

**BUKTI KORESPONDENSI ARTIKEL
PADA JURNAL NASIONAL TERAKREDITASI
SINTA 2**



PENGUSUL

Dr. Yuli Utanto, S. Pd., M. Si / NIDN 0027077908

**KURIKULUM DAN TEKNOLOGI PENDIDIKAN
FAKULTAS ILMU PENDIDIKAN
UNIVERSITAS NEGERI SEMARANG**

Yth. Bapak/Ibu Penilai Angka Kredit (PAK)

Bersama dengan surat ini, saya bermaksud menyertakan bukti-bukti korespondensi proses review artikel pada Jurnal Terakreditasi Sinta 2 dengan judul “**Adaptive Curriculum for Tutors Training Program to Enhance Pedagogical Competency in Indonesia**”, yang dimuat pada Journal of Nonformal Education, Edisi Vol 7, No 2 (2021) 242-249. p-ISSN 2442-532X | e-ISSN 2528-4541, hal: 242 - 249. Adapun susunan kronologi bukti korespondensi publikasi artikel terdiri dari beberapa poin, pada tabel di bawah ini:

No	Tanggal	Aktivitas
1	21 Oktober 2020	Submission Files untuk publikasi di Journal of Nonformal Education (JNE)
2	21 Oktober 2020	Pemberian nomor ID manuscript dari editor dan pemberitahuan telah menerima submit artikel
3	01 November 2020	Pre-Review discussion (editor mengkonfirmasi diperlukan penambahan reviewer)
4	13 November 2020	Membalas email editor dengan menyertakan daftar usulan reviewer baru
5	20 November 2020	Editor decisions yang pertama : Revisions Required
6	22 November 2020	Melakukan submit naskah publikasi yang telah di revisi berdasarkan saran dan masukan dari reviewer
8	26 November 2020	Editor Decisions yang kedua : Accept submission
9	26 November 2020	Permintaan pengisian form author agreement dan permintaan proofreading sebelum publikasi
13	27 November 2020	Mengirimkan naskah yang telah dilakukan final proofread
14	29 November 2020	Editor Decisions yang ketiga : Manuscript sent to production
15	23 September 2021	Artikel publish: https://journal.unnes.ac.id/nju/index.php/jne/article/view/32239

Semarang, 13 Februari 2023
Hormat saya,



Dr. Yuli Utanto, S.Pd.,M.Si.
NIP. 197907272006041002

KRONOLOGI KORESPONDENSI PUBLIKASI ARTIKEL PADA JURNAL NASIONAL TERAKREDITASI SINTA 2

Judul	:	Adaptive Curriculum for Tutors Training Program to Enhance Pedagogical Competency in Indonesia
Jurnal	:	Journal of Nonformal Education (JNE)
Volume	:	7
Nomor	:	2
Tanggal publikasi	:	1 Sept 2021
ISSN (p)	:	2442-532X
ISSN (e)	:	2528-4541
Hal	:	242 - 249.
Penerbit	:	Program Pascasarjana, https://journal.unnes.ac.id/nju/index.php/jne
Akreditasi	:	Sinta 2
Penulis	:	Yuli Utanto*, Dwi Putri Ramadhani, Haryono, Yoris Adi Maretta

Bukti indexing jurnal :

The screenshot displays the journal's website interface. At the top, the URL journal.unnes.ac.id/nju/index.php/jne/index is visible. The main content area features a large certificate titled "SERTIFIKAT" from the "Kementerian Riset dan Teknologi/ Badan Riset dan Inovasi Nasional". The certificate text includes: "Petikan dari Keputusan Menteri Riset dan Teknologi/ Kepala Badan Riset dan Inovasi Nasional Nomor 148/MK/P/2020 Peringkat Akreditasi Jurnal Ilmiah Periode II Tahun 2020 Nama Jurnal Ilmiah Journal of Nonformal Education E-ISSN: 25284541 Penerbit: Prodi Pendidikan Nonformal, Pascasarjana, Universitas Negeri Semarang Ditetapkan sebagai Jurnal Ilmiah TERAKREDITASI PERINGKAT 2 Akreditasi Berlaku selama 5 (lima) Tahun, yaitu Volume 6 Nomor 1 Tahun 2020 sampai Volume 10 Nomor 2 Tahun 2024 Jakarta, 03 Agustus 2020 Menteri Riset dan Teknologi/ Kepala Badan Riset dan Inovasi Nasional Republik Indonesia, Bambang P. S. Brodjonegoro". To the right of the certificate, there are navigation links: "Indexing & Abstracting", "Online Submissions", "Editorial Team", and "Contact". Below these links, the ISSN information is listed: "p-ISSN 2442-532X" and "e-ISSN 2528-4541". A "Visitors" section shows a "FLAG counter" with a total of "00296333" and a "View My Stats" link. At the bottom, there is a "USER" login section with fields for "Username" and "Password", a "Remember me" checkbox, and a "Login" button. An "Announcements" section is also visible at the bottom left.

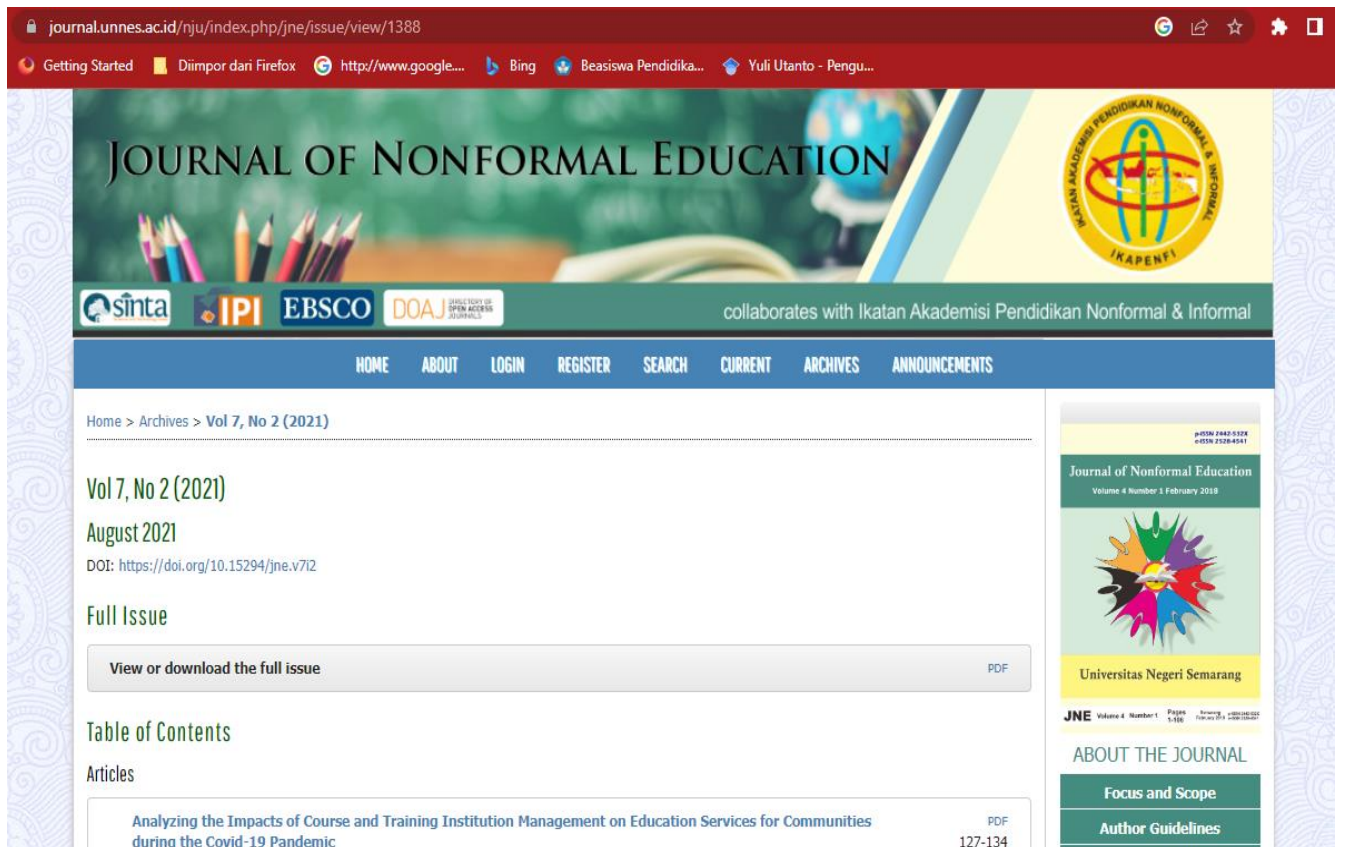


The screenshot shows the homepage of the Journal of Nonformal Education. The header features the journal title and the logo of the Indonesian Association of Nonformal and Informal Education (IKAPENFI). Below the header, there are logos for SINTA, IPI, EBSCO, and DOAJ, along with the text "collaborates with Ikatan Akademisi Pendidikan Nonformal & Informal". The navigation menu includes HOME, ABOUT, LOGIN, REGISTER, SEARCH, CURRENT, ARCHIVES, and ANNOUNCEMENTS. The main content area displays the journal title and a list of five research areas: 1. Community education, 2. Lifelong education, 3. Adult education, 4. Community empowerment, and 5. Equivalency Education. A sidebar on the right contains a cover image of the journal and links for "ABOUT THE JOURNAL", "Focus and Scope", and "Author Guidelines".

Journal of Nonformal Education

As an international, **Journal of Nonformal Education** (p-ISSN 2442-532X | e-ISSN 2528-4541) was published biannually (*February & August*) by Postgraduate Program, Universitas Negeri Semarang, Indonesia. This Journal collaborates with **Ikatan Akademisi Pendidikan Nonformal & Informal** and **Himpunan Akademisi dan Program Studi Penmas Indonesia** containing research articles in the field of Nonformal Education with the scope of:

1. Community education: early childhood education, family education, learning communities, continuing education
2. Lifelong education: education for human resource development, character education, vocational education, professional education
3. Adult education: informal and non-formal education, for example in the form of skills education, education courses, training, entrepreneurship, and so on
4. Community empowerment: economic empowerment, education empowerment, religious empowerment, agricultural empowerment, health empowerment
5. Equivalency Education: homeschooling, non-formal schools, gender education, life skills education



The screenshot shows the archive page for the Journal of Nonformal Education. The header is identical to the homepage. The navigation menu is the same. The main content area displays the archive information for Vol 7, No 2 (2021), August 2021, with a DOI link. A button labeled "View or download the full issue" is present. Below this, a "Table of Contents" section lists an article titled "Analyzing the Impacts of Course and Training Institution Management on Education Services for Communities during the Covid-19 Pandemic" with a PDF icon and page numbers 127-134. The sidebar on the right is also identical to the homepage.

Vol 7, No 2 (2021)

August 2021

DOI: <https://doi.org/10.15294/jne.v7i2>

Full Issue

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Getting Started Diimporn dari Firefox http://www.google... Bing Beasiswa Pendidikan... Yuli Utanto - Pengu...

JOURNAL OF NONFORMAL EDUCATION



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Adaptive Curriculum for Tutors Training Program to Enhance Pedagogical Competency in Indonesia

Yuli Utanto⁽¹⁾, Dwi Putri Ramadhani⁽²⁾, Haryono Haryono⁽³⁾, Yoris Adi Marettta⁽⁴⁾,

DOI: <https://doi.org/10.15294/jne.v7i2.32239>

Altmetric 0

(1) Universitas Negeri Semarang, Indonesia
(2) Universitas Negeri Semarang, Indonesia
(3) Universitas Negeri Semarang, Indonesia
(4) Universitas Negeri Semarang, Indonesia

Abstract

This paper documents the design and evaluation of an adaptive training curriculum document for tutors in tuition center. The aim of this study is (1) to develop adaptive curriculum model for tutors in tuition center to enhance pedagogical competency, (2) to organize adaptive curriculum model for tutors in tuition center to enhance pedagogical competency, (3) to evaluate curriculum model for tutors in tuition center to enhance pedagogical competency. This research used research and development method by Sugiyono and curriculum development model by Hilda Taba. Data collection method of this research were questionnaire, structured interview and direct observation. Validation technics used in this research are validation by experts. According to the result: (1) based on need analysis, curriculum model needed for tutors consist of seven main subjects, (2) the organization used is adaptive separated curriculum, (3) according to the validation, adaptive curriculum model for tutors in tuition center to enhance pedagogical competency is proper to apply. This research and development result showed that there are seven sub competencies should be in tutors training program curriculum to enhance pedagogical competency. This research provides contribution of curriculum in form of synthesis study of adaptive curriculum document in Indonesian subjects of tutors training program.

Keywords

curriculum development; tutors; pedagogical; adaptive curriculum

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ARTICLE TOOLS

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Adaptive Curriculum for Tutors Training Program to Enhance Pedagogical Competency in Indonesia

Yuli Utanto*, Dwi Putri Ramadhani, Haryono, Yoris Adi Maretta

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Submitted: 21 October 2020. Revised: 13 November 2020. Accepted: 23 September 2021

Abstract. This paper documents the design and evaluation of an adaptive training curriculum document for tutors in tuition center. The aim of this study is (1) to develop adaptive curriculum model for tutors in tuition center to enhance pedagogical competency, (2) to organize adaptive curriculum model for tutors in tuition center to enhance pedagogical competency, (3) to evaluate curriculum model for tutors in tuition center to enhance pedagogical competency. This research used research and development method by Sugiyono and curriculum development model by Hilda Taba. Data collection method of this research were questionnaire, structured interview and direct observation. Validation technics used in this research are validation by experts. According to the result; (1) based on need analysis, curriculum model needed for tutors consist of seven main subjects, (2) the organization used is adaptive separated curriculum, (3) according to the validation, adaptive curriculum model for tutors in tuition center to enhance pedagogical competency is proper to apply. This research and development result showed that there are seven sub competencies should be in tutors training program curriculum to enhance pedagogical competency. This research provides contribution of curriculum in form of synthesis study of adaptive curriculum document in Indonesian subjects of tutors training program.

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DOI: <http://dx.doi.org/10.15294/jne.v7i2.32239>

INTRODUCTION

Tutors training program has been conducted by tuition center in Indonesia individually. Teacher training for tutors' need is recognized by owners of tuition center, whom take this challenge positively and create their own tutors training program. Teacher training

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The existed tutors training program can become a solid foundation to create curriculum for tutors training program in tuition center. This study followed research of A Portrait of Teacher Training Program for Tutors in Tuition Center in Indonesia (Ramadhani, Sumaryanto, & Utanto, 2020), in the study, existed program of tutors training program in a tuition center is described into three simple steps. In this

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Pedagogical knowledge is necessary for teachers and also tutors to conduct meaningful learning. Pedagogic is an art and a knowledge about principles, learning rules, managing learning environment, learning style and facilities (Sulaiman, 2004). Generally 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 (Khofiatun, 2016; Simamora, 2015; Prasetyo, 2015; Babuta, 2019). Pedagogical competency is one of the key competencies in a

Bukti korespondensi:

Bukti Submit tanggal 21 Oktober 2020

The screenshot shows a Gmail interface. On the left is the navigation sidebar with options like 'Email', 'Kotak Masuk' (889), 'Berbintang', 'Ditunda', 'Terkirim', 'Draf', 'Spam' (52), '[Gmail]/ Surat Terkirim', 'Buku PDF', 'Selengkapnya', 'Chat', 'Ruang', and 'Rapat'. The main area displays an email titled '[jne] Submission Acknowledgement' from 'Journal of Nonformal Education' to 'Yuli Utanto'. The email content includes a thank you message, a manuscript URL, and contact information for the journal.

[jne] Submission Acknowledgement Kotak Masuk x

Journal of Nonformal Education <jne@mail.unnes.ac.id> kepada Yuli 13.12

Inggris > Indonesia Terjemahkan pesan

Yuli Utanto:

Thank you for submitting the manuscript, "Adaptive Curriculum for Tutors Training Program to Enhance Pedagogical Competency in Indonesia" to Journal of Nonformal Education. With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:


Manuscript URL:
<https://journal.unnes.ac.id/nju/index.php/jne/author/submission/35687>
Username: yutanto

If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

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Bukti Balasan dari Reviewer 1 November 2020

Search all conversations Active

Compose

Mail

Inbox 1,341

Starred

Snoozed

Sent

Chat +

No conversations
[Start a chat](#)

Spaces +

No spaces yet
[Create or find a space](#)

Meet

[jne] Submission Acknowledgement Inbox x

Journal of Nonformal Education Fri,
Yuli Utanto: Thank you for submitting the manuscript, "Adaptive Curriculum for Tutors Training Program to Enhance Pedagogical Competency in Indonesia."

Journal of Nonformal Education <jne@mail.unnes.ac.id> 3:19 AM
to me

Dear

Article with title Adaptive Curriculum for Tutors Training Program to Enhance Pedagogical Competency in Indonesia.

We will process your article, please revise your article quickly. revision according to our reviewer's wishes.

[Editor in Chief, JNE 2020](#)

Imam Shofwan

- Scopus ID : 57211542534
- Orcid ID : 0000-0003-2459-5988
- Whatapps: 085730223344

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Bukti Submit Ulang (Revisi) 13 November 2020

The screenshot shows a Gmail interface. At the top left is the Gmail logo. A search bar contains the text "Search all conversations". On the top right, there is a status indicator "Active" with a dropdown arrow. Below the search bar is a toolbar with icons for back, archive, mute, delete, reply, reply all, forward, and print. On the left sidebar, there are sections for "Mail" (with "Compose" button), "Chat", and "Spaces". The "Mail" section is expanded, showing "Inbox" with 1,332 items, "Starred", and "Snoozed". The "Chat" section shows "No conversations" and "Start a chat". The "Spaces" section shows "No spaces yet" and "Create or find a space". The "Meet" section is partially visible at the bottom. The main content area displays an email from "Yuli Utanto" to "Journal". The email text reads: "Dear to the manager of the journal of nonformal education", "I hereby revise our article entitled Adaptive Curriculum for Tutors Training Program to Enhance Pedagogical Competency in Indonesia", and "if there are still improvements or revisions, we are ready to revise them." Below the text is a "Thanks" message and a three-dot menu. A document attachment is visible, titled "revision article.docx".

Gmail Search all conversations Active

Compose

Mail

- Inbox** 1,332
- Starred
- Snoozed

Chat +

No conversations
[Start a chat](#)

Spaces +

No spaces yet
[Create or find a space](#)

Meet

Yuli Utanto to Journal 3:43 AM (01)

Dear to the manager of the journal of nonformal education

I hereby revise our article entitled Adaptive Curriculum for Tutors Training Program to Enhance Pedagogical Competency in Indonesia
if there are still improvements or revisions, we are ready to revise them.

Thanks

...

revision article.docx

Bukti Accepted 23 September 2021

The screenshot shows a Gmail interface. On the left is a sidebar with navigation options: Mail (Inbox: 1,332, Starred, Snoozed), Chat (No conversations, Start a chat), Spaces (No spaces yet, Create or find a space), and Meet. The main area displays an email from Yuli Utanto, with a header from the Journal of Nonformal Education. The email content is a letter of acceptance for an article, signed by Imam Shofwan, Editor in Chief of JNE 2020. It includes contact information for Scopus, Orcid, and WhatsApp, and a URL to the journal's website.

Compose

Mail

- Inbox** 1,332
- Starred
- Snoozed

Chat +

No conversations
[Start a chat](#)

Spaces +

No spaces yet
[Create or find a space](#)

Meet

Yuli Utanto
Dear to the manager of the journal of nonformal education I hereby revise our article entitled Adaptive Curriculum for Tutors Tra

Journal of Nonformal Education 3:48 AM (to me)

The article with the title Adaptive Curriculum for Tutors Training Program to Enhance Pedagogical Competency in Indonesia has been accepted and will be published in the 7(2) 2021 edition of August 2021 actual payment of 1,500,000 to our journal account number BNI. 0692623607 an. Umi Salamah

Thanks

[Editor in Chief, JNE 2020](#)

[Imam Shofwan](#)

- Scopus ID : 57211542534
- Orcid ID : 0000-0003-2459-5988
- Whatapps : 085730223344

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teacher to be able to lead a meaningful learning process. Pedagogical competency usually required in formal teacher to conduct meaningful learning in class. The importance of pedagogical competencies also needed for tutor in tuition center to enhance students' achievement. The previous study in correlation between pedagogical competency and student's achievement showed that a teacher with high knowledge of pedagogical competency proven able to enhance class achievement (Sulfemi, 2017).

Pedagogic competencies of formal teacher are different from tutor in tuition center. Due to the different learning purpose between formal and tutors in tuition center (nonformal teacher). In Indonesia as mentioned in law number 20, year 2003, the purpose of national education is; (1) to develop student's potency to become religious and devoted to God, (2) has noble character, healthy, given knowledge, clever, creative, independence, democratic citizen and, (3) 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). In Indonesia, according to the Government Policy 74 number 19, year 2005 about teacher's competency there are eight pedagogic competencies that a teacher required to have. Those are; 1) understanding of education knowledge and foundation, 2) student's understanding, 3) curriculum and syllabus development, 4) learning design, 5) the ability to create ideologic and successful learning, 6) educational technology uses, 7) learning evaluation, and 8) the ability to develop students in order to enhance student's potency. Those eight competencies are designed according to formal teachers' need and purpose in teaching.

Curriculum development, as a process, continually renew or develop to find more effective way to achieve learning purpose, either by creating a new or by improving existed curriculum. The concept of curriculum has been conducted by experts to help them to find a good system in conducting learning process, including curriculum competency-based (McBride, 2017). One of curriculum development model is curriculum development from Hilda Taba which divided steps in developing curriculum into four steps which are; identification curriculum purpose, identification experiences needed, organization of the curriculum and curriculum evaluation (Lismina, 2017). The most important step in developing curriculum is the need analysis, it is very necessary to see what needs to be in the curriculum from all the stake holders, mostly the students so that the curriculum can be designed suitable for the learning and able to achieve the learning purpose (Asrizal, 2017; Ummah, 2018; Irawati, 2018). In curriculum development, many experts suggested that a curricu-

lum design should see the need of students from the need in the past, current situation and future needs (Garraway, 2016). This study will focus on document curriculum needed for tutors in tuition center to enhance pedagogical competencies based on past, current and future situation.

Past situation used in this study is applied training program in the tuition center from previous study, A Portrait of Teacher Training Program for Tutors in Tuition Center in Indonesia (Ramadhani, Sumaryanto, & Utanto, 2020). Three basic steps as explained in the study will be used as the main material and organization of the curriculum document. Current situation will be seen from the Government Policy 74 number 19, year 2005 as main eight pedagogical competencies which will be used as the foundation to conduct need analysis towards the students in tuition center to see the need of tuition center tutors so that specified pedagogical competencies can be designed suitable for tutors in tuition center. Future's need in this curriculum document will be seen from literature source and journal articles that suitable for document curriculum for tutors in tuition center.

Nowadays training curriculum should be designed to help trainee to gain information easily. Therefore, the use of technology in a curriculum will able to help to design curriculum which deliver material easily. One of the learning designs which combine virtual learning and direct learning is blended learning. Blended learning provides more freedom for trainees to access material depends on trainee's need (Chaplowe & Cousins, 2016). The use of blended learning can be decided by considering the need analysis of the program. Therefore, in this study also will be identified which organization of curriculum will be suitable for tutors, whether it needs to be designed as blended learning or not. The need of blended learning in education program can be diagnosed by three situations, (1) original pedagogical problems, (2) learning literatures and pedagogical foundation, (3) repetitions design compares to summative evaluation (Cutri & Whiting, 2018). Therefore, this study blended learning will be used to deliver material for tutors training curriculum program in tuition center.

Furthermore, the future need of this curriculum design also expected to be able to fulfil the need of skills in tutors which has different ability and experience (Ramadhani, Sumaryanto, & Utanto, 2020). Therefore, to design blended learning that able to be adjusted depends on the need of different education background and skills, adaptive curriculum is a suitable to apply where there are different needs of students. Adaptive curriculum is a curriculum which able to be adjusted depends on students need (Railean, 2019). Adaptive curriculum sees students as different individuals with each needs and abilities,

therefore the need of materials also different in each student. The use of adaptive curriculum is considered based on the dynamic change of learning in certain education program. The use of adaptive curriculum will help students to achieve highest achievement through balancing summative and formative assessment (Carney, Mejicano, Bumsted, & Quirk, 2018).

The developing of tutors training program also suggested to design based on andragogy theories. This because tutors are grown up people, which has different learning need from children. Training held for adults should add experience inside the process, conducting understanding concept and make sure readiness of the participants (Yuse, 2018). More specific, the process of learning based on andragogy theory should pay attention to, (1) adults already have self-concept, (2) adults have experience, (3) adults have readiness to learn, (4) adults want to apply what they learn directly, and (5) adults will learn better if involve physical and mental activities (Sudjana, 2007).

METHOD

This research used mixed method of five stages research and development method adapted from Sugiyono level three to analyze the existed program and improve it to create better product. Curriculum development model used in this study is Hilda Taba. This study conducted into three stage. First is need analysis which conducted used questionnaires given to students in tuition center. Second is curriculum development based on Hilda Taba, the implementation of curriculum development model is divided into four stages, identification of curriculum purpose, identification required experiences, identification of curriculum organization and curriculum evaluation. In development stage, a curriculum development is compiled based on the need analysis and previous study which focus on developing three simple stages of tutors training program into a complete curriculum document. Third stage is curriculum document evaluation done by experts. The subject of this study was students, tutors and owner of a tuition center, Bimbel Variasi in Semarang, Indonesia.

Need Analysis

The impetus for developing the integrated curriculum document of tutor training program was to advance the tutors training program in tuition center of fundamental pedagogical technique and concepts to increase the service for partner tuition center. In developing this curriculum document, it was also important to conduct need analysis to determine the extent to which it would meeting its goals. Need analysis in this research is conducted based on eight competencies In Indonesia, according to the Government Policy 74 number 19, year 2005 about teacher's competency which are; 1) the understanding of education knowledge and foundation, 2) student's understanding, 3) curriculum and syllabus development, 4) learning design, 5) the ability to create ideologic and successful learning, 6) educational technology uses, 7) learning evaluation, and 8) the ability to develop students in order to enhance student's potency. The eight competencies further more become the foundation of the questionnaires to see which the competencies suitable for tutors in tuition center. This research used student's opinion to decide which competencies they think will help students to gain better lesson in tuition center.

Tuition Center

This study has focused on one tuition center to design curriculum document to enhance tutor's pedagogical knowledge. The tuition center is picked based on previous study in the same tuition center. In this particular tuition center, tutors used small group method and semi personal approach in their learning process. Small group method means that the class or group only consist 2 - 4 students, however big challenged must be faced by tutors due to in one group consist 2 - 4 students with different levels. Semi personal approach is used in the learning process due to learning group consists different levels, therefore, a tutor has to ask, teach and follow up each student individually. In learning process tutors only need to explain the materials which students faced difficulties and school homework. Tutors is not obligate to prepare learning material before in order to conduct learning process, unless in certain rare occasion, tutors has to make learning material and learning plan.

RESULTS AND DISCUSSION

Developing the Curriculum Document of Tutors Training Program in Tuition Center

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Table 1. The Result of Need Analysis

Item	N	Min	Max	Mean	Item	N	Min	Max	Mean
1	18	2	2	2	13	18	1	2	1.8
2	18	2	2	2	14	18	2	2	2
3	18	2	2	2	15	18	2	2	2
4	18	1	2	1.5	16	18	1	2	1.8
5	18	1	2	1.9	17	18	1	2	1.8
6	18	1	2	1.8	18	18	1	2	1.9
7	18	1	2	1.7	19	18	1	2	1.9
8	18	1	2	1.7	20	18	1	2	1.7
9	18	1	2	1.3	21	18	1	2	1.6
10	18	1	2	1.9	22	18	1	2	1.5
11	18	1	2	1.9	23	18	1	2	1.9
12	18	2	2	2	24	18	1	2	1.8

In this step, need analysis is conducted to identify curriculum purpose and required experiences which suitable for the curriculum document. In the questionnaire the respondents are students in tuition center to identify suitable pedagogic competencies for tutors to teach students in tuition center. Based on Table 1, this study carried out eight pedagogic based on Government Policy 74 number 19, year 2005 about teacher's competency into 24 questions. The data is processed by descriptive analysis to identify mean number of each questions. Table 1 shows there are only three statement where students did not think it was necessary in tutor to help them solving problems from school.

This curriculum development followed Hilda Taba curriculum development model. Step by step has been carried out according to development needs. All stages of this curriculum development were very important and one of the stages was the need analysis stage, which was the identifying of learning experiences and competencies needed in the curriculum. According to many experts, 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 (Kho-fiatun, 2016; Simamora, 2015; Prasetyo, 2015; Babuta, 2019). In this curriculum development, the competencies are adapted from the Government Policy 74 number 19, year 2005 about teacher's competency there are eight pedagogic competencies that a formal teacher requires to have. The result of the need analysis step shows that out of eight competencies required in formal teachers, tutors in tuition center only need seven of them as which are introduction to education knowledge, students understanding, developing syllabus, learning design and conducting lesson, education technology utilization, education evaluation, students developing, and teaching practice. The unnecessary competency is eighth competency,

the ability to develop students in order to enhance student's potency. Based on the findings, students in tuition center find it will not help them to resolve their problems from formal school.

Curriculum Development

Curriculum development in this study is conducted based on Hilda Taba, which are identification of curriculum purpose, identification required experiences, identification of curriculum organization and curriculum evaluation. As mentioned in the introduction section, the purpose of this curriculum is to create curriculum document to conduct tutors training program to enhance pedagogical knowledge and the required experience is identified using need analysis. In this step, required experiences are organized to create suitable organization for adaptive curriculum.

Table 2. Organization Based on Time Allocation

Subject	Time Allocation
Introduction to Education Knowledge	4 Hours
Students Understanding	6 Hours
Developing syllabus, Learning Design and Conducting Lesson	6 Hours
Education Technology Utilization	6 Hours
Education Evaluation	6 Hours
Students Developing	4 Hours
Teaching Practice	12 Hours

Second stage in curriculum development by Hilda Taba is curriculum organization. Adaptive curriculum is a curriculum which able to be adjusted depend on students need (Railean, 2019). Therefore, suitable curriculum organization for adaptive curriculum is separated curriculum which able to adjust student's need material. Organization of adaptive curriculum used separated curriculum which organize ma-

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materials separated and not having any association between the materials (Majir, 2017). In this study, curriculum development is organized in separated curriculum based on time allocation by Gintings (2011). Table 2 shows the time allocation calculated based on the importance of the material that divided into three categories which are *Must Know*, *Should Know* and *Nice to Know* (Gintings, 2011).

The curriculum model of tutors training program will be focused on the document of the curriculum which divided into several parts, namely background of curriculum, relevant legal basis, vision, mission and purpose, curriculum structure, assessment, and attachment. After the process of making the curriculum document is complete, the curriculum document will then be reviewed by experts who will assess the suitability of the content and the validity of the media. Experts who assess learning media are curriculum experts and tuition center training experts.

Curriculum Evaluation by Curriculum Expert

Table 3. Curriculum Expert Validity Form

Category	Average Score	Criteria
Background of Curriculum	4,3	Excellent
Relevant Legal Basis	3,7	Good
Vision, Mission and Purpose	4,0	Excellent
Curriculum Structure	3,5	Good
Assessment	3,7	Good
Attachment	4,5	Excellent
Average	3,95	Good

Material Evaluation by Tuition Centre Training Expert

Material evaluation by tuition center training expert was done after the curriculum document process has been completed and revised. The result data of material evaluation by curriculum expert are presented in the following Table 4:

Table 4. Tuition Center Training Expert Validity Form

Indicator	Criteria
a. The curriculum document is suitable to the needs and problems faced in the situation	Excellent
b. The purpose of the program is suitable to the needed competencies for trainees	Good
c. Training schedule stated and organized correctly in the document	Excellent
d. Background of the trainees are suitable to the program and competencies	Good
e. Method used is relevant to the trained competencies	Excellent
f. Media used is suitable to the needs	Good
g. The curriculum is able to facilitate the trainees to gain the competencies	Excellent
h. The curriculum able to give a good impression to the trainee	Good

Based on tuition center training expert presented in Table 3. Get an average score of 3.95 with Good criteria. Furthermore, in the comments and suggestions section, the tuition center training expert wrote down the revision as their suggestions, then the tuition center training expert stated that the document curriculum was appropriate to be tested out with revision.

Curriculum evaluation conducted not necessary to judge whether this curriculum is the good one or not. Kelly (2004) stated that curriculum evaluation should be more than to measure failure or success, it should provide deeper information for further curriculum development. Therefore, evaluation in this research pursue further evaluation focus on summative and formative decision. Summative evaluation conducted through evaluation scale used Likert scale judged by curriculum expert and tutors training expert. Based on the evaluation, development of document curriculum of tutors training program is considered as descent to be implied in real program. Formative evaluation in this curriculum evaluation is gained from open question to curriculum expert and tutors training expert which contain revision and advice which will be used as foundation to develop the curriculum.

Curriculum evaluation of this study is the first stage of curriculum evaluation. Therefore, the evaluation is conducted only for the final product before it

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will be implemented in real life situation. Curriculum evaluation before implementation is really necessary before being implemented in real education learning process (Arifin, Ulfa, & Praherdiono, 2018). This stage of curriculum evaluation will produce the score to decide properness of curriculum.

The result must be interpreted in light of following limitations. This study only included very small number of participants in one tuition center, which may limit the generalization of the data. Tuition center where this study took place used semi private study group which only consisted 3-4 students, it may cannot be apply in tuition center with different type of learning form such as big classes or online class. This study also specified in learning process where only discusses basic school subject such as science, math and language, therefore there is a huge possibility that this study cannot be apply in different topic of learning discussion. There may be changes that occur over time, particularly in the need pedagogical competency, as students in tuition center require different learning over time.

CONCLUSION

This paper has documented the process of creating curriculum document for tutors training program in tuition center. Data was gathered from resources on students, teachers and owners to carry out a thorough needs analysis. This curriculum development studies has successfully carry out several important basics in developing curriculum document as foundation to create adaptive tutors training program for tutors in tuition center. Based on the need analysis, tutors in tuition center required seven pedagogic competencies to be able to conduct meaningful learning in tuition center. After developing the objectives, content and sequence, then the contents organized to suit tutors need of learning. This type of curriculum has been identified as adaptive curriculum by Heydon and Wang (2006), which organize curriculum separately on each material. This research resulted a curriculum document which support greater definition of curriculum, which believe that a curriculum is not only one path way instead multiple choices of learning process (Quirk & Chumley, 2018). In this curriculum development resulted separated materials which can be chosen based on students need and also can be accessed in many forms used blended learning provided. Furthermore, this study of curriculum development used time allocation by Gintings (2011) to organize separated curriculum based on time allocation needed. This separated curriculum based on time allocation is considered as suitable to be used in adaptive curriculum using blended learning.

Through training program, tutors in tuition center surely will advance their both technic and knowledge about pedagogical competency to conduct meaningful learning (Waltz, 2019). Evaluation on curriculum documents was conducted by experts to judge whether the documents are decent enough to be implemented in further study. The evaluation is come from curriculum expert and tutors training expert so that effective evaluation can be done. The result of the evaluation is expected to be more like suggestion, advice and critics so that the documents can be revised based on the judgement, formative evaluation. However, summative evaluation is also conducted to help to judge whether this document curriculum is able to be implemented after the revision. Based on the judgement, this document curriculum is decent and ready to be implemented so that further evaluation and development of curriculum for tutors in tuition center can be conducted. This curriculum development study believed that future training program conducted based on the resulted curriculum document can create successful program which able to enhance pedagogical competencies for tutors in tuition center. Therefore, this study is conducted in believe that if the curriculum is excellent and implemented in right and suitable process, the result of the program will be suits as the purpose of the curriculum.

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