

Mapping of Competence and Professionalism Assessment of Open University Tutors

Mery Berlian^{1*}, Rian Vebrianto², Musa Thahir³ 

¹ Department of Agribusiness, Open University, Pekanbaru, Indonesia

^{2,3} Faculty Tarbiyah and Teacher Training, State Islamic University of Sultan Syarif Kasim Riau, Pekanbaru, Indonesia

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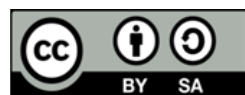
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ABSTRAK

Di bidang pendidikan, masih banyak ditemukan permasalahan kinerja pegawai, kepala sekolah, atau penyelenggara pendidikan yang kurang memuaskan. Dalam suatu negara, sumber daya manusia yang berkualitas akan membawa pada kesejahteraan rakyatnya. Oleh karena itu, peningkatan kesejahteraan masyarakat Indonesia harus didasarkan pada pengembangan layanan dan pendidikan yang berkualitas. Tujuan penelitian ini yaitu memetakan gambaran sebaran tutor kemudian menilai profesionalismenya dan menghasilkan rekomendasi kebijakan bagi Universitas Terbuka secara umum. Jenis penelitian ini adalah survei dengan sampel penelitian 258 tutor, yaitu 127 laki-laki (49,2%) dan 131 perempuan (50,8%). Instrumen yang digunakan adalah angket profesionalisme yang terdiri dari enam konstruk dengan nilai Alpha Cronbach sebesar 0,924. teknik yang digunakan untuk menganalisis data yaitu analisis deskriptif kuantitatif dan statistik inferensial. Hasil penelitian menunjukkan bahwa terdapat hubungan yang signifikan antara pendapatan, umur, masa kerja, pangkat, dan status pekerjaan terhadap profesionalisme ($P < 0,05$) tetapi tidak ada hubungan antara jenis kelamin dengan profesionalisme ($P > 0,05$). Penelitian ini merekomendasikan perlunya merekrut tutor baru mengingat banyak tutor yang berusia di atas 50 tahun. Ada juga beberapa tutor dengan gelar Sarjana yang perlu ditingkatkan menjadi tutor dengan gelar Master atau bahkan Doktor.

ABSTRACT

In education, there are still many problems with the performance of employees, school principals, or education providers that are not satisfactory. In a country, quality human resources will provide the welfare of its people. Therefore, improving the welfare of the Indonesian people must be based on the development of quality services and education. This study aims to describe the distribution of tutors, assess their professionalism, and produce policy recommendations for the Open University in general. This type of research is a survey with a research sample of 258 tutors, namely 127 male (49.2%) and 131 female (50.8%). The instrument used is a professionalism questionnaire comprising six constructs with a Cronbach's Alpha value of 0.924. The technique used to analyze the data is quantitative descriptive analysis and inferential statistics. The results showed that there was a significant relationship between income, age, years of service, rank, and professional work status ($P < 0.05$), but there was no relationship between gender and professionalism ($P > 0.05$). This study recommends the need to recruit new tutors considering that many tutors are over 50 years old. There are also some tutors with Bachelor's degrees who need to be upgraded to tutors with Masters or even Doctoral degrees.

1. INTRODUCTION

Nowadays, people are concerned that there are many cases where government officials, police officer, or other professionals do not show professionalism. The concern even directed to former President Abdurrahman Wahid who was considered incompetent and unprofessional in performing his duties (Vebrianto et al., 2019). However, people often use the phrases of profession or professionalism, but they do not understand the meaning of the words (Nasution et al., 2021; Abu Siri et al., 2020; Yazid et al., 2021). They only see professionalism as an ability to do satisfactory work. In education, there are still many issues of unsatisfactory performance of employees, principals, or educational administrators (Yariv, 2011). In an

*Corresponding author

E-mail addresses: mery@ecampus.ut.ac.id (Mery Berlian)

organization, the availability of qualified staff is equivalent to the quality of the human resources and their outputs in the organization. In a country, the quality human resources will lead to the welfare of the people. Therefore, improving the welfare of the Indonesian people should be based on developing a quality service and education (Pratiwi & Susiyanto, 2020; Tambak et al., 2018, 2019). To meet the demand of professionalism and social change, the quality-based culture is a paradigm that can be used as the basis for establishing learning achievement. It should be implemented in managing the learning process in schools or universities (Al-zoubi, 2014; Bradford et al., 2011; H Tanang & Abu, 2014). Professionalism defines the commitment of an individual to improve his professional skills and develop strategies to perform his duty admirably. A professional should manage everything appropriately, particularly aspects related to his profession (Agustini et al., 2020; Kholis, 2019; Suhartini et al., 2021). The professional development is a process improving an individual or a group involving various methods, such as reflection, renewing, and improving commitment to achieve better performance. The methods than realized as an effort to improve knowledge, skills, and morals to develop a better idea, design, and practice (H Tanang et al., 2014; Wiranto & Slameto, 2021). The success of a learning process in the university not only influenced by the lectures, but also the administrative staffs. The human resources of Indonesia would not provide any benefit without the improvement of their quality (Tayibnapis et al., 2018). Data from ASEAN Productivity Organization (APO) shows that only 4.3% of 1000 Indonesian labors were skilfull while the Philippines, Malaysia, and Singapore reached 8.3%, 32.6%, and 34.7%, respectively (Kabene et al., 2006).

In the gender issues, women are considered more emotional than men. Some women also have to take care of their families; therefore, they face a tougher challenge to be successful in their career (Hulwati, 2015). There are cultural expectations of man and woman, where a woman is considered gentle, beautiful, and motherly, while a man is regarded strong, rational, manly, and mighty (Suparti, 2017). Therefore, it is essential to develop an alternative to improve staffs' competence by explaining the importance of professionalism (Erni et al., 2020; Vebrianto et al., 2020). This study aimed to design and develop a valid problem-solving model that can be implemented to develop the overview of tutors' distribution and then assessed their professionalism in UPBJJ Pekanbaru and produced policy recommendations for the open university in general. Professionalization is a process to make an agency, organization, and business entity, including the human resources, to be professional (A. Siri et al., 2020; Hasan Tanang & Abu, 2014). Professionalization centers on improving qualification or skills of a person to achieve the standard of excellence in his occupation (Gluzman et al., 2018; Vebrianto et al., 2019). It is a series of professional development conducted by pre-service or in-service training. Hence, professionalization is a lifelong process (Hasan Tanang & Abu, 2014). Requirements to be a professionals include; mastering the job (responsibility), loyal and committed (obedience), having integrity and motivation (personality), hard working (work achievement), visionary (leadership), and proud to his profession (cooperation). In this study, the professionalism of administrative staffs was assessed by their competence in the aspects of work achievement, responsibility, personality, cooperation, obedience, and leadership. These are the essential aspects of behaviors, expertise, or quality of a professional. Competence is the rational behavior to achieve predetermined objectives according to the standard conditions. Therefore, a professional requires excellent work skills in a particular discipline, and competence is another factor that can be used to assess qualification (Maudsley & Taylor, 2020). It is clear that men and women have the same opportunity to improve themselves professionally.

The result of observed, the field conditions are different and full of challenges, UPBJJ Pekanbaru has a very wide and remote learning location. Many are bordered by other provinces such as locations in Bagan Sinembah which borders North Sumatra (Medan) and Sei Guntung with Jambi Province, even with other countries such as Tanjung Samak Meranti which is adjacent to Singapore. This is a challenge in itself for Tutors at UPBJJ in Pekanbaru who are tasked with making the learning process successful. Some have to use various types of vehicles, from cars, boats and even speedboats and continue to rent two-wheeled vehicles, this is a challenge for the Tutors. Related to this, UPBJJ Pekanbaru has around 12,000 students who are supported by 22 civil servants and 14 TKT employees and 416 tutors with 43 locations. Changes in paradigm and curriculum in education and learning require UT tutors to be more creative in providing quality learning to their students (Baharun, 2018; Holbrook & Rannikmae, 2009). Efforts to improve the quality of education at UT UPBJJ Pekanbaru have been carried out in various ways and one of them is by changing the paradigm of tutors by recruiting young tutors and evaluating tutors who have been carrying out tutor duties and making curriculum adjustments according to changing times. To succeed in the digital era, tutors must be fluent in languages and proficient in using the technology provided by the central Ut. This is where the tutor takes responsibility in preparing students to face the global challenges of the 21st century (Kim & Yu, 2019; Vebrianto et al., 2016). Previous findings also state that in preparing students to face global challenges, qualified teachers are needed (Kaso et al., 2021; Nasution et al., 2021; Abu Siri et al., 2020). This is a challenge in itself and an opportunity for UT educational institutions to provide education

in marginalized, outermost and frontier areas to continue to get education. Therefore, the purpose of this research is to map out the description of the distribution of tutors then assess their professionalism and produce policy recommendations for Universitas Terbuka in general.

2. METHOD

This study used a mix method using a survey design (Cresswell, 2016). The study was conducted at Universitas Terbuka in Pekanbaru. The research objects were the tutors in Universitas Terbuka. Data required to analyze factors relating to tutor's preparation, implementation, and professionalism were obtained from an in-depth interview, questionnaires, and observation. The data collected was then analyzed using SPSS version 23.00 for Windows. The instrument used was a professionalism questionnaire consisting of six constructs, Consists of Work achievement, Responsibility, Personality, Cooperation, Leadership and Obedience with the Alpha Cronbach value of 0.924, which proved the quality of the instruments. This was a survey research with study samples of 258 tutors, which were 127 men (49.2%) and 131 women (50.8%). The procedure of study followed the evaluation of the CIPP program (Context, Input, Process, Product) stage I focused on: (1) Analysis of the Tutor profile data and then carried out by data, documentation, and verification. Phase 1 activities will produce output in the form of professionalism mapping of UPBJJ UT PEKANBARU Tutors and (2) Analysis of primary data from interviews, observation of Tutor activities to explore factors that cause difficulties, obstacles and Tutor expectations. These results are used as the basis for the preparation of policy recommendations to open university.

3. RESULT AND DISCUSSION

Result

The study involved 258 tutors in Universitas Terbuka. The data were analyzed descriptively to generate the profiles of research subjects, which are shown in Table 1.

Table 1. Profiles of Research Subjects

Aspect	Value	N	Percentage (%)
Gender	Male	127	49,2
	Female	131	50,8
Employment status	Civil servant	158	61,2
	Non-civil servant	65	25,2
	Temporary	35	13,6
Age	0 – 30	3	7,00
	31 – 40	13	30,20
	41 – 50	14	32,60
	> 41	4	9,30
Educational background	Doctorate	9	3,5
	Master	225	87,2
	Bachelor	24	9,3
Income	<1.800.000	27	10,5
	1.800.000-3000.000	72	27,9
	>3.000.000	159	61,6
Duration of service	0-1	16	6,2
	2 s/d 5	41	15,9
	6 s/d 10	55	21,3
	>10	146	56,6

The Universitas Terbuka tuto'r were were 127 men (49.2%) and 131 women (50.8%), Even though there were more women than men selected as the research subjects, but the slight difference was considered insignificant. which were non-civil servant employee, with the percentage reached 25,2%. There were also 158 (61,2%) tutors who were civil servants and 35 (13,6%) temporary employees. Most of the research subjects aged 41 – 50 (32.6%), closely followed by those with the age of 31– 40 (30.2%). In the educational background, 9 (3,5%) tutors were doctorate, and 225 (87,2) were masters, 24 (9.3%) were bachelors. In the income aspects, mostly of the Universitas Terbuka tutor were get income more than 3.000.000 159 (61,6%). Meanwhile, 16 (6,2%) of the research subjects had worked for less than one year, 41 (15.9%) for two to five years, 55 (21.3%) for six to ten years, and 146 (56.6%) for more than ten years. The data shows that the Universitas Terbuka tuto'r had the ideal gender comparison and the potential to

develop themselves professionally. In the research, the reliability of the instruments used in this study was analyzed, and they had the Cronbach's alpha value of 0.924. The minimum reliability value of a quality research instrument is 0.6, which means that the instruments used in this study were excellent and useful, every variable in the instrument was in the good or excellent categories, which means that the instrument was excellent to assess the tutor's professionalism. The quality of the instrument is essential in ensuring the obtained data are consistent and relevant are displayed in Table 2.

Table 2. Perception of Research Subjects on Professionalism

No	Question	N	Min	Catagory
1	Work achievement	258	4.19	Good
2	Responsibility	258	4.39	Excellent
3	Personality	258	4.44	Excellent
4	Cooperation	258	4.41	Excellent
5	Leadership	258	4.27	Excellent
6	Obedience	258	4.29	Excellent
Professionalism		258	4.33	Excellent

As shown in Table 2, displays that in the aspect of Professionalism, the research subjects regularly performed their task professionally (min=4.33). All items of Professionalism had min values in the range of 4.19 to 4.44. The highest assessment was achieved in the aspect of personality. The decision of the two-way ANOVA exam for the free samples above shows a main impression of income [F (1,252) = 8,025, P <0,05] Against the lean variable Tutor professionalism is significant, but there is no interaction impression of gender*income towards the professionalism of the Tutor. Besides that, it is known that male tutors (min = 4.34) will be more professional than female tutors (min = 4.33). This means that men are more willing to become professionals if income is higher than women. The decision of the two way Anova exam for the free samples above shows that there is a major impression of age [F (3,250) = 8,965, P <0,05] Against the lean variable of Tutor professionalism which is significant, there is no interaction impression of gender * age for professionalism Tutor. Besides that, it is known that male tutors (min = 4.34) will be more professional than female tutors (min = 4.33). This means that men are more willing to become professionals if age is higher than women. Furthermore, the analysis of the two way Anova exam is based on gender and the length of work (service) of the Tutor. The decision of the two way ANOVA test for the free samples above shows there is a long-standing main impression of serving [F (3,250) = 5,479, P <0,05] Against the lean variable Tutor professionalism is significant, but there is no interaction impression of gender*long served the professionalism of the Tutor. Besides that, it is known that male tutors (min = 4.34) will be more professional than female tutors (min = 4.33). This means that men who have just served or just received are more willing to be professionals than women. Furthermore, analysis of the two way Anova exam is professionalism based on gender and Tutor grade groups.

Table 3. Results of Two Way Anova Analysis of The level of Professionalism Based on Gender and Grade

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2.349	5	0.470	3.503	0.004
Intercept	202.108	1	202.108	1507.43	0.000
Gender	0.008	1	0.008	0.059	0.808
Grade	2.343	3	0.781	5.826	0.001
Gender* Grade	0.004	1	0.004	0.026	0.871
Error	33.787	252	0.134		
Total	4881.989	258			
Corrected Total	36.135	257			

As shown in Table 3, in the decision of the two-way Anova exam for the free samples above shows that there is a major impression of grade [F (3,252) = 5,826, P <0,05] Against the lean variable of Tutor professionalism, there is no interaction impression of gender * the Grade for the professionalism of the Tutor. Besides that, it is known that male tutors (min = 4.34) will be more professional than female tutors (min = 4.33). This means that men who are still new (low) are more willing to become professionals than women. Furthermore, the analysis of the two-way Anova exam is professionalism based on gender and status of the Tutor.

Table 4. Results of Two Way Anova Analysis of The Level of Professionalism Based on Gender and Status

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2.642	5	0.528	3.976	0.002
Intercept	3235.430	1	3235.43	24343.1	0.000
gender	0.073	1	0.073	0.547	0.460
Employment status	2.344	2	1.172	8.819	0.000
gender * Employment status	0.194	2	0.097	0.729	0.484
Error	33.493	252	0.133		
Total	4881.989	258			
Corrected Total	36.135	257			

Table 4 shows that in the decision of the two-way Anova exam for the free samples above shows that there is a major impression of staffing status [F (2,252) = 5.819, P <0.05] Against the lean variable of Tutor professionalism, there is no sex interaction impression of gender * employment status towards Tutor’s professionalism. Besides that, it is known that male tutors (min = 4.34) will be more professional than female tutors (min = 4.33). But women with civil servant status are more willing to be professionals than men. Furthermore, analysis of the two-way Anova exam based on gender professionalism and education level is not carried out because the comparison is too large as a sample of comparable samples, giving rise to can.

Discussion

To preserve professionalism in giving public service, employees’ commitments are needed and periodical supervision and evaluation are implemented as well (Qoyyimah, 2018; Abu Siri et al., 2020; Yazid et al., 2021). A higher education institution is required to meet the general standards of eligibility and implement the management of higher education based on effective and efficient principles (Mishra et al., 2020; Yüksel & Gündüz, 2017). In achieving these prerequisites UPBJJ Pekanbaru needs to be supported by human resources that have high performance. In an effort to improve employee performance in UPBJJ Pekanbaru in a sustainable manner especially Tutors, it is necessary to develop a model of work performance improvement, so it is necessary to do a theoretical study to get variable components that can affect employee performance. Needed Competency-based training is held to overcome the discrepancy of Tutors competence to the ability of Tutors training in accordance with the expected competencies (B. Bervell et al., 2020; Brandford Bervell et al., 2020). In order to meet the demands of the development of the times following the situation and conditions in the community.

The results showed that in the aspects of cooperation, leadership, and obedience, there were specific aspect that could be improved, such as willing to accept a legitimate decision even if he or she disagrees, taking the decision quickly and appropriately, determining the work priority appropriately, having a nurturing attribute, and attending routine activities in the university. Improving individual performance could encourage the improvement of all human resources, which is reflected in the increased productivity (Karkouti et al., 2022; Tondeur et al., 2019). The perception of work achievement, responsibility, personality, cooperation, leadership, and obedience could bring positive effects on the service quality in the workplace (Supriyono, 2017; Warni, 2014). What is interesting here is how the role of additional income can increase the morale of work for men than women, and that men are more willing to become professionals if age is higher than women. Linking the Big Five-Factors of personality to charismatic and transactional leadership; perceived dynamic work environment as a moderator.

Teamwork must be based on a goal-focused vision, high morale, curiosity, and high self-esteem (Megheirkouni & Mejheirkouni, 2020). Moral competence, moral teamwork and moral action to be foundation to build teamwork professional system in the institution. So a teamwork must have a strong moral and ethical foundation (De Snoo-Trimp et al., 2020). Based on this explanation, it can be understood that in teamwork one must always try to prioritize teamwork in an effort to achieve priority goals. This is in line with opinion who say that a democratic type of leader is most appropriate for modern organizations because: 1) they are happy to receive suggestions, opinions and even criticism from subordinates (Zulkarnain et al., 2020); 2) always trying to prioritize teamwork in an effort to achieve goals (Kourtesopoulou & Kriemadis, 2020); 3) always trying to be more successful than him (Brignon et al., 2020; Tannenbaum & Salas, 2020); and 4) always trying to develop his personal capacity as a leader (Umair Mughal, 2020). Which is no less important than all these professional processes is the existence of an evaluation that goes well, this is according to what was conveyed about the role of an evaluation in creating a professional work achievement (Velusami et al., 2020). This moral and ethical foundation must be the integrity of the team in giving its contribution to the organization. Every team success must be treated as a

mutual success. If there are team members who feel greater and more committed to a successful outcome, then the team's integrity and cohesiveness will definitely disappear, and will soon be replaced by the strength of conflict which definitely leads the team to its downfall (Žydzūnaitė, 2018).

One common aspect in low-performance staff is the lack of ability to make a decision that will have benefits to other, which is caused by the lack of knowledge and experience. Lowering the expectation is an alternative to address this issue. The subordinates will not be motivated to reach a high level of achievement unless they consider the high expectation from the leader is realistic and achievable (Supriyono, 2017). The behavioral characteristics of considerations are: friendly, supportive and defending subordinates, willing to consult, willing to listen to subordinates, willing to accept subordinate proposals, think about the welfare of subordinates, and treat subordinates on a level with him (Bahruddin, 2019). The higher the leader's orientation towards achievement, the more subordinates believe that it will produce effective work implementation. And then, Development of competency-based training tutors is ultimately expected to build the professionalism and competence in answering challenges in the future.

4. CONCLUSION

From the perceptions of the UPBJJ Pekanbaru Tutors, it can be concluded the extent of work performance, work compliance, collaboration, Responsibility, leadership and Personality that UPBJJ Pekanbaru Tutors have been very good, but still need a number of items that need to be improved. The results showed that there were impressions of income, age, length of service, rank and employment status on professionalism but there was no impression of gender on professionalism. From the results of the analysis of the answers of the tutors in the regions and in Pekanbaru, they have several problems and obstacles that are almost the same but in general the service of the UPBJJ Pekanbaru is very good and excellent, the administrative side and the competence of the employees and tutors are very satisfying so it is hoped that it will improve the quality and future improvements.

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