Reforming Universitas Terbuka's Academic Culture through Developing the Values of Character in Learning Group Organizers

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ABSTRACT :

Recently, university academic culture reforms have becoming a necessity in DE institutions in the world. For UT, academic culture reforms also have becoming commitment and action to realize their Strategic Plan 2010-2021 to become a world class DE institution. In this context, development on the essential values of character (EVoC) for all academic members ant its stakeholders are fundamental and crucial. This paper describes and discusses results of research and development on the EVoC for Learning Groups Organizers (LGOs) at UT's Surabaya Regional Center by using Research and Development method. Research be done in two phases with research subjects consisted of 19 LGOs (phase 1); 15 LGOs, 12 Coordinators of Region (CoRs) and of 101 UT's students (phase 2). They choosed by using proportional random sampling from 18 districts and municipals within SRC's geographical coverage. Data was collected by using techniques value validation and mapping, questionnaire of value, and was analyzed by using percentage-descriptive technique. The research has been validated, mapped, and developed the seven EVoCs which was designed in the form Unit' Culture Guide for LGOs as final product of the research in phase 1, and then be assessed its implementation in phase 2. The results showed that the seven EVoCs within Unit' Culture Guide has been used and implemented by the LGOs to manage of students' learning group, and have well contribution to develop the EVoCs-loaded structure of LGOs' performance. The ownership of the EVoC for LGOs considered very important, crucial. Therefore, these should be accommodated by UT as an integrated part of reinforce commitment to reforms university academic culture for all academic members and its stakeholders for the future. These also provide a widely space to do future research in the other UT's Regional Centers, so can be obtained more comprehensive findings, and can be disseminated to UT's Regional Centers through Indonesia.

Keywords: *Academic culture reforms, essential values of character, learning group organizers, Universitas Terbuka.*

1. INTRODUCTION :
In 2010, Ministry of National Education of Indonesia has published the national policies, and master design on the nation character building (Republik Indonesia [RI], 2010a, 2010b). Therefore, said that Indonesia entering to the new era to build and develop citizens who have strong nation characters, highly valued behavior, and morality in accordance with the values inherently contained within the Five Principles (*Pancasila*) (Saripudin, 2010).

One of important point is that higher education—including UT—should be able to achieves, strengths, develops, and implements *university academic culture* for all faculty members activities in or out of campus, as a part of the whole system of national education reforms (Undang-undang no.2, 2003).

In the UT context, arguable, demands upon education systems to reform, as recently also have becoming a necessity in DE institutions in the world (Evans & Nation, 1993; Project Steering Group, 2010). Might different with other DE institutions, UT has developed as *a networking university*, operationally has developed with many stakeholders in UT's operating system, that are internal stakeholders like faculty members, and educational supporting staffs; and external stakeholders like tutors, supervisor, and LGOs.

Both stakeholders, especially the external stakeholders having academic culture background which are differences and diversities, and not always accordance with UT's commitments to build and develop university academic culture. Numerous studies described below shows of that.

Milwan, Pahlevi, and Karyana (2002) in their studies on academic staffs performance—both UT-Center and Regional Centers—, shown that academic climates among them has not developed yet. Their tangibles, reliability, responsiveness, assurance, empathetic to serve students, have not satisfaction yet for students or so far to students' expectations (Liestyodono, Setiani & Nurhayati, 2001; Iswanto & Widiastuti, 2002; Andriyansah, Wahyuni, Muhammadi & Harnon, 2010).

They also has not well-trained yet in the use of student service applications (e.g. registration and learning material applications) (Djatmiko & Prasetyo, 2002). Student services they given in registration, learning supports, learning materials and independent task sheets providing, internet accessing, and learning guidance has also not maximum yet.

So their learning processes and completion, and high learning achievements were difficult they attained (Sugilar, 2002; Nurmawati, Handayani & Rachmiazasi, 2002; Zaidin, Firman & Sigit, 2003).

The work engagement among faculty members also was low (Aslichati, Priyanto & Sumantri, 2010). Their performances in serving students, solving problem available, and working discipline have not satisfied yet (Adrianto & Harahap, 2010). Their ability to give tryout test, properly explains, and feedback on the Web Supplement is perceived negative or lower by students (Efendi & Riyanto, 2010). Their participations on online student community forums to give information and guidance for students were also lowest (Farisi & Suparti, 2010).

So too, tutors and supervisors performance viewed are not professional yet given a clinical supervision (Darwiyati, 2001; Sunaryo, 2002). They also allow students cheats to module or to other students, working together with others in examination (Hayati, 2010; Fina, Beliu & Ga Kore, 2010; Hasmonel, Aripin, & Aslichati, 2010). So, Decision of Rector UT on the handling of examination violence agreed by only 46.67% students, and only 40.47% of them creed those Decision as effective instrument to reduce of examination cases (Nurkhoti'ah, 2010). However, in several regions also shown good loyalty to examination rules (Zaidin, & Patang, 2010; Surtini, Nurmawati, Muflikah & Kadarwati, 2010),

LGOs not fully yet enable to provide students registration services professionally and responsibly; to manage of practice examination accordance with determined schedules and requirements, so many students be late to processes and completion their registration and examination (Haryanto, 2001; Sunaryo, 2001). Their ability to build a good partnership with local institutions were also not proper yet (Darwiyati, 2001).

To prevent undesired behaviors become persistent, as well in order to build and develop behaviors that is consistent with the order commitments of the University to reforms university academic

culture of the future, UT's management has been formulated the UT's Strategic Plan 2010-2021 (Universitas Terbuka [UT], 2010). In these, policies more focused on improving quality of academic and organization management grounded on five essential values for UT becoming a world class DE institution such as quality, accessibility, relevance, integrity, and accountability (UT, 2010, p. 50).

To realize of these, UT has developed and implemented: (1) the quality assurance system and procedures (*simintas*) based on ISO 9001-2008 standards and requirements. These have enabled to improve administrative order, student services, and able to reduce the cases that student faced (Sigit, Yani & Wardiny, 2011). (2) the code of ethics as code of conducts to all faculty members and employees, and other educational personnel, namely, tutors and supervisors (Surat Keputusan Rektor, 2010). (3) Rectors Declaration of the state and public higher education in Indonesia to guard Realizing Four Nation Pillars and Declaration of Anti Cheating and Plagiarism as a part of commitment to build and reforms academic culture in higher education institutions.

Through these strategic policies, management of UT desires enable to build and develop academic member personality who civilized, lawful, democratic, and cultured as a member of higher education community. Within the context of university academic culture reforms, character values would like to be built and developed such as honesty; responsibility; objective; religious; lawful; open-mindedness; integrity; intelligent, discipline; professional; wishes; loyal to norms; values; and morals of The Five Principles, Constitution, and the university; criticize; competence; and having spirit of the corps.

One of aspect has not yet clearly and specifically formulated within policies above, is set of EVoC for LGOs who integrated into their main tasks to manage of students learning group in the regions.

Within this context, research on developing and implementing the EVoC for LGOs are considered very urgent and crucial to be immediately realized, especially to support UT efforts and commitments to reforms university academic culture of the future for all stakeholders.

This paper describes and discusses results of research on developing and implementing EVoC for LGOs be done.

This also discusses some implications of the findings to UT, and to DE institutions in general, with directions for potentially enlightening future research.

2. METHODS :

This research used Research and Development method (Borg & Gall, 1983; Dick & Carey, 1996; Kempp, 1977; Tim PTK & PPKP, 2007), and be done in UT's SRC. Research has developed and implemented the EVoC as the Unit' Academic Culture Guide for the LGOs to manages of students' learning group as *research product* phase 1.

The research and development procedures were: (1) *defining,* consist of preliminary studies (need analysis) to define the University or Academic Culture for the LGOs; (2) *designing,* consist of planning of the LGOs' Guides designs, and (3) *developing* be done in two phases.

Phase 1 be done in year 2010 by Kisyani, Farisi, Prastiti, and Sambada (2010) focused on: (a) developing of the early product; (b) e*xpert judgments* to be done 1st revised of the product and development of product draft-1; (c) early tryout to product drafts-1; (d) 2nd revise to product draft-1 and development of product drafts-2 as final product. The product is the Unit's Culture Guide for LGOs contained seven EVoC s which has integrated into the six main tasks of LGOs.

Phase 2 be done in year 2011 (Farisi & Sambada, 2011), and it has focused on: (a) empirical tryout to product drafts-2, and (b) 3rd revise to drafts-2 and development draft-3 as *final product* phase 2 (Figure 1).
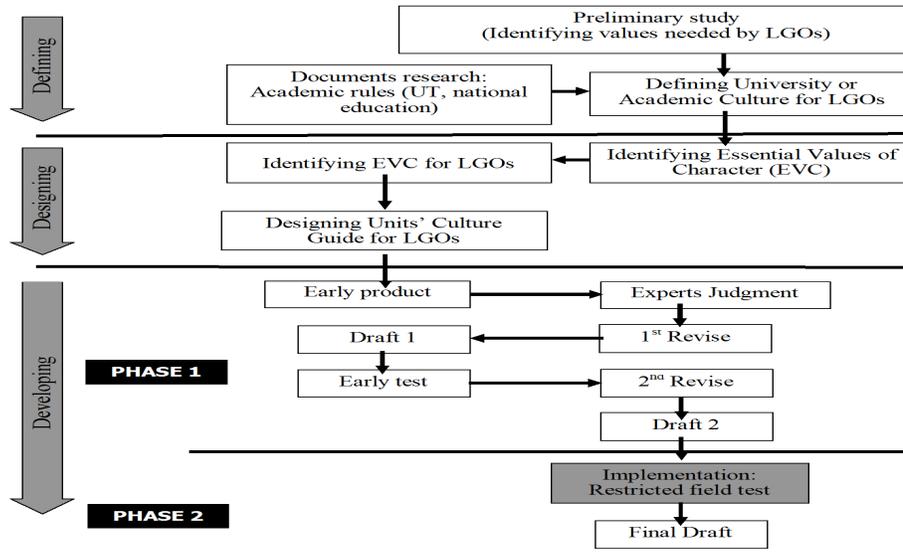
Figure 1. Research and development procedures on the EVoC for Learning Group Organizers (LGOs)

Research subjects in phase 1 consisted of 19 LGOs within the SRC geographical coverage. In phase 2 consisted of 15 LGOs, 12 Coordinators of Region (CoRs), and 101 UT's students choosed by *proportional random sampling* from 18 the SRC's geographical coverage.

In phase 1, data was collected through *validation sheets* (*validation technique*) be done by two *expert-validators* to evaluate and validate of the early draft products; and *user-validators* (LGOs) to evaluate and validate of the draft-1 product. Validation processes were focused to aspects: content, language, and structure (including lay-out). Results of these validation processes, then descriptively analyzed by researchers to revise and develop the product, so that become draft-2 product.

Other instrument is *questionnaire* consisted of six EVoC should be identified by research subjects accordance with their requirements. The Results become as a basis to modify, map, and integrate the EVoC into LGOs' main tasks . The *Value Mapping Technique* be used to develop the EVoC relevant to LGOs needs. Data then analysed by using *percentage-descriptive technique*.

In phase 2, data was collected based on the questionnaires contains of (1) LGOs' experiential-reflection on their experiences in implementing the EVoC; and (2) CoRs' and UT's students' perceptual-evaluation associated to LGOs' educational services are required. To these questionnaires, subjects requested to give 'check' based the "frequencies of implementation" (*never, sometimes, or always*). The data then analysed with comparing between LGOs' experiential-reflection and CoRs' and students' perceptual-evaluation.

3. RESULTS :
3.1 Results of Research and Development Phase 1

In the defining stage has been identified some general values of character that LGOs needed, that are: sincerity, responsibility, care, intelligent, clean and healthy, collaboration, powerful, transparent, discipline, creative, innovative, trustworthy, spirit of the corps, togetherness, perfection, cooperatives, virtue, brotherhood, cooperative, work hard, professional, decent, open-minded, consultative, respect to others, friendliness, having high ethos, capable, fair, and neat.

Among these general values of character, LGOs chosen seven EVoC deemed important for their work. The sequences of EVoC according to their priorities choices were (1) honesty (86.36%); (2) responsibility (77.27 %); (3) cares (50%); (4) intelligent (45.45%); (5) clean and healthy (54.54%); (6) cooperation (27.27%); and (7) powerful (13.64%). To these, they *agreed* the SRC become these EVoC as foundation to their tasks for managing the students' learning groups.

In designing stage has identified six main tasks of LGOs that are: socialization, student recruitment, registration, cooperation, learning support and learning material services, and examination. Then, hey generated into 27 activities and of each contained one or more of seven EVoC.

The results of mapping and integrating were produced 122 formulations of LGOs' main tasks contained all EVoC can be seen in Table 1.

Table 1: Summary of assessment and validation of the Guide by experts and LGOs validators

	Socialization	Recruitment	Registration	Partnership	Learning support and learning material services	Examination	Total	%
Honesty	1	1	4	5	7	7	25	20,49
Responsibility	2	2	4	5	7	7	27	22,13
Intelligent	2	2	2	4	6	7	23	18,85
Cooperation	1	1	3	3	7	7	22	18,03
Care	-	2	4	2	2	5	15	12,30
Powerful	1	1	1	-	3	4	10	8,20
Clean and healthy	-	-	-	-	-	-	-	-
Total	7	9	18	19	32	37	122	
%	5,74	7,38	14,75	15,57	26,23	30,33		

In developing stage phase 1 has been done expert validation. The results shown that each of 50% experts stated the content, language and systematic (including typographical arrangement) of the Guide was *good and very good*, and it was *compatible* for SRC situations and conditions.

The results of LGOs' validation are also shows that 85.19% LGOs stated *good*, and 14.81% LGOs stated *very good*, and the Guide draft-1 was *compatible* for SRC situations and conditions.

Based on results of assessment and validation of LGOs, then, the Guide draft-1 to be more revised and developed so that it becomes the Guide draft-2.

Results of Research and Development Phase 2

3.1.1 Implementation of the Essential Values of Character

The results of implementation show that, third respondents viewed LGOs are "always" (79.72%) implements the EVoC in the management of their students learning groups. Sequentially, the percentage of implementations from highest to lowest is: powerful (81.44%), cooperation (80.67%, honesty (79.59%), responsibility (79.39%), care (79.15%), and intelligent (78.08%) (Table 2).

Table 2 also shows that 5 of 6 EVoC assessed by LGOs and students "higher" than by LGOs. The five values are powerful, cooperation, honesty, responsibility, and care. These findings suggest that LGOs has well or "always" (79.72%) implements the EVoC to manage student leaning groups. Contribution of the EVoC to implements of the all LGOs' duties and functions can be seen at Table 3.

Table 2: Summary of the results of the implementation of
the EVoC by LGOs (in %)

Essential values of character	The results of evaluation (always)			Average
	LGOs	CoRs	Students	
Powerful	80,74	82,41	81,16	81,44
Cooperation	81,27	79,17	81,58	80,67
Honesty	79,70	78,03	81,03	79,59
Responsibility	77,83	78,40	81,93	79,39
Care	77,50	80,21	79,74	79,15
Intelligent	77,87	75,50	80,88	78,08
AVERAGE	79,15	78,95	81,06	79,72

Table 3: Comparing between prioritized or espoused and implemented
EVoC by LGOs (in %)

Essential values of characters	Development stage	Implementation stage			
	LGOs	LGOs	CoRs	Students	Average (%)
Responsibility	22,13	22,43	22,66	22,91	22,67
Intelligent	18.85	20,72	20,34	20,94	20,67
Honesty	20,49	18,67	18,38	18,48	18,51
Cooperation	18.03	17,25	16,95	16,89	17,03
Care	12.30	13,20	13,74	13,19	13,38
Powerful	8.20	7,74	7,94	7,59	7,76

Table 3 also shows that consistency of the EVoC is different between EVoC be *prioritized* and *implemented*. "Intelligent" as 3rd *prioritized* EVoC at the development stage became 2nd *implemented* EVoC at the implementation stage. Otherwise, honesty as 2nd *prioritized* EVoC at the development stage became 3rd *implemented* EVoC at the implementation stage. While the other EVoCs such as responsibility, cooperation, care, and powerful are consistent.

3.1.2 Implementation of LGOs' Main tasks

The results of evaluation to implementation of LGOs' main tasks contains the EVoC can be seen in Tabel 4.

Tablel 4: Summary of the results of implementation of value-loaded tasks and functions of
the LGOs (in %)

	LGOs	CoRs	Students	Average (%)
Registration	81,57	83,33	85,09	83,33
Examination	78,10	86,67	79,86	81,54
Learning support and learning material services	78,54	82,55	83,14	81,41
Recruitment	84,44	80,00	78,62	81,02
Socialization	84,76	63,10	77,11	74,99
Partnership	74,04	56,58	79,26	69,96
Average	81,08	66,56	78,33	75,32

Registration

Unlike early findings, the results of CoRs' and students' evaluation are higher than LGOs' evaluation. About 83.33% CoRs and 85.09% students stated "always", meanwhile only 81.57% LGOs who claimed "always".

These findings indicate that LGOs perceived by CoRs and students has a maximum in implementing of the EVoC in registration activities, and generally, 83.33% subjects also viewed that LGOs were "always" implements of the EVoC in registration activities.

Besides that, 91,67% CoRs stated alsothere are 2 of 17 LGOs' registration activities viewed highest are: (1) delivering the First Registration Form and its requirements to Regional Center with so good and timely (*responsible character*); (2) compiling of the students' registration documents to be continued and validated by student in full candid (*honesty character*). Meanwhile, 92,08% students stated that only one registration activities viewed highest, that is compiling of the students' registration documents to be continued and validated by student in full candid in high performance, inovative, accountable, focused, effective, and based on a high morality (*intelligent character*).

Examination

The results of CoRs' and students' evaluation are higher than LGOs' evaluation. About 86,67% CoRs and 79.86% students stated that LGOs were "always", meanwhile, only 78.10% LGOs claimed "always".

These findings indicate that LGOs perceived by CoRs and students has a maximum in implementing of the EVoC in examination. And generally, 81,54% of all subjects also viewed that LGOs were "always" implements of the EVoC in examination.

Therefore, 91.67% CoRs stated there are 13 of 35 LGOs' activities in examination viewed highest, that are recruiting supervisors for examination based on: (1) candid and honesty (*honesty character*);

(2) the proper requirements (*responsible character*); (3) judgment of supervisor conditions (*care character*); (4) cooperation with others according to the division of duty (*cooperation character*) determined; (5) a high performance, innovative, focused, effective, accountable, and high morality (*intelligent character*); (6) a high commitment (*powerful character*). The LGOs stated also enabled to give briefing to supervisor (7) by the use of content, strategy, and communication media effectively and precisely (*intelligent character*); (8) according to the division of duty (*cooperation character*) determined. They stated also enabled to efforts of examination location (9) goodly and responsibility (*responsible character*); (10) based on the students accessibility judgments (*care character*); (11) cooperatively, according to the division of duty (*cooperation character*) determined. Finally, the LGOs stated also enabled to became member of examination board (12) by candid, full-hearth, and honesty (*honesty character*); and (13) according to examination procedures and working guides (*intelligent character*).

Meanwhile, 89.11% students stated there are only one LGOs' activities in examination viewed highest, that is "efforts of examination location cooperatively, according to the division of duty determined" (*cooperation character*).

Learning Support And Learning Material Services

The results of CoRs' and students' evaluation were higher than LGOs' evaluation. About 82.55% CoRs and 83.14% students stated that LGOs were "always", meanwhile, only 78.54% LGOs claimed "always". These findings indicate that LGOs perceived by CoRs and students has a maximum to implements of the EVoC in learning support and learning material services. And generally, 81,41% of all subjects also viewed that LGOs were always implements of the EVoC in learning support and learning material services.

Therefore, 91.67% CoRs stated there are 2 of 32 LGOs' activities in learning support and learning material services viewed highest, that are: (1) monitoring of the tutorial implementation by honesty according to the facts finding (*honesty character*); (2) communicating of the result of yudicium to students periodically and continually, tenacious, and having high commitment to the work (*powerful character*). Meanwhile, 92.08% students stated also there are two LGOs' activities in learning support and learning material services viewed highest, that are: (1) distributing of learning materials to students cooperatively (*cooperation character*); (2) communicating of the result of yudicium to students periodically and continually, with good commitment, and full responsibility (*responsible character*).

Student Recruitment

The results of CoRs' and students' evaluation are lower than LGOs' evaluation also lower than LGOs' evaluation itself. About 80% CoRs and 78.62% students stated that LGOs were "always", meanwhile, 84.44% LGOs claimed "always".

These findings indicate that LGOs perceived by CoRs and students not maximum yet in implementing of the EVoC in students recruitment. However, in general, 81,02% subjects also viewed that LGOs were "always" implements of the EVoC in students recruitment activities.

Besides that, 26,73% students stated there are only 1 of 9 LGOs' activities in students recruitment activities viewed lowest (never and sometime) its implementation, that is recruiting the new students by self-budgetting in high commitment (*powerful character*). Meanwhile, 28,57% CoRs stated also there are only 1 of 9 LGOs' activities in students recruitment viewed lowest (never and sometime) its implementation, that is "recruiting the new students by self-budgetting in high performance, inovative, accountable, focused, effective, and is based on high morality" (*intelligent character*).

Socialization

The results of CoRs' and students' evaluation are lower than LGOs' evaluation. About 63.10% CoRs and 77.11% students stated "always", meanwhile, only 84.76% LGOs who claimed "always".

These findings indicate that LGOs perceived by CoRs and students not maximum yet in implementing of the EVoC in socialization activities. However, in general, 74,99% subjects viewed that LGOs were "always" implements of the EVoC in socialization activities.

Besides that, 41,67% CoRs stated there are 3 of 7 LGOs' activities in socialization viewed lowest (never and sometime) its implementation, that are: (1) preparing information on UT for public by using brochure, banner, or other promotion medias in high commitment (*powerful character*); (2) socializing of the UT's educational program for local institutions cooperatively, and according to the time and the field of work which has been determined (*cooperation character*); and (3) socializing of the UT's educational programs for local institutions by using brochure, banner, or other promotion medias effectively and precisely (*intelligent character*).

Meanwhile, 28,57% students stated only one LGO's activities in socialization are lowest (never and sometime) its implementation, that is "preparing information on UT to public by using brochure, banner, or other promotion medias with a high commitment" (*powerful character*).

Cooperation

In cooperation/partnership activities, the results of evaluation between CoRs and students are diferent. The CoRs given evaluation lower than LGOs' evaluation itself, 56.58% : 74.04% (*always*). Otherwise, students given evaluation higher than LGOs' evaluation itself, 79.26% : 74.04% (*always*).

On the one hand, the CoRs viewed LGOs not maximum yet, on the other hand, the students viewed LGOs has a maximum implements of the EVoC in cooperative activities. Generally, only 69,96% of all subjects viewed that LGOs were "always" implements of the EVoC in cooperative activities.

Besides that, 58,33% students stated there are only 1 of 19 LGOs' activities in students recruitment viewed lowest (never and sometime) its implementation, that is preparing and signing partnership contract documents (MoU) based on justice and togetherness values (*intelligent character*). 30,69% CoRs stated also there are only one of 19 LGOs' activities in students recruitment viewed lowest (never and sometime) its implementation, that is building partnership with regents or heads of district or municipal or other institutions in the region, to get scholarships for UT's students, goodly and fully responsible (*responsible character*).

4. DISCUSSION :

Historically, values, characters, or ethics education and development has been an important outcome of higher education, included of DE (Johnson, 2009; Johnson, Osguthorpe & Williams, 2010). However, most of DE researchers aknowledged that studies on DE generally focused on various dimensions of the use of technology to facilitate and support of DE implementation (Gunawardena & McIsaac, 2004).

Studies on values, characters, or ethics education and development in DE institutions of the world are sparse, few, scattered, and that have not been a major concern (Gearhart, 2001, 2005; Balmert & Ezzell, 2002; Brey, 2003; Johnson, 2009; Johnson et al., 2010), and that have long been missing from the literature on character development and education (Osguthorpe, 2009).

Besides that, studies on values, characters, or ethic dimensions and its implementation on DE academic culture also many related to careerist character for those who will be obtained educational, professional, ad/or social mobilities (Holmberg, 1995); learning, pupil-teacher relationship, research, examinations, use of information, internet or technology, DE partnerships (Gearhart, 2001; 2005; Demiray & Sharma, 2008; Toprak, Özkanal, Aydin & Kaya, 2008; Johnson, 2009; Johnson et al., 2010). So, values, characters, or ethics be identified, developed and implemented as academic cultures in DE also limited only related to its, like authority in power, learner autonomy, the power issues, the face issues, group harmony, (Lin, 2008; Uzuner, 2009), accessibility, charging fees, quality control and assurance (Bates, 1999; Balmert & Ezzell, 2002; Koul & Kanwar, 2006).

Today, the cultivation of character values and ethical behaviors has become a persistent and widespread activity in almost DE institutions. Therefore, the EVoC for LGOs such as honesty, responsibility, care, intelligent, clean and healthy, cooperation, and powerful are provided not only a framework for LGOs to manages of students' learning groups, but also useful suggestions for expanding and enriching horizons on value, character, or ethic dimensions and its implications to reforms of UT's academic culture, and DE in globally.

The findings shown that espoused and implemented character values by LGOs are inconsistent (Table 3) can be seen from two aspects. Firstly, LGO is a person or group of persons recruited and established by the external institutions or agency as UT partner to manage students learning groups in the regions. So that, they are not included organizationally and culturally within the UT's internal network, and do not have the university academic cultures. Secondly, LGOs' duties and functions are not specifically mentioned in the formulation of UT's codes of ethics.

However, their status and function in the context of the UT, results of development and implementation shows that the EVoC are parallel with UT's commitment to reforms academic culture for all academic members and its stakeholders (UT, 2010). Therefore, very rational, presumably, if UT's management enter LGOs with all the duties and functions into the UT's code of ethics, so they can be facilitated by a conducive character-driven academic circumstances.

UT as open and distance education institution has formally acknowledged as an integral part in the national education system (UU no.20, 2003) should educate and cultivate them to behave academic culture. So, they enable to become a whole person is capable to fulfill their duties and functions professionally and fully dedicated.

In the national context, these findings are very important to support the Indonesian efforts and commitments for nation and character building (RI, 2010a, 2010b; Winataputra & Saripudin, 2008; Winataputra, 2010). The most important, it can also to save common commitment and declaration of all Rectors of Indonesian higher education to reforms higher education culture based on four nation pillars (Deklarasi, 2011).

The seven EVoC for LGOs are universal, and can be applied to all academic members of DE, and all activities within the DE operating system. Therefore, ownership of these EVoC also very important and crucial to the DE institutions globally, for combating dangerous and illicit behaviors, promoting pro-social attitudes and behaviors, encouraging academic and intellectual values, and promoting holistic personal development (Dalton, & Crosby, 2011, p.2).

The emergence of violation cases of academic culture conducted by DE's academic members such as: academic cheating in examination (Lanier, 2006; Milliron & Sandoe, 2008), academic dishonesty, inappropriate paraphrasing, misuse of source, uncritical citing, or inter-textuality in learning and research on the

Internet or other networking technologies such as digital plagiarism, breaking copyright and software theft, hacking, improper use of computer resources, (anonymous) harassment and hate speech, breaches of informational privacy and confidentiality (Austin & Brown, 1999; Buchanan, 2000; Brey, 2003; Tan, 2005; Gearhart, 2005; Jocoy & DiBiase, 2006; Salmons, 2007; Ammari, 2010) shows how important and crucial on EVoC and its implementation to reforms of the academic culture at DE, including UT.

Of course, the EVoC could not become by self. So, strengthening of them becomes a very essential factor for enforcing the academic cultures at DE. For those, reforming DE academic cultures are required a *value-driven leadership*, the essence, as stated by Badaracco and Ellsworth (1989, as cited in Mills & Paul, 1993), leadership with "*the highest standards of integrity, and be doggedly consistent in word and deed in all matters affecting the company's values*" (p. 117).

In the leadership literature, leadership grounded in value foundations, is *ethics, character, and authentic transformational leadership*. That is leadership rests upon three pillars:

"(1) the moral character of the leader, (2) the ethical values embedded in the leader's vision, articulation, and program which followers either embrace or reject, and (3) the morality of the processes of social ethical choice and action that leaders and followers engage in and collectively pursue". (Bass & Steidlmeier, 1999, p. 182).

Finally, these research and development are new effort and limited field test. Therefore, be suggested to do future research on this area in large scale, embrace to all LGOs at UT's Regional Centers in Indonesia. So it can to obtain more comprehensive findings that can be disseminated to all UT's Regional Centers.

It is also important be considered by UT's management to accommodate the LGOs' character values in the UT's code of ethics, as part of an effort to uphold and maintain the academic integrity for all university communities and its stakeholders, as well as for purposes to reforms of the academic culture in general.

5. CONCLUSION :

The EVoC needed and agreed by LGOs are honesty, responsibility, cares, intelligent, clean and healthy, cooperation, and powerful. Based on the seven EVoC has been integrated into LGOs' main tasks, and further developed as the Units' Cultural Guide for LGOs to manage the students' learning groups.

However, evaluation of the LGOs, CoRs, and students to the results of implementations of EvoC are difference, as well as contribution of each EVoC to the structure of LGOs' performance.

The implementation of EvoC that be evaluated 'highest' by LGOs is cooperation; CoRs is powerful, and by students is responsibility. While the implementation of EvoC that be evaluated 'lowest' by LGO is care; CoRs is intelligent, and by students is care. The percentage of each EVoC contributes to the structure of LGOs' performance sorted from highest to lowest is responsibility, intelligent, honesty, cooperation, care, and powerful. However EVoC of "clean and healthy" viewed can not be implemented. But, overall third subjects agreed that LGOs "always" implement the six EVoC in managing the students' learning groups.

Uncongruence some EVoC s between *prioritized* and *implemented* also need to be followed by further research from aspects leadership, working circumstance, level of EVoC complexities to be implemented, or so on. Including whether the character of "intelligent" and "care" less urgent/important for LGOs.

Finally, among LGOs have been built and developed an internal qualities, and academic cultural environment and climate. Therefore, ownership of the EVoC as their reference in managing of student learning groups is very important and crucial, and enable reinforce UT commitment to reform its academic culture for the future.

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