Design of Training Based on Needs to Improve Pedagogic Competence of The Tutors

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Abstract—"Top down" training that has been done is considered unable to increase the competence of pedagogical tutors. The purpose of this study are: (a) to identify what are really needed by tutors community to improve their pedagogical competence in their training, and (b) to figure out a perfect conceptual model of design training to improve the pedagogical competence of tutors community. Source of research data is 30 tutors and 5 heads of Sanggar Kegiatan Belajar (SKB). Data collected through interviews and documentation. Research procedure follows lines of literature study, area survey, and preparation of conceptual design model of training, Research findings show: (a) mastering pedagogical competence that is really needed by tutor is in the sub competence learning plan. As a matter of fact, most of tutors (63.3%) did not master the cognitive development of learners. Most of tutors, can not make use of the personality of the learners, and lack of control in identifying / analyzing the recent ability of learners early, and (b) conceptual model of design training to improve pedagogical tutors load the components in this order: the identification of the problem and the need for training, the recruitment of trainees, training plan, preparation of learning tools in the form of teaching materials, training methods, and learning media training, training implementation, supervision and monitoring the training, evaluation of training, and the last step is the follow-up training activities.

Keywords—training design, pedagogic competence, tutors

I. INTRODUCTION

The success of the implementation and management of non-formal education unit is a reflection of the implementation of the guidance on the performance continuously. Such development is mandatory for quality improvement in the global era characterized by increasingly fierce competition in all aspects of life. It is recognized that the success of learning services cannot be separated from the development of quality performance of tutors. Officials learned that a good performance will be able to develop the potential of learners as optimal as possible, in line with the success of non-formal education units in providing a major contribution to the improvement of knowledge, attitudes, and skills of learners in later life. Tutors as one elements in learning proccess who have multi roles, not limited as teacher that transfer the knowladge, but also as a supervisor that encourage the potential of learners, develop alternative, and mobilize the learners in developing their learning procces Tutors are expected to help lerners to reach their satisfied academic achievement. Emperical evidence show that the training activity carried out by the tutors haven't been systematically planned. That can be identified by lack of training design that accomodates charracteristics and needs of the trainee and lack of complete training material. Such a conditions indicate that there is a gap between the goal of the training carried out and the readiness of the training desigin included the training materials used in the training. States that the design and materials used in the training influence the behaviours and actions especially the achievement of the trainee [1]. Furthermore, the trainee's academic achievement is influenced very strongly by psychological atmosphere and work environment supported by training materials suitable to the needs of the trainee [2].

The research problems are (a) the need to learn what are really needed by officials community in their training to

improve pedagogical tutors competence. (b) how the predicted training design can improve pedagogical tutors competence. So the the objectives of this study are: (a) identify kinds of training perceived to be extremly needed by tutors community to improve their pedagogical competence, and (b) use that kinds of training as a conceptual model of tutors competence improvement design training.

II. LITERATURE REVIEW

In general, the training is part of a study that describes a learning process to improve a person in completing the work. According to Knowles [3] training is a process that creates the conditions and stimulus to provoke a response against others, develop their knowledge and skills and attitudes, creating changes in behavior, and to achieve a specific goal. Mangkuprawira [4] defines the general training as a process of knowledge, specific skills and attitudes to be more skilled employees and being able to carry out their responsibilities according to the standard of work. Armstrong [5] states that training is the systematic use of learning activities and planned. The definition above gives an understanding that the main idea in training is a process that is used to meet the needs or objectives. It is important in the implementation of the training is how to prepare and run a training program that can solve the problems or obstacles that interfere with the duties and functions of any tutors.

Training is a deliberate effort, aims, and controlled so that others learn Miarso [6] and changes relatively sedentary behavior as a result of the experience Wittig [7]. Attempt to make others learn to do by someone who has the ability to design, develop, utilize, manage, and assess the learning process. It is asserted that if the participants feel a lack of compatibility between the characteristics and needs of the training material, it can be expected they will reach a satisfactory achievement. Another opinion expressed Lashely [8]; Diane [9] states that empowerment and human resource management through proper training can improve organizational performance, low organizational performance caused by planing inferior and less supportive organizational climate. Further Hughes [10] asserts that any educational institution as a training institute has the character of working environment, which will affect the success of the process of learning activities. Implementation requires training in non-formal education approach that refers to the concept of Andragogy. As stated by Knowles [3] andragogy as the art and science of adult learning is based on the assumption of the development and growth experienced by the individual shift and change from the concept of self that is dependent to the concept of self-independent, with the characteristics of physical maturation, psychological and social integrated in his personality.

This has implications on the nature of non-formal education learning which requires the creation of learning climate in harmony with the concept of independence, and attention to the needs of learning, which requires the formulation of objectives and selection of material related to his experience. According to Witkin [11] states that the identification requirement is the process and at the same time a systematic procedure to determine priority needs and decision-making about the program and the allocation of resources necessary for the continuation of the program service courses. Based on these limits can be argued that identification is an integral part of the process of organizing and planning for the next to be used as reference in the preparation of programs in the implementation of the program [12] [13]. Design learning activities and teaching materials training is an activity of cooperation between sources of learning, where learning programs into their products. Given the critical role of design and training materials for the smooth operation and the achievement of goals, efforts are needed to identify the optimal learning needs of actual and potential environmental factual and analytical sharpness. In designing learning for adults with learning motivation low, Srinivasan [14] suggests three approaches learning approach that is focused on the issue, projective approach, and the approach of self-actualization. Teaching materials that are valid and effective in training will have an impact on the sustainability of a conducive learning process, and ultimately affect the trainees toward mastery of the training materials. This is consistent with research findings which show that the teaching materials are designed effectively can help people to connect what they already know with what they expect in learning, and to build new knowledge of analysis and synthesis in the learning process [15] [16].

III. METHOD

This study uses a research and development. In this study this model is modified Borg and Gall [17] this study start from the preliminary stage. Than to carry out literature and area survey; next stage is preparation of conceptual model of design training based on the needs of trainees. In this case, the trainee are the tutors because the training aimed to improve the competence of tutors. The data source of this research is taken from SKB Head and tutors in Ex Semarang Residency covering Semarang, Semarang regency, Salatiga, Kendal, and Demak. Data sourceof Head SKB are 5 people. Purposive sampling technique is carried out by choosing 6

tutors who have never been trained improvement of pedagogical tutors competence from each SKB Thus the total source of research data from tutors were 30. Methods of data collection through interviews and documentation. Interviews are used to uncover problems related to the improvement of pedagogical competence through training, along with training design that has been developed; and the need for improvement of pedagogical training. The interviews is conducted to collect data on: (a) issues relating to the implementation of improvement of pedagogical training, and training design that has been developed; and (b) the need for increased pedagogical officials learned through training. The collected data is then analyzed using qualitative descriptive analysis.

IV. RESULT

Result of Research

A. *The need for training is required by community tutors*

- Problem identification and training neeed analysis required by tutors community to improve pedagogical competence revealed through result of interview. It contains a statement of control and test mastery associated with pedagogical competence that includes four sub competencies, namely the identification of the initial needs of the learner, lesson planning, learning execution and evaluation. The research findings indicate that the component context regarding the understanding of officials learned of the citizens to learn the majority (63.3%) did not master the cognitive development of learners, utilizing the principles of the personality of the learners, and lack of control in identifying / analyzing the ability of early learners, while learning ability in designing, implementing learning, and evaluate learning has been considered reasonable.

- Based on empirical data and analysis, it mos that tutors state that among pedagogical competence contains four sub competences as described above, it is the ability to master and analyze the initial ability of citizens to learn which takes a very important part of the study with a percentage of more than 75%; and the second is the ability to analyze the results of the evaluation process and learning. Thus the conceptual design developed training in order to improve pedagogical tutors is focused on improving the capabilities / mastery identifying / analyzing the initial ability of citizens to learn, including learning device are arranged in the form of teaching materials

training early identification and analysis of the ability of citizens in learning.

B. *Design of pedagogical training for enhancing the community officials learned*

- Data on the delivery of training for tutors held over the years, both organized by the District Education Office/ Municipal and Non-formal Education Development Center, determined through interviews with the head of SKB. The research findings indicate that the implementation of the training has not been referred to the concept of the implementation of systematic training and have not touched the real problems and needs of participants, and more oriented to the annual absorption targets. So the training does not give much contribution to in improve tutors competece. Design training which is used as a reference less complete, only the outlines of the program, namely the training planning, training implementation, and evaluation of training. Based on the shortcomings and limitations of training administration officials learned the necessary efforts to develop a more complete conceptual design and systematically oriented towards solving problems and meeting the learning needs of the trainee. Design has landing training designed to increase pedagogical competence tutors through a procedural mechanism of action based on the principles of training implementation.

- Based on the results of empirical and theoretical studies above, it can be figured out design training to improve pedagogical tutors. Design training to improve pedagogical tutors is designed as a guide to the organization of training as a whole, from the analysis of problems and training needs to follow up training according the characteristics of adult learning, explained systematically, equipped with learning materials training, which contains details of activities: (a) analysis of problems and training needs, (b) the recruitment of trainees, (c) the training plan, (d) the preparation of learning tools such as instructional materials, methods, and media training, (e) the implementation of training, (f) the supervision and evaluation of training and (g) follow-up training. Conceptual design need-based training to improve pedagogical tutors, depicted in Figure 1 below:
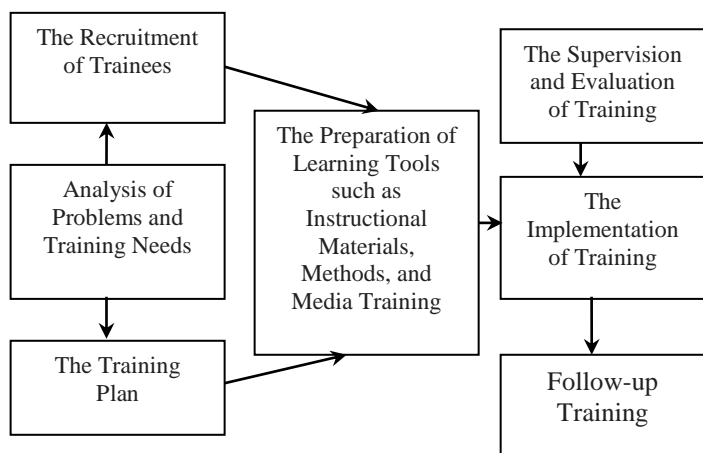
Fig 1. Conceptual Design Based Training Needs To Improve Civil Learning Competency

V. DISCUSSION

Conceptual design training based on the needs that are developed based on the research findings as presented in Figure 1 is predicted to improve pedagogical tutors, with the consideration that the training is needed because of some conditions, among others: (a) the training needed during the work, which requires individuals to possess special expertise , knowledge or attitudes that are different from the recent knowledge or attitudes which can be applied to the duties and functions they are responsible for; and (b) training is needed when progress in the organization requires individuals to have the expertise, knowledge of different attitude or a new one, in accordance with work opportunity and development of science and technology. Thus the training to improve tutors pedagogical competence must be done in accordance with the tutors recent problems in their life. This is consistent with the views of Friedman and Yarbrough [18], which provides guidance on the need for training as, training is a process used by the organization to meet reviews their goals. It is called in to operation, when a discrepancy is preceived between the current situation and a prefarred state of affair. The trainer's role is to facilitate trainee's movement from the status squo toward the ideal. The definition above gives us the understanding that the main idea in training is a process that is used to meet the needs or objectives. States that the determination of the training needs is not simple because it related to who are trained, goal, who needs the training, materials, which are all interrelated. Lesson training plan activities are activities of cooperation between sources of learning, where learning programs perceived as a product [19] [20] thinking of the important role of design to smooth the achievement of goals, efforts are needed to identify the

optimal learning needs of actual and the potential of factual environment and analytical sharpness. The learning process is a system of training. Thus, the achievement of standards process to improve the quality of education (learning) can be started by analyzing every component that can shape and influence the learning process. There are so many components that affect the quality of the education process, however, it is not possible to improve the quality by improving each component simultaneously. This is because its existence are spread, also there are difficulties of determining the levels of influnce of each component. Attempt to make others learn canbe done by someone who has the ability to design, develop, utilize, manage, and assess the learning process. Learning means more than teaching which is understood as the presentation materials. Learning is a mental process that are personal, takes place in an active interaction with the environment to produce changes in knowledge, skills, and attitudes. In the learning process as well as ongoing training in the classroom, can be found a few components that support this process, including the application procedure didactic teaching methods, instructional media, grouping participants and teaching materials. The term didactic procedure according to [21] [22] [23] is the regulator of the activities carried out by the faculty during the learning process, so that participants achieve instructional goals in the most possible effective way. A study declared successful or effective if it is able to make learners actively learn to build knowledge, skills, and certain attitudes. Necessary learning tools in improving pedagogical tutors are teaching materials and identify the characteristics of the needs of learners. Broadly speaking, teaching materials needed contain several parts, as follows: the background, the purpose of writing teaching materials, expected results, and the contents of teaching materials that explain the basic competence, a description of teaching materials, assignments and exercises. In principle, the evaluation of the training is conducted before, while and after learning or training is held. Sudjana [24] defines a training program assessment as an activity in response to a program, which was been implemented, being and will be implemented, which is oriented directly on program activities and to respond to those who need the information. Evaluations conducted before the preparation of the training program is intended to determine the learning potential trainees needs , which can be seen through the identification, verification, and analysis of requirements called the initial observation. Thus, the preparation of training design referring to the result of this initial observations. Evaluation process to determine the suitability of each step of the learning program of training and level of success achieved in implementing the program. While the final evaluation, conducted with the aim to determine the

effectiveness and efficiency of the results achieved through the implementation of the program. The importance of the evaluation disclosed [24][25] that: the assessment is an important activity to determine whether the intended purpose can be achieved, if the the program with a plan and/or the impact of what happens has been implemented. Training performance indicator defined as quantitative or qualitative measurement that describes the level of achievement of a goal or goals that have been set. Achievement of performance indicators which include increased pedagogical used as consideration in designing a follow-up training.

VI. CONCLUSION AND SUGGESTION

A. Conclusion

The conclusions of this study are:

- Based on empirical data and analysis, it can be stated that the requirements regarding the mastery and skill in identifying /analyzing the recent ability of trainee early before training is really needed by most tutors.

- Training design conceptually developed in order to improve pedagogical tutors is focused on what are tutors community really needs in their training loads the components in phases: identification of the problem and the need for training, the recruitment of trainees, training plan, preparation of learning tools in the form of teaching materials, training methods, and learning media training as training, supervision and monitoring of training, training evaluation, and the final step is the follow-up training activities.

B. Suggestion

Based on the findings of research and discussion put forward, it can be suggested as follows:

- To support tutors to master pedagogical competence, it can be stated that training must be based on problem solving and able to meet tutors essential needs.

- The conceptual model upgrading training desaian developed pedagogical and instructional materials have been prepared and have been carried out the validation process experts and practitioners, is necessary to follow up feasibility and effectiveness through further research.

- Application of a conceptual model of pedagogical training to improve the tutors pedagogical competence requires the participation and support of local leaders, therefore local leader or governments need to support training programs

for the sustainability of activities, such as infrastructure aid, and grants.

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