Identification of Non-Education Tutors Difficulty In Education Process Of Learning Study Groups

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Abstract

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This study aims to find out what are the difficulties of tutors who hold degrees non-educational in the learning process of study group in Binjai. This study used a descriptive qualitative research method with the research subjects were two tutors of learning groups holding non-education bachelor's degrees in Binjai city which were determined purposively. Data collected by interview, observation and documentation techniques. Collected data is analyzed by steps: data reduction, data presentation, conclusion and verification. The results showed that in the package B learning group learning process in Binjai City, tutors with non-education degrees had many difficulties in the learning process. The conclusion that can be obtained in this study is the difficulties identified are located in: (1) the learning planning process, namely the difficulty in preparing RPP and syllabus. (2) the process of implementing learning, namely difficulties in preliminary activities, core activities (exploration, elaboration, confirmation), closing activities, and (3) assessment of learning outcomes.

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INTRODUCTION

Every teacher, lecturer, tutor, mentor, teacher must have difficulty in performing his duties as an educator (Inayati, R., Handayani, S., Kustiandi, J., Haryono, A., & Wahyono, H, 2018). Various studies reveal that these difficulties lie in aspects of learning management, planning and evaluation (Hall, S, 2018); (Du Boulay, B, 1986). The difficulties also have several reasons why he is a problem.

The problems that arise can be due to facilities and infrastructure that are less supportive (Goldbeck, RA, & Campbell,VN,1962), language difficulties, educator qualifications (Benander, A., Benander, B., & Sang, J, 2004), and the application of a curriculum that violates the rules (Llorens-Largo, F, 2016). Not only that, difficulties also occur in various educational units, both formal, normal and community education (Akcaoglu, M., & Koehler, M. J, 2014).

In Indonesia the Equality Learning Group *(Program Kelompok Belajar Kesetaraan)* as one form of non-formal education unit managed/ organized by the government and the community, such as the Diklusemas course, Learning Activities Studio (*Sanggar Kegiatan Belajar/* SKB), Non-Governmental Organizations, Community Learning Activities Centers (*Pusat Kegiatan Belajar Masyarakat/* PKBM) and other community organizations. The implementation of the equality study group program is intended for a group of learning citizens to obtain education (knowledge, skills and attitudes) equivalent to junior high school education.

In the learning process the Equality Learning Group program cannot be separated from the role of educators or tutors, even though the learning process is emphasized in self-learning. The role of tutors is very important in supporting the learning process of equality education program (Nugroho, 2018). Therefore a tutor is required to have the ability or adequate professional competence so as to

be able to manage the learning process properly (Nair, P, 2016). The ability to manage this learning can be reflected, among others, through the preparation of learning programs, program implementation and evaluation of learning outcomes (Barbosa, D. N., Bassani, P. B., Martins, R. L., Mossmann, J. B., & Barbosa, J. L, 2016).

In addition, one of the problems facing our education is the problem of weak learning process (Irwan M, 2017). This is because educational institutions do not fully implement the standards of existing educational processes (Elghoul, 2018). In general, the minimum standard that must be performed has the function of controlling the educational process to obtain the quality of results and the learning process. Sanjaya Vienna (2006: 13) states "however good and ideally a competence formulation, ultimately the success depends on the implementation of the learning process undertaken by teachers/ tutors".

Talking with a person who holds a non-bachelor degree of education needs to be explained also there are rules to determine whether a person is worthy to be a teacher or not, it is also regulated in Peraturan Pemerintah nomor 19 tahun 2005 concerning the standards of educators and education. The standards of educators and education personnel are criteria for pre-service education and physical and mental feasibility and education in office. Furthermore, the standard of educators will determine the qualifications of each teacher/tutor as a professional person who can support the success of achieving educational goals. The underlying assumption is that process standards may only be implemented when the teacher/tutor has certain qualifications.

Thus, not everyone can be a teacher/ tutor. Teacher positions/ tutors can only be held by people who have certain qualifications. Based on the data obtained there are 5 PKBM and 1 SKB in Binjai City are actively running an equivalence program. Of the six institutions, there are about 61 Tutors, about 20% of whom

come from non-educational backgrounds (Irwan, M, 2014) This indicates that there are still many who do not follow the applicable standard education procedures. The question is why the institutional management is still willing to use tutor services with non-educational graduate background. In fact, teacher education at Educational Institutional Education Institutions (lembaga pendidikan tenaga kependidikan/ LPTK) Strata 1, among others, aims to produce prospective teachers who master the basic knowledge of science taught in a comprehensive, steady and deep enough so that graduates can develop and adjust to the various situations and changes that occur in place of duty (AH Saragih, 2008: 23). It may be that non-educational graduate tutors are better at teaching (Ashari, 2013); (Border, S, Parton, W, 2017).

Some research indicates that a tutor/teacher has difficulty in implementing the learning (Dewantari, 2015). Like the results of research conducted by Zahroh (2012) which discusses the problems of teachers in carrying out learning results in the conclusion that there are some difficulties experienced by teachers, including; (a) teachers have difficulties in using learning methods that vary, (b) teachers experience difficulties in determining learning strategies science that is in accordance with the topic to be taught, (c) the teacher has difficulty in obtaining tools and media (facilities) supporting learning such as viewer or LCDs that have not been installed in each class, (d) teachers have difficulty in practicing practicum, (e) teachers have difficulty in classroom management because of the large number of students, and, (f) implementation of unplanned science learning well because between implementation when the teacher teaches with RPP a lot of discrepancies. While the results of research conducted by Angga (2013) on the problems of class X biology teachers in SMA Negeri in Wonogiri District in the implementation of learning are weak teachers in choosing and utilizing learning media optimally (0%), and weak in

apperception, motivation, and delivery of learning goals (45%).

So, in the learning process there are still discrepancies such as lesson planning that is still far from the standard, in the implementation process is still found ineffectiveness in using learning media and assessment process that is still far from the standards and supervision. Maybe it happens because the competence of some tutors who hold a non bachelor degree education can not implement the standard learning process or do not understand what is the standard of learning process.

The tutor who holds a non-educate degree must have difficulties in applying the learning process, because not everyone can be a good teacher / tutor in teaching, especially if the person has never gained knowledge and skills in teaching. Moreover, if the knowledge and skills are obtained through an instant means such as through books, articles and so on (Rich, D., & Impression, C, 2017). The difficulty of tutors who hold non-education undergraduate degrees is certainly diverse if just guessed, there must be research to determine what difficulties they experience in the learning process. The tutor never received any teaching-learning lessons such as a bachelor's degree in education who did gain knowledge about the learning process.

METHODS

The method used in this research is qualitative research method with descriptive analysis. By using the technique of collecting interview data, observation and documentation. The subjects of the study were five tutors with degrees of non-educational degree and two study group B program managers.

Tabel 1. Data collection technique

Aspect	Technique	Object
Learning Planning	Interview	Tutor
	Documentation	Manager
Leraning Implementation	Interview	Tutor
	Observation	
Assessment of Learning Outcomes	Interview	Tutor
	Documentation	Manager

The study is limited to the planning of learning process, the implementation of learning and assessment of learning outcomes in Community Learning Activities Centers (PKBM) Source science and PKBM Advanced in Binjai.

RESULTS AND DISCUSSIONS

The number of Community Learning Centers (PKBM) in Binjai City based on the decision letter of the head of the Binjai City education service in 2012 totaled nine PKBM, namely: (1) PKBM Asuhan Ayah Bunda; (2) PKBM Maju; (3) PKBM Budi Utomo; (4) PKBM Budi Luhur; (5) PKBM Cahaya; (6) PKBM Sumber Ilmu; (7) PKBM Purnama; (8) PKBM An-Nur; and; (9) PKBM Abadi.

In the process of this research, the researcher asked the respondents about the implementation of the learning process, this is in accordance with moleong theory which said that the process of taking qualitative data is prioritized using the interview model with laon directly asked the respondent of the research (Moleong, 2014), then respondents replied that the implementation the learning process is to study the existing material so as to facilitate the citizens learn to develop a good interest in learning. Respondents also acknowledged that he had difficulty in implementing learning with various factors, especially the problem of the presence of studying citizens.

The researcher asks the respondent about the implementation of the learning process, then the respondent answers that the implementation of the learning process is to learn the existing material so that it can facilitate the learning community to develop good learning interest (Deniz, et.al, 2017). Respondents also admitted that he had difficulties in carrying out learning with various factors, especially the problem of the presence of learning citizens.

Based on interviews conducted and analyzing the observations during the study the difficulty of tutors holding non-education undergraduate degrees and it is also found in research that the planning of the learning process is to make RPP, syllabus and difficulties in understanding the components in the Lesson Plan atau (*Rencana Pelaksaan Pembelajaran*/ RPP) and syllabus (Hall, et all, 2018). In fact, Ahmad Rohani (1997) argued that the syllabus is the basis for mutual understanding between the instructor and the students.

Some things that need to be done when preparing a syllabus (a) syllabus assures students that certain activities, with evaluations, standards, etc., will occur during the semester, (b) the syllabus must be written to cover the worst situation; Requirements can be relaxed but not made more stringent. Let students know the expectations the class needs on the first day, (c) if you make changes to the syllabus, even if the student asks, make it in writing, and get approval from students, especially if it is detrimental to students. (d) issue each syllabus with a warning to protect

you, your department, and the University if changes in the syllabus must be made once your learning is in progress, and (e) that students will be able to identify important information more easily.

The findings obtained in the field based on the results of an extension of the observation by asking the agency manager also said that the tutor had never planned the learning process in writing. Tutors are more prepared teaching materials, subject matter that will be brought

on the implementation of learning. Supposedly in the planning process of learning a teacher / tutor write different components in the planning of learning as the opinion of Arsyad A (2014) found in a study that is designed effectively, all the components of learning, defined as learning objectives, activities and assessments, should be aligned. Learning objectives can be considered as the desired learning outcomes remain focused on students.

Tabel 2. Findings in planning

Difficulty	Reality
Making Lesson Plan (RPP) Making Syllabus Understanding the components contained in RPP and syllabus	Tutor is just preparing teaching materials, subject matter that will be brought

In the process of execution of learning tutors also have difficulties in implementing it. This is not separated from the process of extension of observations to the parties that support in testing the validity of data such as Community Learning Centers/ PKBM managers where tutors implement learning, fellow tutors, and citizens to learn.

The difficulties experienced by the tutor in the implementation process of learning are; (1) preparing learning conditions so that learning citizens are involved both psychologically and physically so that they are ready to follow the learning process; (2) guiding students to demonstrate their knowledge in accordance with the topics/ themes to be studied; (3) Using a variety of learning approaches, learning methods, learning media and learning resources; (4) facilitate students to make exploratory reports conducted both verbally and in writing, individually or in groups; (5) provide positive feedback and reinforcement in the form of oral, written, cues, and gifts for the success of learning citizens; (6) answering the question of studying people who are facing difficulties; (7) provide motivation to the less-learned or not actively participating; (8) give enough opportunities and time for each citizen to learn in tutorial activities to master the learning

material; (9) summarize the conclusions of lessons with the learners; (10) Doing reflection on learning activities that have been done with the learning community; (11) conduct an assessment of the learning activities that have been done; (12) provide feedback on learning processes and outcomes; (13) conduct follow up planning through remedial learning, enrichment program or provide structured tasks either individually or in groups according to the learners' learning outcomes; (14) motivate students to explore learning material through independent learning activities.

So, preferably the equality program group learner management provides special training for tutors in preparing Learning Implementation Plans, especially in the components of learning objectives, learning materials, learning resources, and learning methods/ models, while in the implementation of learning, providing special training for teachers who have not mastered the material learning and still having difficulty in assessing the process and learning outcomes, it is better if you tutor develops your own lesson plan, adapted to the facilities and infrastructure in the school, as well as the ability of each teacher, so that the planning and implementation is appropriate, preferably Mr./ Mrs. teacher get used to doing apperception, motivation and

delivery of learning goals and applying steps to close lessons at each meeting. In the learning outcomes assessment section, the difficulties

experienced by the tutor lie only in the time to use this type of assessment.

Table 3. Findings in Assessment of Learning Outcomes

Difficulty	Reality
Using Tests	Tutor only
Determine the type of assessment	uses written
Still see the guidelines in judging that it takes a lot of time	test

Based on table three it can be explained that the tutor is difficult to determine when to use the test in the form of oral, written, or practicum. The rest in assessing tutors refers to existing competency standards and guideline for group assessment. This is because, tutors do not conduct assessments based on the realm of attitudes, knowledge, and skills, do not monitor the progress of learning during the learning process, sometimes do not assess students through assessment of observation/ self-assessment/ peer assessment or through journals. Indicators that must be fulfilled in carrying out activities and process learning assessment activities, namely: a) monitor the progress of learning during the learning process takes place, b) carry out a final assessment according to competence, c) conduct an assessment based on the realm of attitude, knowledge, and skills, d) assess students through assessment of observation/ self assessment/ peer assessment or through journals. In addition, tutors should not use written tests only in assessing the competence and achievement of student learning. It is appropriate for an educator to know this.

CONCLUSION

The conclusion obtained from this research is that in the learning process of equality learning program in Binjai City, tutors with degree of non bachelor degree still have many difficulties. The difficulties identified

from the learning planning stage are the difficulty in preparing the RPP and syllabus. Tutors who hold degrees of non-educational have difficulties in the learning process because they do not deepen the science of teaching, never get learning about the learning process as did a scholar with a degree in education.

At the implementation stage of learning which consists of preliminary activities, core activities, and closing activities the tutor has difficulty in the three activities contained in the implementation of the learning. As in the preliminary activities, the tutor has difficulty preparing the learning conditions so that the learning community is involved, both psychologically and physically so that they are ready to follow the learning process.

In the core activities of tutors have difficulty in the process of exploration, elaboration and confirmation. In the closing activity the tutor had difficulty making a summary with the learning community, reflecting, evaluating, giving feedback on the learning process and results, conducting follow-up planning and motivating the learning community to explore the learning material through independent learning activities. Plus the difficulty in determining the type of assessment used. Though the success of a learning depends on the skills and skills of tutors in designing and implementing learning activities.

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