Impact of Learning Assistance on Improving the Pedagogic Competence of Tutors

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Abstract—**This study aims to describe the impact of learning assistance on enhancing pedagogical competence of tutors in non-formal education program for adult, especially inequality education learning at the Community Learning Center (CLC). The implementation of this learning activity tutor competency standards. The method used in this research activity is: Survey with descriptive techniques. Whereas the location this research in Indonesia, with research subjects, were tutors who participated in mentoring activities conducted by community of education. The data analysis technique uses qualitative descriptive. Research results show that the impact of learning assistance in improving the competency of equality education tutors is as follows: (1) can improve tutor competence, (2) make tutors more creative, (3) make tutors not easily discouraged, (4) make tutors' tasks run smoothly, (5) make my job more quality, (6) making tutors more professional in carrying out tasks and (7) making tutors increasingly curious. The conclusions of this study are the impact of learning assistance on efforts to improve equality education tutor competence in terms of the dimensions of learning planning, organizing learning, learning, and evaluation of learning. This shows that learning assistance in improving tutor competence is in accordance with the needs of the Non formal education program for adult Program tutors.**

Keywords—impact of learning assistance; tutor pedagogic competence

I. INTRODUCTION

In line with the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System states that: "National education functions to develop the ability and shape of dignified national character and civilization in order to educate the lives of the nation, aiming to develop the potential of students to become believers and fear God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen" [1-3].

Education is an important factor in improving the quality of human resources [4]. Therefore, education is carried out through formal, non-formal and informal channels. The three education pathways are organized to serve all citizens based on the principle of lifelong education towards the formation of Indonesian learners [5]. Non-formal education (PNF) one of the programs is equality education (package A program equivalent to elementary school, equivalent program B SLTP and non-formal education program for adult program equivalent to high school).

The problems faced in improving the quality of equality education services are based on the tutors' results. The results of the study show that: (l) the qualifications of non-formal education program for adult tutor education group 70% have not been S1, (2) non formal education program for adult tutor competence that is not 60% new, and (3) the efforts made to improve the competence of study group tutors in non-formal education program for adult are through mentoring carried out conventionally [6,7]. So that from these three main problems have an impact on the low (1) the ability of tutors of non-formal education program for adult learning groups in carrying out the learning process, (2) mastery of learning material for non-formal education program for adult learning group tutors, (3) learning strategies, methods and techniques used by study group tutors non formal education program for adult and (4) the ability of non-formal education program for adult learning group tutors to conduct learning evaluations. The purpose of this study was to describe the impact of learning assistance on improving pedagogical competence of tutors, especially in learning equality education at the Community Learning Center (PKBM).

The strategy chosen to overcome this problem is through the implementation of the ongoing mentoring tutors [1,8]. Empirical studies show that the contribution of training results to Non formal education program for adult tutor's performance is 21.53%. This shows that the mastery of non-formal education program for adult tutor competence is very weak, therefore in the preparation of the material, the teaching must be in accordance with what is felt and needed by the tutor as the mentoring participant, so that the results can be used to support the implementation of the tutor's assignments. Therefore, there is a need for learning assistance to improve the competence of non-formal education program for adult tutors at the Community Learning Activities Center [9].

II. RESEARCH METHODS

The research method is also defined by Mc. Millan and Schumer in Research in Education's book "Research methods that are, the way one collects and results were developed for acquiring knowledge with reliable and trustworthy procedures." The research method is how to collect and process

the data developed to obtain knowledge or answers to problems through reliable or reliable procedures.

Impact research is an evaluation design in collecting and analyzing data systematically to determine the value or benefits of an educational practice. Impact research also aims to find out the implementation of the policy, not only to the conclusion that it has been done well or not but to know the advantages and disadvantages of program implementation. This researcher is an impact study with the Raffles Tyler model which is known as a goal-oriented approach (Gool Oriented) which intends to collect data about policy implementation, as well as input for the organizers of learning assistance programs.

The survey method can be part of the descriptive method and is used in evaluation by collecting data from the sample by using data collection instruments namely questionnaires and/or interviews so that the results of data processing can represent a relatively large population [10].

A. Population and Sampling Techniques

The population is the whole research subject [11]. According to Ary, et.al in the book Research, Education and Competence Methodology, the population or population is a member of the well-defined class of people, events, or objects, [12]. The study population was a tutor in Sukamakmur District, Bogor Regency.

Sampling in this study was carried out on the basis of purpose or commonly called purposive sampling because to determine someone to be a sample or not, based on a specific goal. In this study focused on the tutors who participated in mentoring in PKBM Kec. Sukamakmur. This is because the learning assistance program focuses on improving the competency of C package tutor pedagogy.

B. Data Collection Technique

Data collection in this study was carried out by distributing questionnaires or questionnaires and interviewing facilitators, as well as tutors as targets for mentoring. In this research also the questionnaire used was designed using the Guttman scale in the form of a closed questionnaire in which the answers were provided by the researcher with answers in the form of a checklist with a choice of yes and no answers. Answer options are worth 1, while answers are not 0.

This closed questionnaire is filled by the facilitator as a person who facilitates the target in the implementation of the program and as an evaluator of the implementation of the program. The use of this instrument aims to obtain information relating to the evaluation of the Sukamakmur District learning assistance program Bogor.

C. Data Analysis Technique

Data analysis is the process of systematically searching and compiling data obtained from interviews, notes, fields, and documentation by organizing data into categories, describing it into units, synthesizing, compiling into patterns, choosing which ones are important. learned, and make conclusions so that it is easily understood by yourself or others.

Data obtained from questionnaires were analyzed using percentage techniques. The steps taken include data obtained based on the questions and answers given and then followed by the following formula:

$$P = \frac{\sum F}{N} \ x \ 100\%$$

III. RESEARCH RESULT

In accordance with the purpose of the research conducted, it was to describe the impact of mentoring learning in improving C tutorsompetencies that are members of the Community Learning and Learning Center (PKBM) in the Sukamakmur Kab District, Bogor. The things described in this learning assistance program include (1) Learning Assistance Planning, (2) Organizing learning assistance, (3) Implementation of learning assistance and (4) Evaluation of learning assistance.

Special mentoring activities in non formal education program for adult program learning were attended by 15 tutors, with the following characteristics:

A. Learning Assistance Planning

In connection with the planning dimensions of learning assistance in improving tutor competence in compiling non-test instruments in non formal education program for adult programs which include:

- Learning assistance is carried out based on needs, evaluation included in the category "appropriate" that is as many as 11 respondents or 73.3%.

- Facilities and infrastructure Assistance make it easy for participants to be included in the category "according to" totaling 8 respondents or 53.3%.

- Assistance provides useful input for participants, including in the category "very appropriate" totaling 8 respondents or 53.3%.

B. Organizing Learning Assistance

- The companion is always present on time, including in the category "very appropriate" totaling 9 respondents or 60%.

- The facilitator always motivates participants to face difficulties including in the category "very appropriate" totaling 8 respondents or 53.3%.

- The companion submits directives easily understood by the participants included in the category "appropriate" totaling 9 respondents or 60%.

- The facilitator directs how to carry out the learning well to the participants including in the category "very suitable" totaling 9 respondents or 60%.

- The mentoring schedule is carried out in accordance with the agreed time included in the category "very suitable" totaling 9 respondents or 60%.

C. Implementation Learning Assistance

- With the assistance of my learning, the enthusiasm in carrying out tasks included in the category "appropriate" there were 10 respondents or 66.7%.

- The presence of mentoring makes me more enthusiastic about making learning plans included in the category "appropriate" totaling 8 respondents or 53.3%.

- The presence of mentoring is increasingly motivated in carrying out innovative learning in the category "appropriate" totaling 10 respondents or 66.7%.

- Learning assistance makes me more competent in managing learning included in the category "very suitable" totaling 10 respondents or 66.7%.

- Implementation of mentoring using suitable methods and techniques characteristics of tutors included in the category "appropriate" totaling 9 respondents or 60.0%.

D. Learning Evaluation

- Learning assistance in improving my competence as a tutor is included in the category "appropriate" totaling 9 respondents or 60%.

- Mentoring assistance in increasing my confidence in carrying out assignments included in the category "appropriate" totaling 8 respondents or 53.3%.

- The existence of mentoring learning makes me more creative, including in the category "appropriate" totaling 10 respondents or 66.7%.

- The existence of learning assistance makes me introspective yourself to be a better tutor in the category "very suitable" totaling 8 respondents or 53.3%.

- The existence of learning assistance makes me not easily discouraged included in the category "according to" totaling 10 respondents or 66.7%.

- The existence of learning assistance makes my achievements increase enter in the category "match" totaling 8 respondents or 53.3%.

- The presence of learning assistance makes my work run smoothly, including in the category "according to" totaling 10 respondents or 66.7%.

- The existence of learning assistance makes my work more quality, including in the category "according to" totaling 11 respondents or 73.3%.

- The existence of learning assistance makes me more professional in carrying out tasks included in the category "appropriate" totaling 10 respondents or 66.7%.

- The existence of learning assistance makes me increasingly curious as to be included in the category "appropriate" totaling 9 respondents or 60.0%.

E. Data Analysis

After obtaining a description of the data from the questionnaire sheet, it is necessary to analyze the data to obtain information about the learning assistance of the non formal education program for adult program in Sukamakmur Sub-District, Bogor Regency. In accordance with the questionnaire instrument used as a tool for collecting data about the impact of the mentoring activities.

Then it can be concluded that the number of respondents is 15 people, with the impact aspects revealed, the highest score is 70 and the lowest score is 57. While the highest average is 4.67 and the lowest average is 3.80. This shows that every aspect of the impact of the mentoring activities falls into the category of "appropriate" and "very appropriate".

IV. RESEARCH DISCUSSION

In connection with the planning dimensions of learning assistance in improving the C program tutor competence, the results show that learning assistance is carried out based on the need of 73.3% as needed. Facilitation facilities and infrastructure facilitate participants, show 53.3% as expected and mentoring deliver useful input, showing 53.3% which is very suitable.

With regard to the organizing dimension of learning assistance in improving the C program tutor competencies, it includes that the facilitator is always present on time, showing 60% is very appropriate according to the participants, the facilitator always motivates participants to face difficulties, showing 53.3%. Companion delivering directives is easily understood, showing 60%. The facilitator directs how to carry out learning well, shows 60% and the mentoring schedule is carried out in accordance with the agreed time, showing 60%.

With regard to the dimensions of the implementation of learning assistance in improving tutor competencies in the C package program, including the mentoring of learning, I was more enthusiastic in carrying out the tasks, showed 66.7%, the accompaniment made me more enthusiastic in making learning plans, showing 53.3%. The presence of mentoring is increasingly motivated in carrying out innovative learning, showing 66.7%. Learning mentoring made me more competent in managing learning, showing 66.7% and implementing mentoring using methods and techniques that matched the characteristics of tutors, showing 60%

With regard to the dimensions of learning assistance evaluation in improving tutor competence in compiling non-test evaluation instruments in the C, package program includes learning assistance can improve my competence as a tutor, show 60%, mentoring learning in increasing my confidence in carrying out tasks, showing 53.3%. There is learning assistance make me more creative, show 66.7%. There is learning assistance make me introspect myself being a better tutor, showing 53.3%. There is learning assistance makes me not easily discouraged, shows 66.7. There is learning assistance making my achievements increase, showing 53.3%. There is learning assistance making my job run smoothly, showing 66.7%. There is learning assistance make my job more quality, showing 73.3%. There is learning assistance makes me more

professional in carrying out my duties, shows 66.7% and there is learning assistance made me even more curious, showing 60.0%.

V. CONCLUSION

The impact of non formal education program for adult learning assistance in an effort to improve the competence of equality education tutors was assessed from the dimensions of learning planning, organizing learning, implementation of learning and evaluation of learning, indicating that the implementation of learning assistance programs was in accordance with the target needs [13,14].

In the organizing dimension of learning assistance in improving tutor competence in the C package program it appears (1) Accompaniment is always present on time, (2) Companion conveying direction easily understood, (3) Companion directs how to carry out learning well, and (4) The assistance schedule is carried out in accordance with the agreed time. While the dimensions of the implementation of learning assistance in improving the competence of tutors in non formal education program for adult programs appear in (1) The existence of my learning assistance is getting more and more enthusiastic in carrying out the task, (2) The presence of mentoring is increasingly motivated in carrying out innovative learning, (3) Learning assistance makes me more competent in managing learning. So, the study of the impact of non formal education program for adult program learning assistance in several aspects, namely: (1) learning assistance can improve my competence as a tutor, (2) there is mentoring learning make me more creative, (3) learning assistance makes me not easily discouraged, (4) there is learning assistance making my task run smoothly, (5) learning assistance make my task more quality, (6) learning assistance make me more professional in carrying out tasks and (7) learning assistance makes me even more curious.

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