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OPEN EDUCATION IN HUMAN RESOURCE DEVELOPMENT IN ASIA'S PERIOD OF INTEGRATION

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THE EFFECTIVENESS OF SUPERVISION OF TEACHING QUALITY IMPROVEMENT (TQI) COURSE FOR EARLY CHILDHOOD EDUCATION (ECE) PROGRAM IN UNIVERSITAS TERBUKA

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Abstract

ECE program in Universitas Terbuka (UT) is held for early childhood teachers who want to improve their qualification to graduate degree. One of the courses that must be taken for ECE program students is TQI, to sharpen teacher's teaching competencies. TQI is one of the subjects that provided face to face tutorial. TQI tutorial pattern in ECE program in UT is very distinctive than other TQI tutorial pattern in face to face university. This study aims to determine the effectiveness of teaching practice guidance in TQI courses in the ECE program at UT. This research was conducted in UT area in West Java (Jakarta, Serang, Bandung, Bogor city) for 2017 semester.2, September-October 2017. The method used is survey method, with questionnaires instruments and observations for students. Collected data were analyzed descriptively and quantified to explain the results of the study easily. This study concluded that the overall effectiveness of TQI supervision is good enough, but still needs to be improved, especially in terms of: understanding of the TQI guidebook (58%), application of the provisions of the TQI guidebook in the field (38%), selection of supervisors based on criteria (50%), and supervisor guidance in reflection preparation (67%). Suggestions given based on these findings are the need to improve the effectiveness of TQI guidance in terms of: understanding the content of the TQI guidebook, selecting TQI supervisors according to criteria, and understanding the task as a TQI supervisor especially in guiding students in teaching practice and writing reflection.

Keywords: Teaching Quality Improvement, Effectiveness, Teaching Practice.

1. INTRODUCTION

TQI is one of the courses in the ECE program at UT that gets face-to-face tutorial assistance services. Subjects that receive face-to-face tutorials on the ECE program at UT are based on the following 3 criteria: (1) the subject is a core competency course, (2) courses that require practice, (3) courses that have a high level of complexity [1]. TQI is a course that does not require a written examination but requires the practice of teaching and writing reports.

One of the stages in the implementation of the TQI tutorial is the teaching practice guidance by the supervisor. Through guidance, TQI is expected to be more directed so that students can carry out TQI assignments optimally. The pattern of TQI coaching in UT is very typical, different from the tutorial pattern of TQI courses in face to face university. The pattern of student work assignments during the TQI tutorial is called a repetitive layered pattern, starting from preparing a daily learning plan (DLP), teaching practice followed by feedback from the results of reflection and discussion with supervisors, improving daily learning plans and doing teaching practice again based on improved planning. The teaching practice is carried out for 8 times in kindergarten where students teach. In addition, ECE-UT students are fresht graduated from high school, but they have become kindergarten teachers for at least 1 year. Because of the type of guidance pattern in the practice of teaching TQI courses to students and ECE-UT student input that is different from other universities, it is necessary to do

research. Therefore, the problem in this study is the effectiveness of guiding the practice of teaching TQI courses in ECE-UT study programs, with the following research questions: (1) how is the effectiveness of using TQI guidebooks for ECE-UT students? (2) how is the effectiveness of implementation teaching practice guidance for students of ECE-UT ?, (3) how is the effectiveness of guidance for ECE-UT students in reflecting teaching practice?

1.1. Effectiveness

The effectiveness of a method or pattern means the use of the method or pattern in learning activities. This effectiveness can be seen, among others, through student learning outcomes after the method or pattern is applied in a learning activity [2]. Effectiveness means a condition that shows the extent to which something that is planned can be achieved. The more plans that can be implemented, the more effective the activity is. In the field of education, effectiveness can be viewed in terms of teaching the teacher and in terms of student learning. To find out the effectiveness of teaching teachers and student learning can be done by measuring things related to the implementation of the teaching and learning process, including the readiness of teachers in teaching and student achievement and the process of teaching implementation [3]. Effectiveness is part of the general program evaluation process. Program evaluation is usually used to find out how the goals and policies that have been determined can reach the goal [4]. Rutman said that the evaluation of a program includes three things: economics, efficiency of implementation and effectiveness of achieving goals. The effectiveness of achieving the goal is how far the achievement of the program as determined [5].

1.2. TQI Guidance

The implementation of TQI guidance in the ECE-UT Program is arranged as follows: (1) There are 8 TQI tutorial meetings, with 8 daily learning plans (DLP) that must be designed and implemented by students, (2) The first meeting begins with the orientation of TQI courses, (3) The second meeting contains an explanation of the preparation of the DLP and the practice of preparation of DLP, basic teaching skills, and simulation of the application of basic skills in teaching in learning. Then, the students were given the assignment of writing the DLP which would be practiced in their own class, (4) the 3rd, 4th, 5th, 6th, 7th and 8th tutorial meetings to review, DLP revisions and self-reflection after teaching practice. The review and revision included the experiences of students during the teaching practice and reflection on the learning that had been done, carried out in repeated layers. That is, each learning plan is completed thoroughly (compiled, discussed, revised, implemented and re-discussed) before developing the next learning plan. In the 8th tutorial meeting, in addition to reviewing and revising DLP that had been written and implemented through reflection activities, students were also asked to make a written report on the implementation of TQI [6].

Teaching practice is carried out in kindergarten students on school days not during tutorial meetings. Students practice teaching with supervisor guidance. In addition, students also write self-reflection for every teaching practice they do. Although there are teaching practices that are not monitored by supervisors, students need to include DLP and the results of self-reflection in the TQI report as evidence of teaching practice.

2. METHODOLOGY

This study used descriptive analytical method, with the type of education survey which is usually widely used to solve educational problems including the importance of education policy formulation. So in this case the survey did not test the hypothesis [7].

The main instruments used in this study were questionnaires and observations. Questionnaires in the form of closed questions were given to the 5th and 6th semester students of the ECE-UT program.

The criteria for selecting students were carried out with the assumption that the TQI tutorial was held in the 5th semester, so students in semester 5 and 6 had experienced the implementation of TQI guidance. Meanwhile, observations were made by observing the implementation of TQI guidance activities in several UT learning services units (UPBJJ) that have been determined to get complete information about the effectiveness of TQI guidance, as well as observations of various documents that should be prepared during TQI guidance activities.

The population in this study were all ECE-UT program students who were in semester 5 and 6 in September-October 2017 in Indonesia in western Java (Jakarta, Serang, Bandung, Bogor). Whereas for observation by doing sample 1 tutorial class for each service unit (UPBJJ).

3. RESULTS AND DISCUSSION

The steps taken in collecting data in this study are as follows: (1) developing research instruments in the form of questionnaires and observation guidelines on the implementation of TQI guidance in the ECE-UT program, (2) validating and testing instrument questionnaires and observation guidelines, (3) revising the results of instrument testing and observation guidelines, (4) distributing questionnaires to students and observing TQI guidance on ECE-UT, and (5) Making data tabulations from the results of questionnaires and observations, then interpreting them.

The collected data were analyzed descriptively, and simple quantification was carried out to more easily explain the results of existing data collection. Data in the form of questionnaires collected were 253 sets with details: Jakarta 34 sets, Serang 37 sets, Bandung 48 sets and Bogor 134 sets.

3.1. Use of The TQI Handbook

The TQI guidebook is distributed to students at the beginning of the semester with the hope that it will be read and learned soon. The results of the questionnaire from the use of the TQI guidebook by students can be seen in the following table.

Table 1. Use of the TQI Guidebook by Students

No	ASPECT	Answer (in %)		
		Good	Fair	Poor
1.	Have a TQI guidebook	75.9	0.0	24.1
2.	Get a TQI guidebook before TQI guidance is implemented	75.5	0.4	24.1
3.	Read the TQI guidebook completely	68.0	5.1	26.9
4.	The TQI Handbook is easy to understand	58.5	15.4	26.1
5.	The contents of the TQI guidebook can be applied in the field	38.3	30.8	30.8
6.	The implementation of TQI guidance is carried out in accordance with the TQI guidebook	72.3	9.5	18.2

Based on Table 1, it is known that the TQI guidebook is still quite difficult to understand by students. This can happen because the description in the book is quite dense, there are not many examples/illustrations so that students who have read can not immediately understand the guidebook. In connection with the interest in reading textbooks for students, the factors of age and maturity influence student interest in reading, while academic levels have less influence on reading interest. Senior students have a higher reading interest than junior students [8]. But for UT students, this is

difficult to identify because to become an UT student is not limited to the age or year of graduation from high school. So it is possible that semester 1 students are much older than their 8th semester students.

The ability to read the TQI guidebook from ECE-UT students which has not been too good is shown by only about half of the students who understand what he is reading. This is consistent with research on literacy culture which states that reading activities are carried out because there are 60% of the tasks related to the subject, and 11% of the pleasure of reading. Furthermore, it is said that the cultural constraints of literacy originating within students are usually lazy, lack of motivation, unfocused, tired and saturated [9].

Textbooks for students have certain criteria. One of them is about illustration. Writing textbooks should pay attention to aspects of the relationship between images and reading texts. The picture must be able to explain and make it easier to understand the reading text. The images in the textbook have several conditions, namely: relating to the main information in the reading text, accommodating the discussion material as a whole, and the selected image should be similar to the original object [10]. The availability of this illustration can explain the low level of student understanding of the TQI guidebook, because in the TQI guidebook there are only a few illustrations. In addition, illustrations in textbooks must also meet size standards. One suggestion in the development of teaching materials is that some of the images need to be enlarged, so that they are clearer and easier to read [11]. This suggestion also seems to apply to the TQI guidebook.

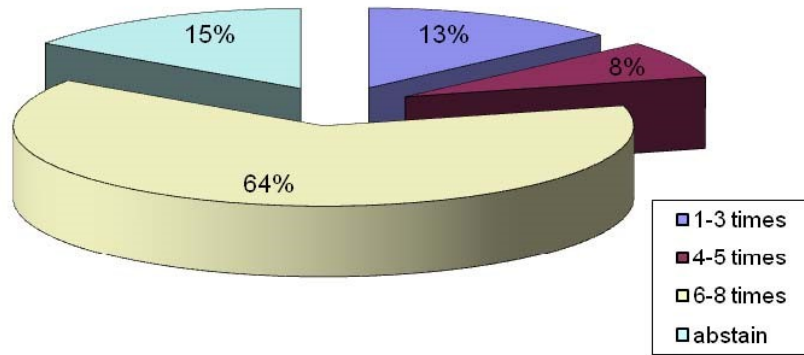
3.2. Effectiveness of Teaching Practice Guidance by Supervisors

Questions about the effectiveness of implementing teaching practice guidance can be described in the following table.

Table 2. Implementation of Teaching Practice Guidance by Supervisors

No	ASPECT	Answer (in %)		
		Good	Fair	Poor
1.	Doing teaching practice in kindergarten.	94.5	0.0	5.5
2.	Assessed supervisors when teaching practice in class	88.5	4.3	7.1
3.	Supervisors are from kindergarten where students teach	50.2	6.7	43.1
4.	Get input and advice from the supervisor	90.5	3.6	5.9

Based on Table 2, it is seen that in general supervisors have carried out their duties, especially in guiding teaching practices and providing input to students. However, in terms of the amount of guidance provided, it turns out that only around 60% of supervisors guide up to 8 times the teaching practice according to the rules. There are still 13% supervisors who do guidance only 1-3 meetings. So students do not get optimal guidance from the supervisor. This fact is in accordance with that found in South Africa, that other respondents expressed negative experiences regarding their mentors. These respondents indicated that they did not get any support from the the schoolbased mentors [12]. The lack of optimal guidance from the TQI supervisor will be very burdensome for students because the assignments of the TQI course are quite complicated so that it needs guidance from supervisors intensively. This can be seen in the following graphic.



Graphic 1. Frequency of guidance by supervisor.

In addition, from Table 2 it can be seen that only half of the supervisors came from the kindergarten heads where students taught. According to the rules of the TQI course, the supervisor is the head of the kindergarten or senior kindergarten teacher who is in kindergarten where students teach. This is based on the assumption that the head of kindergarten has expertise that is relevant to the skills that students must learn, and the head of kindergarten generally has a longer teaching experience than students. If the supervisor comes from another kindergarten, the kindergarten head must leave his kindergarten where he is assigned to guide students 8 times. So it is natural that guidance cannot be done effectively up to 8 times according to the rules set.

Basic teaching skills are special skills, so supervisors must also be selected from senior teachers who have these skills. Research on the implementation of teaching practices in remote and rural areas in Indonesia shows that problems identified as the low performance of supervisory officials and partnership schools in guiding student teachers in developing didactic materials for both practicum and final exam [13]. It turned out that in 2017 when this research was conducted, the problems that occurred were still the same, and even occurred not only in remote and rural areas, but also in urban areas. As in Table 2, it appears that only 50% of supervisors are from the same kindergarten.

The implementation of guidance in the practice of teaching in the field is largely determined by the presence of supervisors. This is also affirmed by Rhamayanti (2018) which states that not only tutors and principals have the task of implementing teaching practice, but teachers as supervisor who are the most important people in guiding students when teaching in the classroom [14].

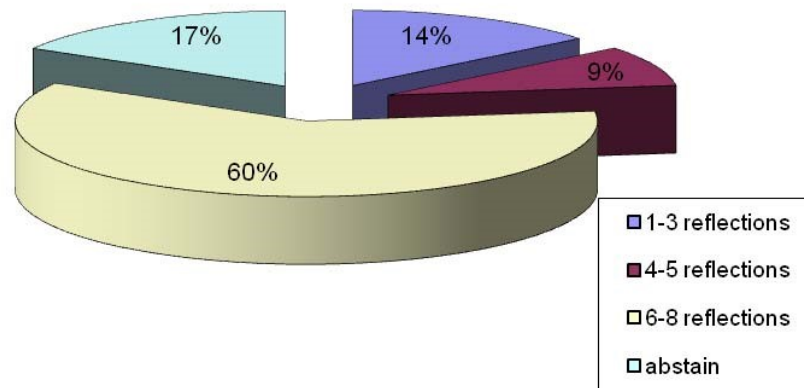
3.3. Effectiveness of Reflection Preparation Guidance

After finishing teaching practice, students are assigned to write reflections for the improvement of subsequent teaching practices. The results of the questionnaire about the effectiveness of guidance on students by supervisors in arranging reflections can be seen in the following table.

Table 3. Supervisor Guidance in Reflection Writing

No	ASPECT	Answer (in %)		
		Good	Fair	Poor
1.	Having difficulty writing reflections	68.4	8.7	22.9
2.	Guidanced by the supervisor in writing reflections	66.8	8.3	24.9

In connection with the ability of students to write reflections for teaching practices that have been done, can be seen in the following graphic.



Graphic 2. The Number of Reflections Written by Students.

The obligation of students should be to write 8 reflection sheets according to the number of teaching practices carried out. However, based on diagram 2 above, it can be seen that only around 60% of students write reflection sheets according to the rules. Based on Table 3, it is generally seen that students still have difficulties in writing reflections. This is related to guidance from the supervisor. Ideally, reflection writing can be developed through a variety of strategies, namely: not only through classroom learning, but also the assignment of writing essays and reflective reading reports. Through reflection, students are not only able to associate new knowledge and experience gained in classroom learning with their daily realities but also plan for a better future []. The reflection that ECE-UT students have to write after implementing teaching practice is actually very simple. The reflection consists of only five main thoughts, including: (1) What is the reaction of the child to the learning activities that I do? ((2) Overall what are my weaknesses in the learning activities that I have done ?, (3) Overall what my strength in learning activities that I have done ?, (4) What unique things did I encounter in learning activities? and (5) After knowing my weaknesses and strengths, what would I do to improve the quality of the next learning? [6]. The five main thoughts that need to be discovered when this reflection is in accordance with the theory of strategy in writing reflections which include: (a) identifying/describing the problems/situation, (b) analyzing and interpreting the causes/reasons, (c) getting overall meaning and application, and (d) getting solutions or ways to prevent [16].

In addition to feeling difficult when writing reflections, it turns out that not all students have written a complete reflection. This means that reflection writing is not yet a requirement for these students to improve their teaching practices, but only to fulfill their assignments. In fact, other research shows that teacher's self-reflection contributes significantly positively to professional behavior and efforts to develop professionalism [17].

4. CONCLUSIONS AND RECOMMENDATIONS

4.1. Conclusion

Based on the results and discussion above, it can be concluded that the implementation of TQI mentoring for ECE Program students in UT in western Java is good enough, but it still needs to be improved effectiveness, which is indicated by the following findings. First, in terms of the effectiveness of using the TQI guidelines for the implementation of TQI guidance, some students still do not understand the TQI guidebook, and students find it difficult to implement the TQI guidebook in the field. Second, in terms of the effectiveness of the implementation of teaching practice guidance, some

supervisors have not carried out the guidance 8 times according to the provisions, and some supervisors do not come from the head of the kindergarten. Third, in the effectiveness of reflection writing guidance, supervisors do not provide guidance in writing student reflections so that students find it difficult to write reflections.

4.2. Recommendation

Based on the above conclusions, the following recommendations are given. First, the TQI supervisors are expected to: (1) study seriously the rules in the TQI guidebook so that they can explain well to students, (2) give special attention to reflection writing guidance, (3) if the supervisor does not come from a child's educational background, is expected to learn first the specificity of learning in kindergarten in order to be able to serve and answer student questions properly. Second, to students, it is expected: (1) study the contents of the TQI guidebook carefully and ask questions that are poorly understood by the supervisor, (2) carry out all the tasks in the TQI subject according to the provisions as well as possible. Thirdly, the UT learning service units in various regions (UPBJJUT) are expected to: (1) coordinate the implementation of TQI guidance with supervisors, (2) distribute the TQI guidebook to students before the tutorial process is carried out so that students have the opportunity to learn it first. Fourth, the ECE-UT Program is expected to: (1) revise the TQI guidebook especially on matters that are very difficult to implement in the field while still considering the academic aspects, and (2) conducting a study on the implementation of TQI in other areas to get input comprehensive in order to improve TQI guidance.

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