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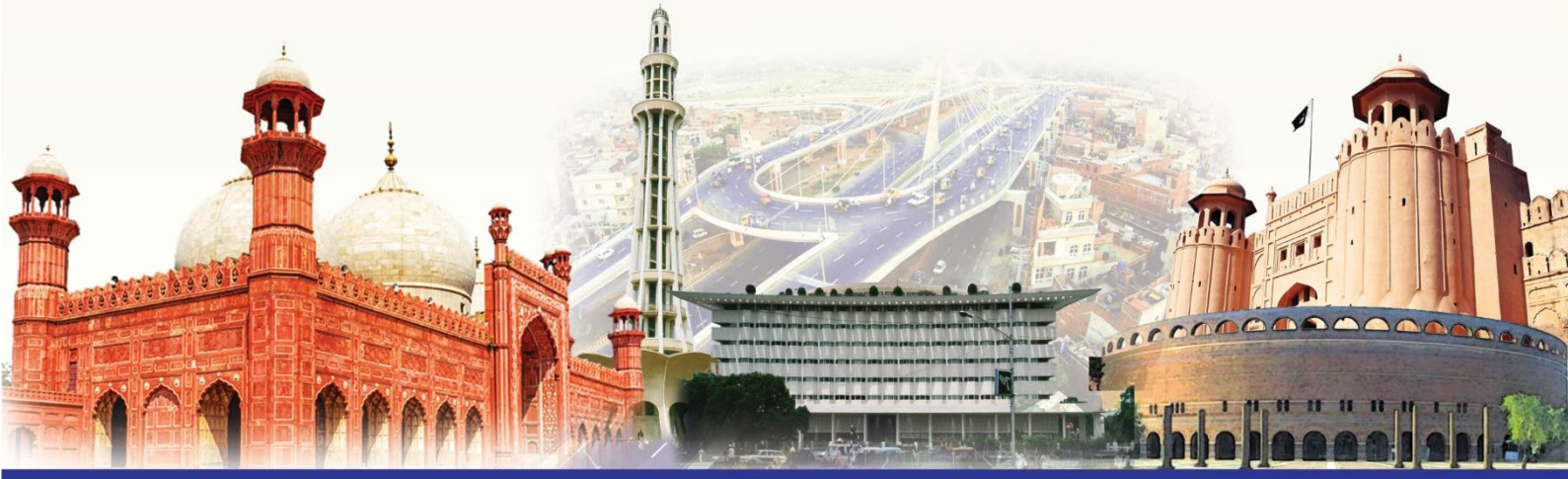

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PROFESSIONAL COMPETENCE AND AFFECTIVE COMMITMENT FOR THE IMPROVEMENT OF TUTOR PERFORMANCE IN DISTANCE EDUCATION WITH INFORMATION COMMUNICATION TECHNOLOGY AS A MODERATOR VARIABLE

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Abstract

The nature of recent education landscape, particularly on a tertiary level, is going through a significant period of dramatic shift. Information Communication Technology or ICT-enabled platforms alongside the multitude of developments in educational praxes on a global scale are increasingly emphasizing the notion of openness on a massive scale. Sharing paradigm that emerges as an immediate impact of technological advancement has given rise to new orders and demands for massive, open, mobile, ubiquitous and personalized digital education. In light of technology-driven social change that navigates toward globalized era, the world is becoming seemingly limitless in a sense that it promotes mass communication and quick dissemination of information that connects global audiences at the same time from different places—thus, putting enticing opportunities in global education at their fingertips. The overabundance of information, in turn, calls for a technology-based tool to access, disseminate and utilize the information, namely ICT. Within ICT framework, the present study conceptualizes a scheme that highlights the improvement of tutor performance in open and distance environment on account of such factors as professional competence and affective commitment.

Data is gathered from questionnaires that deal with 34 tutor respondents at UPBJJ-UT of Makassar in 2019.2 and is processed using moderated regression analysis (MRA). The results show that 1) professional competence, affective commitment and tutor performance fit into a very a good condition; 2) there is a significant effect (both partial and simultaneous) of professional competence and affective commitment on tutor performance; and 3) ICT can moderate a positive effect of professional competence and affective commitmen on tutor performance. The implication lies on the efforts of maximizing the effect of professional competence and affective communication in improving tutor performance. ICT plays a role so vital in education that the improvement of ICT competence is necessary for all tutors of Universitas Terbuka (Open University).

Keywords: professional competence, affective commitment, ICT, tutor performance

Introduction

The success of an organization is heavily determined by the individual performance of human resources. The performance of human resources becomes the key barometer of an organization to achieve all organizational goals and target in a given period. Good performance is one of organizational target to achieve high work productivity. Achieving good performance is influenced by the good qualities of human resources (Umam, 2012). According to Mangkunegara (2009), the performance of human resources constitutes the work outcome in quality and quantity achievable by an employee in carrying out his or her job in accordance withthe given responsibilities. The core of human resource development is professional competence and affective commitment. Affective commitment will make employees persist longer to be the integral part of an organization. Research results on affective commitment and human resource performance include Parinding (2015) who reveals that affective commitment has a significant positive effect on human resource performance. Similarly, Taurisa (2012) shows the significant positive effect of affective commitment on the performance of human resources.

Within the context of higher education landscape, information technology is necessary to support the administrative operational actitivities and teaching-learning processes. With the use of advanced technologies, the institutional performance accelerates and the outcomes enhance. A multitude of benefits that come from technological use are obvious in education. Universitas Terbuka (Open University) as a pioneer of distance education has applied distance education technologies with advanced media with a recognition on national and international scale. This study aims to analyze the role of ICT in moderating the effect of professional competence and affective commitment in efforts to improve tutor performance in distance education.

Literature review and hyphotesis development professional

Competence.

The term professionalism refers to a set of skills in performing a taks to gain optimal outcome. Sitorus and Wijaya (2016: 103) claim that professionalism is an important individual attribute without the understanding of whether the job is a profession or not. Fujianti (2012: 818) states that professionalism in its terminology standpoint refers to several meanings. First, professionalism means a skill, having a certain qualification, being experienced based on one's area of skill. Second, professionalism refers to a standard of a job, i.e., the moral principles and professional ethics. Third, professionalism refers to morality.

Lecturers or tutors as professional educators must have a skill in their area of expertise to perform a task in accordance with their professional standards and professional ethics. In Article 4 Paragraph 4 on the Law of Republic of Indonesia Number 14 of 2005 on Teachers and Lecturers, professionalism is defined as a job or an activity performed by an individual which becomes the source of income that requires skill, expertise and competence that meet the quality standards and certain norms as well as professional education.

Abeng (1997, in Permanasari, et al., 2014) explains that professionalism relates to certain aspects of knowledge, skill and attitude. These three aspects are equally important to serve as a foundation to build professional quality. Hall (1968, in Kalbers & Fogarty, 1995) classifies five concepts of professionalism, i.e., (1) community affiliation, (2) autonomy demand, (3) belief in self-regulation, (4) professional dedication, and (5) social obligation.

Affective commitment.

Commitment is a willingness to adjust behavior with organizational need, priority and goals. Organizational commitment is related to the extent to which individuals wish to persist in an organization and embrace organizational goals. John Wiley & Sons, Inc. (2010, in Fauzan and Sumiati, 2015) explain that individuals with high organizational commitment take pride in becoming a member of an organization and are willing to work with high performance for the organization.

Odoch & Nangoli (2014:166) define organizational commitment is a force resulting from individual identification and engagement in certain parts of an organization. Organizational commitment can also represent a form of organizational loyalty in achieving organizational objectives. High organizational commitment will result in optimal performance. The measurement of organizational commitment according to Allen & Mayer (1990, in Ras, 2016: 4) includes: (1) affective commitment, emotional engagement, identification and engagement in an organization. In this sense, individuals want to be in an organization because of their own willingness; (2) sustainable commitment, i.e., individual commitment based on the consideration about what to sacrifice when leaving an organization. In this sense, individuals decide to persist in an organization as a result of need fulfillment; and (3) normative commitment, i.e., individual belief in organizational responsibilities, that is, individuals persist in an organization because of the obligation to be loyal to the organization.

Information and communication technology in tutoring process.

Though distance students are called upon to be independent in solving their problems and self- regulate their own learning, distance education institutions are still obliged to provide learning support systems. Belawati in Adnan (2007) explains that learning support systems for distance students represent any support given to students so that their learning processes can be well organized from registration to examination. In a narrow sense, learning support systems are given by education provides to students for learning instructional materials or assisting them in learning processes. The type of service that assists student in the comprehension of instructional materials is tutoring.

Online tutoring is Internet-based or web-based tutoring, offered by Universitas Terbuka through Internet network. Tutorial takes place at Universitas Terbuka and UPBJJ-UT (Distance Learning Program Unit-Open University). Tutoring provides six to eight initiation materials including three assignments over the course of tutoring period. The cost of material development and tutoring implementation is charged to the faculty budget and UPBJJ-UT, while students bear the cost of Internet access. Specifically, the implementation of online tutoring aims to optimize the use of Internet network and ICT to provide learning support to students, enable distance learning process that is accessible through Internet and provide alternative choice for students who have access to Internet network to obtain optimal learning support systems. The advantage of online tutoring is that students and tutors can interact in a quick fashion so that students can immediately receive feedback from tutors regarding the substantial cores of a given course. The disadvantage of online tutoring is the socioeconomic challenge that only students in urban areas who are technologically equipped can use online tutoring in an optimal manner. It is important to note that the ICT cost required to perform online tutoring is quite low compared to the numerous benefits they can obtain.

Tutor performance.

Performance is the degree of achievement of a task in an organization. Rivai (in Wardhani, 2017) explains that performance manifest in real behavior. According to Schermerhorn (2003), there are five factors to observe organizational and individual performance: knowledge, skill, ability, attitude and behavior. Ability and skill are individual factors of each employee. Higher competence, ability and skill among the employees will affect how they achieve their job performance.

To become educators (those that deserve teacher certification), they must demonstrate their abilities through test to examine knowledge and ability in explaining materials (Arends, 1989). One's competence to become a

teacher no longer focuses on subject-matter mastery, particularly for a classroom teacher.

There are five dimensions in the variable of tutor performance, i.e., 1) tutoring preparation that includes tutoring plan, material and assignment preparation, 2) subject-matter knowledge as a material given to students to assist them in material comprehension, 3) tutor ability in material presentation 4) tutor ability in communication and interaction with students to motivate them in tutoring process and learning process, and 5) tutor discipline in performing tasks such as the use of time management to implement tutoring efficiently, assigning tasks based on schedules, and timely grade announcement.

Methodology

Research Design.

The study is designed in a survey, i.e., analyzing facts and data that support necessary information for supporting the discussion of the study, solving and answering the substantial problems of interest. The approach of the study is quantitative, dealing with methods to examine certain theories by examining relations between variables. The study takes place at UPBJJ-UT of Makassar.

Data Collection Technique.

Data collection is performed to obtain information necessary for achieving research objectives. The data of the study include data on professional competence, affective commitment, ICT and tutor performance. Data collection uses online questionnaires.

Participants.

The population of the study includes all online tutors 2019.2., 50 of whom become the sample through purposive sampling with criteria that tutors have participated in online tutoring for a minimum of 2 years and have earned tutor-training certification.

Instrument

The instrument of the study is questionnaires on a 5-point Likert scale (1 = completely disagree, and 5 = completely agree). The following are variables of interest along with their indicators.

a. **Professional Competence**

Professional competence is a skill with a standard in accordance with a certain profession.

1. Relation with fellow tutors
2. Independency in tutoring implementation
3. Belief in the existing regulations
4. Social obligation
5. Dedication

b. **Affective Commitment**

Affective commitment is related to employee's emotional aspect, identification and engagement in an organization. Employees with high affective commitment stay in an organization because of their own willingness (Allen and Meyer, 1994).

1. Tutors easily adapts with tutoring setting.
2. Tutors feel that the staff and lecturers of UPBJJ-UT of Makassar is part of their own family.
3. Tutors feels connected emotionally with UPBJJ-UT of Makassar.
4. Tutors feels that they are an indispensable part of UPBJJ-UT of Makassar.

c. ICT Use

1. The use of e-learning in tutoring
2. Online modules
3. Automatic student grade report
4. Online library
5. Classroom integrated with other electronic media

d. Tutor Performance

1. Knowledge that can be measurable from tutors' mastery skills in a course or module
2. The ability to run online tutoring based on RAT (Tutoring Activity Design) and SAT (Tutoring Activity Unit)
3. The ability to respond in student discussion
4. The ability to assess student assignment
5. Attitude or behavior that is measured by timeliness in carrying out online tutoring and submitting tutoring grades

Analysis Tool

Regression Moderation Analysis with Absolute Difference Approach

Steps in calculating absolute difference in this study are represented in the following regression equation:

$$Y = \alpha + \beta 1ZX1 + \beta 2ZX2 + \beta 3ZM + \beta 4[ZX1\text{-}ZM] + \beta 5[ZX2\text{–}ZM] + e$$

Where:

Y	= tutor performance
α	= constant
ZX1	= standardized professional competence and ICT
ZX2	= standardized affective commitment and ICT
ZM	= standardized ICT
ZX1-ZM	= interaction measured by absulte difference between ZX1 and ZM
ZX2-ZM	= interaction measured by absulte difference between ZX2 and ZM
β1-β4	= multiple regression coefficient
e	= error term

Simultaneous Significance Test (F Test)

F test is used to measure the positive significant effect between independent variables and a dependent variable (Ghozali, 2011). The steps of F test are as follows:

1. Determining level of significant at 0,05 (5%)
2. Defining degree of freedom (df) F tabel = 2 ; n-k-1.
3. Formulating H0 and Ha
   H0 : β = 0, there is no significant effect of all independent variables on a dependent variable.
   Ha : β > 0, there is a significant effect of all independent variables on a dependent variable.
4. Determining F count

To identify simultaneous significance, F count is determined and then compared with F table. The formulation of F count is as follows (Ridwan, 2009):

$$f\ count = \frac{\frac{r^2}{k}}{\frac{(1 - R^2)}{n - k - 1}}$$

Where
F count = F calculated
R = multiple regression coefficient
k = number of free variables

n = number of sample

5. Statistical Decisions:
   If F count > F table, hypothesis that there a significant positive effect between independent variables and a dependent variable is accepted.
   If F count < F table, hypothesis that there is a significant positive effect between independent variables and a dependent variable is rejected.

Partial Test (T Test)

T test is used to measure independent variables one by one to look at whether the individual variable affects a dependent variable (Ghozali, 2011). The steps of t test are as follows:

1. Formulating H_0 and H_1
   $H_0 : \beta_1 = 0$, Independent variables are not significant predictors for dependent variable
   $H_1 : \beta_1 > 0$, Independent variables are significant predictors for dependent variable
2. Level of significant ($\alpha = 0.05$)
   Sample n = number of sample
3. Determining test criteria
   H_1 is rejected when t count < t table
   H_0 is rejected when t count > t table
4. Calculating t count
   To look at the partial significance test between X and Y, correlation between X and Y is tested using the following formula (Ridwan, 2009):

$$t\ count = \frac{r\sqrt{n-2}}{\sqrt{n - r^2}}$$

   Where
   t count = t calculated
   r = correlation coefficient
   n = number of sample
5. Statistical decisions
   If t count > t table, H_0 is rejected, indicating a positive effect.
   If t count < t table, H_0 is accepted, indication no effect.

Coefficient of Determination (R^2)

Testing a model using R^2 can show that independent variables used in multiple linear regression model are independent variables that represent the entirety of other independent variables in influencing dependent variable. The effect size is represented in percentages. Coefficient of

RESULTS

Professional Competence

The respondent's evaluation on the variable of professional competence is presented in Table 1.

Table 1
Indicators for Professional Competence

Indicator	Respondent Answer					Mean	Category
	CD	D	N	A	CA		
Relations with fellow tutors (X11)	0	0	8	26	0	3.76	High
Independency in tutoring implementation (X12)	0	0	13	21	0	3.62	High
Belief in the existing regulations (X13)	0	0	23	11	0	3.32	High
Social obligation (X14)	0	0	27	7	0	3.21	High
Dedication (X15)	0	0	5	19	0	3.79	High
Mean Total of Professional Competence						3.54	High

Source: the results of questionnaire 2019

Description:
CD: Completely Disagree
D: Disagree
N: Neutral
A: Agree
CA: Completely Agree

The overall respondents' evaluation of professional competence fits into a high category. Data in Table 1 shows that among the indicators, dedication (X1.5) obtains the highest response with a mean of 3,79, while social obligation (X1.4) gets the least with a mean of 3,21.

Affective Commitment

The respondent's evaluation on the variable of affective commitment is presented in Table 2.

Table 2 Indicators for Affective Commitment

Indicator	Distribution of Respondents' Answers					Mean	Category
	CD	D	N	A	CA		
Tutors easily adapts with	0	0	15	19	0	3.56	High

tutoring setting (X21).							
Tutors feel that the staff and lecturers of UPBJJ-UT of Makassar is part of their own family (X22).	0	0	15	19	0	3.56	High
Tutors feels connected emotionally with UPBJJ-UT of Makassar (X23).	0	0	10	24	0	3.71	High
Tutors feels that they are an indispensable part of UPBJJ-UT of Makassar (X24).	0	0	0	28	6	4.18	Extremely High
Mean Total of Affective Commitment						3.75	High

Source: the results of questionnaire 2019

The overall respondents' evaluation of affective commitment fits into a high category, with X2.4 (tutors feel that they are an indispensable part of UPBBJ-UT of Makassar.) obtaining the highest response with a mean of 4.18 and X2.1 (Tutors easily adapts with tutoring setting.) obtaining the least with a mean of 3.56.

Tutor Performance

The respondent's evaluation on the variable of tutor performance is presented in Table 3.

Table 3 Indicators for Tutor Performance

Indicator	Distribution of Respondents' Answers					Mean	Category
	CD	D	N	A	CA		
Knowledge (Y11)	0	0	6	28	0	3.82	High
The ability to run online tutoring based on RAT and SAT (Y12)	0	0	28	6	0	3.18	High
The ability to respond in student discussion (Y13)	0	1	27	6	0	3.15	High
The ability to assess student assignment (Y14)	0	0	10	24	0	3.71	High
Attitude and behavior (Y15)	0	0	0	11	13	4.54	Extremely High
Mean Total of Tutor Performance						3.68	High

Source: the results of questionnaire 2019

The overall respondents' evaluation of tutor performance is well and positive perceived with a mean total of 3,68%, which fits into a high category. Y1.5 (attitude and behavior) indicates the highest response with a mean of 4.54 which fits into an extremly high category, and Y1.3 (the ability to respond in student discussion) indicates the lowest response with a mean of 3.15, which fits into a high category.

Validity and Reliability

The results of validity and reliability of each variable is presented in Table 4.

Table 4 Validity and Reliability Output

Variable	Validity	Cronbach's Alpha	Cut of Point	Status
Professional Competence (X_1)	Valid	0.769	0.60	Reliabel
Affective Commitment (X_2)	Valid	0.828	0.60	Reliabel
Tutor Performance (Y_1)	Valid	0.886	0.60	Reliabel
ICT Use (M)	Valid	0.731	0.60	Reliabel

Source: primary data 2019

Hypothesis Testing

Partial Test (T Test)

Table 5 Output of Partial Test (T Test)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	16.717	1.791		9.332	.000
	Professional Competence (x1)	.554	.208	.627	2.658	.012

a. Dependent Variable: Tutor Performance (Y)

Source: primary data 2019

T count of professional competence on tutor performance is 2.658 at a significance of 0.012, indicating that the resulting t count is significant because it is less than 0.05. because t count of 2.658 is greater than t table 1.690, H0 is rejected in favor of H1; professional competency has a significant effect on tutor performance (Y).

Table 6 Output of Partial Test (T Test)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	16.131	1.379		11.697	.000
	Affective Commitment (x2)	.530	.225	.640	2.356	.025

a. Dependent Variable: Tutor Performance (Y)

In Table 6, t count of affective commitment on tutor performance is 2.356 at a significance of 0.025, indicating a significant t count (less than 0.05). because t count of 2.356 is greater than t table of 1.690, H0 is rejected in favor of H1; affective commitment has a significant effect on tutor performance (Y).

Test of Coefficient of Determination (R^2)

Coefficient of determination or R squared shows the percentage or the rate of the ability of independent variables in predicting dependent variable. R squared is ranged between 0 and 1, and the converted in percentages.

Table 7 Output of Simultaneous Correlation

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.865[a]	.749	.733	.674

a. Predictors: (Constant), professional competence (x1), affective commitment (M)

Source: primary data 2019

Table 7 shows the result of coefficient of determination for hypothesis 3. The resulting R squared is 0.749 or 74.9%, indicating that professional competence and affective commitment are able to predict tutor performance as much as 74.9%. The remaining 25.1% is explained by unknown predictors.

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Simultaneous Significance Test (F Test)

In Table 8, Anova presents the simultaneous effect of professional competence and compensation on tutor performance.

Table 8 Output of F Test

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	42.033	2	21.017	46.258	.000[a]
	Residual	14.084	31	.454		
	Total	56.118	33			

a. Predictors: (Constant) professional competence (x1), affective commitment (M

b. Dependent Variable: tutor performance

Source: primary data 2019

Table 8 shows that f count is 46.258 which is greater than f table of 2.88 at a significance of 0.000, indicating a significant f count. Therefore, the simultaneous effect of professional competence and affective commitment is significant in tutor performance.

Moderation Test

Table 9 Partial Test (T Test) Moderation

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	16.717	1.791		9.332	.000
	Professional Competence (x1)	.554	.208	.627	2.658	.012
	ICT (M)	.042	.007	1.412	5.981	.000

a. Dependent Variable: tutor performance (Y)

Source: primary data 2019

The result of absolute difference show that t count of moderating variable of ICT is 5.981, greater than t table of 1.690, at a significance of 0,000 (less than 0,05). Ha is therefore accepted. The interaction between professional competence and tutor performance (b_2) has a significance level of 0.012 (less than 0,05), which is considered significant. Significant interaction is also found between professional competence and tutor performance (b_3) at a significance of 0.012. This indicates that ICT can strenghthen professional competence in tutor performance.

Table 10 Partial Test (T Test)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	16.131	1.379		11.697	.000
	Affective Commitment (x2)	.530	.225	.640	2.356	.025
	ICT (M)	.045	.008	1.455	5.354	.000

a. Dependent Variable: tutor performance (Y)

Source: primary data 2019

The result of absolute difference in Table 10 shows that ICT (M) has a t count of 5.354, greater than t table of 1.690, at a significance of 0.000 (less than 0.05). This indicates that ICT variable fits into quasi moderation, which means that professional competence is categorized as

an independent variable and a variable that moderates ICT with tutor performance. This indicates that ICT can strengthen the effect of professional competence on tutor performance.

Coefficient of determination or R squared shows the percentage or the rate of the ability of independent variables in predicting dependent variable. R squared is ranged between 0 and 1, and the converted in percentages.

Table 11 Output of Simultaneous Correlation

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.873[a]	.763	.747	.655

a. Predictors: (Constant), affective commitment (x2), ICT (M)

Source: primary data 2019

In Table 11, the observable R squared is 0.763 or 76.3%, indicating that affective commitment and ICT are able to predict tutor performance as much as 76.3%. The remaining 23.7% is explained by other predictors unknown in the model. This effect size has a slight increase from 0.749 or 74.9%.

Discussion

Based on results, professional competence and affective commitment have a significant partial and simultaneous effect on tutor performance. This result is in line with the result of prior studies by Wakhid Haryanto, Anung Pramudyo (2010) and Freddy Kurnia (2011) that there is a significant relation between professionalism and lecturer performance. Commitment is a form implicit and explicit assurance of sustainable relationship. A relationship that has values is closely related to a belief that commitment can exist only if the relationship is important to consider. This means that tutors will strive to build their relations and complete all task with responsibility. Tutors who have high commitment to organizational values will put tremendous efforts in institutional improvement by executing effective teaching-learning process because of their belief in the institution.

With the presence of ICT, the effect of professional competence and affective commitment can be moderated on tutor performance, where this moderating variable can strengthen the effect of both variables on tutor performance.

Conclusion

A number of conclusions are drawn to better understand the direction and the outcome of this study.

1. Professional competence, affective commitment and tutor performance are in a very good conditions.
2. There is a significant simultaneous and partial effect of professional competence and affective commitment on tutor performance.
3. ICT can moderate the positive effect of professional competence and affective commitment on tutor performance.

The implementation of these results emphasizes the optimal improvement in how professional competence and affective communication affect the improvement of tutor performance. This is where ICT plays a vital role. Therefore, support to enhance ICT competence for tutors at UPBJJ- UT of Makassar is highly recommended.

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