

Analysis of the Application of the Tutorial Model on Distance Learning Indonesian Courses at Elementary School Teacher Education, State University of Medan

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Abstract

This study aimed to determine the planning, implementation and evaluation of tutorial model on distance learning Indonesian courses in the Elementary School Teacher Education (PGSD) study program, State University of Medan. This research was a descriptive study with a quantitative approach. The data collection in this study was non-participant observation. The instrument used was a questionnaire. The data were analyzed using descriptive percentages. The results showed that the planning tutorial model was significant, realistic, relevant, certain, thorough, adaptable, good time allocation and good planning content. The implementation of tutorial model had been going well and was in accordance with the syntax of the model. The evaluation of tutorial model was in accordance with the learning assessment indicators, namely educational, authentic, objective, accountable, and transparent.

Keywords

planning;
implementation;
evaluation; tutorial
model



I. Introduction

The Indonesian language course in higher education is the key to success in learning all subjects, because through the Indonesian language course, students can practice listening, speaking, reading and writing skills which are indispensable in any learning process [1]. To achieve success in studying Indonesian language courses, an effective and appropriate learning model is needed in learning so that success can be achieved. The learning model is a conceptual reference that contains systematic procedures for organizing learning experiences for achieving certain goals, and serve as a guide for instructional designers and teachers in planning teaching and learning activities. Thus, learning activities are truly purposeful activities that are systematically organized. The learning model is a systematic procedure for organizing learning experiences to achieve learning goals [2]. In addition, it can also be interpreted as an approach used in learning activities. So, actually the learning model has the same meaning as the approach, strategy, or learning method.

Tutorial model or commonly known as the peer tutor model is a learning activity carried out by one student to another student and one of the students understands the learning material better [3]. Tutorial model also has a positive influence on student learning achievement and even proves that active learning can be done without involving teachers or lecturers, and the learning process can be maximized with existing potential [4]. Tutorial model was chosen as the learning model used in Indonesian language learning in the Elementary School Teacher Education (PGSD) study program, State University of Medan (UNIMED). This can be seen in the Semester Learning Plan (RPS) documents for

Indonesian courses that have been well prepared by lecturers who teach the courses. It is important to know whether the same model when applied to different situations and learning can produce similar results.

Based on the observation done on students of PGSD study program year 2017, it is known that there are still many students who do not know the application of tutorial model in learning, especially in learning Indonesian courses. The application of learning model is viewed from three aspects, namely planning, implementation and assessment. This is a trigger for researcher to conduct further analysis of the application of tutorial model in distance learning Indonesian language courses in the Elementary School Teacher Education (PGSD) study program, State University of Medan. Analysis of the application of the tutorial model consists of three aspects namely lesson planning, implementation of learning and learning evaluation. Planning is the calculation and determination of something what will be carried out in achieving certain goals, by whom and how [5]. Planning in the broadest sense is the process of systematically preparing activities to be carried out to achieve certain goals. Lesson planning can be defined as the process of formulating various decisions that will be implemented in the lesson to achieve the goals of the lessons.

A good lesson planning has the following indicators [6]: (1) Significance: Lesson planning must see the aspect or level of significance. This is linked to the proposed educational goals and significance can be determined based on the criteria established during the lesson planning process; (2) Feasibility/ Realistic: Lesson planning must be prepared based on realistic considerations, both with regard to costs and implementation; (3) Relevance: the concept of relevance is related to the assurance that lesson planning allows solving more specific problems at the right time so that specific goals can be achieved optimally; (4) Certainty: the concept of certainty is expected to reduce unforeseen events beyond planning. What was planned as possible happened in the implementation. Good planning is planning that actually put into practice; (5) Accuracy: the main principle that needs to be considered is that the lesson plan is arranged in a simple form, and it is necessary to pay attention to the definite relationship between the various components; (6) Adaptability: lesson planning must be dynamic, so it is necessary to constantly seek information as feedback. The use of multiple processes allows for flexible or adaptable planning and can be designed to avoid the unexpected; (7) Time: there are quite a lot of factors related to time, apart from the involvement of planning in predicting the future, also the validation and reliability of the analyzes used, and when to assess current and future educational needs; (8) Content planning: the content of planning refers to the things that will be planned. Good planning needs to include the desired goals, how to organize learning activities and support services.

The implementation of learning is defined as the operationalization of lesson planning, so that it cannot be separated from the teaching/learning plan that has been made. Therefore, the implementation will depend on how the lesson plan is arranged in accordance with the objectives to be achieved. The implementation of learning is declared effective if the processes or stages that occur in learning are in accordance with the syntax or steps of the learning model that has been selected or decided to be applied. The steps of tutorial model is (1) Identification and Analysis: students from groups, formulate and study the problem faced; (2) Information: students seek information from various sources related to the problems being studied; (3) Orientation: students carry out various approaches towards problem solving; (4) Counseling or re-teaching: lecturers provide guidance and advice to students regarding things that are deemed necessary; (5) Tutoring: students carry

out tutorial activities with a group of friends related to the problems being studied; (6) Follow up: students evaluate learning activities and determine follow-up activities for the next round.

Evaluation or assessment is a collection of data to determine the extent, in what way, and how educational goals have been achieved [7]. Evaluation can be defined as a planned activity to determine the state of an object using instruments and the results are compared with a benchmark to obtain a conclusion. Inclusive education, however, is not enough for at least one school in each district / city, but involving many schools in which there are special needs students. This is due to an increase in the number of children with special needs every year (Handayani, 2020). Development and progress in all aspects of the life of a nation and state cannot be separated from the development and advancement in the field of education (Sinaga, 2020). According to Kemenristekdikti No. 44/2015, learning assessment must be based on the following indicators: (1) Educative: it is an assessment that motivates students to be able to improve planning and learning models and to achieve graduate learning outcomes; (2) Authentic: it is an assessment that is oriented towards a continuous learning process and learning outcomes that reflect student abilities during the learning process; (3) Objective: it is an assessment based on standards agreed upon between lecturers and students and is free from the influence of the assessor's subjectivity and the one being assessed; (4) Accountable: it is an assessment carried out in accordance with clear procedures and criteria, agreed upon at the beginning of the lecture, and understood by students; (5) Transparent: it is an assessment whose procedures and results of the assessment can be accessed by all stakeholders. Elementary school age children are children with a lot of age who experience drastic changes both mentally and physically (Budiningsih, 2020).

II. Research Methods

This research was conducted in the Elementary School Teacher Education (PGSD) study program, State University of Medan, located on Jl William Iskandar, North Sumatera. This research was conducted in the odd semester of the 2020-2021 academic year. The population in this study was all Semester VI students of PGSD study program. The total population was 324 students consisting of regular and extension classes, totaling 9 classes. The sample in this study were students of regular A, D and G which consisted of 36 students each class. The sampling technique used was random sampling.

This research design was a descriptive study with a quantitative approach. Descriptive research in this study was intended to obtain an overview and information regarding the application of the tutorial model in Indonesian language learning in the Elementary School Teacher Education (PGSD) study program, State University of Medan. The data collection technique used in this research was non-participant observation. The objects observed in this study were students of PGSD study program who applied tutorial model in distance learning Indonesian language courses. The data collection was done by using questionnaire as the instrument. The questionnaire was used to know the application of tutorial model in distance learning Indonesian language courses at the Elementary School Teacher Education (PGSD) study program, State University of Medan. The questionnaire grid in this study can be seen in the following table.

Table 1. The Questionnaire Grid

Aspects	Indicators	Items	Total
Lesson Planning	a. Significance b. Feasibilitas/ Realistis c. Relevance d. Certainty e. Accuracy f. Adaptable g. Time h. Planning content	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.	12
Learning Implementation	a. Identification & Analysis b. Information c. Orientation d. Guidance e. Tutoring f. Follow-up	13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27.	15
Learning Evaluation	a. Educative b. Authentic c. Objective d. Accountable e. Transparent	28, 29, 30, 31, 32, 33, 34, 35, 36, 37.	10

III. Discussion

The data in this study were collected using a research instrument in the form of a questionnaire which was distributed to respondents, in this case, students of the Elementary School Teacher Education (PGSD) study program at the State University of Medan who applied the tutorial model in distance learning Indonesian language course. The research instrument in the the form of a questionnaire has been designed to be able to collect the data needed in research to answer the formulation of research problems related to planning, implementing and evaluating tutorial learning model.

The results of data analysis on the application of the tutorial model in the Elementary School Teacher Education (PGSD) study program, State University of Medan can be seen as follow:

3.1 Planning of Tutorial Model at PGSD Unimed

Lesson planning is a projection of what is needed in order to achieve learning objectives. In this study, the planning of tutorial model which applied in distance learning Indonesian language courses at PGSD study program, State University of Medan. The planning of the tutorial model was analyzed by referring to the lesson planning indicators which consisted of significance, feasibility/realism, relevance, certainty, accuracy, adaptability, time and planning content.

The result of the analysis showed that the highest value was found in the first indicator of planning, namely significance, where 92 respondents (95%) agreed that the planning of Indonesian language learning has been well listed in the Semester Lesson Plan (RPS). It meant that the tutorial model planning prepared by the subject lecturer has been significant in learning. Meanwhile, the lowest score was found in the planning content indicator, there were 66 respondents (68%) who stated that the materials/references/tools/facilities selected were in accordance with the learning being carried out. This happened because students had difficulty in accessing the learning materials/references/tools which were required in the distance learning.

Planning is the process of systematically preparing activities that will be carried out to achieve certain goals. Lesson planning can interpreted as the process of making various decisions that will be carried out in future learning to achieve the learning objectives. Based on the results obtained, it was known that in the planning aspect, the tutorial model have met all the lesson planning indicators. This can be seen from the majority of respondents who agreed or quite agreed with each statement in the research instrument that has been distributed. Therefore, it can be stated that the planning of tutorial model on distance learning Indonesian language courses in the PGSD study program in Unimed was in accordance with the planning indicators, namely significant, realistic, relevant, certain, thorough, adaptable, according to the allocation of time and good planning content.

3.2 Implementation of Tutorial Model at PGSD Unimed

Implementation of learning is a process that is arranged according to certain steps so that implementation achieves the expected results. Learning implementation is defined as the operationalization of learning planning so that it cannot be separated from the learning planning that has been made. The implementation of learning is declared effective if the processes or stages that occur in learning are in accordance with the syntax or steps of the learning model selected or decided to apply.

Tutorial model is a learning activity carried out by a student to other students to teach certain knowledge or skills to other fellow participants. The syntax of the tutorial model consists of identification and analysis, information, orientation, guidance, tutoring, and follow-up. The syntax is a measure of the implementation of the tutorial model in this study. Research respondents were asked to provide a statement that aims to describe the suitability between the implementation of learning and the learning syntax.

The results of the analysis showed that the highest value was found in the guidance indicator. As many as 77 respondents (79%) agreed that subject lecturers had or always provided guidance and advice to students on matters deemed necessary. While the lowest value was in the statement item 26, where there were 43 respondents (44%) who seem hesitant by stating that they quite agreed with the statement that the tutorial model should be applied in every learning material. This happened because the application of the learning model should be adjusted to the learning material. That is, not every material is appropriate for applying the tutorial model in learning.

3.3 Evaluation of Tutorial Model at PGSD Unimed

Assessment or evaluation is a process of making decisions using information obtained through measuring learning outcomes, either using test or non-test instruments. Assessment or evaluation of learning must be based on indicators such as educational, authentic, objective, accountable, and transparent. These indicators are arranged into the research questionnaire statements which were then distributed to the respondents of this study to get an overview of the assessment or evaluation activities of the tutorial model.

The results of the analysis showed that the highest scores were in educational, objective and accountable indicators. This meant that the learning evaluation has fulfilled 3 out of 5 good evaluation indicators. Meanwhile, the lowest value was on the item statement 34, where 71 respondents (73%) agreed, 24 respondents (25%) quite agreed and 2 respondents (2%) disagreed with the statement that the existing learning assessment was in accordance with clear assessment criteria and procedures. This happened because the procedures and assessment criteria have not been well socialized to students.

Educational assessments or evaluations meant that these assessments can motivate students to be able to improve planning and implementation of the learning model and achieve the learning outcomes. Authentic, meant that the assessment was oriented towards a continuous learning process and learning outcomes that reflect student abilities during the learning process. Objective, meaning that the assessment was based on standards agreed upon between lecturers and students and was free from the influence of the assessor's subjectivity and the one being assessed. Accountable, meant that the assessment was carried out in accordance with clear procedures and criteria, agreed upon at the beginning of the lecture, and understood by students. Transparent, meant that the procedures and results of the assessment can be accessed by all stakeholders.

IV. Conclusion

Based on the results and discussion of the research, it can be concluded that (1) The planning of tutorial model on distance learning Indonesian language courses in the Elementary School Teacher Education (PGSD) study program at State University of Medan (Unimed) was in accordance with the learning planning indicators, namely significant, realistic, relevant, certain, thorough, adaptable, according to the allocation time and good planning content; (2) The implementation of tutorial model has been going well and was in accordance with the syntax or learning steps of tutorial model; (3) The evaluation of the learning was in accordance with the learning assessment indicators, namely educational, authentic, objective, accountable, and transparent.

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