Learning Quality of an English Tutorial Program: Students' and Tutors' Perspectives

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ABSTRACT

The concept of improving the quality of education is one of the paradigms of education management in Indonesia. Thus, learning quality in a program could be taken as an important part in improving the quality of education. Many schools and universities provide language tutorial program, to improve their students' English Language Skills. Muhammadiyah University of Surakarta is one of the universities which provides English Tutorial Program (ETP). Thus, this study aims to identify the learning quality of this program based on analyzing the students' and tutors' perspectives. This research employed mixed-method with embedded design which presented quantitative as primary data and qualitative as secondary data. The researcher collected data by spreading the questionnaire and having in-depth interview. The questionnaire's samples were 188 respondents consisted of 100 students and 88 tutors. Meanwhile, for interview, the researcher collected data from coordinator of the program, tutor assistant, two tutors and three students. The reliability of the questionnaire' item was acceptable. The finding showed that the learning quality of English Tutorial Program indicated positive responses on several group of items, namely educators' skills, students' learning behaviour, learning climate and learning material. Nevertheless, another result from questionnaire and interview showed that students gained an improvement on their English language skills especially speaking and writing after joining English Tutorial Program. The conclusion concerned more in improving its system on time management of the program and textbook update.

Keywords: English language, English tutorial program, learning quality, perspectives

1. INTRODUCTION

English is an important language for students around the world to learn. In the educational curriculum, English covers 4 skills, namely speaking, writing, reading and listening. Based on the decree No. 96/1967 inaugurated by the Minister of Education and Culture, English is the first foreign language in Indonesia which generally implemented from the first grade of junior high school to university level. According to Lauder (2008), English, rather than Dutch would be the first foreign language of the country. This states that English is needed at all levels of education. As an outcome, students are usually asked to speak well at the minimum level, while at the maximum level, students can understand a broader meaning of speech, construct sentences, and even speak like a native speaker.

As a foreign language, English then is considered difficult to learn by Asian students, because they have been speaking their mother tongue, which is different from English since their childhood. Besides, their exposure to English outside the classroom is also limited (Sahatsathatsana, 2017). That is why it is not an easy job to teach English conversation to Asian young learners. Teachers then are expected to be able to make the students motivated to learn English.

Similar to that, in numerous universities in Indonesia, English is taught as a main subject or what is commonly called English for Academic Purposes in one or two semesters. This opens the opportunities to improve English language skills inadequate for students, thinking that practice of speaking English is very limited and only occurs in the classroom. Furthermore, learning that occurs in class is considered not very effective (Lauder, 2008), so that many departments or study programs hold English for specific purposes outside of lectures.

Researcher wants to provide deeper research and knowledge through analyzing the learning quality of this program based on theory of learning quality from

Depdiknas (2007). There are two objectives conducted from this research. First, it is conducted to analyze learning quality of English Tutorial Program based on tutors' perspective and secondly, based on students' perspective. So, from the perspectives, researcher can find the things such as whether the learning quality is already well implemented or if there are problems or difficultness in implementing this program and the things that needs to be improved in the program.

1.1. About English Tutorial Program

English Tutorial Program (hereafter ETP) is a program that being held in Muhammadiyah University of Surakarta. It is initiated in 2014 by LPIDB Team. ETP is a program that has been initiated by lecturers or founders related to English Education. It is a program that must be followed by every student on 1st and 2nd semester. Every group has one tutor coming from the 3rd until 6th semester students. They all attend the meeting once in a week, usually on Saturday. The meeting takes place outside the class within 60 minutes meeting. 1 group usually consists of 10-15 students. The English Tutorial Program has provided a textbook named "Module of English Tutorial Program". This is initiated because another major besides English Education needs to learn English to success in daily life, work and international experiences. The goal of this program is merely to improve students' English-speaking skill and writing skills.

1.2. Understanding Learning Quality

According to Partanto (1994) that quality is quality, good and bad goods. Quality is the same as quality that can be interpreted as the grade or grade of something, therefore quality that contains the notion: 1. Good and bad levels of some levels 2. Degree or level (intelligence, skill); quality. Thus, the concept of improving the quality of education is one of the new paradigms of education management in Indonesia (Hikmawati, 2018). The paradigm contains the main attributes that are relevant to the needs of the user community, academic comfort conducive to organizing studio programs, commitment to work continuity from leaders and staff towards effective and productive organizational management, studio sustainability programs, and programs that selectively use adequacy.

In the context of education understanding of quality, in this case discussing the educational process and educational outcomes. In a quality "educational process" involved various inputs, such as teaching materials, abilities of teachers, facilities, administrative support and infrastructure facilities and other resources as well as supporting conducive comfort. Of the various definitions that exist, understanding the quality of education as the ability of educational institutions to produce optimal processes, results, and learning outcomes. Therefore the quality of learning is also one of education quality which can be interpreted as the competence of systemic and

synergistic teacher competencies, students, curriculum and teaching materials, media, facilities, and learning systems in producing optimal learning processes and outcomes in accordance with curricular activities (Khardi, Zoztafia & Silalahi, 2020).

1.3. Theory of Learning Quality

The Ministry of National Education (Depdiknas, 2007) in Muaisah (2017) states that indicators of learning quality can be described as follows:

1.3.1. Teacher learning behavior/skills

Teacher learning behavior can be seen from its performance, among others: (1) building positive attitudes of students towards learning and the profession, (2) mastering disciplines (3) teachers need to understand the uniqueness of students, (4) mastering the management of learning that educates, and (5) Develop personality and professionalism.

1.3.2. Students' learning behavior

Students' learning behavior can be seen competencies as follows, among others: (1) Having a positive perception and attitude towards learning, (2) willing and able to obtain and integrate knowledge and build attitudes, (3) able and willing to expand and deepen knowledge and skills and strengthen their attitudes, (4) willing and able to apply knowledge, skills and attitudes meaningfully.

1.3.3. Learning climate

The learning climate includes as follows: (1) An atmosphere conducive to the growth and development of interesting learning activities, (2) the embodiment of values and the exemplary spirit, (3) a conducive school atmosphere.

1.3.4. Learning materials

Quality learning materials appear from: (1) Compliance with learning objectives, (2) there is a balance between the breadth and depth of the material with the available time, (3) systematic and contextual learning material, (4) can accommodate student active participation, (5)) can draw optimal benefits, and (6) learning material meets philosophical, professional, psycho-pedagogical and practical criteria

1.3.5. Learning Media

The quality of instructional media appears from: (1) can create meaningful learning experiences, (2) able to facilitate the process of interaction between students and teachers, (3) learning media can enrich student learning experiences, (4) able to change the atmosphere of learning from passive students to active and find information through information through various learning resources available.

1.3.6. Learning System

The learning system is able to show its quality if: (1) schools can highlight the characteristics of their superiority, (2) have a careful planning in the form of strategic plans and school operational plans, (3) there is a spirit of change that is expressed in the vision and mission of the school, (4) quality control and assurance.

From the above explanation it can be concluded that the quality of learning can be interpreted as the link between teacher behaviour, student behaviour, learning climate, teaching materials, quality learning media, and learning systems to achieve learning goals (Suwarni, Achmad & Ita, 2020).

2. METHOD

This study used Mixed Method Research which involved the use of both quantitative and qualitative methods in a single study (Fraenkel, 2012). In more detail, this study specified to Embedded Design in which one of the purposes was the data can be collected together at the same time or in sequence. This design included one data set provides a supportive, secondary role in a study based primarily on the other data type (Creswell, 2012). In this study, the researcher used quantitative data from questionnaires as the primary data with supportive of qualitative data from interview.

This study used simple random sampling for the respondents, namely the tutors and students who joined English Tutorial Program in Muhammadiyah University of Surakarta. The total number of respondents were 188 participants with amount of 88 tutors and 100 students in academic year 2019/2020 particularly studying in Faculty of Teacher Training and Education. Questionnaire was used to determine the students' perspective and tutors' perspective. Both tutors' and students' perspectives were taken from questionnaire based on six main items such as tutors' skills, students' learning behaviour, learning climate, learning material, learning media and learning system. Meanwhile, the interview was used to determine the supportive data of learning quality of this program.

To measure the data, the validity of instruments and reliability of instruments were used in this research.

2.1. Validity of the Instrument

Item Objectives Congruence (IOC) was used to measure the content validity specifically in this research (Yamane, 1967). The questionnaire was validated by three experts. From 38 questions, only 30 questions were appropriate and valid by experts' assessment. The interval result from the assessment of three experts was 0.5. It could be concluded that 30 questions are all valid for the questionnaires. The formulation on IOC Form made for questionnaire validation was as follows.

$$IOC = \frac{\sum R}{N} \ (1)$$

IOC : The congruence between the scales objectives and the item

$\sum R$: The total scores of the experts' agreement in each item

N : The total number of experts.

2.2. Reliability of the Instrument

Cronbach Alpha was formulated in determining the reliability of the instruments. Questionnaire is called reliable if the value or score from Cronbach Alpha >0.7 (Sujarweni, 2014). The score or value of Cronbach Alpha is 0.884, and it can be concluded that the items used to analyse the quality of program ETP is reliable.

3. FINDINGS AND DISCUSSION

The data of questionnaire was calculated by using Excel data tabulation. Then, the data was formulated and analysed with Statistical Package for Social Science (SPSS). The interview data were taken from 4 main sources, such as the coordinator of the program, the tutor assistant, two tutors and three students. To support the quantitative data from SPSS, the interview data was presented with the descriptive statistics.

The data was taken from students' and tutors' perspectives of learning quality on English tutorial program (ETP). Perspective or perception itself means the process of receiving information and stimuli from the surrounding environment, then interpreting the information and categorizing it in the framework of knowledge appropriately (Mahdum, Hadriana & Safriyanti, 2019). Table 1 depicts the questionnaire results regarding the teacher's skills.

Table 1. Teacher (Tutor) Skills

Items	SD	D	N	A	SA
Tutor asks questions actively	0	(	16	35.6	48.4
Tutors give feedback and motivation to students.	0	(	14.4	38.3	47.4
Tutor uses various teaching method (such as speech, role play, and other teaching method)	0.5	.1	27.1	38.8	32.4
Tutor uses variety in interaction such as individual work, small group, and pair work.	0	(	24	42.5	33.5
Tutor uses teaching style including voice variation, gesturing, point of view, and movements.	0	.6	36.2	33.5	28.7
Tutor explains every material systematically.	0	(	18.	36.2	45.

Items	SD	D	N	A	SA
			6		2
Tutor presents the explanation with clarity of language, using example and illustration, giving stress for important parts.	0	.1	34.6	37.2	27.1
Tutor begins the meeting (opening greeting, asking condition)	0	(	13.3	34.6	52.1
Tutor closes the meeting with reviewing the material, giving conclusion and motivation.	0	(	16	32	51.1
Tutor manages the group of learning well.	0	.5	21.3	46.8	31.4
Tutor guides small group discussions. (to present material/topic, to share information, to solve problem)	0	(	30.9	38.8	30.3
Tutors guide the students individually. (to present material/ topic, to share information, to solve problem)	0	.6	31.9	35.1	31.4

3.1. Teacher' Skills

According to table above, the quality of the program shows that the elements such as Educators Skill, is assessed mostly as neutral, agree and strongly agree it means that the learning quality of ETP Program based on above elements is already in good management.

This is supported by the script from the interview of the coordinator as follows:

"*Before the teaching implementations by the tutors to the students, the tutors have already been given several meetings to their development of teaching practices and their knowledge to English related skills especially Speaking and Writing which become the main skills in this program. This meetings or trainings can be called Training of Tutors (TOT). This surely will help tutors on how they will assist and teach students in this program to gain the purpose of this program. From what I see from the program which already been run almost 4 years, the tutors have developed their skills especially in their teaching method and advanced communication to students*" (Mrs. R.W. as Coordinator of Program).

As a comparison, according to study by Siregar, Fauziati, and Marmanto (2020), teacher/tutor played an incalculable role and share noteworthy accountability to lead students to succeed in education. Hence, teacher undoubtedly has to get hold competency and skills to provide qualities in education. Both of the studies

implied on how skills are important to teach students, still Siregar et al. (2020) study focused more on the technological skill, meanwhile tis research had the general value on teacher's skills.

Table 2. Students' Learning Behaviour

Items	SD	D	N	A	SA
Students are active to learn and to practice during learning	0	.5	17.6	43.1	38.8
Students listen and pay attention to their tutor	0	(	18.6	39.9	41.5
Students actively ask related to the learning and material of learning	0	(	29.8	37.8	32.4
Students can solve problem related to the learning	0	.7	34.6	35.6	27.1
Students can communicate well with tutor and his/her friends	0	.5	17.6	32.4	49.5

3.2. Students' Learning Behaviour

Table 2 depicts the questionnaire results regarding the students' learning behaviour. The quality of the program shows that the elements such as Students' Learning Behaviour, is assessed mostly as neutral, agree and strongly agree it means that the learning quality of ETP Program based on above elements is already in good management.

This is supported by the script from the interview of the tutor assistant as follows:

"*I have been taught the students for almost two years, and I saw that many students sometimes still neglect the tutors and are passive during ETP. Not going to deny that sometimes they are only asking about the topic that attracts them such as Holiday/Vacation. Nevertheless, not all the students are passive, some of them still manage to be active and doing practice in speaking and writing. They are also still pay attention on what the tutors talk to them about the materials. This made me believe that they still improve their English during this program and outside program*. (Miss A as tutor assistant).

As a comparison, study from Pravitasari and Elistya (2020) had the result on how students give the positive perception on ETP program and the outcome that said the more enthusiastic students found in ETP program. The difference is that this research taken note not only students' perspectives but also tutor's perspective on students' learning behaviour. Still, both of them show positive reactions about students that are active during ETP Program.

Table 3. Learning Climate

Items	SD	D	N	A	SA
The place and location are appropriate to learn and practice.	3.2	5.3	37.8	33.5	20.2
The situation, condition, and environment in every meeting is conducive.	2.6	6.4	34.6	36.2	20.2
Interaction between tutors and students goes well.	0	0	13.9	34	52.1

3.3. Learning Climate

Table 3 displays the questionnaire results regarding the learning climate. As a comparison, according to Depdiknas (2004), the learning climate should be in a conducive atmosphere of the school or institution. In the findings, we could notice that students and tutors have a certain difficultness to find a place or condition which provides conducive atmosphere. Herewith, this can be happened by not suitable or uncomfortable places, and inadequate communication between students and tutor.

"*Learning situation and condition can be changed based on the places and the process during ETP. Places for conveying the learning should be suitable and comfortable for students to conduct learning. Some students still feel that learning outside classes is not suitable. Thus, the process should be made seriously so the students can understand learning. It will be improved as time passes. Also, it is important to be active tutors to make students engage on learning*" (Mrs. R.W. as Coordinator of Program)

Table 4. Learning Materials

Items	S	D	N	A	SA
Learning Materials are appropriate to the students	0	0.5	20.2	36.7	42.5
Using Learning materials will achieve the goals of program	0	0	27.1	41.5	31.4
Learning materials is fit to the students' abilities	0	1.6	28.7	38.8	30.9
Learning materials can accommodate active participation of students	0	0.5	19.2	37.2	43.1

3.4. Learning Materials (Textbook)

Table 4 displays the questionnaire results regarding the learning materials.

"*The learning sometimes becomes very quiet as tutors are not too active even though the place and time is appropriate to learn and practice. Well, communication is sometimes getting better if tutors and students excited to certain materials or topics. It would be better also if the learning materials is not only copy from the book but also colourful presentation*" (Miss F.S as Student)

3.5. Learning Media (Textbook)

Table 5 displays the questionnaire results regarding the learning media.

"*I think the textbook as the teaching media needs to be revised or upgraded to new version. That will be good if includes new materials insert in it. Because I see that it always has the same materials in the textbook*" (Mr. R as student)

To the 10 criteria of good textbook design by Tarigan (1993), it's explained that good textbook should be interesting and attractive, motivating, illustrative, consider linguistic aspect, related to science, stimulate personal activity, avoid confusion, clear point of view, provide balance and values, and respect to differences in individual. From both table and interview, we can see that the weakness of the module or textbook which can't provide interesting and motivating textbook that make students become active.

Additionally, according to good material design (MAGIC) provided by Rajan (2003), good textbook or material should be Motivating and Meaningful, Authentic and Appropriate, Graphic and Graded, Interesting, Interactive and Integrated also Contextualized and Creative. Last, the disadvantage on the textbook provide in ETP is not too good according to contextualized and creative because it should be upgraded to students and should be involved creativeness.

Table 5. Learning Media

Items	SD	D	N	A	SA
Tutor uses various media besides textbook to enhance the students' knowledge.	4.8	5.8	21.3	38.3	29.8
Using Learning media can facilitate well interaction between tutor and students	2.1	3.2	22.9	30.3	41.5
Using learning media will create learning environment to be active.	4.3	5.8	20.7	33	36.2

Table 6. Learning System

Items	SD	D	N	A	SA
The learning system (includes time, place, location, and procedure of learning) is effective to learn and practice the activities.	5.8	6.4	41	27.7	19.1
The learning system (includes time, place, location, and procedure of learning) is effective to improve students' speaking and writing skills.	6.9	5.8	39.4	27.7	20.2
In the end of the program, students can practice speaking English with their friends and foreigner.	0.5	0.5	24.5	35.1	39.4

3.6. Learning System

Table 6 depicts the questionnaire results regarding the learning system.

"*For English Tutorial Program, since I was a tutor. It is kind of decreasing. Because at first, all of the group always participate the ETP on Saturday and if they want to change the day because of some situation, it becomes very difficult and messy. As the tutor, I just ask the coordinator, but they said it is okay to change. But now, it is not just on Saturday. It should be precisely as the rule, which is on Saturday, we have to hold the program, but it is impossible, because Saturday is weekend. All the students want to go home early. So, it is a little bit difficult for me as tutor who arrange meeting. The coordinator said that we can change it if we have something to do. Actually, I don't really like that. The rule is that it should be hold on Saturday. But it becomes like that. So that I am saying that it is decreasing.*" (Miss R.A as tutor)

For the learning system, it can be taken the comparison between learning quality from Depdiknas (2007) and this study is that ETP program should provide better plan in making English Tutorial Program the improvement especially on time management and duration of the program.

4. CONCLUSION

To conclude, it can be seen clearly that the quality of English Tutorial Program is well-managed. Tutors and students communicate well, tutors and students are active in each of their meetings. The program facilitates learning material and media well such as providing textbook and guidance for tutor before they teach their students. From the interview result, it can be concluded that the quality of program is good based on the several quality items namely educators' skills, students learning behaviour, learning climate, learning media, learning material and learning system. It can also be inferred that there is improvement on students' speaking skill and writing skill from the interview. But, two things should be evaluated from the ETP program are their learning system and the updated version of textbook.

Furthermore, based on the result of this research, this research can be developed later by the other researcher with the related research on perspectives about learning quality on English Tutorial Program in any university or institution. In the future, researchers hope that this research will be beneficial for students who want to use the theory of learning quality of program based on Depdiknas (2004) and Rajan's Good Textbook Design (2003).

AUTHORS' CONTRIBUTIONS

The first author has done the primary work in writing the theories related, writing the manuscript and analysing the data. Meanwhile, the second author has helped the first author in writing and correcting the manuscript.

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