Original Research Article

DEVELOPMENT OF A PROFESSIONAL TRAINING MODEL FOR TUTORS AT LEARNING ACTIVITY CENTERS IN ENREKANG REGENCY

ABSTRACT

This research aims to (1) describe the needs for developing a professional training model for tutors at Learning Activity Centers, (2) describe the prototype of the professional training model for tutors at Learning Activity Centers, (3) explain the validity and practicality of the professional training model for tutors at Learning Activity Centers, and (4) explain the effectiveness of the professional training model for tutors at Learning Activity Centers. The researchdesign used in this study is research and development (R&D) with a 4D design model (Define, Design, Development, and Dissemination). The data were analyzed quantitatively and qualitatively.

The results of the research show that the needs for developing a professional training model for tutors at Learning Activity Centers are: (1) personal development training, and (2) innovative work training. The data show that the most needed training is innovative work with a percentage of 77% and personal development skills training with a percentage of 62%.

Secondly, the prototype produced in this study is a designed product of a training model developed in the form of a curriculum and teaching materials, and learning videos based on Google sites and Video Builder App. The Google sites application provides detailed materials that can be accessed freely through QR codes. The Video Builder App contains brief explanations of the material that can be accessed through the Umaruddin Umar Youtube channel.

Thirdly, based on the validation results from two expert models, the model developed is considered valid and suitable for use in professional training for tutors at Learning Activity Centers.

Fourthly, based on the results of the small group trials conducted on 15 participants in the Enrekang District, the professional training model for tutors at Learning Activity Centers obtained an interest score of 3.09, with a percentage of 77%, presentation score of 3.2, with a percentage of 80%, and language score of 3.17, with a percentage of 79%. Therefore, the overall aspect score obtained an average of 79%, which is considered appropriate.

Based on the results of the large group trials conducted on training participants, the necessary criteria were met with an interest score of 3.39, with a percentage of 84%, a presentation score of 3.36, with a percentage of 83%, and a language score of 3.31, with a percentage of 83%. Hence, the overall aspect score obtained an average of 84%, which is considered very suitable.

Based on the facilitator response, the content aspect obtained an average score of 6.75, with a percentage of 84%, the learning media aspect obtained an average score of 6.00, with a percentage of 75%, the appearance aspect obtained an average score of 7.7, with a percentage of 96%, and the language aspect obtained a percentage of 87%. Hence, the overall aspect score obtained an average of 85%, which is considered very suitable.

Therefore, the developed model is effective for use in professional training for tutors at Learning Activity Centers.

Keywords: *model development, professional training, tutor, learning activity center.*

INTRODUCTION

According to Law Number 20 of 2003 regarding the national education system, education is conducted in three pathways, which are formal, non-formal, and informal education. The three pathways of education are implemented to serve all citizens based on the principle of lifelong education towards the formation of quality and prosperous Indonesian people. Formal education is a structured and hierarchical education pathway that consists of primary, secondary, and higher education. Non-formal education is an education pathway outside of formal education that can be carried out in a structured and hierarchical manner. Meanwhile, informal education is a pathway of education implemented through family and community environment.

Non-formal education is a subsystem of the national education system that can contribute to the improvement of the Human Development Index through various non-formal education programs. One

of the current and popular non-formal education programs is equivalent education (A package program equivalent to elementary school level, B package program equivalent to junior high school level, and C package program equivalent to high school level). However, if we examine in depth what is implied in the National Education System Law, non-formal education is organized for community members who require educational services that function as a complement to formal education and equivalent education to support lifelong education (Hiryanto, 2009). The need for equivalent education program services is in line with government policies and the development of science and technology, as well as increasing demands for quality of life.

Based on the Minister of National Education Decree number 0132/U/2004 regarding the policy on the program equivalent to high school-level Package C, the existence of the Package C program is increasingly needed by the community. Therefore, improving the quality of services to the community needs to be enhanced in accordance with the Minister of National Education Regulation number 14 of 2007 concerning the content standards of equal education, and reinforced by the Minister of National Education Regulation number 3 of 2008 concerning the process standards of equal education. However, this policy is not accompanied by the preparation of qualifications and competency of tutors in accordance with the required study field in the Package C program. Thus, the implementation of the Package C equal education program is facing a quite crucial problem.

The lack of specific policies regarding the qualifications and competencies of tutors in the package program has resulted in a very limited number of competent and professional tutors in implementing the package program. The presence of tutors who do not meet the required standards will affect the implementation of the program. Tutors who are not proficient in their respective fields will cause a miss-match in the learning process which ultimately affects the quality of students' learning outcomes, even if the quantitative number of tutors is already sufficient.

According to the Head of SKB Enrekang District, Muchsin SE, in 2022 there were 42 tutors and 10 educational staff registered for the Package C equivalency program. Based on the number of Package C tutors, if viewed from their educational backgrounds, 95% or 40 people come from an education background, and 5% or 2 people come from a non-education background. The numbers of tutors in Enrekang district, on average, have met the academic qualifications, but 50% of tutors work outside their field of expertise and competence. This condition shows that there are still many educational program staff who have not shown good performance. Nevertheless, the implementation process of the equivalency education program continues due to the demands of society. This shows that tutors are increasingly needed, especially professional ones.

The condition of the educators in the equivalent education program who have not met the minimum standards certainly cannot be tolerated by the government as it results in low performance of tutors in managing learning. Therefore, a more systematic and professional effort is needed to improve performance in carrying out teaching tasks. The form of professional training should certainly be tailored to what is needed.

Based on the background of the problem, the research questions are formulated as follows:

1. What is the effectiveness of the professional training model for tutors at the Learning Activity Studio in Enrekang Regency?
2. What is the description of the needs for developing a professional tutor training model for learning activity workshops in Enrekang Regency?

RESEARCH METHODS

This study is a Research and Development (R&D) study. It uses the Four-D Models developed by Thiagarajan et al (1974). This methodology comprises four primary stages, specifically Define, Design, Develop, and Disseminate. This paradigm is utilized in the creation of educational resources and academic investigations. The Define step encompasses the analysis of demands, while the Design stage involves the establishment of test standards, selection of media and format, and initial design. The Develop stage pertains to the actual development of the product, and the Disseminate stage focuses on the distribution of the developed product.

The purpose of this 4D model is to manufacture specific products, enhance current products, and evaluate the efficacy of these products. The steps in this model facilitate the creation of tests, the design of learning devices, and the evaluation of the efficacy of development goods. This approach has been implemented in numerous studies on the development of learning tools and has been demonstrated to offer a strong basis in the process of creating learning products.

The study was conducted at SKB Enrekang District, South Sulawesi Province. The research instruments used in this study include: Model Assessment Sheet, Observation Sheet, and Questionnaire. Data analysis techniques in this study were conducted through model validation and model effectiveness testing.

RESEARCH RESULTS

Description of the Need for Developing a Training Model for Professional Tutors in Learning Activity Studios

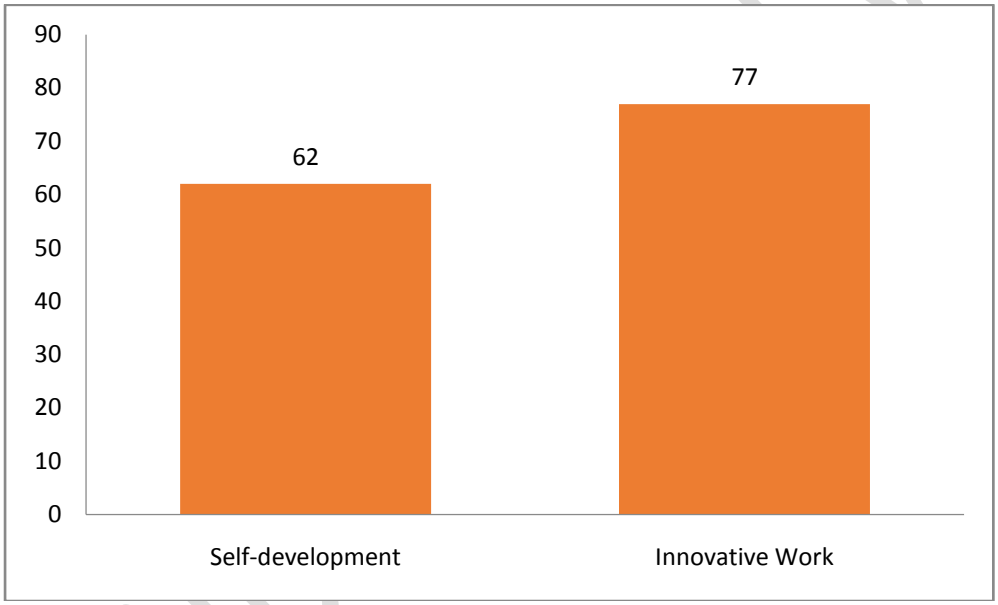
Based on the results of data collection through documentation techniques, data was obtained in the form of priority needs for developing a professional tutor training model for learning activity studios, namely: (1) self-development training; and (2) innovative work training. The descriptive analysis of the data average is as follows.

Table 1. Training and development needprofessional tutoring model

Components	amount	Category
Self-development	67%	Very needy
Innovative Work	77%	Very needy
Average	72%	Very needy

From the above Table 1, it shows that the need for self-development training is 67% with a category of very much in need, and the need for innovative work training is 77% with a category of very much in need. Therefore, overall, the level of training needs for the professional development of learning activity workshop tutors is categorized as very much needed with an average of 72%.More can be seen in the following histogram.

Fig 1 :Training and development for professional tutoring model



The Effectiveness of Professional Development Training Model for Tutorial Tutors at Learning Activity Centers

To test the effectiveness of the designed and developed vocational training model for workshop tutors, a effectiveness test is conducted in the form of a development trial. After the product is validated and deemed suitable for use in the field, the next step is to present the product to the training participants and facilitators.

In this study, the researcher conducted a two-stage trial, consisting of a small group of 15 training participants and a large group of 22 vocational training participants for workshop tutors in Enrekang district. The trial results are used as a benchmark for product attractiveness.

Small Group Trial Results

Small group trials are intended to test the attractiveness of the product, conducted by taking a sample of fifteen participants from the professional tutoring training group in Enrekang Regency. The small group trial was conducted on Wednesday, February 21, 2023. Respondents were given material in the form of google sites and explanatory videos based on the videobuildrap model. Afterwards, the students were asked to provide an assessment using a questionnaire sent via Google Forms through the WhatsApp group to evaluate the attractiveness of the model.

Table 2.Small group test results

No	Aspect	Average Score	Percentage	Criteria
1	Interest	3,09	77%	effective
2	Presentation of material	3,2	80%	effective
3	Language	3,17	79%	effective
Average			**79%**	**effective**

Based on the small group trial conducted on 15 participants of the professional tutor training workshop in Enrekang Regency, the aspect of interest obtained an average score of 3.09 with a percentage of 77%, the aspect of material presentation obtained an average score of 3.2 with a percentage of 80%, and the language aspect obtained an average score of 3.17 with a percentage of 79%. Therefore, the overall average score for all aspects is 79% with the criteria being eligible.

Results of Large Group Trial

After the product has been validated and deemed suitable for use in the field, the next step is to deliver the product to the 22 participants of the professional training workshop for the Enrekang District learning activity studio. A large group trial was conducted on March 29, 2023. During the large group trial, the workshop participants were shown a video presentation based on the videobuildderap model, followed by a questionnaire sent via Google Forms through a WhatsApp group to assess the module's appeal. The results of the response assessment during the large group trial phase are shown in the following table:

Table 3.Large group test results

No	Aspect	Average Score	Percentage	Criteria
1	Interest	6,75	84%	effective
2	Presentation of material	6,00	75%	effective
3	Language	7,7	96%	effective
Average			85%	effective

Based on the results of a large group test conducted on training participants, the aspect of interest obtained an average score of 3.39 with a percentage of 84%, the aspect of material presentation obtained an average score of 3.36 with a percentage of 83%, and the language aspect obtained an average score of 3.31 with a percentage of 83%. Thus, the overall average score for all aspects is 84% with an effective criterion.

Facilitator Response Results

Small group testing and large group testing have been conducted, and the next step is to observe the facilitator's response. This facilitator response is intended to test the attractiveness of the product, which will be done on Tuesday, March 30th, 2023. Respondents are given models, and then the facilitator is asked to provide an assessment using the provided questionnaire to evaluate the attractiveness of the model.

Table 4.Facilitator response result

No	Aspect	Average Score	Percentage	Criteria
1	contents	6,75	84%	effective
2	Media	6,00	75%	effective
3	Display	7,7	96%	effective
4	Language	7,00	87%	effective
Average			**85%**	**effective**

Based on the results of the facilitator's response, in terms of content aspect, it obtained an average score of 6.75 with a percentage of 84%, learning media aspect obtained an average score of 6.00 with a percentage of 75%, appearance aspect obtained an average score of 7.7 with a percentage of 96%. The language aspect obtained a percentage of 87%, thus obtaining an average score of 85% for all aspects with an effective criterion.

DISCUSSION

The results of the development of this training model were validated by 2 expert model validators and obtained in the aspects of software engineering, accuracy of material, learning design, and visual communication. Based on the percentage of the assessment score, an average score of 87% with a very valid category was obtained.

After the developed product was declared valid, product testing was carried out in 2 stages, namely small group testing and large group testing. In the small group testing phase, the assessment of the aspects of interest obtained an average score of 77%, the presentation of material obtained an average score of 80%, and the language aspect obtained an average score of 79%. Thus, the overall average of all aspects was 79% with a very decent category. In the large group testing, the interest aspect obtained an average score of 84%, the presentation of material obtained 83%, and the language aspect obtained 83%, so the overall average of all aspects was 84% with a very decent category.

The results of the facilitators' response in the questionnaire on the assessment of content obtained an average score of 84%, media aspect obtained an average score of 75%, appearance aspect obtained an average score of 96%, and language aspect obtained an average score of 87%. Thus, the overall average of all aspects was 85% with a very decent category.

The next stage is dissemination, in which the module that has been deemed valid and used as a source of learning for training participants is spread so that the model can be widely used. The researcher disseminated the model through an online reachable video via Google sites and the YouTube account "umaruddinumar".

The ultimate outcome of this study is the development of a comprehensive model that may be effectively utilized by facilitators and training participants within the Enrekang Regency learning activity studio instructor profession. The advantage of this model is the freshness of the presentation of teaching materials developed in the form of Google sites models and videobuilders accompanied by contextual learning approaches, making it attractive to training participants in learning because the problems presented in the model relate to daily life problems. The model also provides exercise questions and activities for training participants that can be used to solve problems, making the material more memorable.

The disadvantage of the training model using an application in the material is that the model is designed using an avatar voice instead of the voice of the presenter, so the resulting sound is sometimes not maximum. There is also less focused explanatory information in some displays because the video is only obtained from the application, and the developed material is still limited.

CONCLUSION

Based on the reviews of previous chapters, two conclusions can be drawn as follows:

1. The results of the analysis of the training needs of the participants indicate three priority forms of development needs for the professional training model of tutoring activity studios, namely: (1) personal development training; (2) innovative work training. The data shows that the most needed training is innovative work with a percentage of 77% and personal development skills by 62%.
2. Based on the results of a small group trial conducted on 15 participants of the professional training for tutoring activity studios in Enrekang Regency, on the aspect of interest obtained an average score of 3.09 with a percentage of 77%, the material presentation aspect obtained an average score of 3.2 with a percentage of 80%, and language aspect obtained an average score of 3.17 with a percentage of 79%. Thus, obtaining an average score from all aspects is 79% with proper criteria. Based on the results of a large group trial conducted on participants in the training on the aspect of interest obtained an average score of 3.39 with a percentage of 84%, the material presentation aspect obtained an average score of 3.36 with a percentage of 83%, and the language aspect obtained an average score of 3.31 with a percentage of 83%. Thus, obtaining an average score from all aspects is 84% with very appropriate criteria.
3. Based on the results of facilitators response, on the content aspect obtained an average score of 6.75 with a percentage of 84%, learning media aspect obtained an average score of 6.00 with a percentage of 75%, presentation aspect obtained an average score of 7.7 with a percentage of 96%. Language aspect 87%, thus obtaining an average score from all aspects is 85% with a very appropriate criterion. Based on the above, the developed model is effective for use in professional training for tutoring activity studios.

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