TUTOR PERFORMANCE OF PUBLIC ADMINISTRATION MASTER PROGRAM

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Abstract

The main commitment of Universitas Terbuka is always to improve the quality of academic services, including services in the learning process through online tutorials. The aim of this study was to determine student perceptions of the performance of online tutorial tutors for the Master of Public Administration Program in the January-June 2023 semester. The research method was through distributing questionnaires to students in the online tutorial application. Data and information were analyzed descriptively and tabulated based on the researcher's notes. The results showed that the performance of the online tutorial tutors for the Master of Public Administration Program in the January-June 2023 semester was generally in the good and very good category. What needs to be improved is the need to optimize the use of references which are shared in online tutorial applications and discussed by tutors so that student understanding can increase. The conclusion of the research is that increasing the understanding of students of the Public Administration Masters Program can be pursued through efforts to improve the quality of academic services, especially through online tutorials.

Keywords: online tutorials, performance, tutor performance, Universitas Terbuka

1 INTRODUCTION

In contrast to traditional universities, Open University (UT) employs a unique educational approach. UT uses a distance education method, whereas conventional higher education often uses face-to-face instruction. One idea of the distance education system is related to learning methods (More, 1973), where distance education systems are seen as a learning method where the teaching process takes place apart from the learning process and where communication between teaching staff and students must be facilitated through printed materials, media electronics, and other media. According to Holmberg (1977), the distant education system is a type of education that incorporates various forms of learning at various educational levels that take place without the supervision of tutors directly and/or continually toward students in the same location, but requires planning.

According to Keegan (1980), the distance learning systems and distance teaching systems are the two most crucial parts of the distance education system. The two components' concepts differ in that the remote learning system places a greater emphasis on students and learner-focused processes, whereas the distance teaching system places a greater emphasis on the

teaching process, organizational system, and instructor (teacher and system oriented). According to Harvest (1999), the distance education system is very effective not only for addressing the needs of individual and independent learning but also for efforts to distribute education in the form of mass education, especially in developing countries like Indonesia. This greatly necessitates the acceleration of the process of improving the quality of human resources for development.

The Public Administration Master's Program (MAP) was established under the Faculty of Law, Social Sciences, and Political Sciences in order to fulfill the objective of the Open University, which is to provide Indonesian residents with access to higher education through a distance learning system. The MAP program was originally made available to students at UT Bengkulu's UPBJJ (Distance Learning Program Unit) in 2004. The conventional system and the online system make up the two systems used to implement the MAP Program. For face-to-face tutorials, the usual system calls for at least 20 students in a UPBJJ. Since the online approach does not use in-person tutorials, MAP students using it are more dispersed among the UPBJJ regions. The MAP Program's goals are as follows (UT Graduate Program Catalog, 2022).

1. Create graduates who are capable of comprehensive and integrative problem-solving in the public sphere by conducting research and development in the areas of administration and public policy, both individually and in groups, especially those issues based on broad interdisciplinary insights in the economic, political, and social fields of culture.

2. Create public administrators who are professionals in their work and up to standards in the field of public administration.

3. Create graduates who can foresee and handle environmental changes in order to deliver fair services and promote the welfare of the people.

4. Create graduates with the skills necessary to use information and communication technologies to professionally apply the science of public administration.

5. Create graduates who can conduct research that analyzes complicated development problems and professionally apply analytical and conceptual tools to solve national and regional development issues connected to the implementation of regional autonomy.

6. Establish and maintain a network of cooperation agreements with the regional government for the purposes of carrying out community service, research, and education.

Due to the high level of independence required of students to study under a distance learning system, not all students are able to adjust to it easily. Many people still don't grasp the distant learning system, which leads to false perceptions of institutions offering distance learning, particularly at the higher education level (Wardani, 2004). If there exist connections between instructors and students, Sukartawi (2004) claimed that this lack of engagement is one of the challenges to the implementation of distant learning. Due to a lack of direct peer support, lack of access to resources, and a general ignorance of the technology being used, students who are members of distance learning system institutions occasionally struggle to understand the courses they are taking (Andriani, 2004).

Online tutorials are becoming a more and more common way for students to study in open and remote learning. By giving existing and potential students greater flexibility and the chance to get top-notch tertiary education, this creates various chances for the future growth of distance education. According to Zhang, Perris, and Yeung (2005), the incorporation of Internet technology may boost the learning environment and improve student connectivity in remote education.

All instructors at the Open University of Indonesia (Universitas Terbuka/UT) are required to be online for administrative and increasingly learner support functions. All tutors have a unique homepage called UT-Online that gives them access to information on their students, course news, and other online resources like the university library. Tutors are given access to the university's conferencing system, which gives them access to a variety of computer conferences as well as an email address to use for any correspondence with students or the university.

Since 2009, tutors have been expected to submit assignments electronically for the majority of their classes. They are also becoming more and more expected to use computer conferencing, either as a supplement to other types of support or as the main method of student support for their class. The University has switched to a virtual learning environment that unifies all online tools and resources under a single interface as of the beginning of 2016.

The aim of this research is to describe the performance of MAP program tutors in implementing the teaching and learning process.

2   METHODOLOGY

The research uses quantitative methods in the form of percentages. Data was obtained from a student satisfaction survey conducted by the Open University Institute for Research and Community Service (LPPM) Universitas Terbuka. The population was taken in semester 2023.1 of 2023, totaling 97 students. The number of respondents for the MAP study program was 17 students.

3   FINDINGS AND DISCUSSION

To help students grasp lessons or teaching materials, tutors work and make an effort (Mulyasa, 2005). In order to assist their students, tutors must prepare a variety of materials. Tutors must be able to communicate with their students (Taylor, 2003) and they must be able to assess the progress of students who teach (Arends, 1989). Tutors are supposed to do their best work in helping students participants for this reason. Service to teaching participants will be influenced by tutor performance.

3.1   Tutorial

Tutorials are held by SPs-UT to facilitate student learning under the guidance of a tutor as a facilitator. Master's Program Students who take course packages I, II, III or students who repeat Courses are required to follow tutorials held by SPs-UT. Students who register for courses are automatically registered as a tutorial participant. 1st semester students are required to activate Tutorial at https://elearning.ut.ac.id before you can follow the tutorial. Tuton activation is only done once while you are a student UT master's degree. UT provides two synchronous tutorial schemes for the program postgraduate according to the type of service scheme offered as following.

a. Integrated tutorial between Tuton and TTM.   Synchronus in the form of TTM is only held in Regional UTs if number of students taking the same study program in the area The minimum is 20 students.

b. Tutorials that are integrated between Tuton and Tuweb.   This synchronus is held for students taking the program the same study whose domiciles are far from each other.

Most UT Masters students take a combination of Tuton tutorials with Tuweb.

3.2   Tutor performance

A person must be able to demonstrate his talents through examinations to assess his knowledge and ability to explain the content in order to be able to become a tutor (entitled to get a certificate as a teacher) (Arends, 1989). It is no longer sufficient for someone to be qualified to teach if they have only mastered the subject matter, particularly for classroom tutors.

Tutors play a significant role in how well pupils learn in the classroom (Mulyasa, 2005). As a result, tutors are crucial in assisting students in reaching their full potential and realizing their life goals.   The results may be in line with the objectives/goals if only every student could learn effectively. In order to meet the expectations listed above, tutors must be able to view learning as a way for students to develop their abilities and improve their personal traits. It is required of tutors to concentrate more on how participants learn than on how they educate.

Better comprehension of the module's   ideas among tutorial participants is required. Participants no longer face numerous challenges learning the lesson material as a result. In addition, it goes without saying that the participants' capacity for responding to inquiries will improve. The skills of tutorial participants in responding questions will improve by doing plenty of practice questions. Naturally, the fact that there will be fewer barriers to studying the module   will boost participant incentive to learn. Participants in the tutorial will be more prepared to take the final test by studying more diligently.

3.3   Mastery of the material by the tutor

Data obtained from respondents showed that as many as 3.67 percent of respondents thought tutors really mastered the material. This data shows that in general UT tutors have expertise in their field. UT tutors are able to demonstrate their ability to deliver material both in conducting discussions, evaluating assignments carried out by students, and teaching during webinar tutorials.

3.4   The role of tutors in helping students understand course material

Almost the majority of respondents (3.66 percent) thought that tutors really help students understand the material being taught by students. This shows that the expertise of the tutors makes it easier for students to understand the course material because the tutors are able to provide explanations or understanding of the material according to what the students expect.

3.5   Tutor feedback on assignments

Data shows that 3.63 percent of respondents think that tutors are able to provide adequate feedback and meet student expectations, which has an impact on student satisfaction with the tutor's performance and expertise in the field they teach. If the tutor does not master the scientific field, it will be very difficult for the tutor to provide feedback on questions submitted by students. In other words, students feel unsure of their tutor's abilities if the feedback given by the tutor does not match the student's expectations.

3.6   Compliance with the tutorial implementation schedule

As many as 3.71 percent of respondents considered tutors capable of teaching courses according to the schedule set by UT. This shows that the tutor's performance in this case concerns consistency in adhering to the predetermined schedule, indicating a strong commitment from the tutor to teach on time.

4   CONCLUSION

From the results of the discussion of the data obtained from respondents, it shows that the performance of the MAP study program tutors is very good. This is supported by the tutor's capability in mastering his field of knowledge. Tutors are able to organize tutorials, both online tutorials and webinar tutorials, very well so that students feel helped by the tutor's abilities and performance.

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