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TUTOR PERFORMANCE ON FACE-TO-FACE TUTORIAL IN THE PERSPECTIVE OF UPBJJ UT BANJARMASIN

Yuli Triana¹, St. Aisyah²

¹Open University, Indonesia

²Open University, Indonesia

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ABSTRACT

The Open University regularly and continuously carries out internal and external audits of the academic administration process both at UT Central and throughout UPBJJ in Indonesia. From the results of monitoring the Face-to-Face Tutorial process carried out at UPBJJ Banjarmasin, especially for Bidikmisi students, it turns out that there are still shortcomings, mainly because of direct monitoring of the working group for the management of Face-to-face Tutorials is rather difficult due to limited funds and current regulations. From the results of the survey distribution and direct monitoring of researchers at the Banjarmasin pokjar as well as document analysis through the results of filling out questionnaires distributed to Bidikmisi students, it appears that there are still some shortcomings in the implementation of Face-to-face Tutorials. Some deficiencies can actually be avoided if the tutor is disciplined in carrying out the standard operating procedures that have been given to them during the briefing before the implementation of the activity. The limited ability of UPBJJ to monitor evaluations at the management working group for these activities means that there are still tutors who lack discipline, especially in the implementation and reporting of activities. There is also a shortage that is difficult to avoid, namely the lack of qualified tutors who are domiciled in areas near the working groups that partner with UT.

² Corresponding author.

E-mail addresses: sitiaisyah.bjm@gmail.com

PRELIMINARY

The Open University (UT) is the 45th state university in Indonesia that implements the distance learning system (UPBJJ). UT was established to provide broad learning opportunities wherever they live and for those who are busy because of work or for other reasons to obtain an education in higher education and develop the academic, location, and professional education programs by the real needs of development that have not been widely developed by the government. another college.

UT implements an open and distance learning system, open means that there is no age limit, year of diploma, study period, registration time, and frequency of taking exams, except only for high school graduates or the equivalent. The distance education system means that there is a separation between lecturers and students so that the learning process is carried out independently using media, both printed (modules) and non-printed (audio/video, computer/internet, radio broadcasts, and television) (Rahmat et al., 2019). The flexibility of UT's learning system causes UT students to tend to have very varied ages, educational backgrounds, and socioeconomics.

Teaching and learning implementation system, UT implements the Distance Learning System (SBJJ) which requires students to study independently. In this independent study, students are required to have their initiative in studying teaching materials (printed or non-printed), doing assignments, strengthening skills and applying field experience or work that they can do individually or in groups.

The success of Distance Higher Education (PTJJ) students is very dependent on independence, but due to various factors, including habits that depend on the information that is directly conveyed by the teacher (teacher or lecturer) shows that most UT students have not been able to learn independently, one way to overcome In this problem, the Open University takes away through a tutorial learning pattern.

A tutorial is a form of service and tutoring for students to help students achieve optimal learning outcomes, through a variety of tutorials including face-to-face tutorials, written tutorials, tutorials via the internet, radio tutorials, and computer-assisted tutorials or CAI (Computer Assisted Instruction).

Tutorials are different from face-to-face lectures where the number of meetings per subject ranges from 14-16 meetings per semester with a duration of time according to the credits of the course concerned. In addition, in face-to-face lectures, the lecturer is in control of learning, so that what is conveyed is more information or orders than in the form of

facilitation which convinces students to take the initiative in living the learning process. While the face-to-face tutorial is very minimal depending on the variety of tutorials, a maximum of 8 (eight) meetings with a duration of 2 (two) hours for each course regardless of the number of credits. The tutorial aims to elaborate essential concepts that are difficult to understand in the self-study process, to provide feedback to students about their learning outcomes.

Even though it has provided various forms of tutorials, the Open University still has to look at the quality of tutorials through the performance of tutors to get clear and comprehensive information about tutorial activities carried out at UPBJJ-UT Banjarmasin, especially for Bidikimisi students of Sharia Management, Management, Accounting, Business Administration and Business Administration. Communication.

The importance of the correct tutorial system and the way tutors teach independence is an indicator of improvement in work because one's view in providing services is from how much compensation is received (Vedia, 2020). BIDIKMISI students have a responsibility to have above-average grades because they get a full scholarship. From the existing scores, Non Pendas tutors at UPBJJ UT Banjarmasin are selected quite strictly by (Nurhalimah, 2019).

However, it is still sometimes found students who get less good grades. Is it caused by the tutor or not? Assessment of tutors is a very crucial step in the implementation of face-to-face tutorials (TTM). Accuracy and accuracy of assessment from students are expected to obtain reliable assessment results by using a tutor evaluation questionnaire by students. Therefore, researchers consider it necessary to examine how much student assessment of the performance of tutors, especially BIDIKMISI students at UPBJJ UT Banjarmasin.

RESEARCH METHODS

This study uses a literature study method to gain an understanding of the performance measurement of tutors in the TTM learning process at UPBJJ Banjarmasin, especially in the Bidikmisi student class.

RESEARCH RESULTS AND DISCUSSION

Tutorials

Open and distance education institutions (PTJJ) are educational institutions that offer to learn services using the distance learning system (UPBJJ). In this system, there is a considerable physical distance between students and teachers so that the learning process cannot be fully delivered face-to-face (Herman, 2010). Therefore, the learning system as is usually done in the face-to-face learning system cannot be fully implemented.

Distance university students (PTJJ) learn from printed teaching materials (modules, textbooks), as well as from non-printed teaching materials (CD, VCD, cassette, computer, internet) provided by the organizing institution. In addition, students can also learn on their initiative and in their way, such as studying in groups or studying alone (Harsono, 2018) . Discussions and questions and answers with tutors on a course can take place through various forms of tutorials available such as face-to-face tutorials or electronic tutorials via the internet.

One of the PTJJ institutions in Indonesia is the Open University (UT). According to the UT 2019 catalogue, the institution also offers face-to-face tutorials (TTM) and online tutorials (tuton). A tutorial is a study aid service for academic students (Saleha, 2019). In the tutorial, student learning activities are carried out under the guidance of a tutor as a facilitator. There are eight activities for each course, either for face-to-face tutorials or tutoring. In this activity, students are also given assignments/tests whose scores will contribute to the final grade of the course.

Readiness for Independent Learning (Self Directed Learning)

In recent years, self-directed learning (SDL) has become important for adult education. SDL is based on the autonomy and independence of individuals who choose independent learning for their personal development (Gusty et al., 2020). Based on the literature review, the SDL construct is based on the attitudes and values that individuals have towards lifelong learning needs related to their responsibilities in the world of work (Vedia, 2020). However, other opinions say that SDL is related to the formation of social knowledge and learning about social contexts. Research on SDL usually does not take social context into account by focusing too much on individual learning alone (Hiemstra, 1994). (Caffarella, 1993), asking “is SDL possible if knowledge is socially or culturally constructed?”

Many factors influence the growth of independent learning, namely:

1. Open to every learning opportunity, learning is not limited by time, place and age.
2. Having a concept as an effective learning citizen, someone who has a self-concept means that he always has a positive perception of learning and always strives for good learning outcomes.
3. Having their desire to learn, the initiative must come from oneself without being influenced by any party.
4. Have a love for learning and make the learning process a part of his life.
5. Creativity is a person's ability to give birth to something new, both in the form of ideas and actual work, which is relatively different from what has existed before.

6. Have future goals. Someone who has a future orientation will see the future is not uncertain.

(Lutfianawati, Lestari, & Istiana, 2018) found a significant relationship between readiness to learn independently and the tendency of collectivism as well as individualism (individualism). Individual goals and the goals of their cultural group may conflict, thus reducing the advantages of self-directedness. Therefore, Breman suggested that more research on SDL should be conducted with a cross-cultural perspective. (Tahar, 2006) also proposes that SDL research include a socio-cultural perspective (socio-cultural). They also say that the increasing number of postmodern views of self in the SDL will stimulate the idea of the universal individual. By paying attention to the collectivism, individualism and socio-cultural tendencies of adults who become students, adult learning (adult learning) will be more meaningful for learners to develop self-directed learning, both in groups and individually.

UT has trained core tutors to develop students' self-study skills by, for example, making concept maps from BMP. However, it seems that not all tutors observed can guide students to learn independently by developing concept maps. Most of the tutors observed have tried to make students learn during TTM by implementing group discussions, peer tutoring, asking each other questions and so on.

Exam

At the Open University, all exam materials are taken from the BMP or printed modules. So rationally, the more active students study the module, the more subject matter they will master digger. Still, according to theory, the level of student mastery of teaching materials can be seen from the test scores they get (Prawiyogi et al., 2020). Exam questions developed by material experts should measure learning objectives.

Learning outcomes consist of constructs because they cannot be measured directly but must be measured through test instruments. The test is usually given at the time of the exam. In exams, what is usually assessed is cognitive. This cognitive is central to test development. In addition, cognitive is also directly related to curriculum development. So that a clear definition of the objectives that must be achieved (eg what student aviaour is expected after they go through the learning process) must be found (Bloom, 1956). The principles of cognitive categories are known as taxonomy. The most famous taxonomy is Bloom's taxonomy. according to Bloom, B. SThere is six main sections in the taxonomy, namely knowledge, comprehension, application, analysis, synthesis, and evaluation. The six parts of this taxonomy are constructs,

so they cannot be directly measured. Usually, the institution will make a grid of questions for the development of exam questions. These grids usually implement Bloom's taxonomy.

This TTM evaluation research activity, practice and practicum assume that the exam has been made based on a predetermined grid that is the same as the module material development grid. All exam materials are already in the print module. So this evaluation will not look at the test items. Furthermore, for TTM it is considered that a guide that is following the principles to motivate student learning independence has been made.

Performance

Performance in an organization is one element that cannot be separated in carrying out organizational tasks, both in government and private institutions. Performance comes from the language of job performance or actual performance (work achievement or actual achievement achieved by a person or an institution). Indonesian dictionary. The following definition of performance according to A. A Anwar Prabu Mangkunegara said that: "Employee performance (work performance) is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him" (Mangkunegara & Puspitasari, 2015).

According to (Simarmata et al., 2021) Performance is an achievement of certain job requirements which ultimately can be directly reflected in the output produced both in quantity and non-physical. Sinambela. Meanwhile, according to (Mangkunegara & Puspitasari, 2015) Performance is the result of work in quality and quantity achieved by an employee in carrying out his duties under his assigned responsibilities. From his understanding above, it can be interpreted that performance is the result of work that has been done by a person or group of people measured in a certain unit and a certain time.

Factors that affect Performance

Tutors as lecturers/motivators for students must provide the best service to achieve performance. To achieve the desired performance is not easy, many obstacles must be overcome. Several factors influence the achievement of performance, these factors come from the ability and motivation of the apparatus. Based on this, it will be explained as follows: "Factors that affect performance achievement are the ability factor and motivation factor, which are formulated as follows: "Human Performance = Ability + Motivation, Motivation = Attitude + Situation, Ability = Knowledge + Skill" (Mangkunegara, 2007) Based on the above understanding, the apparatus in achieving performance must have the ability and work

motivation. The capabilities of the apparatus can be in the form of intelligence or talent. The motivation of the apparatus is seen through the attitude and conducive work situation because this will relate to the achievement of work performance or the performance of tutors in the UPBJJ UT Banjarmasin environment in providing services to the community.

1. Have all the TTM tutors been trained by UPBJJ to give tutorials under UT rules?

UPBJJ UT Banjarmasin always holds PATUT training every year. In 2019 it was held at the Rattan In Hotel from 19 August – 21 August 2019. In general, it should be held twice for the Pendas and Non Pendas Programs. However, due to time constraints and preparation, it is held once a year and mixed with both the Pendas and Non-Pendas Programs. And tutorial debriefing is done before the tutorial starts. Banjarmasin showed that UPBJJ with a coordinator by BBLBA had tried their best to provide training or debriefing for tutors according to UT rules.

2. Is there a tutorial guide for tutors from UPBJJ?

Tutorial guides exist and are given to tutors during tutoring by UPBJJ with the coordinator of the BBLBA unit. This guide was developed by PAU and disseminated to the BBLBA coordinator through PAU core tutor training. This guide in 2015 contains changes to the implementation of the tutorial in the first and last tutorials. The first tutorial should contain activities that are expected to equip students with independent learning skills such as PTJJ concepts, speed reading, summarizing readings, making concept maps. The last tutorial is an attempt to conclude all the material provided in the tutorial activity and discuss material that has not been discussed or is still difficult for students. In the 2019 Bidikmisi class, there are 2 classes at the UPBJJ office, which are comfortable with AC and LCD. Tutors are generally able to show a tutorial kit that has been validated. The tutors claimed to have received a briefing from UPBJJ including getting a tutorial guide. For classes at the SMPN 1 Banjarmasin location, they found the same thing, all tutors brought a Tutor KIT which had been validated from UPBJJ. But there is still a tutor for the Sharia Banking Management course – EKMA4481 who was found not to have brought the Tutor KIT because the tutor had not received the module.

3. Are tutorial guides for tutors provided to TTM tutors by UPBJJ?

Tutorial guides are provided to tutors and UPBJJ endeavours to collect and validate all tutors' tutorial kits. The tutorial kit that was observed was under the rules, namely, there was RAT and there was SAT for each meeting. Because it is difficult to supervise tutors one by one when carrying out tutorials, some tutors give tutorials that are not under the RAT and SAT that they have made.

4. Does the TTM guide for tutors clearly describe various face-to-face strategies that UT has trained on core tutors?

The tutorial guide was obtained from PAU and contains face-to-face strategies that have been trained and practised during mini-tutorials by the core team of tutor trainers. However, whether these tutor coaches had the opportunity to train and pay attention to how prospective tutors apply face-to-face strategies cannot be observed, only based on the statement of the BBLBA coordinator who is a member of the core tutor coach team at UPBJJ.

5. Does the tutor apply the various TTM suggestions in the guide while doing the work?

From observations, some tutors apply the TTM delivery suggestions in the guide and some do not. Although there have been briefings on the Distance Learning system which expects students to be independent and active in studying BMP, perhaps because most of these tutors work as lecturers in the face-to-face system, there are also many tutors who are still actively lecturing in front of the class such as giving lectures.

6. According to the tutor, can the strategies developed in TTM encourage students to study before attending TTM?

The strategies developed in the TTM can encourage students to study before attending the TTM for non-pendas students who get the aim of mission or who attend the Atpem tutorial. For Pendas students, in general, they want all courses to be taught and tutorial interactions more intensive, that is, from 8 meetings, they hope that all of them cover all the material in the BMP, and do not use them to complete assignments in the tutorial class. Because this is a Bidikmisi class, not a few of the students have studied at home before coming to the tutorial site.

Discussion or Interview

From all the data collected, it can be seen that UPBJJ UT Banjarmasin has been trying to meet the standard of face-to-face tutorial management, especially for the Bidikmisi class. However, due to the limitations of human resources in the city of Banjarmasin, the limitations of the Monitoring rules by UPBJJ, there are still many shortcomings in the implementation of Face-to-Face Tutorials.

Although UPBJJ UT Banjarmasin has ensured that the tutors have been briefed, have validated RAT and SAT, but in the implementation of the tutorial, because not all can be monitored, there are a few tutors who do not carry out the tutorial as standardized so that they get a lower score. from the results of student assessments. A large number of students and tutorial classes spread throughout the province require UPBJJ to implement certain strategies to ensure that all Face-to-face Tutorial processes run according to standards.

CONCLUSION

From the results of the survey distribution and direct monitoring of researchers at the Banjarmasin pokjar as well as document analysis through the results of filling out questionnaires distributed to Bidikmisi students, it appears that there are still some shortcomings in the implementation of Face-to-face Tutorials. Some deficiencies can be avoided if the tutor is disciplined in carrying out the standard operating procedures that have been given to them during the briefing before the implementation of the activity. However, due to the limited ability of UPBJJ to monitor evaluations at the management working group for these activities, there are still tutors who lack discipline, especially in the implementation and reporting of activities. Some drawbacks are difficult to avoid, namely the lack of tutors who meet the requirements who are domiciled in areas near the working group that partner with UT. But for the Bidikmisi class, especially Pokjar Banjarmasin, the courses taught are under their educational background.

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