

**THE DEVELOPMENT OF A TRAINING MODEL BASED
ON LOCAL VALUES FOR THE ENHANCEMENT OF TUTOR
PROFESSIONALISM**

(A Study of Packet C in the District of Bone Bolango, Indonesia)

By

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Abstract

This is a research and development study aimed to solve the problem of the inadequacy in tutor professional development in the district of Bone Bolango in Indonesia. Several efforts have been made to improve tutor competences in the nonformal education sector (basically in equivalenc education programs). One of the efforts has been to develop models for professional tutor trainings. However, the models in place have not been able to fill the gap in tutor professional development. Because of this, in this research, I inteded to to develop a training model based on Local-Values for the enhancement of tutor professionalism. The process to develop the model involved: 1. Preliminary study, 2. Conceptual model development, 3. Validation of the expert, and revision of the model, 4. Implementation of the model, 5. Testing the effectiveness of the model, and 6. Development of the recommended model. It was revealed that: 1. Tutor trainings basically for “packet C” were still conventional and did not put in consideration the local situation of Bone Bolango and specifically the condition of the learners, thus requiring a new model for intervention, 2. Expert validation led to the development of a training model with a basis on the local values, 3. There is no sufficient collaboration amongst the relevant agencies in the monitoring of tutor post-training programs, and 4. The training model developed in this study successfully contributed to the improvement of tutor professional competencies in the teaching of packet C.

Key words: Bone Bolango, Local Values, Training and Tutor Professionalism

Introduction

A. Background

In order for smooth learning in the equivalency education program, tutorship is an important component in the facilitation of learning. In this case, knowledge and skills are not only expected to be more functional for personal development, but also functional for social transformation. For a supportive process of learning, the tutor and the learners need to collaborate if they are to understand the life-challenges they face in order to be included in the subject content for discussion. Though the education policies affect the implementation of equivalency education, the challenges faced by the tutors are more than policies enacted by the bureaucrats. The tutor's perception and the ability to contemplate issues concerning their own society is a point of serious concern. This is what makes this study important.

Based on this, I developed the view that tutor professionalism is one of the components that affect the quality of the learning output of packet C program, something that then propelled me to carry out this study. For the case of Bone Bolango forexampel, the situation is worsened by the fact that: 1. Learning is still conventional, this kind of learning has not been able to contribute to the required change in behaviour, attitude and knowledge of learners as one of the philosophies of equivalent education, 2. The limited competence by tutors to motivate and enhance learner critical thinking skills, this is evident in the fact that learners of packet C lack the ability and willingness to examine the learning materials (from the available modules), thus, the learners end up using the learning materials just as mere fulfillment of the tasks given, 3. The participation of learners in packet C program is based on the desire to simply obtain a diploma or certificate rather than to follow the learning and enhance their capabilities, 4. Tutors facilitate the learning using similar learning systems like in the formal education, 5. Tutors can not apply the principles of adult learning, 6. The knowledge of tutors about local values required for socialization to the learners is low.

This is evident with the unrestless movements made by the learners during classroom time when the tutor is explaining a point, and the learners rarely do the assigned tasks which include both structured and independent learning tasks. The learners are passive, they only wait for lessons as well as information from the tutor and sometimes there is no reaction or response to what has been taught. They only follow the instructions or tasks assigned by the tutors there is no personal initiative to drive their own changes to improve their capacity. The learners only attend classes if it is examination time (Supriyono Hardika, 2007).

With such a situation, it becomes clear that the learners are not aware of the importance of a good learning process involving a system that requires no tutor support. Nevertheless, the

inactiveness of the learners in the learning is not necessarily their own making, but there are several other factors beyond their control which include: the inadequate tutor performance that does not support creativity. Besides, the tutor presentations are less attractive, they have not mastered the principles of adult learning, and thus the model of presentation is considered boring, because of this, the learners find it difficult to learn.

According to the directorate of equivalency education at the National Department of Early Childhood, Nonformal and Informal Education, to attain proficiency or the competences by the learners, emphasis should be directed toward the achievement of the basic academic competences which can be applied in personal career development. The learners must be prepared to communicate concepts in a more scientific and ethical manner, such that they are able to work independently and are of the capacity to develop their professional competences. For the advanced competences at the second level, or equal to XII grade, the learners must be able to attain the academic ability and functional ethical skills that can turn them into independent workers or entrepreneurs, professional, actively and productively involved as citizens who live together with others, and are able to continue their education to the higher level (Yulaewati, 2008).

This is inline with Salim et al's (2006) findings that "to attain quality in the equivalency education at a society level, there are many aspects that need to be considered: 1. the development of an appropriate curriculum that meets the needs of the learners, 2. education and the learning process should be able to meet the environmental requirements, 3. the minimum contribution of tutors (professional) in delivering the lesson, 4. the insufficient support of the management, facility and infrastructure of equivalency education from the community".

The ignored local values or local wisdom in today's society is an issue that needs to be addressed by educators/ or tutors of social studies. This is an attempt to seek alternative solutions in response to the growing impact of globalization which has penetrated all aspects of community life. In such a situation, all the potentials of a nation should be optimized, including local values possessed by the people of a given area. However, the reality on ground shows that the training for teachers that has been going on is done in a conventional way. The training participants need to be offered trainings containing content on local wisdom in order to widen their knowledge especially about the issues related to some customs and values that must be carried on.

In specific, for the tutors in nonformal education, they must apply a learning approach based on experience or real life situation. On the other hand, a tutor must be able to apply the

principles of nonformal education and life skills that are relevant to real life situation within the learning process. Hence, it is necessary for the nonformal educators to have special and professional abilities which are based on the principles of nonformal education.

The pilot study carried out in September 2011 in the district of Bone Bolango Indonesia classified eight groups of packet C programs. The number of groups was based on the data from the National Education Board of the district. By that time, the center had 40 educators/tutors; 24% of them had master degree qualifications and almost the rest were graduates with bachelor degrees. Based on the regulation of the ministry of national education No16/2007 the standard academic qualification of the educators of packet C is a bachelor degree (S1 or D-4) and it should appropriate with the subject taught. The recruitment is also open for those who have academic qualification below a degree or diploma 4 levels, leading to a situation whereby:

1. Most of the tutors with bachelor's degree about (76%) have not joined any training since their graduation. Meanwhile, the few who have joined trainings at the provincial and or district level have not shown their optimum performance.
2. Most of the tutors do not have the pedagogical and professional competences required for tutoring in Packet C program.
3. The tutor trainings taken have not been able to help participating to identify the maximum output for the learners of packet C program, or in other words, there is no difference between the tutors who have joined the training or those who have not.

To be specific, in the district of Bone Bolango the trainings followed by the tutors are still conventional in nature. The tutors who have joined several trainings have not been able to implement the knowledge attained from the trainings. Besides, the tutors' knowledge about local wisdom is still low. The organizers of these trainings do not analyze the needs before they hold the trainings. Based on these phenomenon, the researcher was interested in the development of training model based on the local wisdom to enhance tutor professionalism in packet C teaching and learning.

This is in relation with the fact that the young generation of today has no knowledge about local wisdom in their own region; they are more interested in the foreign culture which influences most of their behaviors, especially through the internet something which has greatly affected the moral value of the teenagers in the district. However, the consideration is those form of local wisdom which very important and make meaning to life.

B. Research Questions

To ease the process of this study, the problems of the study were stated in form of research questions, they were: 1. how is the objective condition of the packet C tutors training in the district of Bone Bolango? 2. How is the professional condition of packet C tutors in the district of Bone Bolango? 3. How is the conceptual model of training based on local wisdom to enhance the professionalism of the tutors of packet C program? 4. How is the implementation of the training model based on the local wisdom in the enhancement of tutor professionalism in packet C program in the district of Bone Bolango?

C. Significance of the Research

The study is expected to contribute positively to both the theoretical and practical aspects in the field of nonformal education, especially in the improvement of the area of equivalency education. Theoretically, the findings can contribute to more knowledge about the concept of training; provide suggestions for academicians and also will have a contribution to content development in non formal education programs particularly to equivalency education. Practically, it will be useful to the nonformal education institutes and other related associations for the improvement of the training quality, hence enhancing tutor professionalism in district of Bone Bolango. For the field of education and to the respective parties, this study could act as a basis to determine policies and appropriate measures in packet C tutor recruitment in the district of Bone Bolango.

D. Theoretical Framework

The tutors of packet C are the raw input in the implementation of local wisdom-based training. This training model is one of the alternative models expected to enhance the professionalism of packet C tutors. The trainings also need to be supported by appropriate facility and infrastructure. Empirically, the competence of packet C tutors is still low compared with the ideal competences for the professional tutors (pedagogic, social, personality and professional). Based on these issues, the development of a training model based on the local wisdom in gaining professionalism by tutors of packet C is very fundamental. This training contains a theoretical basis from known educationists and the micro teaching based on the subject taught in packet C learning groups. In the context of the model development of tutors training, the real situation must be considered: the real condition of learning process in packet C group. Learning theories also must be adjusted with the characteristics of the participants; they are about andragogy theory and the theory of participatory learning. Both theories are included in humanistic theory: learning process in the training needs the real adults who have a lot of experiences, self-conceptual, and learning

orientation to overcome the problems. Besides, the result of the training can be applied by the packet C tutors.

The development of training model which is based on the local wisdom would improve the tutors professionalism based on its theories and concepts. In this process, the participants of training are expected to behave well and to be skilful and knowledgeable about the local wisdom. They are expected to influence the motivation of the learners and improve the result from the learning process. If things can be applied by the tutors, indirectly the tutors will be respected just like the professional teachers. The framework of this study, about the development of a training model based on the local wisdom to enhance tutor professionalism is shown below:

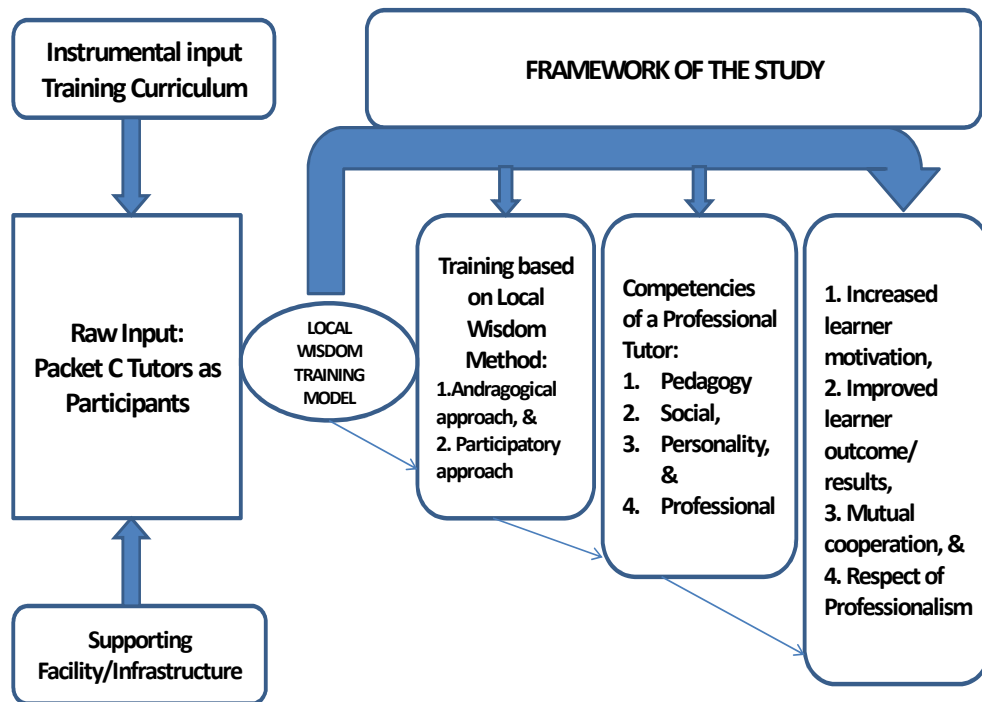


Figure: 1 Model Development Research Framework Model Based on Local Wisdom

E. Methodology

The design of this study was research and development which comprises of 10 steps, according to Borg and Gall (1988:571). In this research they involved: 1. Analysis of the potentials and problems, 2. Data collection for the planning, 3. Pilot design of the product, 4. Design validation using treatment/ limited test on the pilot product, 5. The revision of design

through revising the treatment result compared with pilot product, 6. the implementation of the field test with limited scales, 7. product revision based on the limited field test, 8. field test with wider scales, 9. product revision through the final revision and decide the final product, 10) the test of the model through dissemination and implementation. Furthermore, those ten steps are modified into 7 steps, they are: (1) preliminary study, (2) arranging and developing the pilot product, (3) professional validation and revision, (4) small scale revision of the test, (5) wider scale of the test of treatment, (6) revision of the final product, and (7) final model.

The experiment design used in this study was *quasi experiment* with “**The One-Group Pre-test-Post-test Design**” (Campbell, in Sugiyono, 2008: 73), and the following is the figure:

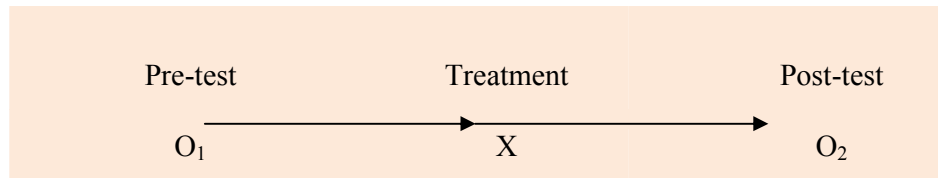


Figure 2

The One-Group Pre-test - Pos-test Design

- O₁ : Observation of packet C tutors behavior before the treatment of the model
- O₂ : Observation of packet C tutors behavior after the treatment of the model
- X : The treatment given

The subjects of this study are 40 tutors of packet C in Kabupaten Bone Bolango. They are 15 tutors for the first stage of the test, and 25 tutors for the second stage of the test (experimental group).

The data collection techniques used are: (1) the observation used to get the data of competence comprehension, implementation, and evaluation. (2) the interviews to receive the basic data related to the implementation of tutor training that have been done and the applied models by the tutors and spokespersons from the committee, (3) documentation study to collect the written data related to the tutors characteristics, academic degree, and experiences of joining the trainings, (4) questionnaires of the pilot study and model development process, (5) the test is used in the pre- and post- test.

The data was analyzed qualitatively and quantitatively. Qualitative analysis was done to describe the results from the preliminary study, where as quantitative analysis was done to

measure the influence of the developed model and to analyze the results from the pretest and post test experiments.

F. Results and Discussion

1. The Objective Condition of Packet C Tutors

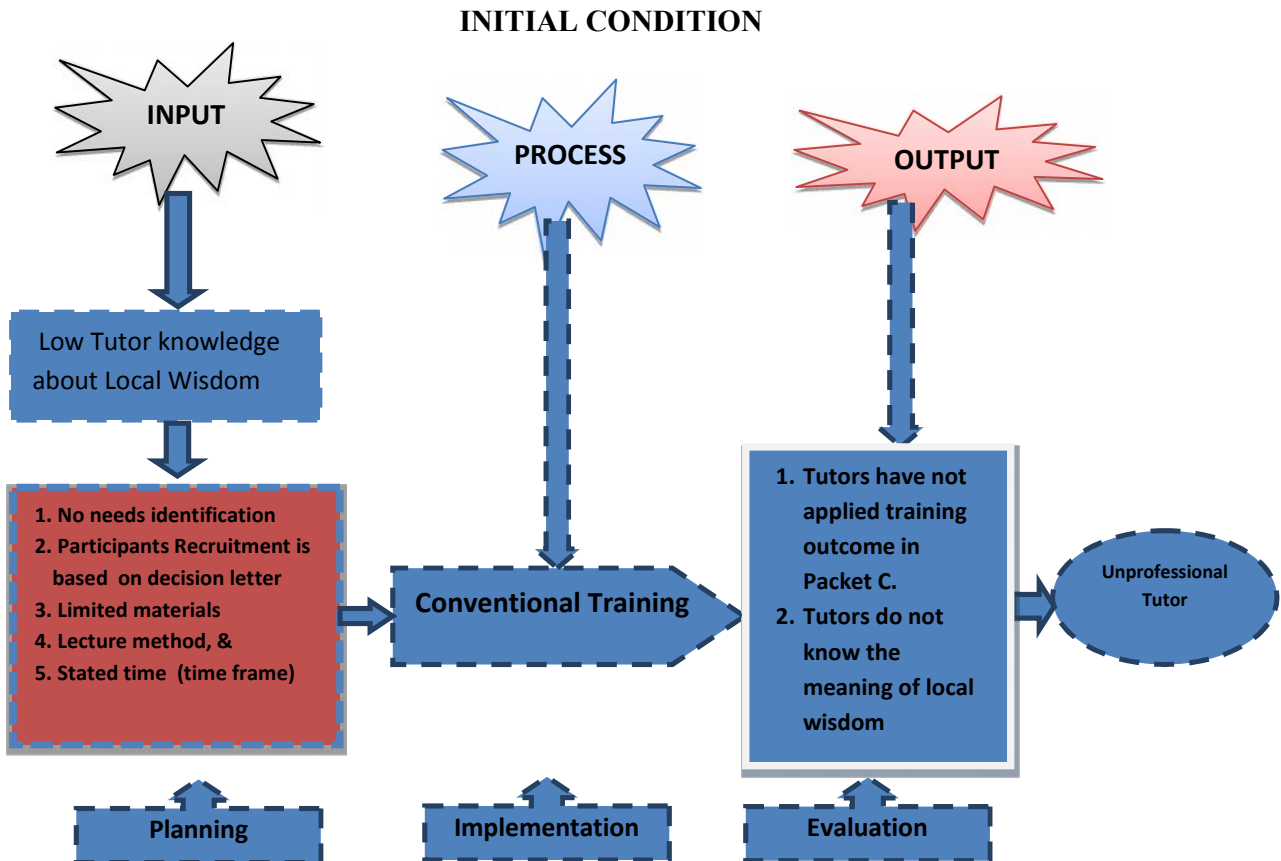


Figure: 2 Objective condition of Packet C tutor training

2. Results and the Condition of Tutors

According to the results of the field observation and in relation to the findings of the preliminary study, it was established that although most of the tutors had been trained, there training had not had any impact in the enhancement of the required professional tutor competencies. Before the training, a pretest based on local wisdom was performed and in this trial, it was revealed that the level of success of professional tutors could still be categorized as fair or average (60%). This implied that the criteria for a successful professional tutor had not been achieved. A successful tutor is one said to have attained the required professional competencies which are measured in terms of scores which range from 70% to 100%.

Professional competency refers to the ability to understand the instruction materials broadly and in depth which includes mastery of the curriculum content and subjects/concepts used in equivalency nonformal education programs as well as attaining a broader horizon of knowledge about the teaching and learning theories, based on both the andragogical content knowledge and the pedagogical content knowledge. However, in specific, the tutor should understand each element of the professional competencies which also comprise of essential competencies and indicators among them include:

1. Mastering the substance which includes both social science and natural science-related to the fields of study. Sub-competencies have essential indicators: understanding the curriculum inline with the nonformal education area of jurisdiction; understanding the structure and concepts, and the scientific methods that overshadow or are of coherence with the instruction materials; understanding the relationships between concepts and the related subject content, and how to apply these concepts in one's daily life.
2. Mastering research and developing a critical mind in order to attain a broader and wider understanding of the instructional materials. To be more clear, the indicator of professional competencies are described as below:
 - a. The ability of the tutor to prepare instruction materials in an orderly and motivating way.
 - b. The tutor's ability to explain the instruction material.
 - c. The tutor's ability to explore or make use of the instruction methods that suit the learners varying characteristics.
 - d. The ability to use the most appropriate media for learning.
 - e. The ability of packet C tutors in using learning materials that aim to promote the knowledge or values of local wisdom.
 - f. The ability of packet C tutors in promoting the local values, so that participants are motivated in learning materials related to their culture.
 - g. The ability of the packet C tutors in answering questions of the learners in relation to the materials learned.
 - h. The ability of the tutors of packet C in communicating with the learners or participants of the program.
 - i. The ability of the tutor of packet C to engage participants in the learning process.
 - j. The ability of the tutor of packet C in closing the learning process and the ability to make concluding remarks.

These indicators are for tutors who actively involve learners during the learning process, but the empirical condition is as below:

- There still exist a good number of tutors who have no ability to develop a lesson plan and no competency to develop required instruction materials, this was evident during the field study where most of the tutors had modules as their instruction guide and around 66% of them had no lesson plan.
- There are also tutors who have not been able to conduct the teaching and learning process professionally as required in most of the state owned community learning centers of Bone Bolango. After an explanation by the tutor, there is less feedback from the participants statistically, the number of such tutors stands at 67%.
- The ability to use media appropriate to subject matter stood at 60%.
- The ability of the tutor in using appropriate instructional materials in line with the purpose was still low with 65%.
- The ability of the tutor to apply a variety of learning methods was still low at 67%.
- The ability of the tutor in developing local values was still low at 60%.
- While the ability of the tutors of packet C in answering questions stood at 60%.
- Further, the ability of the tutor to communicate was categorized as fair at a percentage of 64% including the competency to offer guidance and counseling services.
- The ability of tutors of the packet C equivalency education program in engaging participants during the learning process stood at 65%.
- And lastly, the ability to close of and give concluding remarks was low at a percentage of 55%.

3. A Conceptual Training Model Based on Local Values (Local Wisdom)

The development a conceptual training model based on local wisdom was started with an empirical and theoretical study. The empirical study was in form of a preliminary study about the implementation of tutor training in the district of Bone Bolango in the Province of Gorontalo done in an effort to enhance tutor professionalism in equivalency education basically Packet C tutors, the study included the following activities: 1. Investigation the

condition of packet C tutor training, 2. Planning component; it comprised of identification of the tutors and the trainers, the aims of the training, the source of learning, time frame of the training, the place and facility, and the evaluation process, 3. Implementation component; comprised of the material and the teaching methods and approach, 4. Evaluation; observation of the learning during the practice and at the time of the pretest, 5. conclusion of the empirical study as the basis for the training model development based on local values in the enhancement of tutor professionalism in Packet C program:

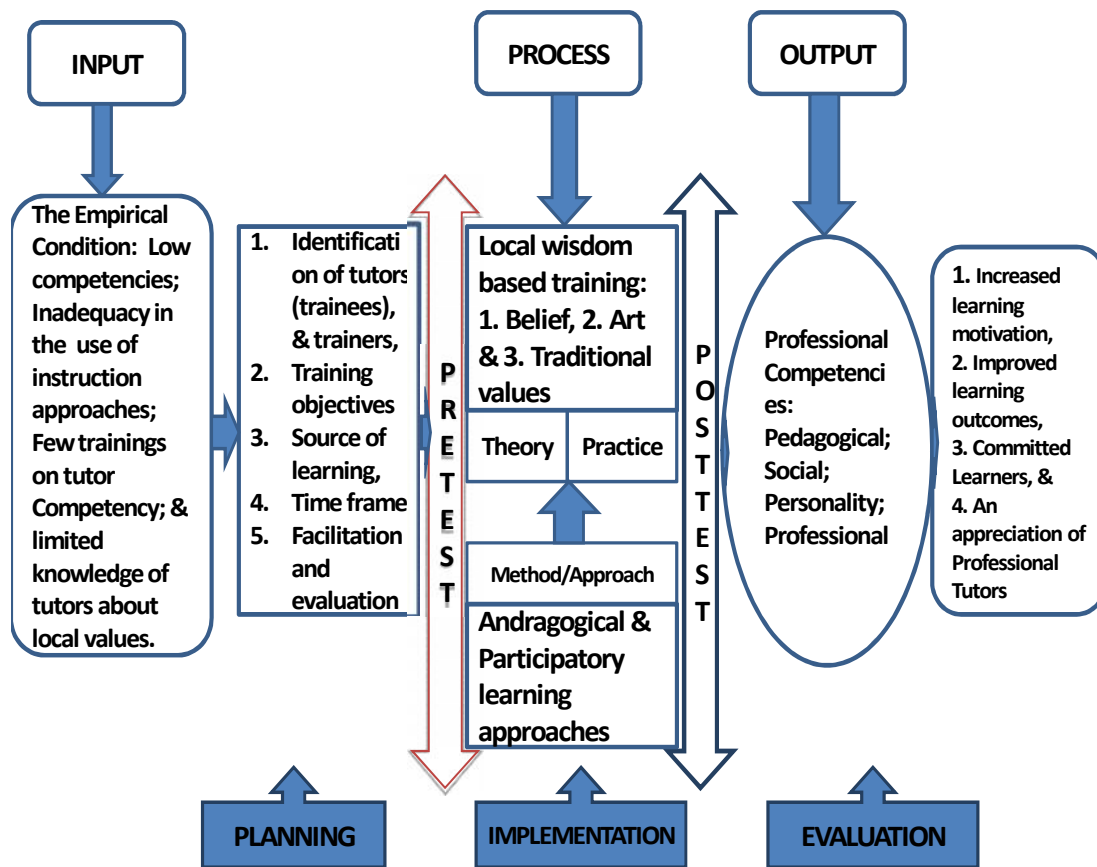


Figure: 3 Training model development concept based on local wisdom for tutor professional enhancement

The local wisdom based training is expected to offer an opportunity to the participating tutors to gain knowledge, a clear perception and an improvement in self competencies. This model has been proposed as an alternative model of tutor training in nonformal education. This model was developed by use of a collaborative systems approach (*input-process-output-outcome*) with the management function approach which comprises of: planning, organizing,

evaluation and development, putting in consideration the various components; process and the training objectives. Local wisdom based training model does not only emphasize the role of facilitators but also encourages the application of the training outcomes in the instruction process by the tutors of packet C.

4. Implementation of the Training Model

The first test was on the effectiveness of the local wisdom based training model in the enhancement of packet C tutor professionalism.

With the degree of freedom of 15 at the level of significance of 0.05 the critical value of t was 1.761, while if the level of significance is 0.01 the critical value of t was 2.624. The calculation value of $t = 6.694$, falling in the region of rejection, hence rejecting H_0 . Thus, the hypothesis H_0 is rejected which means there was influence of the local wisdom based training model towards the enhancement of packet C tutor professionalism, this is indicated by the increase in the average score from 36.33 to 44.267.

Whereas, with the degree of freedom of 25 at the level of significance of 0.05 the critical value of t was 1.711, while with the level of significance of 0.01 the critical value of t was 2.492. The calculation value of $t = 14.055$, falling in the region of rejection, hence rejecting H_0 . Thus, H_0 being rejected that there is influence of the local wisdom based training model towards the enhancement of packet C tutor professionalism, this is indicated by the improvement of the average score from 36.560 to 45.400.

By testing the effectiveness of the training model based on local wisdom in the improvement of packet C tutor professionalism, it was indicated that there is an influence of the training model based on local wisdom toward the enhancement of tutor professionalism. The influence can be seen from the increase in the average score on tutor professionalism after the local wisdom based training. The increase in average scores shows an improvement in tutor professionalism, while the purpose of the local wisdom based training is to prove that tutor training with integration of the positive local values can effectively enhance tutor professionalism. In other words, the training model based on local wisdom had a positive impact on professional enhancement of packet C tutors.

G. Conclusion

Packet C tutor training in the district of Bone Bolango is still conventional including (*the planning, implementation and evaluation*). The training does not meet the determined standard competencies. The methods used are not from a wider perspective so they do not stimulate any response from the training participants.

B. Recommendations

Based on the research findings the following are some of the points of recommendation:

1. In order to improve the quality of non-formal education educators, it is necessary to improve the quality of the trainings for equivalence education tutors in accordance with the principles of training (***Planning, Implementation, and Evaluation***) and there should be continuous monitoring of post-training. In this case, there is need for cooperation with the relevant agencies in the implementation of the training in order to attain the training objectives.
2. For the government as the policy making body, it must be committed moreso on issues concerning the improvement of tutor competencies (tutor professionalism), therefore should provide the required facilitate and grants to support the existing institutional budget.
3. The training model based on local wisdom offers an opportunity to the organizers, trainers of the educators (teachers, facilitators and tutors) with an innovative model for training and evaluation of trainings starting rom the planning phase, implementation and, evaluation / assessment phase.
4. For further research, I recommend there should more research derived from this study as basis for the theoretical content for further studies which focus on the similar problem but in a broader perspective beyond the field of nonformal and continuing education.

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