

ANALYSIS OF PERFORMANCE TUTOR OF S1 PG-PAUD PROGRAM STUDY ON THE OPEN UNIVERSITY OF MAKASSAR (UPBJJUT)

IBANDONG

Open University of Makassar

Abstract: The purpose of research analysis of tutor performance for Undergraduate Program Education PG-PAUD UPBJJ-UT Makassar as follows: (1) To know the ability of tutors in planning tutorial activities on S1 Education Program PG-PAUD UPBJJ-UT Makassar, (2) To know the level of tutor skills in carrying out tutorial activities on Education Program S1 PG-PAUD UPBJJ-UT Makassar. The type of research used is descriptive research, which is a study that describes in depth realistic phenomena in the field or gives an exact picture of the characteristics of an individual, a particular state, symptom, or group. The location of the study was conducted in all study groups (Pokjar) S1 Education PG-PAUD (Pendas) UPBJJ-UT in Makassar City. Based on the results that have been obtained include the ability to plan the tutorial activities and skills to carry out the tutorial activities of Education PG-PAUD (Pendas) UPBJJ-UT in Makassar, it is concluded as follows: (1) The ability of tutors in planning the activities of tutorial program S1 Education PG-PAUD (Pendas) UPBJJ-UT in Makassar is categorized well, (2) Tutor skills in conducting the tutorial activity of S1 Education program PG-PAUD (Pendas) UPBJJ-UT in Makassar City is categorized as appropriate.

Keywords: Tutor Performance, Tutor skills, Education Program S1 PG-PAUD.

1. INTRODUCTION

Implementation of education in Indonesia in order to produce skilled workers, mastering science and technology in accordance with the needs of national development a fundamental priority that is expected to provide benefits to society and nation and state.

The rapid development of science globally triggers every individual to understand the importance of education and participate in its implementation. Education becomes a crucial aspect in supporting the nation's development especially in the dissemination of science, attitude improvement and skill development in human life.

Education is a conscious effort undertaken to provide knowledge and skills and shape attitudes for participants, all of which lead to changes in the mindset, attitudes and behavior of a person or group in an effort to improve the quality of self through teaching and training. Education in the Constitution of the Republic of Indonesia No. 20 of 2003 on National Education System Article 1 Paragraph 1 states that education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual, religious, self-control, personality, intelligence, noble character as well as the skills that he needs, society, nation and state.

Development of education in human resources development efforts not only become the focus of government, but be part of all parties with the basis of responsibility. The government seeks education for the people and continues to improve the level and type of education that society needs. Education is an important part of life so according to Chandra (2009) the

process of changing attitudes and behavior of a person or group of people in an effort to mature man through the efforts of teaching and training can not be separated from the scope of the definition of education in general.

The development of education must be consistent with the quality of the system associated with the implementation of the education. According to Sidi (2001) the weakness of the national education system developed in Indonesia lies in the lack of attention to output. Facilities and infrastructure and systems become basic supporters, but the competency standards and output to be achieved are not clear, so the process becomes less effective and not focused. Education applied both at school and college focuses on learning which is the most important activity. Therefore, the achievement of educational goals depends on effective learning activities.

Learning activities can not be separated from human resources that play an important role in improving the quality of education. Improving the quality and qualifications of teachers becomes important to realize a quality education. In order to improve the quality of education, the system implemented is also expected to be relevant to the needs of the community and to reach each region. One of the education system applied is distance learning system (SBJJ).

Implementation of the distance education system requires a focus between students and educators (lecturers). This system indirectly builds the character of the students is characterized by independent learning process, face to face with limited teachers, learning sourced from printed and non print materials. Independence becomes a highlighted part of this system so that students fully have the initiative and determine the desired learning method and able to trigger self-ability. Although the distance learning system is considered capable of improving the quality of education, but the system is inseparable from the lack. Open University as one of the universities that implement the system is aware of the learning difficult faced by students. Students are not fully able to adopt a distance learning system independently. Habits of students who generally do the process of learning to teach formally or study with face to face and guided in school or college is considered as one of the obstacles in the application of distance learning system.

Efforts to maximize the distance learning system is done by providing various academic services that facilitate students in the learning process. One of them is tutorial activities guided by a tutor who is recruited from college professors or other education personnel from all over Indonesia, who meet the requirements that have been determined. The ability of tutors in implementing the tutorial is one of the factors that influence the success of teaching and learning process with remote system. The tutor should follow the tutorial procedure for the teaching and learning process to be effective. Tutorial is an attempt to help or guide students during the teaching and learning process so that the process can be organized and organized. Therefore, each tutor is required to make a teaching preparation or Tutorial Activity Plan (RAT) and Tutorial Entry Unit (SAT) before implementing the tutorial so that each tutor can use and manage the available time allocation effectively and efficiently. Nevertheless, the obstacles that arise are generally the preparation of teaching both RAT and SAT in the making is still poorly understood by a number of tutors, especially by tutors S1 Education PG-PAUD (Pendas). Generally, each tutor only implement the tutorial without understanding what will be implemented in the process tutorials. During this time, tutors are accustomed to carry out tutorials based on curriculum that are derived directly from the center without making any changes. Therefore, the creativity and innovation of tutors in the effort to present the curriculum for the tutorial is expected so as to improve the quality of teaching and learning in the distance learning system.

The purpose of research analysis of tutor performance for Undergraduate Program Education PG-PAUD UPBJJ-UT Makassar as follows:

1. To know the ability of tutors in planning tutorial activities on S1 Education Program PG-PAUD UPBJJ-UT Makassar.
2. To know the level of tutor skills in carrying out tutorial activities on Education Program S1 PG-PAUD UPBJJ-UT Makassar.

2. RESEARCH METHODS

The type of research used is descriptive research, which is a study that describes in depth realistic phenomena in the field or gives an exact picture of the characteristics of an individual, a particular state, symptom, or group. The location of the study was conducted in all study groups (Pokjar) S1 Education PG-PAUD (Pendas) UPBJJ-UT in Makassar City.

The population in this study is all tutors S1 Education PG-PAUD (Pendas) UPBJJ-UT in Makassar City amounting to 30 people. This technique is often known as a saturated sampling technique meaning sampling technique when all members of the population are used as a sample.

The instrument used in this research is an observation instrument of tutorial practice published by Open University. The instrument for the level of understanding in planning the Tutorial Activity Unit (SAT) is the teacher performance assessment (Book III) used in the assessment of a portfolio for the 2009 certification of teacher issued by MoNE.

The technique used in data collection process in this research is by using questionnaires and documentation. Observation is to observe directly to the object of research to see closely the activities undertaken through observation of the activity plan tutorial program S1 Education PG-PAUD (Pendas) UPBJJ-UT Makassar. In this study the authors use descriptive analysis method through percentage approach by presenting the level of understanding and skills of tutors S1 Education PG-PAUD (Pendas) UPBJJ-UT in Makassar in planning and executing tutorial activities.

3. RESEARCH RESULT

The ability to plan the tutorial activity of the PG-PAUD Education (UPB) UPBJJ-UT Education Program in Makassar City is shown in the descriptive analysis result in Table 1. Based on the result of the descriptive data from 30 samples, the average value of 67.5% the tutor's ability to do the tutorial activity planning is good enough, but still need improvement in order to develop the skill for better.

Table 1. Descriptive data ability to plan tutorial activities

Statistics	
number of samples	30
Range	42.5%
minimum	45%
maximum	87.5%
mean	67.5%

Tutors are required to understand various aspects related to the development of a teaching preparation or tutorial, whether related to the nature, functions, principles and procedures, so that the preparation of the tutorial can be effective and effective. The role of tutor is not only as an educator who develops tutorial activities by paying attention to the interest and attention of learners to the material used as study material, but the educator also acts as a motivator that encourages and encourages learners to use various media with appropriate learning resources to support the formation competence. Mulyasa (2004) describes the learning process, the preparatory phase with identified competencies and methodologies will assist the tutor in organizing standard materials and anticipating problems that may arise during the teaching and learning process. Preparation of teaching becomes important, without adequate preparation a tutor will experience obstacles in the teaching and learning process it does.

Planning a tutorial activity requires the tutor's professional skills in seeking and interpreting the competencies to implement the curriculum. Planning of the tutorial activity is done systematically and logically in order to get problem solving learning. Good planning will help the implementation of the tutorial because with the planning then the tutor and learners will know the goals to be achieved and the steps taken to achieve it. The tutor will be able to maintain the learning situation, directing the learners to the instructional program that is authorized. Planning learning by Mulyasa (2004) is defined as an effort to determine the objectives, methods, content and programs that will be realized in the learning process. The steps to develop the planning of tutorial activities in learning include the writing of the course identity, the determination of competence standards, the determination of basic competencies, the determination of the learning experience, the timing and the determination of materials or media of learning and evaluation. Rigid and non-systematic planning affects the condition and situation of learners which will impact on the disruption of the teaching and learning process. Systematic, full and thorough planning that takes into account the effectiveness and efficiency of the media and learning resources will create a good learning condition. Therefore each tutor must have a complete and clear RAT guidance to make it easier during the execution of the tutorial.

Table 2. Percentage of frequency of result data classification ability of activity planning tutorial

interval (%)	Category	Frequency	Percent
0 - 20	not very good	0	0
21 - 40	not good	0	0
41 - 60	enough	9	30
61 - 80	good	17	57
81 - 100	very good	4	13
Total		30	100

The percentage of frequency of result data classification of the ability to plan the tutorial activity is shown in Table 2 and Figure 1. Based on the data, from 30 tutor samples observed on the ability to plan the tutorial activity, the tutor with very good category, showed the lowest percentage of only 13% 4 tutor samples. This is due to the many tutors who need to develop their skills and skills in planning tutorial activities. Stages of the process of planning tutorial activities conducted by tutors are included both but still need to be improved. In addition, in the data retrieval still found tutors with less good category with a percentage of 30% consisting of 9 tutor samples. The less well-qualified tutors have some drawbacks, the techniques and objectives of the tutorial activities are less appropriate, no assessment instruments found in the tutorial activity plan, unclear organizing of tutorial materials, timely allocation of time and media selection that are less relevant and regular. While the percentage of ability to plan tutorial activity for the tutor with good category shows the percentage of higher value than others that is equal to 57% consisting of 17 sample tutors. The high percentage obtained represents the average ability to plan the tutorial activity of 30 tutor samples assessed on the basis of questionnaire data collected. This well-rounded tutor has the skills to run the learning process and other tutorial activities well, the use of diverse and relevant media, has good planning with good preparation. However, to achieve a very good category assessment, it requires better self-development, techniques and strategies in each process.

Implementation of tutorial activities

The skill of carrying out the tutorial activity of Education PG-PAUD (Pendas) program of UPBJJ-UT in Makassar City is shown in the descriptive analysis result in Table 3. Based on the result of the descriptive data from 30 the samples obtained the average value of 85.7% in the appropriate category, tutor implementation skills in doing tutorial activities are classified according to the planning and goals to be achieved. However, every tutor still needs to improve his skills in carrying out tutorial activities for better.

Table 3. Descriptive skill data performing tutorial activities

Statistics	
number of samples	30
Range	50.0%
minimum	48.2%
maximum	98.2%
mean	85.7%

Tutor skills in conducting tutorial activities are very important in order to create a good learning condition, fun and able to improve the spirit of learning from learners. Skills are not obtained directly, but through a variety of conditions and situations that have been passed by the tutor in the face of each learner. Skills in performing tutorial activities are not only limited to tutor activities as teachers who only provide material, but develop more complex. This includes the ability of tutors in building a comfortable classroom atmosphere, tutor skills in delivering teaching materials, how to tutor in evaluating learning outcomes and various media presented so that the impact on improving the knowledge and understanding of learners and provide results in accordance with the goals to be achieved. The development of technology and science dynamically trigger tutors to improve their skills in carrying out tutorial activities. The ability of tutors in delivering limited material with illustrations in the form of oral exposure is only done in the process of previous tutorial activities. Currently, the ability to deliver materials with the help of the media becomes a demand that every tutor must meet. Not only that, the ability to determine and process the media with relevant learning resources is very important and able to be one of the effective actions in the implementation of the current tutorial activities.

Table 4. Percentage of frequency of result data classification skill in carrying out activity of tutorial

interval (%)	Category	Frequency	Percent
< 70	Very less appropriate	5	17
70 - 79	less appropriate	7	23
80 - 89	corresponding	7	23
90 - 100	Very appropriate	11	37
Total		30	100

The percentage of frequency of skill result classification results in the tutorial activity shown in Table 4. Based on the data, of the 30 tutor samples observed regarding the skill of performing the tutorial activity, the tutor with the inappropriate category showed the lowest percentage of 17% covering 5 tutor samples. This is due to the ability to perform tutorial activities that are not in accordance with the desired plan and goals. Although the planning of the tutorial activities that are designed is very good, but if the implementation process in the classroom or in the field is not appropriate it will cause the teaching and learning process becomes not maximal and potentially the students who do not succeed through the tutorial. Submission of materials by utilizing the media to be one of the shortcomings that led to the implementation of tutorial activities to be inappropriate. In addition, the less suitable category tutors show the same percentage as the corresponding category tutor of 23% consisting of 7 tutor samples. This shows there are still many shortcomings of each tutor in the process of implementation of tutorial activities. Those deficiencies include material enrichment process and simulations which in practice are still not appropriate, the delivery of conclusions and the giving of the essence of the material to improve the understanding of the students conducted at the end of the tutorial that has not been maximized. Some tutors are still struggling to process interesting discussions and build a fun atmosphere and lack of tutors have in evaluating learning outcomes and giving appreciation and encouragement. For tutors who are still in the appropriate category, less appropriate, and inappropriate, require training in an effort to improve the skills in carrying out tutorial activities in accordance with the desired plans and goals, so as to improve student learning outcomes. Training in order to develop skills in carrying out tutorial activities becomes very important to be implemented to produce an active and creative tutor. In addition, tutors for the most appropriate category show the highest percentage of 37% that includes 11 tutor samples. These results illustrate the ability of tutors in carrying out tutorial activities that are in accordance with the plan and goals to be achieved. All tutors in this category are able to understand and implement the planned tutorial activities. The tutor has been able to present the material and do the enrichment and simulation in an effort to improve the learners' understanding, the tutor is also able to carry out the evaluation of good learning outcomes and create a pleasant learning condition. Planning of tutorial activities that have been designed has been applied to the maximum and in accordance with the desired goals.

4. CONCLUSION

Based on the results that have been obtained include the ability to plan the tutorial activities and skills to carry out the tutorial activities of Education PG-PAUD (Pendas) UPBJJ-UT in Makassar, it is concluded as follows:

1. The ability of tutors in planning the activities of tutorial program S1 Education PG-PAUD (Pendas) UPBJJ-UT in Makassar is categorized well.
2. Tutor skills in conducting the tutorial activity of S1 Education program PG-PAUD (Pendas) UPBJJ-UT in Makassar City is categorized as appropriate

5. SUGGESTION

Based on the research that has been done related to the activity of PG-PAUD Education (UPB) Education Tutorial (UPB) in Makassar, it is suggested the need for teaching skill training which includes teaching technique and SAT and RAT making which done intensively and continuously on every UPBJJ Open University tutor -UT in Makassar City especially in PG-PAUD program (Pendas).

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