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**Assessment by Undergraduate Students of Educational Course for
Elementary School Teacher of Universitas Terbuka on the
Performance of Tutors Originated from University vs Non University**

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Abstract

Universitas Terbuka (UT), the Open University of Indonesia has decided that it is a must for its Regional Center (known as UPBJJ) to conduct face-to-face tutorials for the undergraduate students pursuing Educational Course for Elementary School Teacher. These tutorials contribute up to 50 % of the student's final grade.

Due to this huge contribution to the final grade, these tutorials must be managed in a proper manner. One important step that needs to be carefully carried out in organizing good tutorials is the recruitment of the tutors. UPBJJ has been authorized to recruit candidates for tutors not only from universities (*lecturers*), but also from non-universities such as schools or other institutions (*teachers or practitioners*); although lecturers are still the more preferred ones.

At UPBJJ-Bogor (one of 37 UT's Regional Centers), once the candidates have passed the administrative selection process, these candidates will be sent for a training course for tutors. The curriculum of this training course includes: *Introduction to UT and UPBJJ Bogor, Long-Distance Learning System, Tutorial Models, Tutorial Planning Skill, Tutorial Improvement Skill, and Tutorial Evaluation Skill.*

These selected tutors will then be deployed in their assigned study groups. During the tutorial period, tutors' performance will be assessed by their own pupils. By analyzing the feedback from the students, it was found that there is actually no significant performance difference between the tutors from universities (*lecturers*) and those from non-universities: schools or other institutions (*teachers or practitioners*). Hence, in the future recruitment events, UPBJJ Bogor may also enlist its candidates for tutors from non-universities sector: the schools or other institutions.

A. Introduction

Universitas Terbuka (UT), The Open University of Indonesia, has four faculties, namely Economy, Social and Political Sciences, Mathematics and Natural Sciences, and the biggest of all, Faculty of Education. In conducting its programs, UT has established branches in 37 regions in Indonesia, which are called Region Centres. To serve the Faculty of Education's Elementary School Teacher Training Course's students, UT has made it compulsory for its Region Centres to conduct face-to-face tutorials, or better known as "Tutorial Tatap Muka" (TTM). There are 2 types of TTM: "TTM Wajib" or compulsory TTM, and "TTM Atpem" which is an optional TTM based on Students' demand.

"TTM Wajib" is TTM for subjects which have "T" or "Pr" code in UT's catalogue. Region Centre has a duty to conduct this type of TTM because the cost of TTM program has been included in school fee. The word "Wajib" (compulsory) in this context does not mean that it is a must for the students to attend the TTM. In fact, the students who do not attend the TTM Wajib can still graduate in the subjects that have "T" code, if the final exam score is good.

TTM Atpem is defined as TTM for the subjects which have no "T" or "Pr" code in UT's catalogue. Subjects taught in the TTM Wajib, however, can also be taught in TTM Atpem, if the students ask for it. In order to join in TTM Atpem, students must register through any Region Centre and pay TTM cost using payment receipt (TBS – UT). The respective Region Centre will then start conducting the TM Atpem.

In organizing both types of TTM mentioned above, Region Centre is not allowed to discriminate one's system and procedure from the other TTM's. This is simply because each type of TTM will contribute to 50% of the final score of subject.

With regards to the huge contribution that TTM has on the final grade, the tutor's role in a TTM becomes very important. A good tutor is not the one who gives high TTM score but the students' comprehension for the material is low. Instead, a good tutor must be able to facilitate and motivate the students to learn, to master the material taught in TTM, and eventually to apply the acquired knowledge in their daily life/work.

The Region Centre is given the authority to shortlist candidates for tutors according to the requirement set by UT. These candidates may come from either university (lecturer) or non-university institution (teacher, instructor, employee and

practitioner). The candidate coming from university must have a relevant educational background of at least Bachelor Degree (S1 program), and a minimum of two consecutive years of teaching experience. On the other hand, the candidate coming from non-university institution must have at least a Master Degree (S2 program) majoring in the relevant field and at least two years of teaching experience. For convenience, from now on, the tutor coming from university will be referred to as “Lecturer”, whereas tutor coming from non-university institutions will be referred to as “Teacher”.

After selecting and recruiting the candidates based on the need, the Region Centre has to conduct training sessions for these candidates. The training will cover all the materials that have to be mastered by the candidates, such as distance learning system, UT system, tutorial planning, tutorial models, basic competence for tutors, and assessment.

Once these candidates have been deployed as tutors, the next step is for Region Centre to monitor and evaluate tutors’ performance. This is done with the aim to serve the students better.

Bogor Region Centre has been doing well in keeping the things mentioned above to be executed properly. It simply means that all procedures have been closely followed; all data related to the whole program has been well-documented and well-recorded.

The tutors recruited by Bogor Region Centre are lecturers and teachers. They meet the criteria which are pre-determined by UT and have attended UT’s tutor training. However, since the age distribution of the students faced by these tutors would be wide-range and varies every day, it is important to observe whether the tutor’s teaching style is influenced by his/her daily teaching habit. Lecturers are used to teach adult learners and hence, they are required to have andragogical mastery. Teachers are used to meet children and teenagers and hence, they are expected to have pedagogical mastery.

Based on the background above, a research ground was then formulated into the following questions:

1. What type of tutor that can be better accepted by the students of Elementary School Teacher Training (PGSD-S1 program) in UT Bogor? Lecturer or teacher?
2. How to improve the performance of tutors of Bogor Region Centre who worked in 2007.2?

3. What is the priority in recruiting candidates for tutors in the next recruitment session, in term of tutors' origin? Tutors coming from university or those coming from non-university institution?

The research is aim at:

1. Describing lecturer's and teacher's performance in tutorials, based on students' evaluation;
2. Improving tutors' performance who worked for Bogor Region Centre in 2008.1;
3. Giving input to Bogor Region Centre for the next tutor recruitment.

This research is expected to give significant result, namely:

1. Providing a clear description to Bogor Region Centre on the performance of lecturer and teacher that have been selected as tutors;
2. Presenting a point of view on the problems to be increased in tutor performance at Bogor Region Centre;
3. Becoming a reference point for Bogor Region Centre in recruiting tutor candidate in the future.

In order to avoid misunderstanding, the definitions of few operational terms used in this research are provided below.

1. Assessment

Assessment in this research refers to the score/grade issued by the students in tutor evaluation form. This form is distributed by Bogor Region Centre with the objective to gauge tutor performance throughout the tutorial sessions. The score ranges from 1 to 4; 1 means not quite good, 2 means good enough, 3 means good, and 4 means very good. With this system, the performance of a tutor is expected to be clearly measured.

2. Elementary School Teacher Training (PGSD-S1 program) Students

Elementary School Teacher Training (PGSD-S1 program) students refers to the students who attended TTM in 2007.2 registration period, including both scholars and independent students. These students are tutored not only by the tutor who has lecturer's background, but also tutor who has teacher's background.

3. Tutor Performance

Tutor performance refers to tutor's knowledge and skill that can be observed when tutoring and that has been defined into 12 skill points (see the literature review for the details). Each of these 12 points will be observed and judged by the students. Therefore, tutor performance in this research will be shown in the form of judgment scores. It ranges from 1 to 4. 1 means the tutor performance is not good enough, 2 means good enough, 3 means good, and 4 means very good.

4. Tutor from university and non- university institution

Tutor from university refers to tutor of Bogor Region Centre who is currently teaching at the state-owned or private university/college.

Tutor from non-university institution refers to tutor of Bogor Region Centre who teaches daily in Primary School, Junior High School and Senior High School or their equivalent; both state-owned and private schools.

B. Literature Review

There are many tutorial definitions exist, either it comes from state or overseas. But in this research, tutorial definition used is definition from UT itself as authority holder. According to UT, tutorial:

1. is an aid and study guidance program developed by UT that have aim to trigger and spur students' inquiry study process (2006: 35);
2. is a study aid service to the students academically. In tutorial, students' learning activity is done under tutor guidance as a facilitator (2007: 21);
3. is done in eight meetings, 120 minutes in each meeting with three assignments given in third, fifth, and seventh meetings (2007: 21).

Based on UT, a tutor is a person who guides the student, meanwhile a student is a person who is guided or called as tutee (2005: 4). Before doing his job, a tutor in Bogor Region Centre follows a training that contains of observing activity about teaching material and tutorial models, doing instructional or competency analysis, composing Tutorial Activity Plan (RAT), Tutorial Program Unit (SAT), and TTM assignment scored by tutor. Through the training, a tutor is expected to have skill in organizing tutorial. Beside that, the tutor is given ability about distance learning and UT system.

In doing his job, a tutor is demanded to master tutorial basic skills, namely competent tutor, asking, giving reinforcement, doing variation, explaining, opening and closing the tutorial, guiding small group, organizing the class, and teaching small group (UT, 2005: 9 – 16).

Then, performance that must be mastered by a tutor in detail is shown in twelve statements below.

1. Explaining tutorial's objective and the rules to the students.
2. Explaining the usage and relevancy of the lesson to the students to motivate them to learn.
3. Considering students' demand in determining lesson scope that will be tutorial for students.
4. Giving lesson enrichment and explaining important discussion in the lecture lesson in accordance to the scope explained in tutorial opening.
5. Giving an interesting explanation and using variant learning media and relevant example.
6. Using polite language that is easy to be understood.
7. Motivating the students to participate actively in the discussion.
8. Organizing an interesting discussion to make whole tutee active.
9. Giving guideline of students' question so the students get an exact sense.
10. Giving feedback from the result of students' assignments so the students know their strength and weakness.
11. Concluding the lesson summary presented.
12. Mastering the lesson.

The competencies above must be mastered well by the tutor. Mastering them is called performance in this research. By having ability and skill above, tutor of Bogor Region Centre will be judged his performance by the students guided using Tutor Evaluation Questionnaire (First Attachment).

C. Methodology

The research was conducted in a tutorial teaching group of S1 PGSD Bogor Region Centre in which the tutors were teachers and lecturers. The research was

conducted for 8 months since September 2007 until May 2008. The details of the research activities are described in table 1 below:

Tabel 1. Schedule of Research Activity

NO	ACTIVITIES	TIME
1.	Formulating research activity based on the tutorial and mentoring schedule	September 2007
2.	Deciding sample (tutors) to be assessed and Monitoring officer to distribute questionnaire	September 2007
3.	Copying the questionnaire	September 2007
4.	Collecting the data	Oktober - Nov '07
5.	Analyzing the research findings	Desember 2007
6.	Writing the research report and report review	Januari - Feb 2008
7.	Correcting, copying, and submitting the report	Maret 2008

The population of the research consists of all tutors of S1 PGSD Bogor Region working during the registration year of 2007.2. The total number is 144 persons, spreading throughout six Districts (*kabupaten*) and town (Kota) in Bogor Region Centre (*Kabupaten dan Kota Bogor, Kabupaten dan Kota Sukabumi, Kabupaten Cianjur, dan Kota Depok*).

The sample of the research is tutor of S-I PGSD Bogor Office working during the registration year of 2007.2 in tutorial groups which the tutors are lecturers and teachers, the total are 104 persons; 36 lecturers and 68 of them are teachers. Lecturer serves as tutor, tutoring compulsory TTM. Teacher serves as tutor, tutoring TTM Atpem.

The data about tutor is collected from the students participated in TTM S1PGSD Bogor Region Centre during the registration year of 2007.2, both the participants of compulsory TTM and those of TTM Atpem. Students whom are asked to fill out the tutor evaluation questionnaire are those whose tutors (lecturers and teachers) are actively giving tutorial. The appointed judging students of some sort is done for the importance of the research. The distribution and the filling of the questionnaire are done at the third session or after. It is because, at the third tutorial session, the twelve

skills which will be assessed are supposed to be fully exercised. Instrument used in collecting the data is Tutor Evaluation Questionnaire (*Appendix 1*).

- 1) The data consists of scores of all tutor's skills in giving tutorial. The activity started from the beginning of October until the beginning of November 2007.

The data collected in the form of scores is then analyzed using Microsoft-Excel program and given a title of the Analysis of Tutor Evaluation Questionnaire (*Appendix 2*).

Every score from tutors' skills is calculated to find the means and the standard deviation. The net scores are then converted to quality score (A, B, C or D). A disposition will then be generated by interpreting the quality score. This disposition will eventually be used as a reference in the next semester's tutor recruitment.

The interpretation of the score can be described as follows.

1. Score of knowledge and skill

- 1) Score 1 : Poor
- 2) Score 2 : Good enough
- 3) Score 3 : Good
- 4) Score 4 : Excellent

2. Interpretation of the quality score

- 1) Score 0 - 2 : Poor
- 2) Score >2 - 3 : Good
- 3) Score >3 - 4 : Excellent

3. Disposition

- 1) Poor : correct it
- 2) Good : improve it
- 3) Excellent : keep it up

4. Recommendation

- 1) 0 - <2 : will not be recruited for the next semester
- 2) 2 - <3 : recruited for the next semester but need to join the training
- 3) >3 - 4 : recruited

The data is then analyzed through the following steps:

- 1) The data is categorized into data of lecturer tutor and teacher tutor;
- 2) Data from each group is analyzed based on the scores of the skills;

- 3) Data from each group is classified based on the interpretation of skill's score; Good, good enough, good, excellent;
- 4) Data from each group is arranged based on the disposition; the skills that need to be corrected, improved, and keep it up;
- 5) Data from each group is compared to each other;
- 6) The group with the average performance score significantly higher is decided as tutor group who has good score based on the assessment given by the students;
- 7) The group in number 6) will be recommended to be recruited again in the next semester's tutor recruitment event;
- 8) The group with significantly low performance score will be decided as tutor group which has poor performance based on the assessment given by the students;
- 9) The group in number 8) will be recommended in a limited manner for the next semester recruitment due to the number of the tutor available and the accessibility of the site.

D. Discussion

Performance	Tutor Lecturer				Tutor Teacher			
	Score	Interpret	Disposition	Recommendation	Score	Interpret	Disposition	Recommendation
Explaining the Tutorial purpose and the rule the students	3,03	Excellent	Keep it up	Recruited	2,84	Good	Improve it	Recruited, training
Explaining the advantages and subject material relevance for students to motivate students in learning	3,05	Excellent	Keep it up	Recruited	2,87	Good	Improve it	Recruited, training
Concerning students request in setting the material scope which will be tutorialized to the students	2,74	Good	Improve it	Recruited, training	2,64	Good	Improve it	Recruited, training
Giving material enrichment and explaining the important discussion subject material based on the topic explained in the opening of the tutorial	2,95	Good	Improve it	Recruited, training	2,78	Good	Improve it	Recruited, training
Giving material in an interesting way and using various of teaching methods and relevance example	2,74	Good	Improve it	Recruited, training	2,73	Good	Improve it	Recruited, training
Using appropriate language and understandable	2,8	Good	Improve it	Recruited, training	2,84	Good	Improve it	Recruited, training
Motivating students to be actively participate in the discussion	3,16	Excellent	Keep it up	Recruited	2,88	Good	Improve it	Recruited
Managing discussion interestingly so that everyone could participate actively	2,79	Good	Improve it	Recruited, training	2,6	Good	Improve it	Recruited, training
Giving instruction to the students questions so that the students could get an appropriate understanding	2,5	Good	Improve it	Recruited, training	2,51	Good	Keep it up	Recruited, training
Giving feedback for the students assessment result so that students could notice his/her weaknesses and strength	3,25	Excellent	Keep it up	Recruited	3,04	Excellent	Improve it	Recruited
Giving conclusion for the material essence	2,87	Good	Improve it	Recruited, training	2,7	Good	Improve it	Recruited, training
Mastering the material	2,94	Good	Improve it	Recruited, training	2,74	Good	Improve it	Recruited, training

■ : the difference performances, but not significant

■ : should be emphasized in the next tutor training

E. Conclusion and Suggestion

Based on the result of the discussion above, it can be concluded as follows:

- 1) There is no significant difference in the performance of lecturer tutor and teacher tutor.
- 2) There is a common weakness that needs to be improved, both in lecturer tutor group and teacher tutor group, that is in "giving clear explanation/answer to students' question so that the students can get a good understanding."

Based on the conclusion above, the researcher suggests the authorized party in Bogor Region Centre to consider the following points in recruiting tutor candidate in the future:

- 1) Lecturer and teacher who have the academic background relevant to TTM study subject in Program S I PGSD UT can be recruited as TTM tutor.
- 2) The tutor training session should emphasize on the importance "giving clear explanation/answer to students' question so that student could get proper understanding" as one of the tutor supporting performance.

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Appendix

TUTOR EVALUATION QUESTIONNAIRE FILLED BY STUDENTS

Registration period.....

In order to increase the quality of tutorial, we truly appreciate if you could assess our tutor based on the characteristic performance of tutor listed below. We expect that your assessment is limited only to the registration period as stated above. Put checklist (V) on the appropriate box.

Tutor's Name :
 Subject :
 SKS (Academic Unit) :
 UPBJJ (Region Unit) :
 Kabupaten (State District) :
 Teaching Group :

Assessment score:

- ❶ "Poor"
- ❷ "Good enough"
- ❸ "Good"
- ❹ "Excellent"

No	Tutor Characteristic	Assessment			
		1	2	3	4
1	Explaining the Tutorial purpose and the rules to the students				
2	Explaining the advantages and the relevance of the subject to the students in order to motivate them in learning				
3	Paying attention to the students' request in setting the scope of the material to be covered in the tutorial.				
4	Giving material enrichment and explaining the important points to be discussed, based on the scope presented in the opening of the tutorial				
5	Teaching the materials in an interesting way and using various teaching aids and relevance examples				
6	Using a simple and appropriate language				
7	Motivating students to actively participate in the discussion				
8	Managing discussion interestingly so that everyone could participate actively				
9	Giving clear explanation/answer to students' questions so that the students could get the complete understanding				
10	Giving feedback to the students based on their assessment result so that students can be aware of his/ her weaknesses and strength				
11	Giving conclusion or summarizing the essence of the materials learned				
12	Mastering the material				
Total Score					
Average score					

Write down other things that need to be improved:

If you are willing to be further contacted, write your name and phone number:

Name	
Phone number	

Thanks for your participation in filling out the questionnaire. Your suggestion is very valuable for the improvement of the tutorial service in the future. Please return this evaluation questionnaire to the UPBJJ through your teaching group manager after the tutorial session is over.