AGENDA
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INNOVATION OF COMPETENCY DEVELOPMENT FOR ACCELERATING TUTOR PERFORMANCE AT UNIVERSITAS TERBUKA THROUGH TUTOR ACCREDITATION PROGRAM (PAT – UT)

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Abstract

Face-to-face tutorial (Tutorial Tatap Muka-TTM) within distance learning emerges to be one of fundamental forms of academic assistance that guides students to understand subject matter (or content knowledge) at deeper levels and to implement self-study methods at the same time. Tutors have a variety of core duties and responsibilities, in addition to imparting information to students and managing student behaviors. These include lesson-planning in the form of a concept map, RAT and SAT, carrying out evaluation models and organizing tutorial tools and equipment. In the ideal scenario, tutors are consistent to implement classroom management plan from the beginning to the end of tutorial activities. Tutors are also called upon to provide feedback and complete document submission regarding the tutorial implementation. A wide array of tutor strategic models is available; some have succeeded, and others are of no avail. Innovation in distance learning paradigms, therefore, should be at the forefront of knowledge, skills and attitudes that will equip tutors with the competencies necessary to succeed in the tutorial implementation. The present study seeks to highlight this innovation framework to evaluate the effect of tutor accreditation program on tutor performance at Universitas Terbuka. Data are collected from questionnaires that involve 60 respondents and are processed using a linear regression approach. Result indicates tutor accreditation program potentially and effectively serves the necessity for accelerating tutor performance in face-to-face tutorials, which include components that correspond with lesson-planning, evaluation, tutorial equipment, tutorial activities, and document submission.

Keywords: tutor accreditation, tutor performance.