



The Influence Of Tutor's Social Competence On Motivation Residents Learn Functional Literacy Independently

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Abstract

Nonformal education, as one of the channels for implementing national education, has been felt to be able to make a real contribution in managing the quality of human resources since the past, present and in the future. Non-formal education is able to position itself to continue to adapt to the demands of human needs along with the dynamics of human civilization. This article aims to determine the influence of tutors' social competence on the motivation of residents to learn independent functional which was studied. using quantitative methods with a population and sample of 20 respondents and using observation instruments and questionnaires. The findings show that tutors' social competence is needed to influence students' motivation to learn through comprehensive interaction and communication patterns. Thus, it can be concluded that there is an influence between the tutor social competency variable (X) on the motivation of residents to learn independent functional literacy in the Patriotic PKBM Suwawa District (Y) as proven by the regression equation $= 0,586X + 12,35$ and the results of the regression line variance $F_{hitung} = 7,93 > F_{tabel} 5\% = 4,11$ means significant, and $F_{hitung} = 7,93 > F_{tabel} 1\% = 7,39$ which has significant meaning.

Keywords: Tutor Competency, Student Motivation, Functional Literacy

1. INTRODUCTION

This characteristic of community education, which has its own unique characteristics, has a great opportunity to accommodate a millennial perspective on the one hand and on the other hand, it can accommodate the interests of the community by acting as a function of providing facilities, a production function and a marketing function of results, this is considering that the learning outcomes of community education are not solely oriented towards to periodic skills, but knowledge and affective aspects are also goals to be achieved. This is in line with the view of [1] who states that in out-of-school education (non-formal education), changes in the psychomotor or skills domain are prioritized while not ignoring changes in the cognitive and affective domains.

Nonformal education/community education in the implementation of its programs has very varied institutional management unit models. Stated that the models of educational institutional units that are built really depend on program needs, student targets and program development interests [2]. The size of the

institutional management unit model and the breadth of targets to be developed are largely determined by the ability to understand the types of programs to be built, one of which is through literacy programs. Literacy is a very important way to increase educability, because literacy is the main capital for accessing information. Basically, literacy is expressed as the process of children learning knowledge and skills using signs and symbols to communicate through interaction facilitated by media tools and social cultural support [3]. Misunderstanding or lack of understanding of language can be an obstacle to the learning process, or lead to incorrect learning.

The aim of organizing a literacy program includes helping students (students) find and use their own the three Rs (reading, writing, dan arithmetic) materials. Therefore, tutors not only help students read books, but tutors are obliged to guide them in every learning process, prepare the necessary learning facilities and infrastructure, motivate and ensure the continuity of study groups and build working networks with various related organizations and community leaders, carry out evaluating progress and reporting to program organizers, as well as facilitating study groups to establish working networks with various related agencies.

Tutor competence in this case through independent literacy education needs to be interpreted as he does his job well. This means that the tutor must be someone who has the instinct of an educator, at least understands and understands the students. Tutors must master in depth at least one scientific field. Tutors must have an attitude of professional integrity. Only with integrity can a tutor become an example or role model.

Realizing that many tutors do not meet professional criteria, tutors and those responsible for education must take steps. Things that can be done include organizing training, developing work behavior, creating leisure time and improving welfare. In order for a tutor to be dignified and able to build people with full self-confidence, they must have sufficient welfare. So that tutors can act as motivators for their students to learn.

Motivation is an important thing in controlling human behavior. Whether a goal is successful or not, motivation also plays an important role. This also cannot be separated from the success of learning activities. In learning activities, motivation can be said to be the overall driving force within the learning community which gives rise to learning activities, which ensures the continuity of learning activities and which provides direction to learning activities, so that the goals desired by the learning subject can be achieved. It is said "whole" because in general there are several motives that together move students. In line with the opinion of Uno [4], verbal statements or other forms of appreciation for good behavior or good student learning outcomes are the easiest and most effective way to increase students' learning motives for better learning outcomes

The Patriotic Community Learning Activity Center (PKBM) is a community education forum that plays an active role in developing education to make education programs a success, especially independent literacy, which upholds intelligence, skills, independence and noble character, but there is still a lack of motivation in learning activities. This is in line with the opinion of Wibowo [5] who states that PKBM can function to provide education and training, information services and community learning resources, carry out community development activities and coordinate in strengthening social networks. Based on the results of observations and

interviews with the organizers, it shows that in each face-to-face meeting less than 40% of students participate in the learning activity process, so this affects their learning achievement.

Various indicators of students lacking motivation in carrying out learning activities include the tutor competency factor. Many people who study literacy independently are lazy and lack enthusiasm in participating in learning activities taught by tutors, because the level of knowledge, mastery of the material and the tutor's delivery methods are less than optimal. So that it has an influence on learning outcomes at PKBM. This was emphasized by Imron [6] who stated that a lack of motivation can have a negative effect on learning results and achievement and give rise to other negative behavior in learning activities. Apart from that, the tutor's welfare factor is also able to influence students' motivation to learn which is not conducive to arising due to the declining quality of the tutor's work.

The phenomenon described previously was the main impetus for the author to determine the problem in the article about tutor competence which was formulated with the title the influence of tutor competence on the motivation of residents to learn functional literacy independently in the Patriotic PKBM Suwawa District.

Social competence is the tutor's ability to communicate and socialize effectively with students, fellow educators, education staff, parents/guardians of students, and the surrounding community [7]. Social competence is composed of 2 (two) words, namely competence and social. Competency can be defined as a set of knowledge, skills and basic values that are reflected in the thinking and acting habits of a professional staff. Competency can also be understood as a specification of the knowledge, skills and attitudes that a person has and their application in work, in accordance with the work standards required by society or the world of work [8].

Meanwhile, the word social comes from the word socio, which means making friends and terminologically social can be understood as something that is connected, associated with friends or society [9]. In terms of social competence, it is clear that a tutor is required to be able to communicate well, not only limited to students who are part of the learning process in the classroom and fellow educators who are colleagues in the world of education, but also a tutor must be able to communicate well with educational staff. parents and the surrounding community who are also part of educational institutions should work together to create a conducive atmosphere in the learning and teaching process, and to ensure continuity between what is taught in class and can be applied and re-learned within the family and community in order to achieve goals education.

Referring to this idea, developing a social competency standard for tutors with professional or managerial positions is not easy. To overcome these difficulties, tutors' social competency standards need to be prepared flexibly. Apart from that, considering that the learning process is always developing in line with the dynamics of societal development, tutors' social competency standards also need to be reviewed in the face of environmental changes. The tutor's social competence must also include the ability to think in advance, plan proactive possibilities, and to maintain focus on the student as the learning target. This ability is very important, in addition to flexibility and the ability to adapt to change.

Motivation comes from the Latin word "movere" which means "encouragement or driving force". This motivation is only given to humans, to subordinates or

followers [10]. Basically, motivation is about how to encourage someone's passion with the intention that they are willing to work hard by giving all their abilities and skills to realize a certain goal.

When it is related to learning, society generally has the assumption that learning is a process of acquiring knowledge and skills from one party to another which is needed so that changes in behavior occur, as stated by Arifin [11] that learning is behavior and appearance, with a series of activities, for example by reading, observing, listening, imitating and so on towards the development and formation of a complete person. This understanding of learning shows an emphasis on changing individual behavior which includes the mastery of knowledge, skills and the manifestation of controlled attitudes.

Changes that occur in individuals are an indication that a learning process has occurred, because basically from not knowing to knowing, from not understanding to understanding, from not being aware to becoming aware, and increasing other abilities in the learning community, are the results of the learning process. As a process of increasing individual abilities and potential, according to Arifin [11], learning contains 3 (three) basic elements, including changes in behavior, changes that occur from training and experience, and changes that occur must also be relative changes. permanent

2. METHODS

This article is the result of research carried out through previous field research which aims to find out whether there is an influence between variable X and variable Y, while the approach used is a quantitative descriptive study. Variables are the objects being studied, or what is the point of attention of a research [12]. This paper consists of two variables, namely the independent variable (free) and the dependent variable (bound). An independent (free) variable is a variable that influences or is the cause of the change or emergence of the dependent (dependent) variable. Meanwhile, the dependent (bound) variable is a variable that is influenced or becomes a consequence, because of the existence of the independent variable [13]. The specifications are as outlined in the following table:

Table 1. Research indicators

Variabel X (social competence tutor)	Variabel Y (learning motivation)
a. Ability to communicate verbally and in writing	a. Response to lessons
b. Able to use communication and information technology functionally	b. Working on a task continuously for a long time, never stopping before the task is completed
c. Communicate effectively with students, fellow educators, education staff, parents/guardians of students	c. Don't give up quickly when doing your assignments
d. Ability to interact politely with local people	d. Enjoys finding and solving problems in learning
	e. Prefer to work independently

e. Understanding students

The population in this paper is all 20 people studying independent functional literacy at Patriotic PKBM. The sample members in this paper are all residents learning functional literacy independently. The sample in this research was determined using probability sampling techniques. Probability sampling technique is a sampling technique that provides equal opportunities for each element (member) of the population to be selected as a member of the sample [14]. Sample members were taken using total sampling, namely a sampling technique where the number of samples is the same as the population. The reason for taking total sampling was because the population was less than 100. The entire population was used as the research sample.

In this paper, data collection techniques are used, namely observation and questionnaires. The questionnaire used in this research is a closed questionnaire where the answers are provided in the questionnaire. The scale used for this instrument is the Likert scale, which is a measurement to measure a person's attitudes, opinions and perceptions about social phenomena. The answers to each instrument item are for Variable X (tutor's social competence) and Variable Y (learning motivation) and have a gradation determined by the author. The validity of instruments using internal validity in the form of tests must meet construct validity and content validity. The validity test in this research uses the product moment correlation formula according to [14].

Keterangan:

- r_{xy} : Correlation coefficient between variables X and Y
- ΣX : Total item scores
- ΣY : Total score
- ΣXY : Multiply the number of item scores and the total score
- ΣX^2 : Sum of squares of item scores
- ΣY^2 : Sum of squares of item scores
- N : Number of subjects or respondents

Testing uses a two-sided test with a significance level of 0.05. The test criteria are if $r \text{ count} \geq r \text{ table}$ then the instrument or question items are significantly correlated to the total score (valid) whereas if $r \text{ count} < r \text{ table}$ then the instrument or question items are not significantly correlated to the total score (invalid).

Furthermore, the multiple choice reliability analysis in this study uses the Alpha formula according to [15]:

Keterangan:

- r_{11} : instrument reliability
- k : the number of question or questions
- $\Sigma \sigma b^2$: total item variance
- σ^2 : total variance

Data analysis was carried out through a preliminary analysis stage which included scoring, determining qualifications and value intervals as well as partial test analysis (t test). The partial test (t test) is used to determine the influence of each

independent (tutor's social competence) on the dependent variable (learning motivation).

3. RESULTS AND DISCUSSION

To determine the motivation of residents to learn independent functional literacy at PKBM Patriotik, the author used a questionnaire with 15 items which were distributed to 20 respondents. The respondents were residents studying Functional Literacy. The data related to the correlation coefficient between social competence and students' motivation to learn is described in table 1 below:

Table 2.Correlation coefficient

No.	X	x = X-		Y	y = Y-		xy
1.	65	0.5	0.25	58	7.9	62.41	3.95
2.	64	-0.5	0.25	49	-1.1	1.21	0.55
3.	68	3.5	12.25	52	1.9	3.61	6.65
4.	67	2.5	6.25	53	2.9	8.41	7.25
5.	64	-0.5	0.25	58	7.9	62.41	-3.95
6.	61	-3.5	12.25	52	1.9	3.61	-6.65
7.	62	-2.5	6.25	56	5.9	34.81	-14.75
8.	64	-0.5	0.25	51	0.9	0.81	-0.45
9.	65	0.5	0.25	58	7.9	62.41	3.95
10.	66	1.5	2.25	49	-1.1	1.21	-1.65
11.	59	-5.5	30.25	34	-16.1	259.21	88.55
12.	63	-1.5	2.25	39	-11.1	123.21	16.65
13.	67	2.5	6.25	52	1.9	3.61	4.75
14.	63	-1.5	2.25	47	-3.1	9.61	4.65
15.	68	3.5	12.25	55	4.9	24.01	17.15
16.	60	-4.5	20.25	56	5.9	34.81	-26.55
17.	64	-0.5	0.25	43	-7.1	50.41	3.55
18.	68	3.5	12.25	44	-6.1	37.21	-21.35
19.	62	-2.5	6.25	47	-3.1	9.61	7.75
20.	70	5.5	20.25	50	-0.1	0.01	-0.45
Amount	1290	-	153	1003	-	792.6	89.6

To test whether $r_{xy} = 0.739$ is significant or not, you can consult the r table at the 1% and 5% significance levels. Based on the table values, it can be seen that the results at the 1% significance level = 0.424 and 5% = 0.329. Thus the price $r_{xy} = 0.739$ is declared significant because $r_{xy} > r_{table}$. This proves that there is a significant correlation between variables X and Y and the hypothesis is accepted.

Based on the results of data analysis, it is known that the significance of the influence of the tutor's social competence on the motivation of residents to learn independent functional literacy at the Patriotic PKBM is by comparing the F_{count} and F_{table} prices at both the 5% and 1% levels. If $F_{count} > F_{table}$ at the 1% or 5% level then it is significant and the proposed hypothesis is accepted. Meanwhile, if $F_{count} < F_{table}$ at the 1% or 5% level then it is non-significant and the proposed hypothesis is rejected.

At a significance level of 5%, $F_{table} = 4.11$, while $F_{count} = 7.93$. This means $F_{count} = 4.11 > F_{table} = 7.93$. Thus, there is an influence of the tutor's social

competence on residents' motivation to learn functional literacy. This means the hypothesis is accepted. Furthermore, at a significance level of 1%, $F_{table} = 7.39$, while $F_{count} = 7.93$. This means $F_{count} = 7.39 > F_{table} = 7.93$. Thus, it is proven that there is an influence of the tutor's social competence on residents' motivation to learn functional literacy. This means the hypothesis is accepted.

The social competence of tutors is still classified as moderate because based on data that the author has collected by filling out questionnaires among respondents studied with 20 samples of learning residents and 30 questions on the social competence of tutors, it was found that the social competence of tutors which influences the learning motivation of independent functional literacy residents is 53%. This means that there is still another 47% to improve the tutor's social competence to be perfect through the process of communication and interaction with students so that their motivation will arise in learning.

In the Law on Teachers and Lecturers Number 14 of 2005, it is stated that the social abilities of an educator include acting and acting objectively, adapting to the environment in which they work, communicating effectively, having empathy and politeness in a community, both verbally and in other forms. This finding is in line with the theory expressed above which states that indicators of effective communication in communication learning are very important because these attitudes will influence learning motivation. But social competence is not only about communicating effectively, but teachers must also be able to behave and act objectively in order to be able to make decisions wisely and treat students fairly. Tutors must also be able to adapt to the environment, such as being able to utilize communication and interaction technology to strengthen social networks in environment, have social interactions that are conducive to raising the enthusiasm of fellow educators, education staff and residents to learn independent functional literacy.

The learning motivation of independent functional literacy residents is also classified as medium based on data that the author has collected through filling out questionnaires on students studied with a sample of 20 students and 30 questions about learning motivation. It was found that the learning motivation of independent functional literacy residents was influenced by the social competence of the tutor. is 56% and another 44% to increase their learning motivation by being aware of themselves when responding to activities and learning activities, having concern for the learning tasks given by the tutor, not easily becoming discouraged and giving up in carrying out their learning activities always depend on group activities, which means that students are less interested in working independently, especially in completing their learning assignments

According to Sadirman [16] motivation is the overall driving force within students which gives rise to learning activities, which ensures the continuity of learning activities and which provides direction to learning activities so that the goals desired by the learning subject can be achieved. Based on this theory, motivation arises not only from within the individual but must be encouraged by external parties as well. If the tutor always provides motivation for students to learn, they will always carry out their learning activities well which will have an impact on their learning outcomes.

Based on research conducted by the author regarding the influence of tutors' social competence on residents' motivation to learn functional literacy independently, it can be seen in the Linear Regression Test contained in the data analysis. From the calculation results it is known that the price of $a = 12.35$ and the price of $b = 0.586$. Thus the regression line equation is $= 0.586X + 12.35$. In principle, tutors as educators must have competencies, one of which is social competency, because the learning process can never be separated from communication. Communication between fellow tutors and even tutors and students is the main foundation in efforts to optimize the learning process because communicating effectively can increase awareness of the importance of acquiring knowledge and can also raise enthusiasm and motivation in their learning activities.

The social competence of tutors is very important because it can influence students' motivation to learn. Students who lack motivation, both internally and externally, must be given encouragement so that motivation to learn can emerge so that enthusiasm for learning will also appear.

From the data above, it can be seen that the motivation of residents to learn functional literacy independently and the social competence of tutors are classified as moderate. These results also show that there is an influence of the tutor's social competence on the motivation of residents to learn functional literacy independently in the Patriotic PKBM, Suwawa District. This is proven by hypothesis testing at significance levels of 5% and 1%.

4. CONCLUSION

The conclusions in this paper show that there is an influence of the tutor's social competence variable (X) on the motivation of residents to learn functional literacy independently in the Patriotic PKBM Suwawa District (Y) as evidenced by the regression equation; $= 0.586$. In an effort to support the competence of independent functional literacy tutors, there needs to be support from the school in facilitating the increase in social competence by involving tutors in the education unit agenda who can provide tutors with experience in developing their communication and interactions both among tutors and with other outside community parties. Tutors also need to spend more time interacting with students in the process of identifying their learning needs so that students are motivated and interested in carrying out their learning activities.

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