Analysis of Tutor Performance in District Technical Office for Early Childhood, Nonformal, and Informal Education

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Abstract: This research aimed to analyze and assess tutor performance at District Technical Office for Early Childhood, Nonformal and Informal Education (SKB) located in Kediri. The process of analysis was conducted through activities performed at the educational institution. A qualitative study was conducted by interviewing the headmaster of SKB, tutors, administrative staff and students of Kejar Paket C (national junior high school Equivalent) as the subjects in this research. Researcher was the major instrument and was supported with interview guidance. Moreover, the process of analysis included data presentation, data reduction, and conclusion. Triangulation technique was employed to explain data validity of the technique. The study found the following seven indicators possessed by the tutors: (1) balanced loyalty; (2) high work motivation; (3) good leadership; (4) mutual cooperation; (5) good initiative; (6) responsibility to get involved with institutional programs; (7) Kejar Paket C achievement, establishing *majelis ta'lim* (Islamic forum) and early childhood education program. The programs did not work well enough due to age factors, since most tutors almost retired. Different tutor mobility affected quality and work performance. In addition, lack of tutor numbers lead to excessive work and less cooperation among stakeholders.

Keywords: informal education institution, tutor, work assessment

I. INTRODUCTION

Education is a major determinant of a nation to become a more developed nation. Nation's future will never be separated from education. Furthermore, a nation with successful education is relied on educator professionalism. Qualified educator will lead to qualified outcome (Sodiq, 2010). Hence, there is correlation between nation's commitment and effort towards skilled educators, especially those who focus on informal education development.

The success is implemented through informal education, in which the educators must have high social humanity level. Therefore, they are expected to have high performance while conducting informal education programs such as life skill, youth education, skill training, early childhood education, women's empowerment and literacy education. Those programs are expected to create community awareness, particularly for those who have physical and spiritual difficulties in accessing education, as well as motivation to pursue certain education due to expensive education cost.

Informal education is a path outside formal education system that can be performed structurally and gradually. It also provides services to community that cannot be found in formal education. Moreover, this educational system complements formal education in terms of increasing and supporting information. A qualified informal education should meet the following aspects: (1) effectiveness of pursuing goals; (2) accuracy in targeting goals; (3) relevant to student demand, opportunity/market, and integrated with strategic plan based on its service area and development; (4) anticipative or being aware of change; (5) efficiency of human and natural resources utilization.

The most influential components to achieve a qualified informal education implementation are adequate human resources and quality of human resources in managing the institution. Regulations of Ministry of Education and Culture No. 4 of 2016 in functional shift of SKB to *Satuan Pendidikan Nonformal Sejenis* or nonformal education unit is specified in articles 2 (1), which states that SKB is still be used as *Satuan Pendidikan Nonformal Sejenis* conducted by local government; SKB role is shifted to role of *Satuan Pendidikan Nonformal Sejenis*; and the head of SKB is held by a tutor in accordance with the regulations.

SKB no longer becomes a pilot project, but it can conduct early childhood education program and community education program unit. This provision is in accordance with Letter No. 1086/C.C4.I/PR/2015 on 3th July, stating that SKB functions, as a unit of *Satuan Pendidikan Nonformal Sejenis*, are: (1) establishing early childhood education program and community education program; (2) conducting educational coaching for community and other education personnel of informal education units; (3) providing assistance to other education units that organize early childhood education program and community education program; (4) establishing pilot project of early childhood education program and community education programs; (5) developing

curricula and local content materials for early childhood education program and community education program; (6) acting as the assessment center for the implementation of early childhood education program and community education program; and (7) conducting community services.

Therefore, tutor performance is vital in conducting pilot project and quality control implementation of informal education programs, so that the programs run optimally. Generally, a tutor acts as model developer, program reviewer, community educator and program assessor. In addition, a tutor must arrange SKB plan and work program, teach community of how to be willing and able to become a tutor, facilitator, trainer and instructor in informal education activities for peer and younger communities. In order to find a new paradigm, a tutor has to observe potential challenges and pay attention to opportunities emerged in the community. Therefore, a tutor can cope with the changing social environment when informal education has developed. The tutor will act as a leader in learning activities and clarify learning objectives according to the goals, as well as to provide motivation to the learning community so that they are encouraged to learn better.

II. METHODS

The method used in this research was qualitative approach. According to Riyanto (2007) qualitative research is a study conducted in a natural setting. The study was conducted in SKB Kediri East Java Indonesia. Qualitative method is more based on the phenomenological philosophy that prioritizes on understanding (*verstehern*). This method emphasizes more on the understanding and interpreting the meaning of an event that occurred in the field, as well as the interaction of human behavior in certain situations from the perspective of the researcher.

This study used qualitative approach because it is not only easier to be confronted with reality, but it also directly shows the relation between the researchers and the target of research (Moleong, 2010; Sugiyono, 2009). Moreover, it is also more sensitive and more able to adjust itself with much sharpening of shared influence on pattern of values encountered. This study used descriptive approach (Moeherinio, 2010; Uno, 2012). The researchers analyzed and observed tutor's work performance in SKB Kediri East Java Indonesia. Descriptive research aims to reveal a research by explaining facts of an event and certain traits systematically, factually and accurately. The focus of research showing in the Table 1.

Table 1
Focus of Research

No	Aspect of Research	Definition	Category
1	Tutor's Work Performance	Work performance is the result of work both in quality and quantity reached by an employee in performing his duty. In this case, the tutor performance is preferred to foster good management that can improve both learning process and program management in SKB.	1. Preparation stage of planning program 2. The used media 3. Program coordination stage 4. Program implementation stage 5. Program assessment stage 6. Budget allocation

This study was conducted by taking the following steps: (1) collecting data; (2) clarifying and analyzing data; (3) managing data; and (4) creating both conclusion and report whose main purpose to explain a descriptive situation research. A research requires source of data to dig information that will help the researchers in conducting their research. There are two type of data source, which are primary data and secondary data.

Primary Data, according to Riyanto (2007) subject/informant is a person we use as source of data that we need in researching process. In the research entitled: Analysis of SKB Program Management Reviewed from Work Performance Aspects of the Tutors in SKB Kediri East Java Indonesia, the subjects of this study are the staff in SKB Kediri; 3 tutors, 4 staff, 1 headmaster and 4 early childhood education teachers of SKB Kediri.

Secondary Data are objects that support and strengthen the information obtained from the primary data, such as documentation, archives, books and anything related to SKB Kediri East Java Indonesia; therefore the data obtained for this research is valid.

III. RESULTS

After conducting interview, observation and documentation, describing the finding, at this point the researchers analyze and discuss the formulated problem, which is the Analysis of Tutors in SKB Kediri. Afterwards, the findings were associated with existing theories according to the expert. SKB Kediri has 3 (three) tutors, 2 (two) administrative and 1 (one) education staff, and 1 (one) headmaster. There is only 7 staff, which is not ideal for managing a SKB. The headmaster of SKB Kediri, Sri Nuryati, stated that the submission to the Education Office of Kediri regarding additional staff in SKB Kediri has been done every year. However, there is no realization from the related party. The last response from the Education Office stated that they need to wait for UPTD to change into a unit, and then the related party will meet their demand to add staff in SKB Kediri.

SKB Kediri has three main programs; they are: (1) PAUD (*Pendidikan Anak Usia Dini*) or Early Childhood Education; and (2) *Majelis Ta'lim* or Islamic Forum; (3) *Kejar Paket C* or National Senior High-School Equivalent. The tutors in SKB Kediri are approaching retirement age. Two of 3 tutors in SKB

Kediri are female, while the other is male. All of the programs are carried out in the morning until evening. PAUD program is carried out in the morning until afternoon, and Islamic Forum is carried out in the morning, while *Kejar Paket C* program is carried out in the evening. Guidance program for the tutors is through the programs that are assigned to them. Therefore, the tutors are directly learning and getting experiences from them. A special guidance program is conducted by the Ministry of Education and Culture through teachers and basic education personnel development (PGTK) Department.

The performance assessment is aimed to reveal the result or the output of the performed tasks. Some indicators are concepts arranged to explain in detail, which in this case the researcher took problems in SKB Kediri, by collecting data directly through several techniques, such as interview, observation and documentation. This is in accordance with a theory stated by Hamid (2015), a process by which an organization evaluates an individual. The result of the study revealed that the performance assessment of the SKB Kediri tutors with those research indicators were as follows:

1. **Loyalty**

The loyalty of SKB Kediri tutors in performing their tasks as teachers was quite good. Their loyalty towards their work was assessed from every performed task. The tutors were working really hard due to the lack of manpower in SKB Kediri and their age became obstacles in performing their job. Loyalty among tutors and other staff was good. Therefore, it could be inferred that tutors in SKB Kediri are loyal in serving the needs of today's society, such as development trainings and others.

2. **Work spirit**

According to researchers' perspective on this problem, many programs were not running inspire of adequate facilities. However, SKB Kediri needs funding in order to run its every program, such as screen-printing program and sewing (garment) program. Here, the fund was not managed properly; therefore the income was not balanced with the expenditure in the process of producing garment products.

3. **Leadership**

Sri Nuryati stated that tutors only perform as field coordinator, to organize the condition or programs conducted in field, then report the process and the result, and the headmaster will determine if the program is success or not. According to Sweeney and McFarlin, leadership involves influences between people (Sudjana, 2006). It can be concluded that leadership was appropriately applied in SKB Kediri.

4. **Teamwork**

SKB Kediri applied two teamwork techniques, which are internal and external. Internal teamwork involves staff within the institution. On the other hand, external teamwork requires tutors to learn to find other stakeholders who have same dedication to educate society.

5. **Initiative**

Based on the finding of the study, the tutors needed innovation in order to develop effective learning in the process of organizing the program. This is related to the tutor's development held directly by PGTK Department of the Ministry of Education and Culture Indonesia. Innovation was born because of direct practice in the field, as tutors directly confront the problem. Therefore, the idea will appear, as innovation arises with the circumstances of the environment they face. This is in accordance with a theory proposed by Ahmad and Shepherd in which they argued that innovation is not only limited on objects or goods of production, but also the attitude of life, behavior, or movements towards the process of change in all forms of life order society (Lumapow, 2011).

6. **Responsibility**

Based on the research finding, every assignment, rule, assessment, and even payroll have been neatly organized on constitution that regulates the tutors. Basic regulation or constitution for tutors is Administrative and Bureaucratic Reform Minister Regulation (*Permenpan)* RB No. 15 year 2010 and Government Regulation No. 8 of 2011. Those regulations are basic reference for every SKB tutors in Indonesia. The observation conducted by researcher in the field found that tutor's responsibility in carrying the program was not immediate process, but through some process that must be done first.

Those process included activity planning, making proposal activity, proposal reporting, proposal submission to Ministry of Education and Culture, and then waiting in order to be proceed, until get accepted and receive the budget to run the program. However, the responsibility of the program did not stop here, the tutors were responsible for the sustainability of the program, from the beginning which is the input process, and the last is the output. This is in accordance with the theory expressed by Titik Triwulan, accountability must have a basis, that is the cause of the legal right for a person to sue other people and also giving legal obligations of others to give accountability.

7. **Target Achievement**

Based on the finding, the programs that has been set and carried out has been running appropriately. Those programs are *Kesetaraan Kejar Paket C* (national senior high school equivalent)*, Majelis Ta'lim* (islamic forum) and PAUD (early childhood education). The result of the observation showed several previous programs such as garment have not been running even though the facilities were adequate to carry out those programs. The program has been running properly but the management fund was decreasing. The second problem lies on tutors' ages that were not young anymore, the age of tutors in SKB Kediri were almost entering retirement age.

Therefore, the target achievement was not maximal or not as expected as it's been set. The third lies on the status change of SKB to education units.

IV. DISCUSSION

Government Regulation of the Republic of Indonesia No. 19 of 2005 Article 28 and 29 on the national standard of education states that "tutor" is an educator who must have competence as a learning agent and academic qualification. The requirements of academic qualification should be D IV or undergraduate degree and high education background in accordance with the subjects taught (author's note: since tutor is an educator of informal education institution, they are recommended to have degree in Outside School Education program or something similar). As a competent educator of learning agents, the tutor must have good competencies in pedagogics (education for children), andragogy's (adult education), and personality, professional and social competence (Nurhalim, 2012; Wibowo, 2007).

The concern of tutor's main duties have been regulated in the Regulation of Ministry of Administrative and Bureaucratic Reform No. 19 of 2005 Article 4 (1) and (2) as follows: (1) the main duties of a tutor are to carry out teaching and learning activities, review programs and develop models in the field of Formal/Informal Education or Outside School Education; (2) the workloads of a tutor are to carry out teaching and learning activities, review programs, and develop models in the field of Formal / Informal Education for at least 24 (twenty four) hours in 1 (one) week as referred in point 1.

An SKB tutor has several work evaluations. The evaluations can be used to describe the specific behavior of the tutor: (1) work quantity, measured by the amount of work performed by the individual within a given time period; (2) work quality by observing the tutor's work over a certain period and conditions; (3) creativity, measured from the authenticity of ideas to solve problems and to initiate new tasks to improve performance; (4) willingness to cooperate with others; (5) work discipline by following work rules and guidelines, as well as punctuality in completing the work; and (6) responsibility by carrying out the job in accordance with the objectives with full of responsibility.

The Regulation of Ministry of Administrative and Bureaucratic Reform No. 15 of 2010 Article 4 (2) states that tutor working hour must be at least 24 hours per week. The working hour is different from formal teacher that is calculated every contact hour. However, the working hour of a tutor is calculated by performing three main duties; performing teaching and learning activities, reviewing programs and developing models in the field of informal education. The working hour of a tutor (and functional position in general) is 5000 hours during 4-year normal promotion period. Meanwhile, the need for credit score for the first promotion level is 50, then the coefficient is $50/5000 = 0.01$. It means that if the tutor works for 1 hour for the first time, s/he will get a credit score equal to 0.01. Conversely, if the tutor gets

0.01 credit score, s/he is considered working for 1 hour.

A young tutor needs 100 credit score for a promotion, then the coefficient is $100/5000 = 0.02$. It means that if the tutor works for 1 hour, s/he will get credit score of 0.02. Conversely, if the tutor gets 0.02 credit score, s/he is considered working for 1 hour. An intermediate tutor needs 150 credit score for a promotion, then the coefficient is $150/5000 = 0.03$. It means that if the tutor works for 1 hour, s/he will get credit score of 0.03. Conversely, if the tutor gets 0.03 credit score, s/he is considered working for 1 hour (Sudjana, 2006).

Based on the Regulation of the Regulation of Ministry of Administrative and Bureaucratic Reform No. 15 of 2010 Article 2 and the calculation above, then it can be simulated that a tutor who is able to perform learning activities 4 (four) times a week, make lesson plans and perform formative evaluations at the end of the week, then s/he has fulfilled minimum working hour requirement of at least 24 hours per week. This explanation will give tutor an easier calculation of working hour. Young and intermediate tutors who perform similar activities will result in similar minimal working hour.

V. CONCLUSION

Based on the research conducted, it can be concluded that: (1) tutors' loyalty on SKB are promising, it is seen from the program that tutors must follow, the discipline in attendance, present on time in working on the program that has been carried; (2) the work spirit of each tutors is different, from the analysis obtained, low work spirit is based on the age of the tutors in in SKB; (3) leadership, leadership among tutors leadership level among tutors on their members and in managing the program can be carried properly; (4) cooperation, there are two forms of cooperation that is internal and external. Internal cooperation is considered as good, while external cooperation can be said to be succeed by the continuous reciprocal of related parties; (5) initiatives, innovations, every tutor is required to provide new innovations to the learning process; (6) mandatory responsibility on tutors, where they are able to carry out their main duties and tasks that have been compiled together; and (7) achievement or target is the implementation of programs that have been set by SKB Kediri.

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