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<a name="atas"><h1> ICT and Institutional Learning: Unnes experience </h1>
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<b>Abstract </b>
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This paper describes the way ICT has given both opportunity and space for
institutional learning in Semarang State University (SSU, unnes.ac.id). It departs
from the context of the University introduction of ICT to its management
practice. This paper argues that ICT application has transformed the University
overall management practice, as well as improved its mobility and contribution
at both national and international level. This paper sees no better explanation
beyond such transformation other than the fact the University community has
engaged in a massive institutional learning process. Apart of this success,
however, SSU ICT application has not yet given sound, significant impacts on the
University academic programs, which include both teaching-learning and
research and development activities.
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<a name="intro"> <b>Introduction</b><br/> </a>
This paper stands on the belief John Dewey (1997, p. 19) stated almost a century
ago in his Democracy and Education; that "we never educate directly but
indirectly by means of the environment". So, just as Dewey believes in the
educative nature of physical, social, cultural environment this paper believes that
the same principle applies on what the so-called information and communication
technology (ICT) has offered: virtual environment. It took less than a half decade,
Richardson (2010, p. ix) says, for this new environment to be "the mainstream
conversation, when it come to politics, media, and business…and education".
Even though many are still worried about the massive intrusion of ICT into our
education sites, we finally have to acknowledge that ICT is in fact something
unavoidable for our current and future education practice (Carnoy, 2004; Ala-
Mutka, Punie, & Redecker, 2008). <br/>
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<b>Semarang State University at a glance</b> <br/>
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The present-day SSU was formally a state-owned Institute of Teacher Training and Educational Sciences (Institut Keguruan dan Ilmu Pendidikan). Founded in 1965, the Institute was then given a wider mandate and its status was improved to be university, Semarang State University, in 1999 with six faculties and a Postgraduate School. Two faculties, namely Faculty of Economics and Faculty of Law, were later founded in 2006 and 2007 respectively (Unnes, 2011). As it applies to higher learning institutions in general the main mandates of SSU is to provide teaching and learning, research, and community service.
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<a name="ict"> <b>ICT introduction and institutional learning at SSU</b>
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To be a healthy organization means that SSU has to offer new, alternative values, knowledge, and practice, in short a breakthrough. Simultaneously, it also has to stop all situations potentially that potentially lead to more severe illness. Thus, as Gertler and Wolfe (2002, p. 13) suggest, "old habits of thought and routines, even some norms and values….have to be destroyed before existing social institutions can assimilate the new knowledge". To initiate a change unfortunately is not that easy, especially when new institutional values and philosophy are required in one hand and at the same time the institution itself has both at the organizational and individual levels been so immersed in the old values and ways of working. It is important to note that an effective process of change does not stop at the introduction of a new set of idealized values. Indeed, must also embrace changes in the behaviors, attitudes, and activities of the individuals who support it.
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<b>Future direction and challenges to manage</b> <br/>
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There is no success story, it seems, with no challenges to manage; and this is also the case for SSU ICT-based management implementation. One of the fundamental challenges to manage is the fact that its spacious, borderless virtual environment does not yet support its academic programs both in terms of teaching-learning activities and research and development. There have been of course fundamental changes within the SSU academic circle daily practice in which ICT has become literally unavoidable. Yet this, as indicated through the university overall research and development performance, has not yet shown promising results. In other words, whilst ICT-based system has an exponential effect on SSU management practice, its impact on SSU academic sector is still a long journey to go.
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