



**PERFORMANCE EVALUATION OF
ACCREDITATION TUTOR TRAINING (PATUT) 2016 IN UNIT
PROGRAM DISTANCE LEARNING
TERBUKA UNIVERSITY (UPBJJ-UT) Makassar**

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CHAPTER I INTRODUCTION

A. Background

Open Universities apply open and distance learning systems. Open education system means no age restriction, diploma year, geographical location, period of study, registration time, and frequency of taking the exam. The only restriction is that every candidate students of UT must have finished their education in senior high school. Distance education system means there is a separation between lecturers and students so that the learning process is carried out independently with use many kinds of media (audio / video, computer / internet, radio broadcast, and television). Specifically for the Pendas Program, the student must be an in-position teacher and have requirement qualification.

Distance Learning System (SBJJ) applied by UT requires students to study independently. In independent learning, students are required to have their own initiative in learning material, doing the tasks, establishing skills, and applying their learning experiences in the field or their work. . Self-study/Independent learning many ways are determined by students' ability to manage time and learn effectively. Therefore, the students must have strong self-discipline, initiative, and motivation to learn. Self-study/independent learning can be done individually or in groups using printed and non-printed materials as a learning resource. To help students learn, UT provides a variety of learning assistance services.

One of the learning assistance services that is face-to-face tutorial (TTM), to carry out the learning assistance service we need a partner of non-UT academic staff who are recruited to become tutors for a certain semester / time period of assignment. Therefore, we must constantly evaluate the performance of each assigned particular tutors who have earned Accreditation Training Tutorial – Terbuka University (PAT - UT).

UPBJJ-UT Makassar in 2016 years, there were about 60 people who will follow the coach's Accreditation Tutor – Terbuka University (PAT-UT) on 26-28 February 2016

Based on this, the researchers has interested to evaluation the performance of tutors who follow Tutor Training Accreditation Terbuka University (PAT-UT) 2016 UPBJJ-UT Makassar

B. Statement of Problem

The main problem in this study is: How can the performance of tutors after following Tutor Training Accreditation (PATUT) 2016 Distance Learning Program Terbuka University (UPBJJ-UT) Makassar

C. Objectives of Research

The purpose of study to determine the performance of tutors who have attended the Tutor Training Accreditation (PAT-UT) In the Unit of Distance Learning Terbuka University (UPBJJ-UT) Makassar 2016.

D. Benefits of Research Results

The benefits of this research are:

1. As an input to the leader / headmaster UPBJJ - UT Makassar to improve the performance of tutors
2. As an additional reference material for researchers in the field of human resources

CHAPTER 2

LITERATURE REVIEW

1.1 Theoretical basis

A. Performance

Performance is the work achieved by a person or group of persons in a organization, in accordance with their respective powers and responsibilities, to achieve the objectives of the organization in a legal, unlawful and moral and ethical manner (Prawirosentono: 1999,2). The above formulation explains that performance is the level of success of a person or institution in carrying out its work. From the above definition, there are at least four elements:

1. The work achieved individually or institutionally, which means that the performance is the "end result" obtained individually or in groups.
2. In doing the duties, the person or institution is granted authority and responsibility, which means the person or institution is granted the right and power to act so that his work can be done well. Nevertheless, the person or institution must still be in control, that is to account for its work to the giver of rights and authority, so that he will not abuse his / her right and authority.
3. Work must be done legally, which means that in doing individual or institutional duties, of course, must follow the established rules, and
4. Work is not contrary to morals or ethics, that is, besides following the established rules, of course the work must be in accordance with morally and ethically applicable. Some sense of performance put forward some other experts in Rivai, and Basri, (2005: 14-16) namely:

1. Performance is a set of outcomes achieved and refers to the accomplishment and execution of any work requested (Stolovitch, Keeps: 1992);

2. Performance is one of the total aggregates of labor available to the worker (Griffin: 1987);
3. Performance is influenced by objectives (Mondy, Premeaux: 1993);
4. Performance is a function of motivation and ability. To complete a task and a job, one must have a certain degree of willingness and level of ability. One's willingness and skills are not effective enough to do something without a clear understanding of what to do and how to do it (Hersey, Blanchard: 1993);
5. Performance refers to the achievement of employee goals or tasks assigned to them (Casio: 1992)
6. Performance as the quality and strength of the achievement of tasks, whether performed by individual, group or company (Schermerhorn, Hunt and Osborn: 1991);
7. Performance is the willingness of a person or group of people to perform an activity and refine it in accordance with its responsibility with the expected results. If correlated with performance as a noun in which one of its entries is the result of a work definition of performance is the work that can be achieved by a person or group of persons by a company in accordance with the authority and responsibility of each in an effort to achieve the objectives of the company legally, not to violate Laws and do not contradict morals or ethics. (Rivai, Basri, 2005: 15-16)

Good performance will be influenced by two things: the level of ability and motivation of good work (Mitchell, 1978: 152). The ability of a person to be influenced by his understanding of the type of work and the skill of doing so, therefore one must be able to increase its ability and ability. In addition, the contribution of work motivation to performance can not be ignored. Although the ability of employees is very good if the motivation work is low, of course its performance will also be low. Thus Mitchel formulates performance is a function of the ability multiplied by motivation.

The formulation explains that an employee's performance is equal to that employee's ability to perform the tasks assigned to him multiplied by the motivation shown to perform the tasks. In this case the ability without motivation may not be able to complete the task well, and vice versa high motivation owned by employees without adequate knowledge is not possible to achieve good performance.

B. Tutor and Tutorial

According to the Great Indonesian Dictionary, the fourth edition, the national education department, the tutor has a lesson (guiding) meaning to a person or a small number of students (at home, not at school); Lecturer who guides a number of students in his lessons. While the tutorial is guiding classroom by a teacher (tutor) for a student or a small group of students; Additional teaching through the tutor.

Tutor is a person who gives a lesson (guiding) to a person or a number of students in his studies; (Dedy Sugono 2008: 1022). And according Chairudin Samosir, (2006: 15), tutor is teaches person who facilitate the learning proces in study groups.

Briefly the definition of tutor can be interpreted as a person who provides tutorials or tutoring, while tutorial or tutoring is a guidance that can be help, guidance, direction or motivation either individually or in groups with the aim that students can more efficiently and effectively in learning activities so that goals in These learning activities can be achieved well.

Hamalik (1991: 73) (in Abi Masiku (2003: 10)) suggested that the tutorial is learning guidance in the form of guidance, assistance, guidance, direction, and motivation for students to efficient and effective learning. Subjects or personnel who provide guidance in tutorial activities are known as tutors. Tutors can come from teachers or instructors, trainers, structural officials, or even students who are selected and assigned teachers to help their friends in classroom learning.

The concept of self-learning in the tutorial contains the understanding that the tutorial is a learning aid in an effort to trigger and spur self-reliance, discipline, and self-initiative in learning by minimizing the intervention of the learner / tutor. Tutorial basic principle is "independent student" (*student's independency*). The main role of Facilitator / Lecturer Tutor in the tutorial is: (1) "trigger" and "spur" student learning independence, thinking and discussion; And (2) "students' coaches, facilitators, and mediators" in building their knowledge, values, attitudes and academic and professional skills independently, and / or in dealing with or solving problems in their independent learning; Provide guidance and guidance for students to independently understand course material; Provide feedback to students face-to-face or through communication tools; provide support and guidance, including motivating and help the students to improve their learning skills. In order the tutorial do not get caught in a regular lecture, establish an inner relationship, be able to play the roles above, and the tutorial runs effectively, the tutor needs to prepare questions that serve to: (1) raise students' interest in the subject that will to study. (2) Testing students 'understanding of the subject matter, (3) provoke students to actively participate in tutorial activities, (4) diagnosing students' weaknesses, and (5) guiding students to answer the problems at hand.

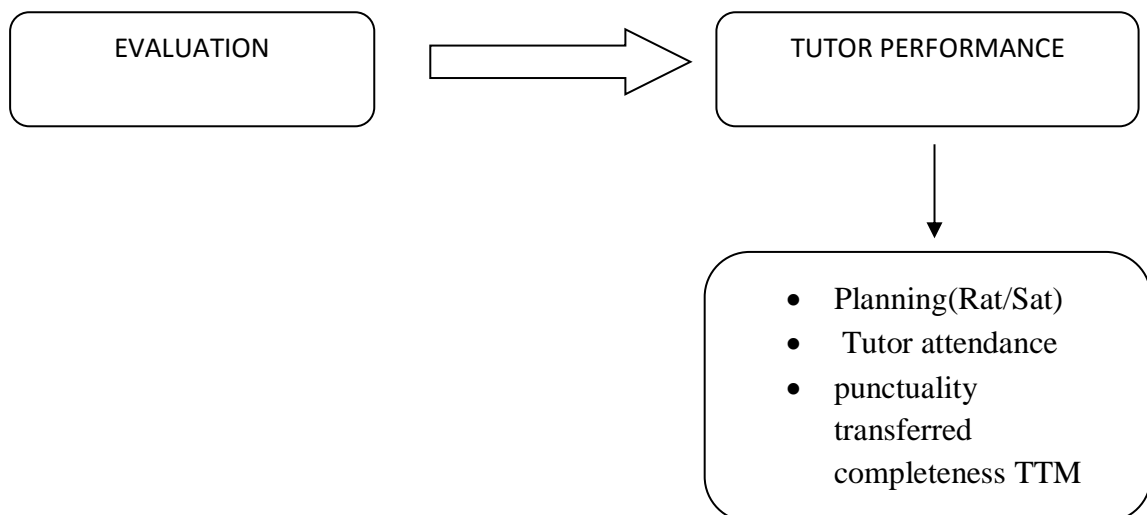
1.2 Previous Research

AdityaDonny (2011), suggests that job satisfaction has positive influence on employee performance. Coefficient correlation of 0.88. It can be concluded that job satisfaction has positive influence on employee performance. Rahmatullah Burhanudin Wahab (2011) stated Job satisfaction influence on employee performance at PT. Bank Mandiri (Persero) Tbk Makassar. It's indication with the correlation coefficient of 0.923.

Table 2.2.1
Previous Research Summary

Researchers	Title	Results
Aditya Donny (2011)	Environmental Influence Employment And Job Satisfaction Performance official employee PT. Angkasa Pura I Adi Sumarmo Surakarta Airport.	There is coefficient correlation job satisfaction to employees performance of 0.88 that Means job satisfaction Has a great influence On employee performance. Can be concluded that Job satisfaction is influential Significant to performance Employees
Rahmatullah Burhanudin Wahab (2011)	The effect of job satisfaction And work motivation On employee performance of Bank Mandiri Makassar	Job satisfaction is influential Significant to Performance Employees at PT. Mandiri Bank (Persero) Tbk Makassar improving the performance of employees at PT. Bank Mandiri (Persero) Tbk Makassar. Correlation or Relationship between Job Satisfaction With Employee Performance PT. Bank Mandiri (Persero) Tbk Of (r = 0.923)

2.3. Think Framework



2.4. Hypothesis

Based on the review of the literature and commentary on the frame of the above, it is proposed that estimate influential tutor training accreditation Not directly positively and significantly to the tutor's performance.

CHAPTER III RESEARCH METHODS

A. Research design

This study was conducted to test certain hypotheses and to find the relationship or influence between the variables studied. A similar research design with this is conclusive research (Maholtra, 1998: 91), which includes descriptive and causal research design

B. Location

The location of this research is centered on UPBJJ-UT Makassar office, New Monginsidi No. 7 Makassar.

C. Research schedule

No	Activities	TIME MONTHS TO											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Preparation	✓	✓										
2	Instrument Development			✓	✓	✓							
3	Data collection					✓	✓	✓					
4	Data analysis								✓	✓			
5	Preparation of reports									✓	✓	✓	
6	Publication of Research Results											✓	✓

D. Types and Data Sources

The data needed in the research activity is divided into 2 (two) types, namely: primary data and secondary data. The primary data sourced directly from survey respondents collected through the instrument/questionnaires, interviews. While the secondary data obtained from UPBJJ – Terbuka University in Makassar and other documents. Then also various publications as well as access to Internet sites that are relevant.

E. Population and Sample

I. Population

The population in this study are all tutors who follow Tutor Training Accreditation Terbuka University (PAT-UT) in UPBJJ UT Makassar on 26 to 28 February 2016 held at Hotel Fave Makassar namely 60 tutors both tutor program Non Pendas and programs Pendas.

2. Sample

Result Sample using *exhausting sampling methode* or sampling Jenuh. According to Natsir (1988) and Sugiyono (2003) sampling Jenuh is a technique of determining the sample when a member of the population is used as a sample. This is often done when the population is relatively small. Sampling Jenuh is the drawing of the entire population as the respondent of the study so that the number of samples equals the total population. This method is chosen with the following considerations:

1. The number of studies is relatively small.
2. The population is concentrated in one unit.
3. The use of the saturated sampling method may represent a more accurate representation of the study population.

Based on these opinions, the number of samples of the study who are all members of the population, the number of 60 people.

F. Data collection technique

The data required in this study were collected using the method:

1. Questionnaire, is a list of structured questions related to research variables which are then distributed to the respondents.
2. The interview, conducted to obtain a more complete picture and accurate information on respondents to the variables of the study, conducted interviews with tutors UPBJJ - the Open University in Makassar.
3. Documentation, secondary data collection techniques performed by studying the activity reports, records / documents tutors, and other relevant literature.

G. Research Measurements

Data collected from the questionnaire will then be measured by measuring the weight ordinal data with count 1 to 4 with the consideration that with the selection of respondents should choose the exact answer and not an answer that is not clear. The researcher used two questionnaires, namely the tutor's evaluation questionnaire by the students and the tutor evaluation anket by UPBJJ-UT.

Measurement of variables in this study used a questionnaire that was prepared based on Likert scale. According Sugiono (2005: 86) that 'With the indicator of scale likes, then the variables to be measured are translated into indicators of variables. Then the indicator is used as a point to compile items that can be a statement or question ". So the data collected by using a list of questions of each question (indicator) proposed as a measuring tool with Likert scale techniques then the data measured quantitatively.

Each answer is given a numerical score (number) to determine the opinion of the students and the performance of tutors UPBJJ accreditation trainee tutors (PAT-UT).

For more details can be seen in the table as follows:.

Table 1. Determination Scores of alternative options by the Student Evaluation Questionnaire Answers

Score	Alternative Answer Options
4	Very agree
3	Agree
2	Disagree
1	Very Disagree

Source: Questionnaire Questionnaire UT (BB01-RK03a-RIL.0)

Table 2. Score Determination of Alternative options g ket Answer An Evaluation of tutors by UPBJJ

Score	Alternative Answer Options
2	Yes
1	No

Source: Questionnaire Questionnaire UT (BB01-RK03b -RII.0)

Respondents are expected to give an answer to one of the alternative answers provided on each question posed by cross-marking (X) on the answer choice.

The above procedure is used by using the most commonly used guidelines that is likert scale. Walizer and Wienir (1993 121) say that the likert scale is sometimes referred to as "an added score" because all the answers are given a value and then added to obtain an amount. The Likert scale then scales the individual concerned by adding the value of the selected answer

Category of assessment results by students (maximum score 4.00):

- a. Score more small of 2:50;
- b. Score between 2.50 and 3.00
- c. Score biggest than 3.00

Category of assessment results by UPBJJ-UT (maximum value meet 5 aspects)

- a. Meet all aspects of the tutor's assessment
- b. Meets aspects of 1 and 2 tutor assessments
- c. Does not meet the 1st and 2nd aspects of tutor

From the assessment category, the follow-up recommendation of tutor evaluation result by students and UPBJJ-UT more details can be seen in the following table:

Table 3: Recommendations for follow-up a t nju tutor evaluation results

No.	Results Evaluation by students	Result of evaluation by UPBJJ-UT	Recommendation
1	Score \geq 3.00	Meet all aspects of the tutor's assessment	Reassigned
2	Score \geq 3.00	Comply aspects 1 and 2 ratings tutor	Reassigned to p eringatan written of administrative compliance

3	Score ≥ 3.00	Does not meet aspect 1 and 2 tutor ratings	Not assigned again
4	$2.50 \leq \text{score} < 3.00$	Meet all aspects of the tutor's assessment	Reassigned with written warnings about competence
5	$2.50 \leq \text{score} < 3.00$	Meets aspects of 1 and 2 tutor assessments	Reassigned with written warnings about competence and administration
6	$2.50 \leq \text{score} < 3.00$	Does not meet aspect 1 and 2 tutor ratings	Not assigned again
7	Score < 2.50	Tutors meet all aspects of assessment	Considered to be reassigned with written warnings about competence (where no other tutor is available)
8	Score < 2.50	Meets aspects of 1 and 2 tutor assessments	Not assigned again
9	Score < 2.50	Does not meet aspect 1 and 2 tutor ratings	L was not assigned a gi
10	Evaluation of tutors by students is not done in a particular semester	Meet all aspects of the tutor's assessment	Reassigned
11		Meets aspects of 1 and 2 tutor assessments	Reassigned with written warnings about administrative fulfillment
12		Does not meet aspect 1 and 2 tutor ratings	Not assigned again

Source: TTM Tutor Training Evaluation Guide Univ. Open No. Document BB01-PK01 2015

G. Data analysis method

To process the results of the research data, the authors use Descriptive Analysis method, which is used to describe the descriptive characteristics of respondents and research variables through the distribution of average frequencies and percentages.

CHAPTER IV

RESEARCH RESULT

4.1 Description of Respondents

Description of respondents are 'statistical measurement tool to determine the number of respondents by sample in this study. Samp el in this study is the entire population given the relatively small number of respondents.

Table 4.1 Description of Respondents by Gender

Gender	Frequency	Percentage (%)
Man	35	58
Women	25	42
amount	60	100

Source: Processed primary data

Based on the above table it is known that Total Project ah responses given by the respondents by gender is the male gender as much as 35 or 58% of respondents with female sex as many as 25 people or 42%.

Table 4.2 Description of Respondents by Education

Education	Frequency	Percentage (%)
S1	11	18
S2	36	60
S3	13	22
amount	60	100

Source: Processed primary data

Based on the above table can be seen that the number of respondents the most based education is education S2 respondents with as many as 36 people or 60%, later n respondents with education level S3 as many as 13 people or 22%, and the respondents were the least is the respondents with education level S1 as many as 11 people or 18%.

4.2 Evaluation by Student Tutor

Table 1. Results of tutor evaluation by students Based on respondent's gender

No.	Criteria	Gender			
		Man	%	Women	%
1	<2	-	-	-	-
2	$\geq 2 < 3$	-	-	3	12
3	≥ 3	35	100	22	88
amount		35	100	25	100

According to the table above we can know that the evaluation results tutor by students based on gender, ie sex male criteria ≥ 3 as many as 35 people, and this means that there are 100%-sex male has a criterion greater or Equal to 3 (≥ 3). While the female sex there are as many as 3 people or 12% who have the criteria $\geq 2 < 3$ and which has kriter he ≥ 3 as many as 22 people or 88% of the 25 respondents were manifold calamine women.

Table 2. Results of tutor evaluation by students based on respondent's education

No.	Criteria	Education					
		S1	%	S2	%	S3	%
1	<2	-	-	-	-	-	-
2	$\geq 2 < 3$	-	-	2	6	1	8
3	≥ 3	11	100	34	94	12	92
amount		11	100	36	100	13	100

Based on the above table can be seen that the evaluation results tutor by students when viewed from respondents who have education background S1, S2 and S3. Respondents who have a background of education belkang S1 has ≥ 3 criteria of 11 people and it shows that 100% of respondents S1 criteria ≥ 3 , while respondents were educated S2 as much as 2 or 6% had criteria of $\geq 2 < 3$ and the criteria ≥ 3 sebanyak 34 people or 94% of the

respondents S2 36 people. And respondents with education level S3 consists of 13 people, each have criteria $\geq 2 < 3$ sebanyak 1 or 8% and ≥ 3 criteria as much as 12 or 92%.

4.3 Result UASI Eval Tutor by UPBJJ

Table 1. Results of evaluation of tutors by UPBJJ based on respondent's gender

No.	Criteria	Gender			
		Man	%	Women	%
1	Meet all aspects of the tutor's assessment	11	31	17	68
2	Meets aspects of 1 and 2 tutor assessments	21	60	6	24
3	Does not meet aspect 1 and 2 tutor ratings	3	9	2	8
amount		35	100	25	100

Through the table above we can know the results of evaluation tutor by UPBJJ based on gender of respondents is that as many as 35 respondents of male sex shows that as many as 11 men or 31% have criteria Meets all aspects of assessment tutor, as many as 21 people Or as high as 60% have criteria Meets aspects 1 and 2 assessment of tutors, and as many as 3 people or 9% who have criteria Did not meet aspect 1 and 2 tutor assessment. While respondents were female as many as 25 respondents indicate that as many as 17 people or 68% criteria Meets all aspects of the assessment tutor, as many as 6 people or 24% criteria Meets aspects 1 and 2 ratings tutor, and as much as 2 people or 8% who have criteria Do not meet aspect 1 and 2 tutors' assessment.

Table 2. Tutor evaluation results by UPBJJ based on respondent's education

No.	Criteria	Education					
		S1	%	S2	%	S3	%
1	Meet all aspects of the tutor's assessment	7	64	15	42	6	46
2	Meets aspects of 1 and 2 tutor assessments	4	36	17	47	6	46

3	Does not meet aspect 1 and 2 tutor ratings	-	-	4	11	1	8
amount		11	100	36	100	13	100

The above table shows that the results of the evaluation of tutors by UPBJJ based education respondents showed that respondents who have S1 as many as 11 people, who have the criteria Meets all aspects of the assessment tutor as many as 7 people or 64%, and the criteria Meet the aspects 1 and 2 ratings tutor As many as 4 people or by 36%. Respondents who have S2 education as many as 36 people and have criteria Meets all aspects of the assessment of tutors as much as 15 people or by 42%, respondents who have criteria Meets aspects 1 and 2 assessment of tutors as many as 17 people or by 47% and respondents who have criteria Not meet aspects 1 and 2 tutor assessments as many as 4 people or by 11%. While respondents who have educational level S3 sebnayak 13 with each having a criterion Meets all aspects of the assessment tutor as many as 6 people or by 46%, the criterion Meets aspects 1 and 2 ratings tutor as many as 6 people or by 46% and the criteria Does not meet aspects 1 and 2 ratings tutor as many as 1 or s ebesar 8%.

4.4 Results of Student Tutor Evaluation and evaluation of tutors by UPBJJ

Table 1. Tutor Evaluation Results by Student and evaluation tutor by UPBJJ based on respondent's gender

No.	Evaluation by students	Evaluation by UPBJJ	Gender		Information (Recommendation)
			Man	Women	
1	Score \geq 3.00	Meet all aspects of the tutor's assessment	11	14	Reassigned
2	Score \geq 3.00	Meets aspects of 1 and 2 tutor assessments	21	6	Reassigned with written warnings about administrative fulfillment
3	Score \geq 3.00	Does not meet the aspects 1 and 2 ratings tutor	3	2	Not assigned again

4	$2.51 \leq \text{score} < 3.00$	Meet all aspects of the tutor's assessment		2	Reassigned with written warnings about competence
5	$2.50 \leq \text{score} < 3.00$	Meets aspects of 1 and 2 tutor assessments			N reassigned premises a written warning about the competence and administrative
6	$2.50 \leq \text{score} < 3.00$	Does not meet aspect 1 and 2 tutor ratings			Not assigned again
7	Score < 2.50	Meet all aspects of the tutor's assessment		1	Considered to be reassigned toringatan pe written about competence (if there are no other tutor)
8	Score < 2.50	Meets aspects of 1 and 2 tutor assessments			Not assigned again
9	Score < 2.50	Does not meet aspect 1 and 2 tutor ratings			Not assigned again

The above table can be seen that the results of the evaluation of tutors students and evaluate tutors by UPBJJ by gender, where respondents were sex male obtaining a score $\geq 3:00$ by students and by UPBJJ comply with all aspects of the assessment tutor as many as 11 people with a recommendation reassigned, who obtained a score $\geq 3:00$ by students and by UPBJJ fulfill aspects 1 and 2 ratings tutor as many as 21 people to re komendasi reassigned with a written warning about the fulfillment of the administration. And which has a score of $\geq 3:00$ by students and by UPBJJ not meet aspects 1 and 2 ratings tutors were 3 people that are recommended for ditugas not right anymore.

While respondents are women who earn a score $\geq 3:00$ by students and by UPBJJ meet all aspects of the assessment tutor for 14 people with a recommendation reassigned, who obtained a score $\geq 3:00$ by mahasiswa and by UPBJJ fulfills the 1 and 2 penialian tutor as many as 6 people recommended reassigned with a written warning about the administrative compliance, who obtain a score $\geq 3:00$ by students and by UPBJJ not meet aspects 1 and 2 ratings tutor recommended by 2 people so do not be assigned again. And obtaining $2:51 \leq \text{score} < 3:00$ by students and by UPBJJ meet all aspects of the assessment tutors as much as 2 people with a recommendation reassigned to a memory written of competence, whereas the gain score $< 2:50$ by students and by UPBJJ comply all aspects of the assessment tutors as much as 1 People with recommendations considered to be reassigned with written warnings about competence (where no other tutors are available).

Table 2. Tutor Evaluation Results by Student and evaluation tutor by UPBJJ based on respondent's education

No.	Evaluation by students	Evaluation by UPBJJ	Education			Information (Recommendation)
			S1	S2	S3	
1	Score ≥ 3.00	Meet all aspects of the tutor's assessment	7	13	5	Reassigned
2	Score ≥ 3.00	Meets aspects of 1 and 2 tutor assessments	4	17	6	Reassigned with written warnings about administrative fulfillment
3	Score ≥ 3.00	Does not meet the aspects 1 and 2 ratings tutor		4	1	Not assigned again
4	$2.51 \leq \text{score} < 3.00$	Meet all aspects of the tutor's assessment		1	1	Reassigned with written warnings about competence
5	$2.50 \leq \text{score} < 3.00$	Meets aspects of 1 and 2 tutor assessments				Reassigned to a written warning about the competence and administrative
6	$2.50 \leq \text{score} < 3.00$	Does not meet aspect 1 and 2 tutor ratings				Not assigned again
7	Score < 2.50	Meet all aspects of the tutor's assessment		1		Considered to be assigned keopen with written warnings about the competence (if there are no other tutor)
8	Score < 2.50	Meets aspects of 1 and 2 tutor assessments				Not assigned again
9	Score < 2.50	Does not meet aspect 1 and 2 tutor ratings				Not assigned again

According to the table above we can know that the evaluation results tutor students and by UPBJJ based education respondents indicate where respondents were

educated S1 obtain a score $\geq 3:00$ by students and by UPBJJ meet all aspects of the assessment tutor of 7 people with the recommendation reassigned, and the obtain a score $\geq 3:00$ by students and by UPBJJ fulfills the 1 and 2 ratings tutor as many as 4 dengan recommendation reassigned with a written warning about the fulfillment of the administration.

And respondents were educated S2, which obtained a score $\geq 3:00$ by students and by UPBJJ meet all aspects of the assessment tutor as many as 13 people with rekomendasi reassigned, who obtained a score $\geq 3:00$ by students and by UPBJJ fulfills the 1 and 2 ratings tutor as many as 17 people the recommendation was reassigned to a written warning about the fulfillment of administration, which memperoleh score $\geq 3:00$ by students and by UPBJJ not meet aspects 1 and 2 ratings tutor of 4 people so it is recommended not assigned again. While obtaining $2:51 \leq \text{score} < 3:00$ by students and by UPBJJ meet all aspects of penilaian tutor as many as one person with the recommendation assigned with the warning tertulis about competence, and who obtain score $< 2:50$ by students and by UPBJJ meet all aspects of the assessment tutors as much as 1 People with recommendations considered to be reassigned with written warnings about competence (where no other tutor is available).

While respondents were educated S3, which obtained a score ≥ 3.00 by students and by UPBJJ meet all aspects of the assessment tutor as many as 5 people with a recommendation reassigned, who obtained a score ≥ 3.00 by students and by UPBJJ fulfills the 1st and 2nd assessor tutor as many as 6 people with rekomendasi reassigned with a written warning about the fulfillment of the administration, and who obtain a score $\geq 3:00$ by students and by UPBJJ not meet aspects 1 and 2 ratings tutor as many as one person and direkomendasikan not assigned yet, a sedan gkan obtaining $2:51 \leq \text{score} < 3:00$ student And by the UPBJJ meet all aspects of a tutor's assessment of 1 person with recommendations reassigned with written warnings about competence.

CHAPTER V

DISCUSSION

A. Tutor Performance Evaluation

Terbuka University (UT) is one of the state universities in Indonesia to organize the system of open and distance learning . Such learning system proved to be effective to increase the coverage and equal opportunity to education for all Indonesian citizens, including those living in remote areas. However, the fact that not all UT students were able to follow the self-learning system so that many of them are having problems. The emergence of these problems caused by those unfamiliar with the distance learning system and vice versa is already accustomed to learn face to face with the guidance of a teacher in the classroom as they experienced during the previous school learning level. Therefore, students studying in distance education, still need academic assistance in the form of tutorial services (Wardani, 2000).

Tutorial is one form of learning support services provided to students to help students achieve the optimal learning outcomes. There are several types of tutorial services held at UT, the tutorial -face (TTM) , tutorials via the Internet (online tutorial) , radio tutorials, and tutorials via the medium of television. Tutorial Face to Face (TTM) requires the presence of a tutor to meet with students during the course of the tutorial activities. In this case, the availability of tutors considered as one important component in the implementation of TTM . To meet the availability of tutors, UT did recruitment tutors who come from outside the UT, to those who have a profession as a lecturer at other universities, widyaswara, high school teachers, civil service or educational personnel in the Education Department.

Tutors from outside the UT is usually working as a freelance or contract work (Padmo, 2004) However, the results of the evaluation and monitoring conducted so far, mostly from outside the UT tutors often equate activity with lectures tutorials to-face as in the institutions in which they served. Though the task is much more severe tutor, ie: must prepare appropriate

materials to be taught, mastering the material, able to explain the concepts of matter, capable of communicating with students, and able to make judgments (progress) students (Arends, 2011).

To guarantee the performance of tutors, UT has made various efforts, including through the development of standards and procedures for service excellence and training. Quality assurance tutor apart from UPBJJ also determined from the evaluation results by student tutors. This is done so that tutors evaluation can be done properly and objectively in accordance with the wishes and needs of the students as the main consumer UT service.

Meanwhile, in the world of education, some universities have also been used in academic and nonakademik service evaluation by utilizing the internet. However, the evaluation is not to judge the product, but more for the sake of the measurement and improvement of the learning process. For example, at the University of Indonesia there is an obligation for students to assess the performance of lecturers in pembelajaran process ran at the end of each semester to take advantage of internet access. Several studies conducted to develop an evaluation system for the purposes of the application of learning has been done for example (Syamsiyah, 2015) (Sidiq 2009) (Kertiasih, Setemen, Suputra, & Marti, 2015) and (Wijaya & Henny, 2012).

Based on some of the results of these studies indicate that the development of a web-based application evaluation has been done, but it seems still limited to college-face, while in college long distances, such as in UT mailh need more ditingtkan again. UT has a number of students and spread throughout Indonesia, the evaluation system is based tutors online can be a technological solution that is expected to improve service quality face-to-face tutorials. Also this application can help scheduling tutorial because this system can also recommend the names of tutors who can give a tutorial in the following semester. This application will be useful in improving the quality of tutors and learning support efforts to improve services to students.

In the tutorial activities or activities should occur debriefing interaction between tutors and students. Tutors should be able to encourage students to ask questions and discuss the many tutorial activities (Team Open University, 1999). In contrast to the teaching of a lecturer, tutor is expected to be instrumental to help students who have difficulty in understanding the module. Thus, it is assumed that the students have learned and prepared questions about the elusive subject matter to be discussed in the tutorial activities. On the other hand, tutors need to understand the subject matter in order to assist students in solving problems relating to the subject matter (Bruce, 1972) . In this case, the tutor can prepare questions that serve to: (1) raise the interest of students to the material being discussed, (2) test the students' understanding of the subject matter, (3) provoke students to participate actively in the tutorial, (4) diagnose student weaknesses, and (5) guided the students to be able to answer the problems being faced (Hyman in Suroso, 1992).

In providing guidance and assistance to learn face to face or in the classroom, the tutor can use the approach or method specific tutorial. According to Tim Open University (1999), a model tutorials that can be used include the Student Achievement Division (STAD) and Jigsaw II. STAD model helps students to learn in a group. In this model tutors prepare worksheet contains questions that must be answered by students in group discussions. Then the tutor gives a quiz, which must be answered individually. In Jigsaw Model II students were divided into four groups. Then each group was given the task to discuss several topics, studied by students individually. After reading, students who read the same topic gathered in a group and discuss. After discussion, the students returned to their respective groups and present their thoughts to the group. Then the tutor gives quizzes, which are answered individually. Besides the two models of the tutorial, there are several other models to choose tutor, adapted to the characteristics of the material that ditutorialkan and student characteristics.

Several studies related to the tutorial activities have been conducted, but the results were widely reported generally involves the attitude of students to-face tutorials. The results

of studies on tutorial that uses media other than face to face meetings are still not widely found.

Motik (1981) states that many students consider the tutorials are very helpful in understanding better teaching materials. Research Thorpe et al. (1986) also revealed that the majority of respondents consider it necessary to have a good tutor in order to help them to understand the subject matter. This is supported by research results Murlita (1995) which states that the majority of respondents consider face to face and written tutorials are very effective in overcoming their learning problems, especially with regard to the subject matter. Through-face tutorials, students can exchange ideas with other students and can reduce the sense of alienation. Murlita also explained that the main reason for not following the tutorial students face is the presence of obstacles within a student residence that far apart the tutorial location .

From a literature review can be concluded that the tutorial is a help and learning facilities that are required in the process of distance learning. Tutors need to master the subject matter, have skills in delivering course material, and can help students overcome learning difficulties. In addition to face-to-face tutorials, tutors need to take advantage of educational media available to carry out the tutorial, for example, using radio, audio-video tapes, as well as interactive media trillionth ti internet.

B. Impact of Accreditation Training Tutorials 2016 In unit programs Distance Learning Terbuka University (UPBJJ-UT) Makassar .

The next indicator measurements in the dimensions set the attitude and spirit of service that is providing the motivation, the purpose of this indicator is the extent of the accreditation of training tutorials provide motivation to tutor participants to be useful when re-work and provide the motivation to follow the process of accreditation of training the next tutorial. From interviews with the tutor tried to tell the author motivation he can get after going through the process of education and training. "Different things after training tutorials accrediting them is the willingness of work and morale. The tutor said that because the

awareness that arises within themselves to be responsible for the work that has been imposed upon them. (Based on the interview participants accredited training tutors in tutorial).

The next informant statements related to the stability of the attitude and spirit of dedication in the performance evaluation after training accredited tutor tutorial states that: "after the accreditation of training tutorials, tutors work motivation is increasing ". and this good impact on UPBJJ.

In general, participants considered that the structure of the training has been very good. They recognize that the structure of the training has been systematically and in accordance with the material and condition participants Training Tutorials Accreditation 2016 In unit programs Distance Learning Terbuka University (UPBJJ-UT) Makassar .

CHAPTER VI

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Training is one of the keys to bringing a person or an organization becomes better and more effective in achieving its objectives. Evaluations were conducted on each program is evaluating the aspects that show a response during the training .

The performance evaluation is to provide feedback about whether participants are satisfied with the program content of training , depth material training , how to teach, how to mendelivery science and so on, increasing the knowledge, skills and attitude in performing his respective duties in a professional manner that is based on the personality and ethics tutor according to the needs institutions. Results of the dimensions of the apparatus creates a reformer, that tutors who have followed the training have an increasingly broad knowledge, skills honed tutor so as to implement the changes related to the duties and functions of each towards the better .. The results of stabilizing the dimensions and attitude spirit of service show that tutors who have followed the training increased willingness to work so that the responsibility for the work done with full awareness of self as well as having good work habits. From the results of the dimensions create a common vision and mindset showed that tutors who have been trained have a rational way of thinking in the implementation of tasks and are able to create solutions and ideas when it experienced problems in the implementation of tasks and have a common vision that the success of the Terbuka University .

B. Suggestion

As for suggestions that the writer explained associated with penelitiana results are as follows:

1. Expected to be wise leadership element in the placement tutor, should tutors are placed in accordance with the knowledge, skills and expertise they have so that the duties and functions can be more focused.
2. Should tutors who have not followed the training that should be included in the training so that they are able to increase their productivity .

CHAPTER VII

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