Readiness Analysis of Equality Education Tutors Implementing Blended Learning

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Abstract. A fair and equitable education with equal quality is the dream of every human being, that is why in our country the law guarantees the acquisition of the community to get a decent and equitable and quality education for the entire community. The large number of dropouts and not attending school has become a separate problem for this nation. Many efforts have been made by the government in terms of minimizing these problems, including by presenting equality education programs for people who need education equivalent to formal education. Even though the implementation of equivalence education is much more flexible than the formal education route, it still requires a tutor who is competent in their field. Because tutors are one of the factors that determine the success of a program. Advances in science and technology have resulted in changes in teaching methods which are usually carried out conventionally or face-to-face, turning into teaching methods that use technology, both application-based full online implementation and blended learning, all of these learning methods require the readiness of educators/tutors. For this reason, this article looks at and analyzes the form of tutor readiness in implementing blended learning in an equality education program. From the results of the study it can be concluded that tutors have readiness in implementing blended learning from various indicators.

Keywords: Equality education · technology · tutoring · readiness · blended learning

1 Introduction

Education is the gateway to the progress of a nation's civilization, because all the good things we do today are forms of education that have contributed to making us so in the past. Quality education is the right of all Indonesian people without exception, this is in accordance with what is stated in the Law on the Indonesian education system no. 20 of 2003 Article 4 clearly states that education is held in a democratic and fair manner and is not discriminatory by upholding human rights, religious values, cultural values and national pluralism. However, it is very unfortunate that this has not been realized

properly, because there are still many Indonesian people who have not had the right to obtain an equitable and quality education. The issue of equal distribution of education is a problem for the Indonesian people, the distribution of education is concerned with how many school-age children receive education services, besides whether the education services apply equally to all school children. In fact, not all children in Indonesia have the same opportunity to enjoy education, especially quality and quality education. At least the education that a person goes through is able to free him from the basic shackles of illiteracy, ignorance, backwardness, weakness, oppression and other persecuting behavior caused by the ignorance of society itself (Novrinda et al., 2017). For this reason, it is necessary to make efforts by education personnel to be able to free the community from the things described above.

If we talk about data, for the 2019/2020 school year alone, based on data released by http://statistik.data.kemdikbud.go.id, there were at least 157,166 students who dropped out of school in the 2019/2020 school year, where for the level of There are 59,443 elementary school students, 38,464 junior high school students, 28,864 high school students and 32,395 students at the SMK level. For the distribution of data on the number of students dropping out of school in each province in Indonesia, it can be seen in Table 1.

Table 1. Number Of Dropping Out Students based Education Level In Indonesia for the 2019/2020 Academic Year

NO	PROVINCE	Education Level				Total
		SD	SMP	SMA	SMK	
1	Prov. D.K.I. Jakarta	1.492	968	138	326	2.924
2	Prov. Jawa Barat	6.030	3.684	1.581	4.154	15.449
3	Prov. Jawa Tengah	4.203	1.836	1.501	3.569	11.109
4	Prov. D.I. Yogyakarta	221	63	75	299	658
5	Prov. Jawa Timur	4.919	4.477	2.197	4.135	15.728
6	Prov. Aceh	1.325	1.452	955	546	4.278
7	Prov. Sumatera Utara	4.106	3.403	2.326	3.741	13.576
8	Prov. Sumatera Barat	1.323	719	952	614	3.608
9	Prov. Riau	1.676	868	1.215	798	4.557
10	Prov. Jambi	889	464	302	289	1.944
11	Prov. Sumatera Selatan	2.699	1.133	784	509	5.125
12	Prov. Lampung	1.711	989	468	551	3.719
13	Prov. Kalimantan Barat	1.537	848	455	427	3.267
14	Prov. Kalimantan Tengah	800	513	231	233	1.777
15	Prov. Kalimantan Selatan	879	584	517	434	2.414

(*continued*)

Table 1. (*continued*)

NO	PROVINCE	Education Level				Total
		SD	SMP	SMA	SMK	
16	Prov. Kalimantan Timur	1.108	330	417	514	2.369
17	Prov. Sulawesi Utara	743	587	343	472	2.145
18	Prov. Sulawesi Tengah	1.213	1.023	513	699	3.448
19	Prov. Sulawesi Selatan	3.092	2.312	2.595	1.839	9.838
20	Prov. Sulawesi Tenggara	1.376	794	787	459	3.416
21	Prov. Maluku	1.154	831	954	344	3.283
22	Prov. Bali	296	144	43	61	544
23	Prov. Nusa Tenggara Barat	1.815	1.328	1.723	1.535	6.401
24	Prov. Nusa Tenggara Timur	3.344	2.406	2.010	1.478	9.238
25	Prov. Papua	4.430	2.085	1.140	611	8.266
26	Prov. Bengkulu	569	381	202	296	1.448
27	Prov. Maluku Utara	1.245	1.107	625	528	3.505
28	Prov. Banten	1.554	1.039	645	1.733	4.971
29	Prov. Kepulauan Bangka Belitung	405	152	31	104	692
30	Prov. Gorontalo	643	368	333	253	1.597
31	Prov. Kepulauan Riau	470	79	41	43	633
32	Prov. Papua Barat	1.045	575	424	360	2.404
33	Prov. Sulawesi Barat	817	756	298	386	2.257
34	Prov. Kalimantan Utara	314	166	43	55	578
TOTAL		**59.443**	**38.464**	**26.864**	**32.395**	**157.166**

Source: http://statistik.data.kemdikbud.go.id/
Remark
SD: Elementary School, SMP: Junior High School, SMA: Senior High School, SMK: Vocational school

Meanwhile, if we look at the academic year 2016/2017 to 2019/2020, the highest dropout rate was recorded in the 2018/2019 school year where there were 301,124 dropout tudents from various levels of education. For more details, see Fig. 1.

Based on the data above, we can conclude that every year there are always thousands of students drop out of school both at the elementary, junior high and high school levels. This of course becomes homework for all of us in finding the best and effective solutions, both for the prevention and mitigation stages so that the dropout rate can be suppressed or finding them an educational solution after they are forced to drop out of school.

As per ABC (2019), in Tempo Magazine, information held by the National Team for the Acceleration of Poverty Reduction (TNP2K), the quantity of youngsters matured 7–12 years in Indonesia who are not in school is 1,228,792 kids. For the age classification

Fig. 1. Histogram of the Recapitulation of Dropout Rates. (Source: data processed from publikasi.data.kemdikbud.go.id)

Table 2. Data on the Number of Community Education Units in Indonesia in 2021

NO	PROVINSI	LKP			PKBM			SKB			PONDOK PESANTREN			TOTAL
		N	S	Sum	N	S	Sum	N	S	Sum	N	S	ML	
1	Prov. D.K.I. Jakarta	1	332	333	39	235	274	0	0	0	0	51	51	658
2	Prov. Jawa Barat	0	1,626	1,626	1	1,76	1,763	26	0	26	0	379	379	3,794
3	Prov. Jawa Tengah	0	1,127	1,127	0	727	727	33	0	33	0	477	477	2,364
4	Prov. D.I. Yogyakarta	0	188	188	0	120	120	5	0	5	0	21	21	334
5	Prov. Jawa Timur	0	1,581	1,581	0	955	955	19	0	19	1	939	940	3,495
6	Prov. Aceh	1	320	321	0	305	305	23	0	23	0	43	43	692
7	Prov. Sumatera Utara	3	1,176	1,179	0	490	490	22	0	22	0	66	66	1,757
8	Prov. Sumatera Barat	0	161	161	0	254	254	20	0	20	0	75	75	510
9	Prov. Riau	0	208	208	0	193	193	9	0	9	0	77	77	487
10	Prov. Jambi	0	196	196	0	193	193	10	0	10	0	65	65	464
11	Prov. Sumatera Selatan	0	259	259	0	289	289	13	0	13	0	70	70	631
12	Prov. Lampung	0	295	295	0	274	274	13	0	13	0	93	93	675
13	Prov. Kalimantan Barat	0	112	112	0	189	189	9	0	9	0	40	40	350
14	Prov. Kalimantan Tengah	0	89	89	1	120	121	8	0	8	0	49	49	267
15	Prov. Kalimantan Selatan	0	230	230	0	182	182	13	0	13	0	140	140	565
16	Prov. Kalimantan Timur	0	156	156	0	115	115	16	0	16	0	24	24	311
17	Prov. Sulawesi Utara	0	83	83	0	115	115	29	0	29	0	3	3	230
18	Prov. Sulawesi Tengah	0	206	206	2	202	204	15	0	15	0	49	49	474
19	Prov. Sulawesi Selatan	0	386	386	0	452	452	25	0	25	0	51	51	914
20	Prov. Sulawesi Tenggara	0	154	154	1	316	317	21	0	21	0	38	38	530

(*continued*)

Table 2. (*continued*)

NO	PROVINSI	LKP			PKBM			SKB			PONDOK PESANTREN			TOTAL
		N	S	Sum	N	S	Sum	N	S	Sum	N	S	ML	
21	Prov. Maluku	0	47	47	0	103	103	8	0	8	0	9	9	167
22	Prov. Bali	1	214	215	0	80	80	9	0	9	0	4	4	308
23	Prov. Nusa Tenggara Barat	0	309	309	0	431	431	10	0	10	0	40	40	790
24	Prov. Nusa Tenggara Timur	1	116	117	1	241	242	20	0	20	0	1	1	380
25	Prov. Papua	0	54	54	24	431	455	11	1	12	0	1	1	522
26	Prov. Bengkulu	0	101	101	0	129	129	10	0	10	0	4	4	244
27	Prov. Maluku Utara	0	45	45	0	137	137	7	1	8	0	2	2	192
28	Prov. Banten	0	322	322	0	372	372	7	0	7	0	101	101	802
29	Prov. Kep. Bangka Belitung	0	59	59	0	51	51	5	0	5	0	21	21	136
30	Prov. Gorontalo	0	80	80	1	80	81	11	0	11	0	2	2	174
31	Prov. Kepulauan Riau	1	121	122	0	94	94	5	0	5	0	46	46	267
32	Prov. Papua Barat	0	14	14	16	85	101	4	0	4	0	0	0	119
33	Prov. Sulawesi Barat	1	78	79	1	172	173	6	0	6	0	16	16	274
34	Prov. Kalimantan Utara	0	25	25	0	47	47	4	0	4	0	0	0	76
35	Luar Negeri	0	0	0	4	9	13	0	0	0	0	0	0	13
	TOTAL	9	10,47	10,479	91	9,95	10,041	446	2	448	1	2,997	2,998	23,966

(Source: statistik.data.kemdikbud.go.id)

of 13–15 years in 34 territories, the number is 936,674 youngsters. In the mean time, matured 16–18 years, there are 2,420,866 youngsters who are not in school. So by and large, the quantity of Indonesian kids who are not in school comes to 4,586,332. Based on the data obtained about the number of people who drop out of school, it shows data that is serious enough to be of concern to all parties.

There are many reasons why a person does not go to school, stops going to school and does not continue to the next level, including financial inadequacy, local culture, marriage, difficulty in accessing schools, health, as well as people's views on education, this is in accordance with what was conveyed by Burhannudin (in Prihatin, 2011), states that there are at least six factors that cause school dropouts, especially at the basic education level, namely economic factors, low interest in going to school, lack of parental attention, unsupportive learning facilities, cultural factors and the location or location of the school. (1) economic factors are the first factor causing children to drop out of school. (2) lack of parental attention is. (3) inadequate learning facilities. (4) children's interest in school is the fourth factor. (5) Culture related to the habits of the surrounding community. (6) the location or location of the school is the sixth factor that can cause children to drop out of school. Even though there are many reasons that make a person unable to get an education, of course there must be an effort that can be made by the government to still be able to minimize these problems, one way to minimize

such conditions is by providing education outside of school or non-formal education. The Out-of-School Education program aims to empower the community in knowledge and skills, namely: equality program, literacy program, youth program, women empowerment program, Early Childhood Education Program (PAUD), Continuing education program, Life Skill Education program, course program and training. The following is the number of PNF/Community Education units in 2021.

From Table 2, it is noted that there are as many as 23,966 units of public education units, both private and public, spread throughout Indonesia. 10,479 units are LKP, 10,041 units are PKBM, 448 units are Learning Activities Studio (SKB), and 2,998 are Islamic Boarding Schools. Therefore, educational equality is one of the educational programs outside of school/non-formal education which has the aim of providing quality education access services for the community.

Equality Program, Equality Education is one of the educational units in the non-formal education pathway which includes study groups (pursuit) Package A Program equivalent to SD/MI, Package B Program equivalent to SMP/MTs, and Package C Program equivalent to SMA/MA can be implemented through the Activity Studio. Learning (SKB), Community Learning Activity Center (PKBM), or other similar units. In Law Number 20 of 2003 concerning the National Education System, it is stated that the education pathway consists of formal, non-formal, and informal education which can complement and replace each other.

According to the results of research Agus Salim (in Sawa Suryana et al., 2010), found that to meet the quality of equality education at the implementing level in the community includes many aspects that must be considered which include: 1) curriculum development in line with needs of students, 2) education and learning processes that are in accordance with the existing learning environment. 3) the role of tutors in learning is not maximized (Professional) 4) There is still a lack of management support, facilities, infrastructure for equality education from the community. One component that has an important role in the implementation of equality education is a tutor. Informal education, b) reading the goals of non-formal education, c) preparing and translating curriculum and curriculum materials, d) reading the problems of learning citizens, e) seeing marketing opportunities for learning citizens' products, f) marketing non-formal education programs, g) exploring sources which can improve the continuity of the program and h) manage the environment and as a source and place of learning. Because tutors play an important role for determining the quality of educational equity education. Therefore, tutors must be a component that must be considered in carrying out their duties.

Darkenwald & Merriam (1982), If the aim of non-formal education is the development of learners as individuals and social groups in which learners live, the non-formal education curriculum, the role of tutors and learners, and the learning process must function to achieve progress. individuals and social groups. However, for the successful implementation of teaching and learning for tutors at equivalence, the support of various parties/things including, Slameto (2010), includes internal factors consisting of 1) physical factors including health, disability. 2) psychological factors include intelligence, attention, interests, talents, motives, maturity, and readiness. While the next factor is extrinsic factors or factors that come from outside which consist of 1) family factors

including the manner in which guardians teach, relations between relatives, home environment, family monetary circumstances, comprehension of guardians, and social foundation. 2) school factors incorporate showing techniques, educational program, instructor understudy relations, understudy relations, school discipline, learning apparatuses, educational time, illustration guidelines over size, building conditions, learning strategies, and schoolwork. 3) local area factors remember the exercises of understudies for the local area, broad communications, companions to spend time with, and types of local area life.

Advances in science and technology have resulted in changes in teaching methods which are usually carried out conventionally or face-to-face, turning into teaching methods that use technology, both application-based full online implementation and blended learning, all of these learning methods require the readiness of educators/tutors. According to Riyana (2009), in the learning process because of the internet, there will be: (a) the shift of education from a teacher- centered learning system (teacher centered learning) to a student-centered learning system (b) growing and increasingly socializing open and distance education, (c) the increasing number of choices of learning resources available. Kusairi (2011), adds that there are three shifts in the learning process due to the development of communication technology, namely: (a) a shift from classrooms to anywhere and anytime, (b) a shift from paper to online, and (c) a shift from physical facilities to network facilities. Therefore, it is necessary to pay attention to the readiness of tutors in the implementation of blended learning.

2   Method

The method applied for the study is descriptive quantitative research, which examines the analysis of the readiness of equivalence tutors in the implementation of blended learning in West Sumatra. The sample taken in this research used a simple random sampling technique, namely tutors who worked on the equality of A, B and C in the work area of West Sumatra Province, amounting to 45 tutors. The technique of collecting data in research is through a questionnaire distributed using a google form link and the data is processed using the percentage technique.

3   Results and Discussion

Result
Based on the background stated above, a research was conducted through a questionnaire to determine the readiness analysis of equivalence tutors in the implementation of blended learning. The results of the analysis of the questionnaire that has been given to equivalence education tutors totaling 45 tutors with an overview of the tenure of more than three years amounted to 60%, less than one year amounted to 26.7%, and the tenure of one year amounted to 6.7% and more than 2 years amounted to 6.7%. processed as shown in Fig. 2:
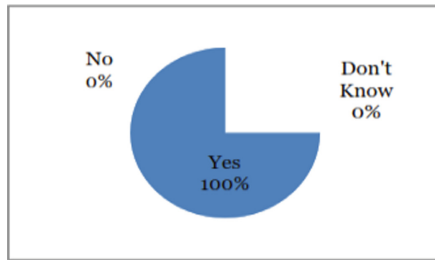
1) *Enjoying Work*

Fig. 2. Histogram of Tutors Enjoying Work

Based on the Fig. 2, information is obtained that as many as 100% of equivalence education tutors like their profession as tutors. Furthermore, 0% of those who answered that they did not like the tutor profession and 0% answered that they did not know whether they liked the tutor profession or not.
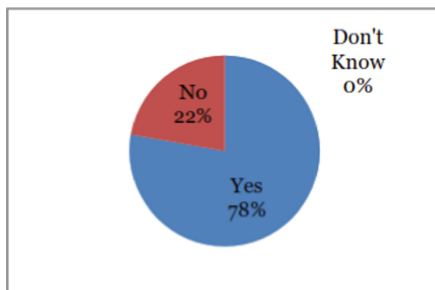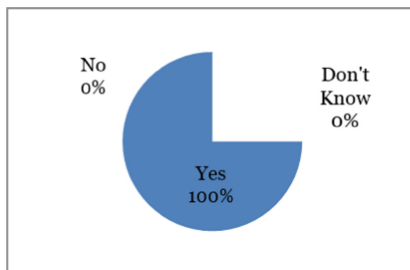
2) *Mastering technology*

Fig. 3. Histogram of Tutor Mastering Technology

Based on the Fig. 3, information is obtained that as many as 78% of equivalence education tutors master technology in the learning process. Furthermore, 22% of those who answered did not master technology in learning and 0% answered that they did not know whether they mastered technology or not.

3) *Mastering Teaching Materials*

Fig. 4. Histogram of Tutor Mastering Teaching Materials

Based on the Fig. 4, information is obtained that as many as 100% of equivalence education tutors master the learning material. Furthermore, 0% of those who answered did not master the learning material and 0% answered that they did not know whether they had mastered the lesson or not.

4) *Take Training*
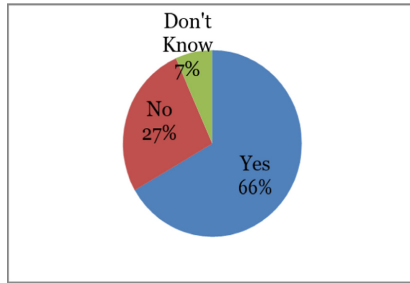
Fig. 5. Histogram of Tutors Following the Training

Based on the Fig. 5, information is obtained that as many as 66% of equivalence education tutors attend training related to the learning process. Furthermore, 27% of those who answered did not attend training related to the learning process and 7% answered that they did not know whether to attend training related to the learning process or not.

5) *Understanding Students*
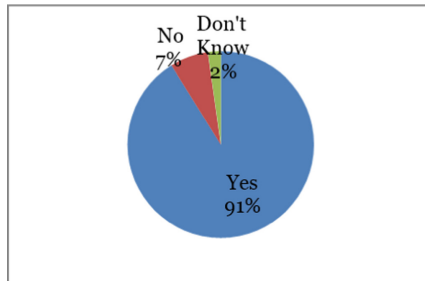
Fig. 6. Tutor Histogram Understanding Students

Based on the Fig. 6, information is obtained that as many as 91% of equivalence education tutors understand equivalence students well. Furthermore, 7% of those who answered not d understood the equivalence students well and 2% answered that they did not know whether they understood the equivalence students well or not.

6) *Family support*
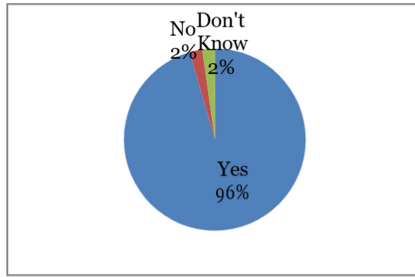
Fig. 7. Histogram of Tutors Getting Support from Families

Based on the Fig. 7, information is obtained that as many as 96% of equivalence education tutors get full support from all family members related to their profession. Furthermore, 2% of those who answered did not get full support from all family members related to their profession and 2% answered that they did not know whether to get full support from all family members related to their profession or not.

7) *Availability of Internet Network at Home*
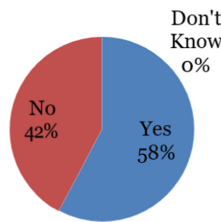
Fig. 8. Histogram of Internet Network Availability

Based on the Fig. 8, information is obtained that as many as 58% of equivalence education tutors have good internet network availability. Furthermore, 42 for those who answered that they did not have a good internet network availability and 0% answered that they did not know whether they had good internet network availability or not.

8) *Internet Package Availability*
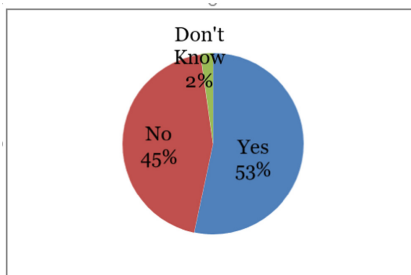
Fig. 9. Internet Package Availability Histogram

Based on the Fig. 9, information is obtained that as many as 53% of equivalence education tutors have good internet package availability. Furthermore, 45 for those who answered that they did not have internet package availability properly and 2% answered that they did not know whether they had internet package availability properly or not.
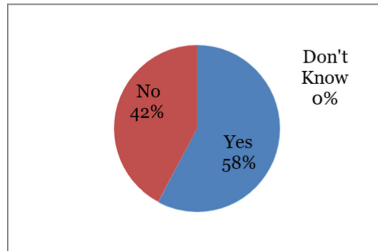
9) *The One and Only Job Tutor*

Fig. 10. Tutor Profession Histogram

Based on the Fig. 10, information is obtained that as many as 58% of equivalence education tutors make their only job. Furthermore, 42% of those who answered no were not their only job and 0% answered that they did not know whether their only job was or not.

4   Discussion and Conclusion

The principal issue looked by educators is the availability of educators in instructing. The status of educators in helping doesn't yet have adequate preparation to do the educating and educational experience. Consequently, powerful instructor preparation is an essential for successful educating. Assuming that the educator's availability to instruct is less successful, the growing experience will be less viable, and obviously this can affect understudy accomplishment. Utilizing technology in education is one of the most effective things to do lately. As is the case with learning with the blended learning method. This Blended learning method is considered very flexible and easy to apply by students and teachers (Darmayanti et al., 2007; Prawiyogi et al., 2020) Learning from home (BDR) or distance education is a policy taken by the government of the Republic of Indonesia through the Ministry of Education and Culture. The consequences of this policy, of course, cannot be separated from the role of technology as the main medium in its implementation. One of the learning models that can be applied through the use of technology-based media is the blended learning model.

As per Driscol in Abdullah (2018), mixed learning is a learning strategy that joins or consolidates different online advancements, to accomplish instructive objectives. In the mean time, Thorne in Usman (2018), gives a definition that mixed learning is a combination of e-learning innovation with sight and sound, for example, video web based, virtual classes, online text movement joined with customary types of homeroom preparing. In the mean time, Graham in Sari (2014), just contends that mixed learning

is supposed to discover that consolidates web based learning with eye to eye (eye to eye learning). Gather and Oke in Sinaga (2019), states that mixed learning is a learning climate planned by consolidating up close and personal (F2F) learning with web based discovering that means to further develop understudy learning results. In the mean time, as per Harding, Kaczynski and Wood in Sukarno (2014), Blended learning is a learning approach that coordinates customary eye to eye learning and distance discovering that utilizes internet learning assets (particularly electronic) and different correspondence choices that can be utilized by understudies. Instructors and understudies.

Up close and personal learning unites teachers and understudies in a single space to realize where there is a coordinated (direct) correspondence model, and there is dynamic collaboration between individual understudies, understudies with instructors, and with different understudies. Eye to eye learning has the attributes of arranged and place-based and social connection (Bonk and Graham in Hasbullah, 2014). As indicated by Driscoll (2002), there are four ideas with respect to picking up utilizing the mixed learning technique, in particular: Blended learning will be discovering that consolidates or joins different electronic advancements, to accomplish instructive objectives. Mixed learning is a mix of different learning draws near (like behaviorism, constructivism, cognitivism) to create an ideal learning accomplishment regardless of learning innovation. Mixed learning is likewise a blend of many learning innovation designs, (for example, video tapes, CD-ROMs, electronic preparation, films) with up close and personal learning. Mixed learning joins learning innovation with genuine work tasks to make a positive effect on learning and tasks. As a rule, Moore (in Albion, 2008), characterizes four kinds of collaborations that happen in web based getting the hang of, including: 1) understudy connections with content allude to clients who are bound in educational data; 2) cooperation of understudies with innovation interfaces; 3) Interaction with educators is a technique or method of teachers educating, directing and supporting understudies; and 4) communication of understudies with individual understudies.

In the mean time, Carman (2002), makes sense of that there are five principal keys in the mixed getting the hang of educational experience by applying the learning hypothesis of Keller, Gagne?, Bloom, Merrill, Clark and Gery, specifically: LiveEvent, simultaneous direct or eye to eye learning in a similar overall setting or a similar time however better places. Independent Learning, which consolidates with independent discovering that permits understudies to learn whenever, anyplace on the web. Cooperation, consolidating coordinated effort, both coordinated effort among instructors and understudies and coordinated effort between individual understudies. Evaluation, teachers should have the option to blend a mix of on the web and disconnected evaluation types, both test and non-test (class projects). Execution Support Materials, guarantee that learning materials are ready in computerized structure, open to understudies both disconnected and on the web. Based on the distribution of the data above, we can conclude that tutors have a tendency to prepare blended learning, judging by liking the work Rivai and Sagala in Hardiyana & Nurhadian (2016), argue: "Work fulfillment is an assessment that depicts an individual's sensations of disposition, blissful or not cheerful, fulfilled or fulfilled. disappointed working." The sentence above suggests that work fulfillment is a sensation of joy or dismay with his work. As indicated by Hasibuan (2016), he contends: "Occupation fulfillment is a close to home demeanor that is wonderful and loves his

work. This mentality is reflected by work spirit, discipline and work execution. Work fulfillment is delighted in at work, beyond work and a mix of inside and beyond work." Furthermore, tutors master the technology of Slameto (2010), namely the learning process is influenced by the relationships that exist in the learning process itself, so the way students learn is influenced by their relationship with the tutor. The tutor's preparation for the teaching process is shown by the achievement of indicators of the quality process of the teaching and learning and outcomes in the classroom (synthesized by various education experts in Indonesia and abroad). All of these indicators describe all the actions of the tutor in the teaching process, and all of them are largely determined by the teaching preparation made by the tutor (Larlen, 2013). Because of the importance of tutor readiness in the implementation of blended learning, it is certainly a concern for all parties in preparing matters related to tutor readiness in learning. From all the forms of readiness described above, it can be seen that the number of equal education tutors in terms of preparation for the availability of internet networks and the availability of internet packages shows an almost balanced number between tutors who are ready and those who are not. This conclusion makes a note to make this problem small and even lost. Because the availability of internet packages and internet networks is the main thing in the implementation of blended learning. Catchphrases for future instruction: adaptable, open, shifted, access, computer generated reality, web, sight and sound, various pathways, equivalent open door, lifetime, sharing, intuitiveness, organizing, remote, on-line, two-way or dialogical, opportune, coordinated, cooperative, interdisciplinary, fitting, multi-disciplinary, and cutthroat. This suggests that future difficulties will be all as how new advancements can be utilized carefully and suitably to address worldwide necessities (Istiningsih and Hasbullah, 2015). This means that for the success of the blended learning process, there are many things that must be prepared by various related elements for the purpose of quality education.

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