THE IMPORTANCE OF TUTOR EVALUATION IN RELATION TO THE PERFORMANCE DEVELOPMENT OF UNIVERSITAS TERBUKA (A Study Case of UPBJJ-UT Makassar)

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Abstract

Universitas Terbuka (UT) is one of higher-education institutions that contributes to the global trend in current educational landscape, i.e., Open and Distance Education (ODE), where its learning embraces a distance learning system that highlights self-reliance and andragogy principles. UT constantly seeks to facilitate and enhance the quality of its learning process, despite the distance, to achieve optimum learning outcomes in accordance to its vision by 2021, e.g., to be a world-leading ODE institution that is able to create high quality academic services and products, to implement and develop ODE programs and to promote transformative contribution to them, in addition to disseminating knowledge. To this end, UT is called upon to evaluate the fundamentals of learning assistance programs including face-to-face tutorials (Tutorial Tatap Muka-TTM) on a regular basis. This study aims to measure the extent to which the importance of tutor evaluation positively and significantly contributes to the performance of UT as a high-quality ODE institution.

We use a survey research method with a descriptive approach that samples 100 tutor respondents in the academic year of 2017.2, and our data collection results from a questionnaire. Our results indicate that the evaluation of tutor performance, based on administrative aspect, shows that 97 tutors have met the assessment standards, e.g., timely and accurate grading recapitulation, timely submission of 3 tutorial assignments that have been graded and articulated with feedback, providing the statistics of the grades (i.e., the highest and the lowest grades), carrying out tutorials within schedules (8 meetings) and submitting tutorial instrument. On the other hand, 3 tutors are found to lack in the areas of grading recapitulation and assignment submission. These tutors are, consequently, terminated. Despite this unfavorable result, the bulk of tutors have met, or even exceeded to some extent, the performance standards in a way that leads UT performance onto a pathway of becoming a leading higher institution of ODE. It is, therefore, highly suggested that tutor evaluation remains applicable in each semester with the aim of quality sustainability.

Keywords: tutor evalution, organizational performance, open and distance education

1.   INTRODUCTION

Universitas Terbuka (UT) focuses on Open and Distance Education (ODE) model in practice, as it is often termed, which embodies adult-learning approaches in developing autonomous, innovative and creative self-directed learning with activities and assessment methods that are consistent with the conceptualization of quality as excellence. This is in accordance with UT's underlying mission and vision toward 2021, i.e., to be among the global elite as one of world-leading ODE institutions that is able to create high quality academic services and products, to implement and develop ODE programs and to promote transformative contribution to them, in addition to disseminating knowledge. UT has constantly sought to evaluate the fundamentals and standards across the learning assistance programs, one of which is face-to-face tutorials (Tutorial Tatap Muka-TTM). We focus on the design and implementation of TTM in terms of tutor evaluation that affect the extent to which UT maintains and expands its strong position as a leading ODE institution. We hope to contribute to a better understanding of the role of human resource decisions, i.e., monitoring and controlling tutors in online tutorials and especially face-to-

face tutorials across the existing programs of study, in order to create and sustain organizational performance and competitive advantage.

Tutors play a strategic role as they fulfill the very basic principles of TTM. We perceive the only consistent factor we can identify is the role of the tutors, whose abilities and skillset, knowledge and enthusiasm are the hallmark of student success. Tutor evaluation on a sustainable basis is, therefore, essential for setting the learning outcomes and achieving them. Tutor evaluation explicitly defines and measures tutor quality, and TTM design and implementation. The quality of TTM design and implementation determines to a large extent whether the structure for the learning provision it provides has met the given standards. These standards include the effectiveness of introductory, core and closing sessions, and tutors' teaching resources that match closely and do not deviate significantly from the curriculum and the specified learning outcomes.

We, thus, argue that tutors should articulate the staples of quality learning in TTM, which in turn, promotes measures for UT to span its path onto a leading ODE institution.

2.   LITERATURE REVIEW

2.1   Performance Evaluation

Meggison (Mangkunegara, 2005) defines performance evaluation, sometimes referred to as performance appraisal, as a process by which an employer determines whether an individual employee takes up the roles and responsibilities assigned for the job. Andrew E. Sikula in Mangkunegara (2000) mentions performance appraisal as a systematic evaluation of individuals in terms of their performance on a given job and their potential for development. Evaluation calls for the process of assessing or determining the value, quality or status of individuals or goods.

In a similar sense, Payaman Simanjuntak (2005) refers to an evaluation of the performance that involves individuals, groups and work units within an organization. To sum up, performance evaluation is a conceptual system or method to measure the human resources management and its practices, which include individuals, work units and organization as a whole.

2.2   The Goals of Performance Evaluation

James E. Neal (2003) guides the practical and valuable aid to making the completion of performance evaluation and breaks it down into six purposes, i.e., 1) to pinpoint employees' skillset and strengths; 2) to identify employees' potential for development; 3) to inform employees about their potential and opportunities for development; 4) to enable higher output among employees, which in turn improves organizational productivity; 5) to provide data for appropriate employee compensation; and 6) to protect the organization from labor lawsuits. Payaman Simanjuntak (2005) claims that performance appraisal serves the purpose of assuring the organizational goals and objectives are met, particularly in the event of delays and deviations.

Mangkunegara (2005) looks at the goals of performance evaluation in a more specific manner, i.e., 1) to create mutual understanding between employees concerning the objective criteria of work performance; 2) to provide a historical record and give acknowledgement of each employee for his/ her fruitful efforts so that they remain motivated and challenge to perform better, or at least to continue to pursue the same level of achievement; 3) to offer opportunities for employees to define their passion and aspiration, and identify the experience, knowledge and skills required to achieve them as well enhancing the awareness of their current career goals and the job assigned to them; 4) to redefine or reformulate employees' mission and map out their future goals in way that they are able to engage in better performance according to their best potential; and 5) to provide numerous career development schemes and training programs, examine the plans for the implementation and development to nurture high-performing employees, and approve the plans once changes are no longer necessary.

Mangkunegara (2005) further claims that performance evaluation is part of human resources management and serves a number of useful benefits, i.e., 1) as a basis for sound decision making on achievement, termination and the amount of remuneration; 2) as a measurement of the extent to which employees take on a given task; 3) as a basis for evaluating the effectiveness of the whole organizational activities; 4) as a basis for evaluating training programs and the effectiveness of work schedules, work methods, organizational structures, supervision modes, and work condition and environment; 5) as an indicator for identifying and evaluating training needs and development opportunities for the existing employees based on the current organizational status; 6) as a criterion for determining and selecting the right employees and placing them in the right position where they are able to perform better; 7) as a tool for improving and developing employees' overall competencies; and 8) as a basis for improving and developing job descriptions that actually deliver the type of employees the organization is targeting.

Payaman Simanjuntak (2005) also weighs in on the importance of performance evaluation, i.e., 1) Performance Improvement. Performance improvement plan is used when there is a commitment to help employees to improve, especially when they are underperforming. Such is used to address failures to meet job-specific objectives or to ameliorate behavior-related concerns. High-performing employees are challenging in most cases, but these traits make it simpler: a) certain ability as a basis for further self-development; b) the desire to continue learning and improve work-related skills; c. high-degree interest and passion in the current job, and strong work ethics; and d. confidence to succeed. 2) Human Resource Development. Performance evaluation identifies the strengths and weaknesses of individual employees, and unlocks their potential. It provides employee development schemes where they are allowed to define work-related issues, analyze them to find causes, gain possible solutions, examine the possible outcome of each solution, decide on the best solution and implement it. The staple of the scheme is the focus on expanding their strengths and maximizing their potential through training programs. These potential advantages, when properly handled, will allow them to fulfill their career needs and meet the organizational objectives. 3) Compensation. Credible performance evaluation allows for accurate and objective measurement of employee performance that will translate into compensation actions commensurate with the level of performance and contribution to organizational success. The evaluated performance will become a justification and qualification for monetary awards or reward systems (e.g., bonuses or incentives), salary adjustment and promotion. Organizations should offer fair, competitive rewards; otherwise, they will have difficulties attracting and retaining top employees as potential employees can gain better rewards from competitors. 4) Productivity Improvement Program. The major emphasis on performance evaluation is that individual employees acknowledge their strengths and weaknesses as well as their potential so that the management can arrange the programs of productivity improvement within the organization. When the employees are able to focus on their strengths and potential against their weaknesses, there is an obvious route to personal growth, which in turn affects organizational productivity. 5) Employee Development Plan. The outcome of performance evaluation initiates, designs and strategizes programs for employee affairs, i.e., job promotion, rotation and mutation, and career development. 6. Prevention of Workplace Discrimination. Credible performance evaluation rules out all the likelihood of a culture of collusion and discriminatory behaviors as each personnel action is based on the objective criteria the employees are rated on.

2.3 The Concept of Organizational Performance

Setting out the evaluation of organizational performance provides a framework for gauging the extent to which the overall organizational objectives have been accomplished and what corrective measures should be taken. Albretch (2011) believes that organizational performance is organizational milestone in relation to its set of targets. These targets may take objective and subjective forms. Wood et al. (2001) contend that organizational performance refers to as a brief measuremet of the quantity and quality of tasks assigned to individuals or groups that contribute to organizational success in terms of the level of efforts, capabilities and the conformity between the viewpoints of superiors on task requirements. To sum up, organizational performance is the achievement of an organization measured through certain qualitative and quantitative standards in a specific time period.

Excellence in organizational performance is highly subject to a complex, balanced and effective utilization of human resources. In the case of Universitas Terbuka as an ODE institution, human resources include the tutors assigned in each program of study, whose performance, to a large part, defines the success of UT in an ODE landscape. UT is, thereby, called upon to identify areas in need of improvement to ensure there are no significant issues in the implementation of TTM that can hinder the success.

3. METHODOLOGY

3.1 Research Design

We seek to frame the subject of interest within descriptive study, where we explore the patterns of a population or phenomenon at a specific point in time. Descriptive study fits neatly into the focus on actual occurences and reports them as they are at present; it has no control over what is and only measures what already exists. No attempts for interventions are made to change the occurrence, nor are the attempts for inferences or causal statements. Descriptive study questions may focus on one variable and one group, but they can include multiple variables and groups.

3.2 Participants

We collect the data using cross-sectional methodology survey on the importance of tutor evaluation in relation to the performance development of Universitas Terbuka. This survey identifies the study population, i.e., the entire students of Universitas Terbuka, from which students of Non Education are drawn as the target population. We get into the sample using a simple random sampling technique, where chance alone determines who will be included in the sample, removing the basis for potential selection bias. These units of sample are exposed to online survey, from which we gain 100 respondents.

3.3 Instrument

A questionnaire used as the sole research instrument to collect the data provides sufficient information as to what we are attempting to describe in the study. As we shall see below, the questionnaire is designed using 5-range Likert scale (from 1 = "highly disagree" to 5 = highly agree") associated with each item.

Table 1. Indicators of Tutor Evaluation by Students

No.	Indicators
1	A clear description of tutorial regulations in the first meeting
2	Each meeting is set out with a clear description of course objectives and learning outcomes.
3	Excellence in subject-matter knowledge of the tutored courses
4	Delivering enrichment materials and easy-to-understand examples
5	Elaborating instructional materials in a systematic and appaling manner
6	Using easy-to-understand language
7	Exemplifying good manners during tutorial
8	Motivating students to actively engage
9	Arranging discussion in a stimulating way that the whole participants keep actively engaged.
10	Providing students with equal opportunities to take part in tutorial, including answering questions.
11	Assigning students with tutorial assignment in the 3rd, 5th and 7th meeting
12	Providing feedback related to students' assignment results in such a detailed manner that they can keep track of their strengths and weaknesses.
13	Having students conclude the fundamentals of the course material being delivered
14	Starting and ending tutorial meetings in a timely manner

The indicators for the tutor evaluation by UPBJJ-UT Makassar are strictly administrative in nature, as Table 2 shows below. These indicators are also developed by Pusmintas on May 27 2015, under the code BB01-RKA04b-RII.0.

Table 2 Indicators of Tutor Evaluation by UPBJJ-UT Makassar

No.	Indicators
1	Submitting grade recapitulation in a predefined format in a timely manner
2	Submitting three samples of tutorial assignments that have been graded and given sufficient feedback (with the highest and lowest scores)
3	Conforming to the assigned tutorial schedules (eight meetings in total)
4	Submitting RAT and SAT
5	Documenting tutorial meetings in Catatan Pertemuan Tutorial consistently

4. RESULTS

Based on the application-based data processing, we present the output of tutor evaluation by both students and UPBJJ-UT in registration term 2017.2.

Table 3. Results of Tutor Evaluation by Students and UPBJJ-UT 2017.2

No	Tutor Code	Course	Evaluation by Students	Evaluation by UPBJJ-UT	Follow-Up
1	001	Educational Statistics	3.71	Accomplishing aspect no. 1 and 2	Reassigned with improvement in the administrative fulfillment in the subsequent semester
2	002	Basic Concepts in Science	3.32	Accomplishing all aspects	Reassigned for the same course
3	003	Professional Capacity Building	3.68	Accomplishing all aspects	Reassigned for the same course
4	004	Civic Education	3.15	Accomplishing aspect no. 1 and 2	Reassigned with improvement in the administrative fulfillment in the subsequent semester
5	005	Basic Concepts in Social Science	3.16	Accomplishing all aspects	Reassigned for the same course
6	006	Computer and Media Learning	3.56	Accomplishing all aspects	Reassigned for the same course
7	007	Student Creativity Program	3.34	Accomplishing all aspects	Reassigned for the same course
8	008	Behavior Development Method	3.64	Accomplishing all aspects	Reassigned for the same course
9	009	Computers in Early Childhood Development	2.16	Accomplishing all aspects	Under consideration for reassignment for the same course with the improvement in competencies (in the event that no other tutor is available)
10	010	Art Skills for Children	3.58	Accomplishing all aspects	Reassigned for the same course
11	011	Integrated Learning	3.40	Underperforming in aspect no. 1 and 2	Terminated
12	012	Evaluation of Early Childhood	3.75	Accomplishing all aspects	Reassigned for the same course

		Development			
13	013	Analysis of Early Childhood Development Activities	3.35	Accomplishing all aspects	Reassigned for the same course
14	014	Cognitive Development Method	3.72	Accomplishing all aspects	Reassigned for the same course
15	015	Indonesian Language Skills	2.89	Accomplishing all aspects	Reassigned for the same course with the improvement in competencies in the tutored course
16	016	Management of Early Childhood Development Activities	3.63	Accomplishing all aspects	Reassigned for the same course
17	017	Basic Concepts in Science	3.52	Accomplishing all aspects	Reassigned for the same course
18	018	Professional Capacity Building	3.91	Accomplishing all aspects	Reassigned for the same course
19	019	Social-Insight Learning	3.27	Accomplishing all aspects	Reassigned for the same course
20	020	Indonesian Language Learning and Materials for Elementary School	3.58	Accomplishing all aspects	Reassigned for the same course
21	021	Civic Education	3.80	Accomplishing aspect 1 and 2	Reassigned with improvement in the administrative fulfillment in the subsequent semester
22	022	Integrated Learning	3.34	Accomplishing all aspects	Reassigned for the same course
23	023	Mathematics Education I	3.46	Accomplishing all aspects	Reassigned for the same course
24	024	Civic Education Learning	3.14	Accomplishing all aspects	Reassigned for the same course
25	025	Science Learning for Elementary School	3.34	Accomplishing all aspects	Reassigned for the same course
26	026	Education of Indonesian Language	3.35	Accomplishing all aspects	Reassigned for the same course
27	027	Educational Perspectives for Elementary School	3.57	Accomplishing all aspects	Reassigned for the same course
28	028	Civic Education	3.68	Accomplishing aspect 1 and 2	Reassigned with improvement in the administrative fulfillment in the subsequent semester
29	029	Mathematics	3.77	Accomplishing all aspects	Reassigned for the same course
30	030	Civic Education Learning for Elementary School	3.65	Accomplishing all aspects	Reassigned for the same course
31	031	Computer and Media Learning	3.57	Accomplishing all aspects	Reassigned for the same course

32	032	Integrated Learning	2.95	Accomplishing all aspects	Reassigned with the improvement in competencies in the tutored course
33	033	Global Perspectives	3.34	Accomplishing all aspects	Reassigned for the same course
34	034	Techniques for Writing Scientific Paper	3.28	Accomplishing all aspects	Reassigned for the same course
35	035	Civic Education	3.30	Accomplishing all aspects	Reassigned for the same course
36	036	Civic Education for Elementary School	3.31	Accomplishing all aspects	Reassigned for the same course
37	037	Dual Classroom Learning	3.20	Accomplishing all aspects	Reassigned for the same course
38	038	Learning Evaluation for Elementary School	3.38	Accomplishing all aspects	Reassigned for the same course
39	039	Mathematics	2.89	Accomplishing all aspects	Reassigned with the improvement in competencies in the tutored course
40	040	Mathematics Learning for Elementary School	3.66	Accomplishing all aspects	Reassigned for the same course
41	041	Professional Capacity Building	3.52	Accomplishing all aspects	Reassigned for the same course
42	042	Analysis of Early Childhood Development Activities	3.55	Accomplishing all aspects	Reassigned for the same course
43	043	Guidelines for Professional Capacity Building	3.31	Accomplishing all aspects	Reassigned for the same course
44	044	Language Development Method	3.51	Accomplishing all aspects	Reassigned for the same course
45	045	Educational Perspectives for Elementary School	3.73	Accomplishing all aspects	Reassigned for the same course
46	046	Methods for Early Childhood Basic Behavior Development and Capacity	3.49	Accomplishing all aspects	Reassigned for the same course
47	047	Computers in Early Childhood Development Activities	3.28	Accomplishing all aspects	Reassigned for the same course
48	048	Cognitive Knowledge Method	3.44	Accomplishing all aspects	Reassigned for the same course
49	049	Indonesian Language Skills	3.43	Accomplishing all aspects	Reassigned for the same course
50	050	Curriculum Development	3.61	Accomplishing all aspects	Reassigned for the same course
51	051	Computer and Media Learning	3.61	Accomplishing all aspects	Reassigned for the same course
52	052	Learning Materials	3.54	Accomplishing	Reassigned with improvement in the

		of Science for Elementary School		aspect 1 and 2	administrative fulfillment in the subsequent semester
53	053	Indonesian Language Materials and Learning for Elementary School	3.75	Accomplishing all aspects	Reassigned for the same course
54	054	Learning Evaluation and Dual Classroom Learning	3.38	Accomplishing all aspects	Reassigned for the same course
55	055	Management of Early Childhood Development Activities	3.55	Accomplishing all aspects	Reassigned for the same course
56	056	Science Materials and Learning for Elementary School	3.58	Accomplishing all aspects	Reassigned for the same course
57	057	Science Learning for Elementary School	3.36	Accomplishing all aspects	Reassigned for the same course
58	058	Art Skills for Children/ Computers in Early Childhood Development Activities	2.24	Accomplishing all aspects	Under consideration for reassignment for the same course with the improvement in competencies (in the event that no other tutor is available)
59	059	Professional Capacity Building	3.40	Accomplishing all aspects	Reassigned for the same course
60	060	Civic Education Learning for Elementary School	3.42	Accomplishing all aspects	Reassigned for the same course
61	061	Learning Evaluation for Elementary School	3.43	Accomplishing all aspects	Reassigned for the same course
62	062	Classroom Action Research	3.41	Accomplishing all aspects	Reassigned for the same course
63	063	Learning Strategies for Elementary School	3.57	Accomplishing all aspects	Reassigned for the same course
64	064	Global Perspectives	3.87	Accomplishing all aspects	Reassigned for the same course
65	065	Basic Concepts in Science for Elementary School	3.83	Accomplishing all aspects	Reassigned for the same course
66	066	Human Rights	3.33	Underperforming in aspect 1 and 2	Terminated
67	067	Integrated Learning for Elementary School	3.29	Accomplishing all aspects	Reassigned for the same course
68	068	Integrated Learning for Elementary School	3.68	Accomplishing all aspects	Reassigned for the same course
69	069	Learning Evaluation	3.66	Accomplishing all aspects	Reassigned for the same course
70	070	Indonesian Language Materials and Learning for	3.26	Accomplishing all aspects	Reassigned for the same course

		Elementary School			
71	071	Learning Evaluation for Elementary School	3.77	Accomplishing all aspects	Reassigned for the same course
72	072	Basic Concepts in Science	3.86	Accomplishing all aspects	Reassigned for the same course
73	073	Indonesian Language Skills	3.82	Accomplishing all aspects	Reassigned for the same course
74	074	Computers in Early Childhood Development	3.62	Accomplishing all aspects	Reassigned for the same course
75	075	Civic Education Learning for Elementary School	3.58	Accomplishing aspect 1 and 2	Reassigned with improvement in the administrative fulfillment in the subsequent semester
76	076	Basic Concepts in Science	3.61	Accomplishing all aspects	Reassigned for the same course
77	077	Mathematics Education	3.86	Accomplishing all aspects	Reassigned for the same course
78	078	Management of Early Childhood Development Activities	3.40	Accomplishing all aspects	Reassigned for the same course
79	079	Civic Education Learning for Elementary School	3.54	Accomplishing all aspects	Reassigned for the same course
80	080	Music and Dance Skills	3.11	Accomplishing all aspects	Reassigned for the same course
81	081	Teaching Capacity Building	3.71	Accomplishing all aspects	Reassigned for the same course
82	082	Early Childhood Development Evaluation	3.60	Accomplishing all aspects	Reassigned for the same course
83	083	Methods for Moral and Religious Value Development	2.93	Accomplishing all aspects	Reassigned with the improvement in competencies in the tutored course
84	084	Curriculum and Teaching Materials for Kindergarten	2.85	Accomplishing all aspects	Reassigned with the improvement in competencies in the tutored course
85	085	Language Development Method	3.83	Accomplishing all aspects	Reassigned for the same course
86	086	Civic Education Materials and Development for Elementary School	3.64	Accomplishing aspect 1 and 2	Reassigned with improvement in the administrative fulfillment in the subsequent semester
87	087	Mathematics Education 1	3.69	Accomplishing all aspects	Reassigned for the same course
88	088	Educational Statistics	3.64	Accomplishing all aspects	Reassigned for the same course
89	089	Civic Education	3.61	Accomplishing all aspects	Reassigned for the same course
90	090	Learning Evaluation for Elementary School	3.56	Accomplishing all aspects	Reassigned for the same course

91	091	Teaching Capacity Building	3.33	Accomplishing all aspects	Reassigned for the same course
92	092	Science Practicum for Elementary School	3.48	Underperforming in aspect 1 and 2	Terminated
93	093	Methods for Early Childhood Behavior Development and Capacity	3.19	Accomplishing all aspects	Reassigned for the same course
94	094	Integrated Learning	3.67	Accomplishing all aspects	Reassigned for the same course
95	095	Classroom Action Research	3.02	Accomplishing all aspects	Reassigned for the same course
96	096	Science Learning for Elementary School	3.70	Accomplishing all aspects	Reassigned for the same course
97	097	Language Skills for Elementary School	3.50	Accomplishing all aspects	Reassigned for the same course
98	098	Language Development Method	3.41	Accomplishing all aspects	Reassigned for the same course
99	099	Social-Insight Learning	3.18	Accomplishing all aspects	Reassigned for the same course
100	100	Educational Statistics	3.18	Accomplishing all aspects	Reassigned for the same course

Tutor evaluation by the students ranges between 3,91 and 2,16, with a cutting score of 3. This cutting score suggests that a tutor who gains less than 3 is deemed to be underperforming, as Table 4 outlines below.

Table 4 Results of Tutor Evaluation by Students 2017.2

1	032	Integrated Learning	2.95	Accomplishing all aspects	Reassigned with improvement in competencies for the tutored course
2	083	Methods for Moral and Religious Value Development	2.93	Accomplishing all aspects	Reassigned with improvement in competencies for the tutored course
3	039	Mathematics	2.89	Accomplishing all aspects	Reassigned with improvement in competencies for the tutored course
4	015	Indonesian Language Skills	2.89	Accomplishing all aspects	Reassigned with improvement in competencies for the tutored course
5	084	Curriculum and Teaching Materials for Kindergarten	2.85	Accomplishing all aspects	Reassigned with improvement in competencies for the tutored course
6	058	Art Skills for Children/ Computers in Early Childhood Development Activities	2.24	Accomplishing all aspects	Under consideration for reassignment for the same course with the improvement in competencies (in the event that no other tutor is available)
7	009	Computers in Early Childhood	2.16	Accomplishing all aspects	Under consideration for reassignment for the same course with the improvement in

No	Types of Recommendation	Number of Tutors
	Development Activities	competencies (in the event that no other tutor is available)

In terms of the administrative evaluation by UPBJJ-UT Makassar, we find that 97 tutors pull off the whole evaluation aspects, i.e., timely and accurate grade recapitulation, timely submission of 3 tutorial assignments that have been graded and articulated with feedback and the statistics of the grades (i.e., the highest and the lowest grades), carrying out tutorials within schedules (8 meetings), RAT and SAT submission, and keeping track of tutorial meeting in Catatan Pertemuan Tutorial consistently. The remaining 3 tutors are found to fail in the aspect of grade recapitulation and submission of 3 tutorial assignments. They are, consequently, terminated.

Table 5 Recommendation of Tutor Evaluation Result by UPBJJ-UT Makassar 2017.2

No	Types of Recommendation	Number of Tutors
1	Reassigned for the same course	83
2	Reassigned with improvement in administrative fulfillment in the subsequent semester	7
3	Reassigned with improvement in competencies for the tutored course	5
4	Under consideration for reassignment for the same course with the improvement in competencies (in the event that no other tutor is available)	2
5	Terminated	3

5. CONCLUSION

The study has taken us into the literature of variety of scientific understanding of the importance of tutor evaluation as a basis for making personnel decisions and of the effectiveness of TTM implementation to improve the organizational performance of Universitas Terbuka as a leading ODE institution. In the course of our study, it has become clear that UT is seen to have fostered a culture of high-performing tutors as we lay out the aspects of evaluation that turn out to be sufficiently fulfilled by the bulk of the tutors. These competent and capable tutors manage to successfully take on their roles and responsibilities in TTM, which, in turn, results in positive contribution to UT's organizational performance and competitive advantage over its competitors in ODE landscape.

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