to discuss their assignments. Submission of the students assignment is expected to be done electronically.

The diagram below shows the design of tutorial during the residential and independent study period.

2. conducts its learning interaction in the hybrid form, i.e., face-to-face residential (on campus) (synchronous), face-to-face tutorial (visit) (synchronous), face-to-face online tutorial (email/web-based) (asynchronous), face-to-face video conference tutorials (synchronous). Communication between students and tutors, at this stage of development is carried through emails. ICT supports for institution members and for students to support hybrid learning interaction by INHERENT, Jardiknas, and public internet cafe.

3. delivers its courses via three types of blended-ness, i.e., face-to-face based, video conference based, and web-based.

In the face-to-face based, the face-to-face component becomes the main delivery mode, and enhanced as well as blended with video conference and web-based component. This type of delivery is implemented during the residential period in HYLITE program.
In the videoconference based, the videoconference activities become the main delivery mode, and enhanced as well as blended with face-to-face and web-based component. Although videoconference is used in HYLITE program, the purpose at present is mainly for coordination and management of the program. Thus, it has not been fully explored to be instructional medium for instructional activities of HYLITE program.

In the web-based, the web-based course becomes the main delivery mode, and enhanced as well as blended with face-to-face and videoconference component. This type of delivery is implemented during the independent study period in HYLITE program.

4. Uses various forms of learning resources. Print has been widely known as the main medium of instructional materials in most open and distance learning universities in the world. In HYLITE program, print is also used. At this stage, the print has been provided (and distributed) centrally from DGHE as the funding agency. Nevertheless, the next stage of development of HYLITE will require each HYLITE institution and or student to make its/his/her own printing. The e-files of the print materials (lecture notes as well as assignment, exercises, formative tests, etc.) are available in the HYLITE website, and can be downloaded by each HYLITE institution and or student.

The audiovisual and computer assisted materials are also being used in HYLITE program. Although there are some courses which do not require any AV or CAI materials as the course components, there also some courses which require those AV and CAI materials as supplementary materials and or as an integrated component of the course. The e-copy of AV and CAI are also available in the HYLITE website, and the CD copy of these materials is available in each HYLITE institution (as it has been distributed to the HYLITE coordinator in each institution) for reproduction.

The web-based learning resources are also made available for HYLITE students and institutions. The web-based courses for HYLITE program, at present, are still under development. Learning object materials have been prepared, and the interface with the learning management system will soon follow. URL linkages for each course and or even each topic within a course are also identified and provided, so that students can explore the richness of learning resources available in the internet.

b. Academic Components of HYLITE
In addition to employing hybrid learning model, academically HYLITE program:
1. employs a single curriculum for the consortium. It enables trans-institutions acknowledgement to accommodate the mobility of students who are teachers to be able to study anywhere and anytime. Students can thus move from one LPTK to another LPTK within the consortium without having to worry about their
credits earned. It also generates a sense of belonging among the member of consortium.

2. its curriculum has 32 courses of 82 credit hours after diploma II (with block transfer of credits from diploma II as equal to around 80 credit hours). Within that load is included 18 credit hours professional development courses required for teacher certification.

The courses are developed by 10 initial members of the consortium – 3 each, and 2 courses developed by the consortium, i.e., Practice and Practicum, and Final Project (exit requirement). The 13 additional members of the Consortium are to developed supplementary materials, i.e., printed supplementary materials, audiovisual, computer based, online initiations, quizzes, and final tests.

Each course consists of printed, audiovisual, computer based (CAI, etc.), and web-based instructional materials; and assignments (5 online initiation), exercises (in-text), quizzes, formative tests (in-text), summative tests (final test). Thus, within the consortium, it is ascertained that each institution member has special contribution to the consortium – to be shared by all members, no one is leading above the others.

3. its students support system is provided by each LPTK within the Consortium. Each LPTK is given the autonomy to design and arrange the variety of students support system provided for the HYLITE students. It covers: outbound activities during the residential period; induction session to introduce the campus, the academic system, and the HYLITE administrators in LPTK; guideline of administrative and academic services of LPTK, appointment of academic coordinator (tutor) for each group of students (around 30 students to be taken care of by one lecturer as tutor or academic coordinator), addresses of ICT Centers, and contact numbers (telephone or mobile phone or email) for students.

During the independent study period, students are allowed to communicate with their academic coordinator via various communication channels. As for learning resources to support students learning, students are advised to use learning resources from the internet. If they miss an assignment or module, etc., they may make a request to their academic coordinator who will then download the materials from the website.

4. its assessment process is conducted using three major 3 components, i.e.,
   i. Formative test at the end of residential period. This test is developed by the tutor/tutors at each LPTK. It should cover all the topics discussed during the face to face tutorial in the residential period.

   ii. Online initiations and participation. The online initiations are developed by lecturers at the LPTK which is responsible to develop the learning materials. Besides the online initiation, students participation during the online tutorial
actively involved in chatting and discussion forum) is also taken into consideration to their final grade.

iii. Summative test at the end of semester. Unlike the tests at the end of residential period, tests at the end of semester are prepared by the Consortium, i.e., the faculty members from the LPTK who are in charge of the courses. The students will take these tests at the same examination time in all the LPTKs.

Apart from these assessment tools, the students will also have to take teaching practice, laboratory works, final exam and project at the end of their program as exit requirement.

c. Collaborative Management of HYLITE
1. Preparation and Planning Activities

HYLITE program was first initiated in 2006. Ten LPTKs were chosen to be the first members of the consortium based on its ICT condition and readiness. Then, it was soon followed by an addition of 13 LPTKs which were chosen to expand geographical outreach of the HYLITE program.

SEAMOLEC has been commissioned to facilitate the design, development, and implementation of the HYLITE program by the Government of Indonesia, c.q., DGHE. Facilitation by SEAMOLEC is provided through various activities, i.e.,

i. A series of workshop on Management of ODL: to introduce the officials from the 23 teachers colleges about the concept of ODL, technical know how in managing an ODL program, some consideration to take and operational tips. These also include the workshop on drafting various academic as well as administrative guidelines for managing ODL.

ii. A series of workshop on Curriculum Development: to gather all the existing curriculum from the 10 teachers colleges, and based on the convention of the participating teachers colleges, to revise, to improve, to modify, and to merge the existing curriculums into one curriculum to be shared together for implementation, also include to write course outline for each course in the curriculum.

iii. A series of workshop on instructional materials development: based on the course outline developed, printed materials were developed, audiovisual scripts were written, CAI flowchart and storyboard were drafted, and program map and LOM for e-learning were also developed.

iv. A series of workshop on assessment: based on the course outline, test items were developed for mid as well as final exams of each course (4 sets each), assignments for students were drafted, online initiations were developed, students worksheets were also written.

v. A series of workshop on instructional process in ODL: based on the course outline, tutorial plans were developed for face to face as well as online tutorial, students support services were drafted, and monitoring and evaluation were planned.
Each workshop is preceded by short training on the subject delivered by national as well as international experts in ODL, and followed by the hands-on practices and development by participants, who are managing the HYLITE daily in each teachers college. Some series of workshop are not yet completed at this moment, i.e., development of e-learning, monitoring and evaluation, rules and regulations for final exams and exit requirement.

Daily management of the HYLITE in each LPTK is the responsibility of each LPTK and its network (ICT Center, Provincial or District Government, etc.). Nevertheless, supports are provided by SEAMOLEC for trouble shooting, special case questions, and or technical questions of HYLITE.

2. Parties involved in the implementation:
Thus far, the majority of funding for the HYLITE program has been provided by Government of Indonesia, i.e., DGHE. Further development of the HYLITE program will be supported through the World Bank Project (BERMUTU), especially for development of the enhancement components.

Up to this point, the HYLITE program has been implemented based on the collaboration among several parties as follows:

<table>
<thead>
<tr>
<th>DGQITEP</th>
<th>DGHE</th>
<th>SEAMOLEC</th>
<th>BPIR + DGHE</th>
<th>MONE District/ Province</th>
<th>Teachers Colleges (LPTK) (23)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers need mapping</td>
<td>Legal aspect, funding, development, monitoring and evaluation</td>
<td>Facilitating Program Design, Development, and Evaluation</td>
<td>• BPKLN: (Jardiknas, ICT Center, Vicon) • DIKTI: INHERENT</td>
<td>• Students recruitment • Facilitating: ICT and learning supports</td>
<td>• Planning coordination with DGHE, DGQITEP, &amp; SEAMOLEC • Students recruitment • Implementation of HYLITE</td>
</tr>
</tbody>
</table>

Note:
DGQITEP: Directorate General of Quality Improvement for Teachers and Educational Personnel
DGHE: Directorate General of Higher Education
SEAMOLEC: SEAMEO Regional Open Learning Center
BPIR: Bureau of Planning and International Relations

In addition to administrative and academic collaboration among the various parties, the most important collaboration is the provision of ICT supports for institution members and for students by INHERENT, Jardiknas, and public internet cafe.

INHERENT (Indonesian Higher Education Network) (87 universities) from DGHE provides the computer lab and connectivity on campus, videoconferencing facilities and management, and also server and data exchange among the members of the consortium. Videoconferencing for the purpose of administrative meetings is conducted centrally twice in a semester – every final week of residential period (where students can also participate), and in the mid of independent study period.
Most of the time, the videoconferences are employed to have a check on administrative matters, and academic schedule, with Director General of Higher Education’s participation from Jakarta.

Meanwhile, the Jardiknas provides ICT supports for students through its network of ICT Center in 441 districts, videoconferencing facilities and connection from the teacher colleges to students in ICT Centers, and also for e-communication between teachers colleges and students.

Furthermore, the use of public internet café is also allowed for the learning interactions. The commercial public internet café is available in many areas of Indonesia, with an affordable fee for students.

One year after

DGHE and SEAMOLEC has conducted Monitoring and Evaluation of HYLITE program during the second semester. The monitoring and evaluation phase has been designed to be a survey using three major instruments to all members of the Consortium and added with site visit to selected LPTKs (10 LPTKs were selected randomly out of 23 members of the Consortium). The three data collection instruments include observation guideline, interview guideline, and questionnaire. Some of the findings from the monitoring and evaluation are:

1. Internet connection occurs to be one of the main constraints for HYLITE program, which is ICT-based ODL. Some students, especially those who live in remote areas, still do not have access to internet. Some lecturers also have some problems in accessing the internet since their LPTK do not fully provide them with access to computer and internet connection.

2. ICT literacy is another problem for the tutors and the students. Even though they have received trainings on ICT skills, some of them still have problems in working with computer.

3. The numbers of tutors in some LPTKs are still not sufficient. Some LPTKs do not have enough tutors for each course to supervise the students during residential and independent study period. Recruitment and training of tutors must be well planned by each LPTK.

4. Since it is still in early stage, some components of learning materials are not ready yet, especially the web-based component. This makes the students and the tutors rely mostly on printed materials and its peripherals.

5. Coordination and communication among LPTKs are still not running as expected. DGHE and SEAMOLEC still play important roles in coordinating the activities. The LPTKs have not yet formed a communication among themselves. Most communication is done through SEAMOLEC and or DGHE.

Surprisingly, from the monitoring and evaluation, it is found that both tutors and students have positive perception toward the program. They think the residential
period is highly beneficial for them. It helps them to get to know each other. For the students, the materials they received during the residential period help them to be independent and to learn the subject matter in their courses.

Visiting tutor is also found useful, especially in this early stage, since it gives an opportunity for the students to discuss their problems in doing the assignments, using e-mail, and other problems which are not merely related to their courses. They are also very proud of being a part of the “high-tech” program.

In addition to the results of the monitoring and evaluation, in its 2nd semester of implementation of HYLITE, communication by SEAMOLEC as the facilitator and DGHE with the Consortium is slowly changing toward paperless communication, in which it is mostly done via e-mail. Invitation, schedule, announcement, and other information are posted in the HYLITE website (http://pjjpgsd-seamolec.org) for the HYLITE members to check on it regularly. A bulk of carbon copy emails are received from lecturers of many HYLITE teacher colleges indicating their interaction among each other as well as with their students. Although administrators were reporting some degree of unavailability of ICT facilities in some areas, but overall, they have made efforts to use the ICT in managing the HYLITE program. Students were expressing their satisfaction of being the HYLITE students – so that they can use ICT in their learning process. “Yes, I can hold the mouse correctly now”. “I know how to download a file”. “I know nothing of computer before, but now, I can use computer skillfully”. Some lecturers reported they need to catch up with their students, since they do not have e-mail accounts yet, while their students (via short messages) were asking for feedback on their assignments.

Remarks

HYLITE program – an ICT-based ODL for in-service training teachers employing the hybrid model and conducted in a consortium of 23 teacher colleges – has been seen to have several benefits, among others, teachers can upgrade their qualification without leaving their daily jobs in schools, teachers (as well as lecturers and administrators of HYLITE program at the teacher colleges) can improve their ICT literacy and skills, teacher colleges can improve their collaboration and mutual acknowledgement to implement the HYLITE program.

The hybrid model of ICT-based ODL employed by the HYLITE program eliminate the spatial and time constraints of more conventional teacher training methods. Implemented and maintained properly ascertaining its quality and consensus among the consortium members, the HYLITE program has the potential to be a more effective, affordable, and flexible teachers training program. Once the database of the web-based courses of HYLITE program has been developed, teachers, and even public, can access those courses to meet their individual needs for continuous professional development.

The condition that HYLITE is a program of the Consortium demands a very high commitment among all member institutions and parties to follow through the agreement achieved, and the rules and regulations being developed together. Its potential growth
and sustainability, and the maintainance of quality of the HYLITE program depends on the commitment of all parties involved.

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