

A Portrait of Teacher Training Program for Tutors in Tuition Center in Indonesia

Dwi Putri Ramadhani[✉], Totok Sumaryanto Florentinus, Yuli Utanto

Pascasarjana, Universitas Negeri Semarang, Indonesia

Article Info

History Articles

Received:

August 2020

Accepted:

September 2020

Published:

November 2020

Keywords:

Nonformal Education,

Tuition Center, Tutors,

Teacher Training

Program, Pedagogical.

Abstract

Teacher training is a group of several activities conducted intentionally by a group of people or someone using many kinds of learning type to enhance capability, knowledge, experience and action to create meaningful learning. The aim of this study is to describe teacher training in tuition center. The method applied in this study is explanatory mixed method by Creswell. Data collection technique used are questionnaire, interview, observation and applied parametric inferential data for numerical data. The research result showed that even though tutors in tuition center are not from educational program, they still have high interest to teach. The existed training system is proven to be effective to teach pedagogical knowledge for tutors with non educational program. Training program for tutors are not systematic yet, therefore there is a huge opportunity and challenge for curriculum developer to create a curriculum for tutors in tuition center that can be use by all tuition center in Indonesia. This study proved that there is an urgent need of curriculum for teacher training program in tuition center and also become a reference to develop the curriculum. This study can be used as a reference for curriculum developer to create curriculum for tutors in tuition center.

[✉] Correspondence address:

Pascasarjana, Universitas Negeri Semarang, Indonesia

Jalan Kelud Utara III, Semarang, Jawa Tengah, Indonesia 50237

E-mail: farchatinaja@gmail.com

INTRODUCTION

Nonformal education such as tuition center has been an important part in education which can be seen by the number of tuition center in Indonesia. In 2016, Non formal education in Indonesia was about 48 times more than the number of state schools (Badan Pusat Statistika, 2016). This number showed that nonformal education has big part in Indonesian education development. Tuition center is also part of non formal education and outside school education. Students who join tuition center are usually those who have difficulties in formal school. Tuition center members hope that they can enhance their scores and knowledge in several subjects in formal school, even though not all students have succeeded (Aziz, 2017).

In Indonesia, tuition center is a part of education outside school which the education does not have hierarchy therefore the learning process is flexible and adjustable towards student's need to help students' difficulties from formal school (Fauziah, Aini, & Jalius, 2018). Tuition center also has flexibility to hire teachers. Indonesian government currently not yet set a rule or standard for tutors in tuition center.

Teacher in tuition center as often called as tutor usually graduate from noneducational program, therefore their knowledge of teaching is limited. It can be seen from most of job's requirements in tuition center, they do not mention that tutors should have educational background (Tribun Batam, 2019). Non educational programs of tutors caused lack of teaching knowledge. Lack of teaching knowledge or pedagogical competency considered as an obstacle for tutors to create meaningful learnings.

Teaching knowledge or pedagogical knowledge is a knowledge about how a teacher or a tutor able to conduct and lead learning process including the ability to understand student's characteristics, teaching and conducting plan, evaluation and student's development (Habibullah, 2012). Therefore, in order tutors in tuition center to be able to teach,

they need to have pedagogical competency. Otherwise, tutors will not perform well, because tutors who are not come from educational program will only understand the material but cannot transform the knowledge to the students.

Pedagogical competency is a must to be in a tutor and a teacher because it is proven that teacher with high pedagogical competency able to enhance class' achievement (Pekkarinen, 2016). As mentioned before that not all students in tuition center manage to success on several subjects, they learned in tuition center, pedagogical competencies in tutor will be able to help tutors to enhance students' achievement. Teacher training is one of the solutions to enhance teacher's competency. Previous research by Haryono Et Al. (2017) developed learning innovation training activity for teachers to enhance teacher's professionalism. Teacher training is proven to be important and able to improve competency. Further more, teacher training can be a solution to the lack of pedagogical competencies.

In harmony with government's policy about enhancing worker's knowledge by giving the pre working card which provide many training programs to help workers and prospective workers, teacher training is one of the programs should be provided by government (Ihsanuddin, 2020). Even though government has prepared many training programs for Indonesian workers and prospective to gain more knowledge and skill, yet teacher training for tuition centre is not available (Arnani, 2020). Despite the lack of teaching knowledge and unmaximized achievement of tuition centre students, teacher training for tuition centre is not yet available in Indonesia.

Since teacher training is not yet designed and provided by government and other organizations. Teacher training has been conducted by individually by each tuition centers. Each tuition centers have their procedures of conducting teacher training for their tutors. However, there is not yet available structured curriculum.

Teacher training of formal teacher is one of the requirements for a teacher to apply a job

in formal schools. Teacher training as known as Teacher DIKLAT (Short Training) has been something common. There are many kinds of skills thought in DIKLAT held by many groups to help enhance formal teachers' knowledge and skills. Teacher training for formal teacher help teachers to gain knowledge so that they can apply new strategies in classroom and create meaningful learning (Zein, 2016). Therefore, teacher training will also help tutors to create meaningful learning in tuition center.

Teacher training for formal teacher cannot be used by tutors. Because the different learning purpose between formal school and tuition center. In Indonesia as mentioned in law number 20, year 2003, the purpose of national education is to develop student's potency to become religious and devoted to God, has noble character, healthy, given knowledge, clever, creative, independence, democratic citizen and liable person. In the other side, the purpose of tuition center is to help students to develop their potency and help them to solve difficulties from formal education (Fauziah, Aini, & Jalius, 2018).

Research on teacher training program has conducted before by many researchers in formal education (Lu, 2019; see also Tian, 2020). Although, there are only few researches on teacher training program in tuition center. This research emphasizes to find and to describe real situation of teacher training in tuition center. This study was focused on how tutors learn to teach and how tuition center prepared tutors to teach in tuition center including those tutors who does not come from education program. This study will help curriculum developers to develop curriculum that designed for tuition center to enhance tutors' pedagogical competencies.

METHODS

This study used explanatory design mixed method by Creswell in and follow up explanations model in Sanjaya (2015). Follow up explanations model used to gain information used quantitative first then used qualitative

method to collect data that explained the quantitative findings. This study used descriptive approach by Sugiyono in (Hermawan, 2019). This study combined data collected from survey, observation and interview. The data collected using survey will explain how tutors in tuition center gained their pedagogical knowledge and the data collected using interview and observation will help the to fill gaps and gained deeper explanation about the research.

The location of this study is in one of tuition center in Semarang, Central Java, Indonesia. The subject of this study is tutors and the owner from Bimbel Variasi as a tuition center. The study population and the sample are 12 tutors from the tuition center because the total number of tutors in the tuition center is 12. Data collected used survey that already valid and reliable after tested in a pilot study conducted and guideline for interview and observation. Then the numerical data collected analyzed by statistic parametric inferential (Rubin, 2009).

RESULTS AND DISCUSSION

Background of tutors in tuition center

In this stage will be described an overview of tutors and teacher training in the tuition center. At this stage data obtained used a survey and documentation collected from the tuition center. From the questionnaire given to tutors, there were some useful information about their general teaching background and from the documentation there is information about teacher training program.

Table 1. Academic Degree

Academic Degree	Number of People
High School	2
Undergraduate	6
Bachelor	1
Graduate Student	3

Table 2. Education Background

Noneducation Program	Education Program
83%	17%

According to tabel 1, tutors in the tuition center are around 18 – 28 years old. Which their educations are graduate from high school until university. Those with high school degrees are still pursuing their bachelor and the undergraduates also still pursuing master degree while working as tutors. There is one tutor who has bachelor degree, two tutors have high school degree and three tutors are pursuing master degree, the rests are pursuing their bachelor degree.

Table 2. showed education background of tutors in the tuition center. There are 12 tutors in the tuition center. However, there are only two tutors who had experience in education knowledge from their education program and the other nine tutors are from noneducational program. Table 2 also showed that most of the tutors are not come from educational program.

According to Ismail (2015), tutors in tuition center has a wide range of education programs, therefore, tutors with noneducational degree will have lack of teaching knowledge as we called pedagogical competency. Pedagogical knowledge is required in a teacher therefore in educational program the material is a must because students from educational programs are trained to be a teacher or pedagogical competency. This finding is related to the sitation happened in the tuition center where there is a wide range of educational background and most of them are not educational program. This finding shows that the tuition center has been experiencing lack of pedagogical knowledge due to a wide range of education programs of tutors.

Pedagogical competency is how a teacher manage learning process including how to understand students, design learning plan and execute, evaluate and help students to develop (HabIbullah, 2012). Accoding to (Sulaiman, 2004), pedagogic is the art of teaching. Pedagogic is needed in tutor in tuition center, pedagogic competency can be required by prospective tutors from educational programs. Therefore, in tuition center with a wide range of education backgrounds teacher training is needed

to help tutors in tuition center to gain pedagogic knowledge and competency.

Tutors in Tuition Center

Questionnaire was given to all tutors to analyze how the tutors learn pedagogical knowledge and competencies. As it explained before that almost all tutors are not come from educational program. It is very important to see how the teaching process in tuition center conducted by tutors that does not come from educational program.

Table 3. Results of Questionnaire

Item	Score		Total	Mean	Note
	1	2			
Statement 1	0	12	24	2	High
Statement 2	5	7	19	1.64	High
Statement 3	10	2	14	1.09	Low
Statement 4	2	10	22	1.91	High
Statement 5	2	10	22	1.82	High
Statement 6	1	11	23	1.91	High
Statement 7	2	10	22	1.82	High
Statement 8	10	2	14	1.18	Low
Statement 9	11	1	13	1.09	Low

In this stage will be explained the result of the questionnaire that given to all tutors in the tuition center, both those who come from educational program and those who are not. From the data collected, showed in table 3, there are some useful information as follows. According to the data, even though most of the tutors are not come from educational program, they still enjoy being a tutor. This is also required in the job's description to apply as a tutor. This finding also explained that the desire to teach is not only coming from people who has educational program but also people from noneducational program.

From the table 3 given to the tutors also shows that most of tutors had experienced tutor training program. The training program is the one given by the owner of the tuition center. Tutors in tuition center tend to have more excitement to learn how to teach, therefore tutors learned how to teach by themselves to. From the questionnaire of how the teaching process by tutors both from educational and

noneducational program, tutors who are not come from educational programs only learned pedagogical competency from the training given by the owner of the tuition center and learned by themselves, they showed similar result with tutors from educational program. This result proven by the tutors confirmed that they know how to teach since the first day teaching in the tuition center.

Based on the result of the questionnaire in table 3 also explain that all tutors have experienced difficulties in teaching, especially in how to explain and make students understand certain materials. Even though tutors faced some difficulties in teaching, tutors claimed that they never caused any student failed in their school under their responsibility. Furthermore, it has proven that the teaching training conducted by the owner manage to create pedagogical competencies understanding to noneducational program tutors in the tuition center. Other than that, the desire to learn pedagogical competencies enhance the success of the tutors learning process.

According to Winch (2017). there are two kinds of knowledge in teaching which are technical and practical. Technical knowledge can be gain from many kinds of educational program, and in the other hand practical teaching can be gain from teaching experience. It is very important to know how tutors from noneducational program gained their ability to teach in tuition center or pedagogical competency. Based on the results, the study is following Winch (2017) theory where practical teaching can be gained by having some experiences in teaching. The findings in this research has proven that teacher training for tutors in the tuition center is able to give pedagogical knowledge both practical and technical teaching for tutors in tuition center including those with noneducational background.

Involving tutors in the investigation of tuition center is needed to see specific problems and challenges faced by tutors (Arslan S. M., 2019). Therefore, in this study tutors became main data resource to understand full insight of

teacher training in tuition center to see how tutors in tuition center gain their pedagogy competencies and difficulties faced by tutors in tuition center.

Teaching difficulties are possibly caused by learning difficulties faced by students. However, effective teaching methods can help tutors to work on students' difficulties (Westwood, 2008). Specific teaching method for specific learning difficulties. Therefore, it is very likely teaching difficulties can be over come as what happened in this research.

This research also proofs that tutors in tuition center managed to overcome teaching difficulties by learning effective teaching methods that helped tutors to work on students' difficulties (Westwood, 2008). Teacher training program conducted by tuition center manage to give pedagogical competencies to tutors in tuition center.

Teacher Training Program

Information about teacher training program collected by using interview with the owner of the tuition center and observation during new tutor orientation. The interview and observation conducted to gained information about the process of teacher training program and the curriculum of the training itself. The result of observation and interview is a description of teacher training program in the tuition center.

Teacher training in the tuition center is not structured. Therefore, interview and observation conducted to understand the process of teacher training in the tuition center. Based on the interview and observation, the process of teacher training in the tuition center divided into three phases as in Figure 1.

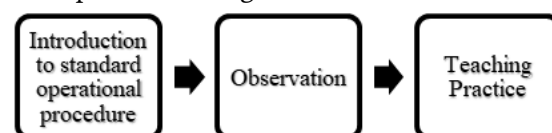


Figure 1. Training Process

The owner of the place did not have a document that guided each of the steps. However, from the observation result shown in Figure 1. organization of the steps can be

divided into three steps. The first step is introduction to standard operational procedure. In this phase tutors are given a tour to know the place, introduced to people in the tuition center and explained about the SOP and the work system in the tuition center. The second step is observation. In this phase tutors asked to join classes conducted by senior tutors to observe the teaching process. Training tutors are asked to observe and give reports about the result of their observation. This phase happens for at least a week and the owner of the place supervise and follow up the process. The third is teaching practice. In this phase tutors will be given a chance to conduct their own class which consists smaller number of students. During the process a senior tutor will supervise and give comments about the process. This phase will happen about 3-7 days until the senior tutors decided that the junior tutors are ready to teach by themselves.

This finding can be use by curriculum developer of teacher training for tutors in tuition center. Developing curriculum is not only creating a new program but also can be designed based on existed program (Lismina, 2017). Existed program as explained in this study is the unstructured program of teacher training in tuition center. Further more the organizational and design of training programs effects the result of the program (Renta-Davids, 2016). Therefore, based on the findings despite training process only divided into three steps and not yet structured, training program conducted in the tuition center manange to enhance tutors' pedagogical competencies and can be use as a foundation to design structured curriculum teacher training program.

Implementation and evaluation of teacher training program is useful to help create better teacher training program (Arslan S. M., 2020). Teacher training program has proven to be useful to enhance teachers' knowledge and skill in teaching process (Chen, (2016); Postareff, Lindblom-Ylaine, & Nevgi (2008)). Dispite, neither structured curriculum nor program of teacher training for tutors in tuition center not available yet in Indonesia. Evaluation and implementation can only be conducted on the

real process of teacher training in tuition center. The implementation and evaluation of the unstructured program in this study has proven a good result that can be seen in table 3. Therefore, this finding is useful for curriculum designer to conduct curriculum development for tutors in tuition center.

CONCLUSION

Based on data collected, even though tutors in tuition center are not from education program, they still have high interest to teach. Therefore, they are exited to learn pedagogical knowledge or ability to conduct intentional meaningful learning. Willingness to become tutors proven to be effective in pedagogical learning process and caused good results of learning in tuition center so that tutors able to help students to enhance their achievement in formal school. The need of training is urgent to give tutors in tuition center who do not come from educational program to learn about pedagogical competency. The existed training system is proven to be effective to teach pedagogical knowledge to teachers with non educational program.

Training program for tutors are not systematic yet, therefore there is a huge oportunity and challenge for curriculum developer to create a curriculum for tutors in tuition center that can be use by all tuition center in Indonesia. The development of teacher training program for tutors in tuition center needs to refer to the existed sytem that already used in tuition. So that the quality of the tutors can be standardized and as an action to support Indonesian goverment policy.

REFERENCES

- Arnani, M. (2020, April 17). *Daftar 8 Platform Digital Penyedia Pelatihan Kartu Prakerja Artikel ini telah tayang di Kompas.com dengan judul "Daftar 8 Platform Digital Penyedia Pelatihan Kartu Prakerja"*, <https://www.kompas.com/tren/read/2020/04/17/083600665/daftar-8-platform-digital>.

- Arslan, S. M. (2019). In-service training needs of EFL teachers in non-formal education settings. *Selçuk Üniversitesi Edebiyat Fakültesi Dergisi*, 223-244. <https://doi.org/10.21497/sefad.675203>
- Arslan, S. M. (2020). Implementation and evaluation of an EFL teacher training program for non-formal education settings. *Elementary Education Online*, 1337-1370. <https://doi.org/10.21497/sefad.675203>
- Aziz, A. (2017). *Benarkah Bimbingan Belajar Membantu Siswa di UN?* Retrieved from Tirto: <https://tirto.id/benarkah-bimbingan-belajar-membantu-siswa-di-un-clgM>
- Badan Pusat Statistika. (2016). Data Sensus Ekonomi. Jakarta.
- Chen, M. C. (2016). A context-adaptive teacher training model in a ubiquitous learning environment. *Interactive Learning Environments*, 25, 113–126. doi: 10.1080/10494820.2016.1143845
- Fauziah, R., Aini, W., & Jalius. (2018). Gambaran Kompetensi Profesional Instruktur Menurut Warga Belajar dalam Pembelajaran Matematika di Bimbel Eye Level Kota Padang. *Jurnal Pendidikan Luar Sekolah*, 2(1), 155-161. doi: 10.24036/spektrumpls.v1i2.10201
- Habibullah, A. (2012). Kompetensi Pedagogik Guru. *Edukasi*, 362-377.
- Haryono, Stanislaus, S., Budiyono, & Widhanarto, G. P. (2017). Peningkatan Profesionalisma Guru melalui Pelatihan Inovasi Pembelajaran: Program Rintisan bagi Guru di Kabupaten Semarang. *Lembaran Ilmu Kependidikan*, 75-80.
- Hermawan, I. (2019). *Metodologi Penelitian Pendidikan (Kualitatif, Kuantitatif dan Mixed Method*. Kuningan: Hidayatul Quran Kuningan.
- Ihsanuddin. (2020, 04 11). *Pendaftaran Kartu Prakerja Resmi Dibuka, Tahap Pertama Hanya untuk 164.000 Orang* Artikel ini telah tayang di *Kompas.com* dengan judul "Pendaftaran Kartu Prakerja Resmi Dibuka, Tahap Pertama Hanya untuk 164.000 Orang", <https://nasional.kompas.com/read/2020>.
- Ismail. (2015). Peningkatan Kompetensi Pedagogik Guru PAI dalam Pembelajaran. *Jurnal Mudarrisuna*, 704-719.
- Lismina. (2017). *Pengembangan Kurikulum*. Ponorogo: Uwais Inspirasi Indonesia.
- Lu, M. L. (2019). The impact of teacher professional development programs on student achievement in rural China: evidence from Shaanxi Province. *Journal of Development Effectiveness*, 11(2), 105–131. doi:10.1080/19439342.2019.1624594
- Pekkarinen, V. &. (2016). University Lecturers' Experiences of and Reflections on the Development of Their Pedagogical Competency. *Scandinavian Journal of Educational Research*, 61(6), 735–753. doi:10.1080/00313831.2016.1188148
- Postareff, L., Lindblom-Ylaine, S., & Nevgi, A. (2008). A follow-up study of the effect of pedagogical training on teaching in higher education. *High Educ*, 56, 29-43. DOI 10.1007/s10734-007-9087-z
- Renta-Davids, A.-I. J.-G.-M.-G.-S.-P. (2016). Organisational and training factors affecting academic teacher training outcomes. *Teaching in Higher Education*, 21, 219–231. doi:10.1080/13562517.2015.1136
- Republic Indonesia. (2003). Law number 20.
- Rubin, A. (2009). *Statistics for evidence-Based Practice and Evaluation*. Texas: Brooks/Cole.
- Sanjaya, W. (2015). *Penelitian pendidikan*. Jakarta: Kencana.
- Sulaiman, E. (2004). *Pengenalan Pedagogi*. Johor: Universiti Teknologi Malaysia.
- Tian, W. &. (2020). It's a win-win situation: implementing Appreciative Advising in a pre-service teacher training programme. *Reflective Practice*, 21(3), 384–399. doi:10.1080/14623943.2020.1752167
- Tribun Batam. (2019, September 7). *LOKER BATAM HARI INI - Dibutuhkan Guru Bimbel, Cek Persyaratannya* Artikel ini telah tayang di tribunbatam.id dengan judul *LOKER BATAM HARI INI - Dibutuhkan Guru Bimbel, Cek Persyaratannya*, <https://batam.tribunnews.com/2019/09/07/loker-batam-hari-ini-dib>.
- Westwood, P. S. (2008). *What Teachers Need to Know about Learning Difficulties*. Victoria: Aust Council for Ed Research.
- Winch, C. (2017). Teaching as a Craft Occupation. *Teachers' Know-How*, 97-114. <https://doi.org/10.1002/9781119355700.ch6>
- Zein, M. S. (2016). Government-based training agencies and the professional development of Indonesian teachers of English for Young Learners: perspectives from complexity theory. *Journal of Education for Teaching* 42(2), 205–223. doi:10.1080/02607476.2016