PAPER NAME

Artikel SCIREA Journal of Education.pdf

AUTHOR

Syamsul Bakhri Gaffar

WORD COUNT

5447 Words

CHARACTER COUNT

32482 Characters

PAGE COUNT

16 Pages

FILE SIZE

164.6KB

SUBMISSION DATE

Jan 29, 2023 3:21 PM GMT+8

REPORT DATE

Jan 29, 2023 3:21 PM GMT+8

● **12% Overall Similarity**

The combined total of all matches, including overlapping sources, for each database.

- 12% Internet database

- 0% Publications database

● **Excluded from Similarity Report**

- Crossref database

- Submitted Works database

- Quoted material

- Small Matches (Less then 10 words)

- Crossref Posted Content database

- Bibliographic material

- Cited material

- Manually excluded sources

Assessment of Educational and Training Needs of Non-formal Education Tutors in Makassar City

Muhaemin B, Syamsul Bakhri Gaffar and Ali Latif

Jurusan Pendidikan Luar Sekolah, Fakultas Ilmu Pendidikan, Universitas Negeri Makassar, Makassar, South Sulawesi, Indonesia

Corresponding Author: Syamsul Bakhri Gaffar, Email: syabagaar@gmail.com / or syamsul.bakhri@unm.ac.id

Abstract

This study aims to reveal the training needs of non-formal education tutors in Makassar City. The study was conducted on tutors in Learning Activity Centres (SKBs) of Biringkanaya and Ujungpandang in Makassar City, who comprised of 33 people. Data collection techniques used were interviews and documentation. Data was analyzed descriptively qualitatively and quantitatively. The results show that the training needs of SKB tutors in Makassar City are quite varied. The needs ranked as 'most needed' include; fostering partnerships in supporting non-formal education programs; mastering technology, information and communication as well as applied technology; mastering principles, methods and research techniques; implementing program models, improving the quality of learning, guidance and/or education and training developed by BPPUD and DIKMAS; BPPAUD and DIKMAS policy materials; understanding the calculation/proposing of credit scores for promotion of tutors; tutor character education; and tutor career development. The needs ranked second as 'needed' were mostly in the area of tutor professional training and development, and the third ranked needs

entail designing and implementation of education and training for tutors at SKBs in Makassar City.

Introduction

Tutors in the non-formal education sector like other education sectors are professional educators required to pocess academic qualifications and competencies as learning agents and able to manage educational programs and institutions in the non-formal education sector. Tutors are obliged to: (a) create a meaningful, fun, creative, dynamic, and dialogical educational atmosphere, (b) have a professional commitment to improve the quality of education, and (c) set an example and maintain the good name of the institution, profession, and position according to the trust placed in them (Darmawan et al, 2020).

Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning national education standards explains that educators, including "study tutors" must have academic qualifications and competencies as learning agents, be physically and mentally healthy, and have the ability to realize national education goals (Nasional, D. P., 2005).

Professional tutors are tasked with carrying out tutoring activities through planning and implementing the learning process, evaluating the learning processes and outcomes, implementing guidance and training as well as research and community service. As individuals tasked with providing expert services, professional tutors must be able to make non-routine decisions both in the planning and implementation stages that occur in a reasonable setting between the tutor, the learning community, and the environment (Somera, 2018).

On the other hand, tutors as a civil servant with a functional position for promotion in the civil service are bound by the credit score system as stipulated in the ministerial regulation for Administrative Bureaucratic and Reform No. 15 of 2010 concerning the functional position of the tutor and its credit score system (Peraturan Menteri Negara 15, 2010). Their positions and promotions are as per credit scores obtained from their implementation of tutoring activities comprising of the main elements and supporting elements. The main elements consist of education, teaching and learning activities, assessment of

structured/tiered learning activity (PAUDNI) programs and development of PAUDNI models as well as professional development of tutors.

The problem facing learning activity Centre (SKB) tutors, especially in Makassar City, is the many tutors occupying functional positions as tutors but have never attended functional training for tutors, which presents challenges in their promotions and position posting. In addition, there are still SKB employees who have difficulties filling the positions of tutors because they have not passed the functional training of tutors as required by the Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform Number 15 of 2010 concerning the functional positions of tutors and their credit scores (Peraturan Menteri Negara 15, 2010).

Based on the conditions of the tutors in the field, the Center for the Development of Early Childhood Education and Community Education (BPPAUD) and the technical implementing unit of the Indonesian Ministry of Education and Culture in the field of early childhood education and education development (DIKMAS) of South Sulawesi Province periodically organizes educational activities and functional training of tutors. However, for effective implementation of education and training, tutor training should be designed based on the needs of the tutors. For this reason, it is necessary to study the training needs of non-formal education tutors in Makassar City SKBs.

Literature Review

The 1945 Constitution of the Republic of Indonesia mandates the Government to seek and organize a national education system that strengthens faith and devotion to God Almighty, building noble character in the context of the intellectual life of the nation (Undang-Undang Dasar RI, 1945). The national education system should ensure equal distribution of educational opportunities, improve quality as well as the relevance and efficiency of education management to face challenges in accordance with the changing demands of local, national, and global life. The National Education Vision requires the realization of the Education System as a strong and authoritative social institution to empower all Indonesian citizens to develop into quality human beings so that they are able and proactively respond to the challenges of an ever-changing era. In line with that, the government through the ministry of education and culture in 2025 is determined to produce Indonesian people who are spiritually, emotionally, socially, intellectually, and kinesthetically intelligent and able to face

increasingly fierce competition with other nations (Samsudin, 2019). Such quality of Indonesian people can only be produced through the provision of quality education and training.

In an effort to achieve the goal of quality education, Government Regulation Number 19 of 2005 concerning National Education Standards requires the preparation of standards for learning content, processes, competency of graduates, educators and education personnel, facilities and infrastructure, management, financing, and assessment of education (Nasional D. P., 2005).

The standard of tutoring hinges on academic tutors' pocession of qualifications and competencies and appointed to support the implementation of education (Ishak, 2020). The tutor has a strategic function, role, and position in achieving quality education for all Indonesian citizens through non-formal education channels (Sangadji et al, 2020). This is because tutors are not only educators, but also educational staff. Tutors as educators refer to Law Number 20 of 2003 Article 1 paragraph 6 which states that "educators are qualified education personnel as teachers, lecturers, counselors, tutors, instructors, facilitators, and other designations according to their specificity, and participate in providing education" (Undang-Undang RI 20, 2003). Educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, as well as conducting research and community service, especially for educators at universities (Rusilowati and Wahyudi, 2020). As an educational staff, a tutor oversees carrying out administration, management, development, supervision, and technical services to support the educational process in the education unit (Hartinah et al., 2020). This refers to the explanation of Law Number 20 of 2003 Article 39 paragraph 1 which reads "Educational personnel include education unit managers, supervisors, tutors, supervisors, researchers, developers, librarians, laboratory assistants, and learning resource technicians."

The competence of tutors is developed as a whole from four main competencies, namely pedagogic/andragogic, personality, social and professional competencies (Ishak et al., 2020). The four competencies are integrated in the performance of tutors. The competencies of tutors include core competencies developed into tutoring competencies (Bahri, 2010) at Centers for Development of Early Childhood Education and Community Education (P2PAUD and DIKMAS), Centers for Development of Early Childhood Education and Community Education (BPPAUD and DIKMAS) and Learning Activity Centers (SKB). The competence of tutors includes pedagogical/andragogic, personality and social competencies

that apply to all tutors (Rosmilawati, 2020) in both P2PAUD and DIKMAS, BPPAUD and DIKMAS, SKB, the difference is professional competence. Pedagogic/andragogic competence is related to the ability to understand learner characteristics, learner needs, and development of learning citizens; mastering learning theory and pedagogic/andragogic learning principles; manage learning, mentoring, and/or training programs; and mastering learning, mentoring, and/or training strategies (Hägg and Kurczewska, 2019; Celli and Young, 2017). Personality competence is related to the ability to have noble character and be a role model for learning citizens and the community (Muhith, 2021); display an open, friendly, empathetic, and sympathetic attitude towards the learning community and the community; present oneself as a person who is steady, stable, mature, wise, and authoritative; and demonstrate work ethic, responsibility, confidence, and pride in the profession (Park and Hill, 2017). Social competence is related to the ability to understand learning citizens as individuals and as inseparable members of society (Fedoruts, 2020); fostering partnerships in supporting non-formal education programs; communicate effectively, empathically, and politely; participate and play an active role in the implementation of non-formal education; and understand, recognize, and respect the culture of the local community. Professional competence is related to the ability to understand training needs, learning resources, and problems of learning citizens and their environment; mastering relevant scientific concepts for program development (curriculum), learning, mentoring and/or training; master functional knowledge and skills; control institutions, personnel, systems, units, and types of non-formal education; develop mutual guiding and learning activities; provide academic considerations to improve the quality of learning, mentoring, and/or training programs; and mastering information and communication technology as well as applied technology; master the principles, methods and research techniques; have managerial skills regarding institutional and program development; developing a model of learning, mentoring, and training programs; developing learning resource models, quality improvement, and training; and to diffuse the results of program model development, learning, mentoring, and/or training; and implementing program models, quality improvement, learning, guidance and/or training. Tutors who already have the competencies mentioned above will be a special attraction for the community in general and students in particular in participating in various non-formal education activities that are being and will be implemented.

The tutor's competence is developed based on the philosophical, juridical basis, and the conditions of the tutor in the field. Philosophical Foundations and Quality education is an investment in the future of the nation that produces fully educated and intelligent citizens and is an asset that determines the existence and progress of the nation in various dimensions of life (Vinogradov et al., 2020).

Quality education is based on a philosophy that includes six essences. First, the essence of a good human life is the interaction between humans, both individually and in groups, as the most perfect creatures created by God. Second, the nature of Indonesian society is a group of individuals who practice the values of Pancasila in realizing a civil society characterized by respect for human rights, diversity in national diversity, environmental preservation, and gender equality (Piartha et al., 2020; Damanhuri and Raharja, 2019). Third, the nature of learning citizens is individuals who have the potential to grow and develop through the educational process. Fourth, the nature of tutors is an agent of learning and renewal to civilize humans in realizing educational goals. Fifth, the essence of the educational process is the assistance of the learning tutor to the learning community in the form of guidance, direction, learning, and training that is carried out consciously and planned. Sixth, the essence of truth is reality based on ratio, experience, benefits, and value choices.

In line with these six essences, the process of developing educated and intelligent human beings requires tutors who are able to develop the potential of learning citizens through creative thinking/intentional thought, work, taste, and exercise. The juridical basis of education in Indonesia is the 1945 Constitution of the Republic of Indonesia, Article 31 concerning National Education mandates: (1) Every citizen has the right to education; (2) Every citizen is obliged to attend basic education and the government is obliged to pay for it; (3) The government seeks and organizes a national education system, which increases faith and piety as well as noble character in the context of the intellectual life of the nation which is regulated by law; (4) The state prioritizes the education budget at least 20% of the state revenue and expenditure budget as well as the APBD to meet the needs of the national education administration; (5) The government shall advance science and technology by upholding religious values and national unity for the advancement of civilization and the welfare of mankind.

The Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System explains that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life,

aiming to develop the potential of learning citizens to become human beings who believe and fear God Almighty. Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen (Undang-Undang RI 20, 2003).

Tutors of learning are educators and professional education personnel who have academic qualifications and competencies as learning agents and are able to manage educational programs and institutions in the non-formal education pathway. Tutors of learning are obliged to: (a) create a meaningful, fun, creative, dynamic, and dialogical educational atmosphere, (b) have a professional commitment to improve the quality of education, and (c) set an example and maintain the good name of the institution, profession, and position. according to the trust placed in him.

Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards explains that educators, including "study tutors" must have academic qualifications and competencies as learning agents, be physically and mentally healthy, and have the ability to realize national education goals (PP no. 19, 2005).

Professional tutors are tasked with carrying out educational learning through planning and implementing the learning process, evaluating learning processes and outcomes, implementing guidance and training as well as research and community service. As individuals tasked with providing expert services, professional tutors must be able to make non-routine decisions both in the planning and implementation stages that occur in a reasonable setting between the tutor, the learning community, and the environment.

To carry out the duties as a professional tutor, the tutor must master a set of competencies. Therefore, these competencies need to be developed to become a reference and basis for planning, implementing, and supervising education (Szwarc et al. 2018) in the context of realizing national education goals. Conditions of the Tutor Learning in the Field. The conditions of tutors in the field are very diverse, both in terms of numbers, academic qualifications, and competencies.

Another problem related to conditions in the field is that there is still a disparity in the availability of tutors at SKB. Another problem with tutors is that there are still gaps in the area of   expertise of the tutors and the subjects they teach. Tutors of learning are professional educators who have academic qualifications and competencies as learning agents and are able to manage educational programs and institutions in the non-formal education pathway. Tutors of learning as educators who work in non-formal education have

broader duties and functions than teachers or educators in formal education. Tutors of learning face learning citizens who are very diverse in age, environment, culture, geography, work activities, involvement in life, and the lack of educational services for people who are not covered by formal education. Tutors of learning are required to be able to develop learning programs, carry out the learning process, manage learning programs, evaluate, and develop program models and learning models according to the training needs that develop in the community. Tutors are also required to to provide guidance and training to learners. Therefore, they have a strategic function, role, and position in achieving quality education for Indonesian people through non-formal education channels. This is because tutors are not only educators, but also educational staff. As educators and professional education personnel, they must have competence as learning agents and be able to manage educational programs and institutions in the non-formal education path (Pradani and Soegiono, 2020). Tutors are obliged to: (a) create a meaningful, fun, creative, dynamic, and dialogical educational atmosphere, (b) have a professional commitment to improve the quality of education, and (c) set an example and maintain the good name of the institution, profession, and position. according to the trust placed in him. Therefore, the competence of tutors should be developed based on philosophical, conceptual, juridical and field conditions, and fully developed from four main competencies, namely pedagogic/andragogic, personality, social and professional competencies (Sutarto, 2019). The four competencies are integrated into the performance of tutors at various levels, and what differs is the professional competence of tutors in each work unit. With the development of the competence of tutors, it can be a driving force for increasing community participation, especially students in non-formal education. The development of these competencies can be done through education and training because training according to Marzuki, (1992) helps others to acquire skills and knowledge. The same thing was stated by Sikula Sumantri (2000) that training is a short-term educational process that uses systematic and organized methods and procedures. The trainees will learn knowledge and skills that are practical for a particular purpose.

With this study of educational and training training needs, this can be the basis for planning and implementing education and training programs for tutors at the Learning Activity Center in Makassar City.

Method

The approach used in this study is the qualitative approach with a qualitative descriptive type of research which intends to provide an overview of the educational training needs and functional training of tutors at Learning Activity Centers in Makassar City.

For purposes of this study, it is necessary to have a boundary of this study to clarify the concept that is the focus of this research and to avoid different interpretations of the focus under study (Suharsimi, 2006). 'Needs' are conditions that have not been fulfilled from the expected; Training needs are a condition in learning that describe the gap between the desired learning objectives and the actual conditions of learning, in the form of knowledge, attitudes, values, and skills.

This research was carried out on tutors in Learning Activity Centers (SKB) in Makassar City, which consisted of SKB Ujungpandang located in Sawerigading Village, Ujungpandang District, and SKB Biringkanaya located in Bulurokeng Village, Biringkanaya District of Makassar City. The subjects in this study were tutors at the two SKBs, totaling 33 tutors as informants. 18 tutors were taken from Ujungpandang SKB consisting of 7 men and 11 women, and 15 tutors from Biringkanaya SKB, 6 men and 9 women.

The instrument used in this research is an interview guide, used to obtain data related to the tutor's perception of the types of training needs that are considered important, and they should be trained in. Focus Group Discussion (FGD), technique was also used in the data collection through discussion activities focused on a particular problem; group participants' contributions were considered as representative their respective SKBs. To determine the priority scale for training needs for tutors, the data was analyzed using a combination of qualitative and quantitative descriptive analysis.

Discussion

Training needs for tutors identified through the informants amounted to 33 needs, which were further ranked in three levels of priority according to informanrts' responses. The foremost needs in ranking of this study amounted to 9 needs out of a total of 33 and taken by the respondents and as very much needed, which are clasified in this study as 'first priority needs'.

Table 1. First Priority Needs (very much needed)

No	Tutor Needs	Respondents
1.	Competence in understanding learner characteristics, their needs and development	80%
2.	Training in competence skills of fostering partnerships in supporting non-formal education programs	67%
3.	Mastery competence in information technology and communication as well as applied technology	78%
4.	Mastering the competence of principles, methods, and research techniques	92%
5.	Training on understanding BPPAUD and DIKMAS policy materials	95%
6.	How to implement the program model, improve the quality of learning, guidance and/or training developed by BPPAUD and DIKMAS	79%
7.	Training in calculating/proposing civil service credit scores for tutors	89%
8.	Access to character education training materials	60%
9.	Development of career materials for tutors as functional staff	93%

Training needs for tutors identified through the informants as laid out in Table 1, indicate that the 9 first priority needs pointed out were between 60% and 95% of respondents as very much needed. The needs included: 1) competence in understanding learner characteristics, their needs and development. This is crucial for tutors' understanding of their learners' characteristics, needs, and development from the physical, moral, socio-economic, cultural, emotional, and intellectual aspects according to age, and their social role; 2) fostering partnerships in supporting non-formal education programs 3) using information technology and communication as well as applied technology; 4) mastering principles and methods of research techniques; 5) understanding and interpreting BPPAUD and DIKMAS policy materials; 6) how to implement the program model, improve the quality of learning, guidance and/or training developed by BPPAUD and DIKMAS; 7) understanding civil service credit scores for tutors; 8) access to character education training materials; and 9) development of career materials for tutors as functional staff. So, in designing education and training programs for tutors in Makassar City SKBs, the above aspects can be considered as of paramount importance that warrant the most priority.

The second clasifacation of needs in ranking of this study were 17 needs of the 33 and noted by a section of the respondents and as much needed and clasified in this study as 'second priority needs'.

Table 2. Second Priority Needs (much needed)

No	Tutor Needs	Respondents
1.	Mastery of learning theories and pedagogical/andragogic learning principles	85%
2.	Training in learning strategies, mentoring, and/or training	75%
3.	Building noble character and being a role model for learners and the community	100%
4.	Ability to demonstrate, friendly attitude, empathy and sympathy to learners and the community	85%
5.	Training for Tutors to present themselves as steady, stable, mature, wise and authoritative individuals	100%
6.	Skills in work ethic competence, responsibility, confidence, and pride in the profession	89%
7.	Understanding the competence of learners as individuals and members of society	70%
8.	Ability to communicate effectively, empathically, and politely	73%
9.	Optimally participate and play an active role in the implementation of non-formal education	100%
10.	Competence of understanding, recognizing, and respecting the culture of the local community	100%
11.	Identify training needs, and problems of learners and their environment	100%
12.	Mastering scientific concepts relevant to program development and learning, mentoring and/or training	69%
13.	Mastery of knowledge and functional skills	70%
14.	Competence in learning program management, mentoring, and/or training	49%
15.	Competence in developing PAUD and DIKMAS models	53%
16.	Training in PAUD and DIKMAS program assessment materials	53%
17.	Understanding of civil service technical process of development of functional positions of civil servants	86%

Tutor raining needs identified through the respondents as laid out in Table 2, indicate that the 17 second priority needs were pointed out by 49% of the respondents through to all the respondents (100%) as much needed. The needs included strengthening tutor techinical competencies in mastering pedagogic/andragogixc learning principles; learning strategies, mentoring, and training; mastering scientific concepts relevant to program development, learning and mentoring; mastery of knowledge and functional skills; familiarity with PAUD and DIKMAS program assessment materials; and understanding of civil service technical process of development of functional positions in the civil service.
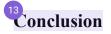
Moreover, respondents also pointed out other needs in this second priority category that leaned towards their own social skills in dealing with their learners and the community, these included: Understanding the competence of learners as individuals and members of society; Ability to communicate effectively, empathically, and politely; Tutors presenting themselves as steady, stable, mature, wise and authoritative individuals; understanding, recognizing, and respecting the culture of the local community; Optimally participating in and playing an active role in the implementation of non-formal education; and Identifying training needs, and problems of learners and their environment. The above needs can be considered as taking second priority in the design process of education and training programs for SKB tutors in Makassar City.

The tird level of tutor needs as per the response of the respondents comprised of 7 needs, which were pointed out by respondents as 'needed', and in this study classified as 'thied priority' needs.

Table 3. Third Priority Needs (needed)

No	Tutor Needs	Respondents
1.	Managing learning programs, mentoring, and training	70%
2.	Competence of institutional mastery, manpower, systems, units, and types of non-formal education	51%
3.	Developing activities to guide each other and learn from each other	47%
4.	Providing academic considerations in improving the quality of programs and learning	44%
5.	Competence in institutional managerial capabilities and program development	53%
6.	Skills to develop learning models, mentoring, mentoring, and training competencies	46%
7.	Competence of conducting mentoring program implementation and learning	56%

Training needs for tutors identified through the informants as laid out in Table 3, indicate the third ranking of needs pointed out by between 44% and 56% of respondents as 'needed'. The needs highlighted tutors needs to develop competencies in educational institutional management and program management, human resource management, team work, mutual mentorship as well as development of learning models. The above needs can also be given consideration in the development of education and training programs for Learning Activity Centre (SKB) tutors in Makassar City.

Conclusion

Based on the results of the research and discussion, it can be concluded that there are 33 educational and training training needs that the tutors of Learning Activity Centers in Makassar City perceive as necessary. Of the 33 education and training needs, nine are ranked as first priority needs, theyab include among others understanding the learners' characteristics, learners' needs, fostering partnerships in supporting non-formal education programs; mastering technology, information and communication as well as applied technology; mastering the principles, methods and research techniques; implementing program models, improving the quality of learning, guidance and/or education and training developed by BPPUD and DIKMAS; BPPAUD and DIKMAS policy materials; material for calculating/proposing credit score for tutors; character education materials; and material for career development for the functional staff of tutors, which are suggested to be used as the first priority scale in designing the implementation of education and training for tutors at the Learning Activity Center in Makassar City. Nineteen educational and training training needs are ranked second, namely mastery of learning theory and pedagogic/andragogic learning principles; learning strategies, mentoring, and/or education and training; have a noble character and be a role model for learning citizens and the community; displaying an open, friendly attitude, empathy and sympathy for the learning community and society; present oneself as a person who is steady, stable, mature, wise and authoritative; demonstrate work ethic, responsibility, confidence, and pride in the profession; understand learning citizens as individuals and as integral members of society; communicate effectively, empathically, and politely; participate and play an active role in the implementation of non-formal education; understand, acknowledge, and appreciate the culture of the local community; identify training needs, learning resources, and problems of learning citizens and their environment; mastery of relevant scientific concepts for program development and learning, guidance and/or education and training; master functional knowledge and skills; management of learning, mentoring, and/or education and training programs; develop learning models, mentoring, mentoring, and education and training; PAUD and DIKMAS model development materials; material for reviewing PAUD and DIKMAS programs; material for the development of functional positions of tutors for learning, which is recommended to be used as a second priority scale in designing the implementation of education and training for tutors at the Learning Activity Center in Makassar City, and there are six training needs for education and training that are less needed, namely management of learning programs, mentoring, and / or

education and training; mastery of institutions, personnel, systems, units, and types of non-formal education; development of activities to guide and learn from each other; provide academic considerations in improving the quality of programs and learning; have managerial skills regarding institutional and program development; provide assistance in program implementation and learning, which is recommended to be used as a third priority scale in designing the implementation of education and training for tutors at the Learning Activity Center in Makassar City.

References

[1] Bahri, K. (2010). Pengaruh Latar Belakang Pendidikan, Pengalaman, Dan Kompetensi Tutor Terhadap Mutu Pembelajaran Anak Usia Dini Pada Latar Kelompok Bermain Di Kota Bandung. Jurnal Pendidikan Luar Sekolah, 5(2).

[2] Celli, L. M., & Young, N. D. (2017). Contemporary pedagogy for the adult learning. PUPIL: International Journal of Teaching, Education and Learning, 1(1), 86-96.

[3] Damanhuri, H., & Raharja, R. M. (2019). The Transformation of Character Ideology of Pancasila Through Education. Saudi Journal of Humanities and Social Sciences, 274-278.

[4] Darmawan, D., Yatimah, D., Sasmita, K., & Syah, R. (2020). Analysis of non-formal education tutor capabilities in exploring assessment for science learning. Jurnal Pendidikan IPA Indonesia, 9(2), 267-275.

[5] Fedoruts, M. (2020). Modeling the process of the formation of high school students'social competence by means of non-formal education. Social work and education, 7(4), 557-569.

[6] Hägg, G., & Kurczewska, A. (2019). Who is the student entrepreneur? Understanding the emergent adult through the pedagogy and andragogy interplay. Journal of Small Business Management, 57, 130-147.

[7] Hartinah, S., Suharso, P., Umam, R., Syazali, M., Lestari, B., Roslina, R., & Jermsittiparsert, K. (2020). Retracted: Teacher's performance management: The role of principal's leadership, work environment and motivation in Tegal City, Indonesia. Management Science Letters, 10(1), 235-246.

[8] Ishak, M., Niswaty, R., & Guntur, M. (2020). Competitiveness of Public Services, Non-Formal Education Institutions Center of Education Indonesia. GNOSI: An Interdisciplinary Journal of Human Theory and Praxis, 3(1), 53-60.

[9]   Muhith, A. (2021). Model of Strengthening the Pedagogic Competence of Islamic Religious Education Teachers in Improving the Quality of Education in Junior High Schools in Jember Regency. Jurnal Pendidikan Agama Islam, 18(1), 125-144.

[10] Nasional, D. P. (2005). Peraturan Pemerintah Nomor 19 Tahun 2005. Tentang Standar Nasional Pendidikan.

[11] Nasional, D. P. (2005). Peraturan Pemerintah Nomor 19 Tahun 2005. Tentang Standar Nasional Pendidikan.

[12] Park, H., & Hill, R. B. (2017). Development and Validation of a Short Form of the Occupational Work Ethic Inventory. Journal of Career and Technical Education, 32(1), 9-28.

[13] Peraturan Pemerintah (PP) No. 19 Tahun 2005 tentang Standar Nasional Pendidikan.

[14] Piartha, N., Haimah, I. N., Sukabawa, I. W., & Nanuru, R. F. (2020, June). Pancasila as the Foundation of Educational Philosophy in Indonesia. In ICASI 2020: Proceedings of the 3rd International Conference on Advance & Scientific Innovation, ICASI 2020, 20 June 2020, Medan, Indonesia (p. 251). European Alliance for Innovation.

[15] Pradani, K. A., & Soegiono, P. (2020). The Effect of Recruitment and Selection Process on the Performance of Personal Teacher at Non-Formal Education at Surabaya, Indonesia. Asian Journal of Business and Entrepreneurship, 1(01), 10-22.

[16] Rochana, T. (2019, May). The Types Of Training Needs For Multicultural-Based Sociology Learning To Enhance Teachers' Professional Competence. In International Conference on Rural Studies in Asia (ICoRSIA 2018) (pp. 48-50). Atlantis Press.

[17] Rosmilawati, I., Meilya, I. R., & Darmawan, D. (2020). Kompetensi Tutor Satuan Pendidikan Nonformal dalam Penerapan Model Pembelajaran Reflektif. Journal of Nonformal Education and Community Empowerment, 4(2).

[18] Rusilowati, U., & Wahyudi, W. (2020, March). The Significance of Educator Certification in Developing Pedagogy, Personality, Social and Professional Competencies. In 2nd Social and Humaniora Research Symposium (SoRes 2019) (pp. 446-451).

[19] Samsudin, M. (2019). Analisis Terhadap Arah Dan Tujuan Pendidikan Nasional Pada Rencana Kerja Pemerintah Tahun 2005–2025. alashriyyah, 5(1), 16-16.

[20] Sangadji, K., Purwati, E., & Sangadji, B. (2020). Journal of Curriculum Indonesia. Journal of Curriculum Indonesia, 3(1), 1-7.

[21] Somera, S. L. (2018). Educator experiences transitioning to blended learning environment in K-6 public schools (Doctoral dissertation, Walden University).

[22] Suharsimi, A. 2006. Prosedur Penelitian Suatu Pendekatan Praktek. Rineka Cipta. Jakarta.

[23] Sutarto, J. (2019, June). Development of Teaching Materials for Need-Oriented Training to Improve the Learning Pedagogic Competence. In ISET 2019: Proceedings of the 5th International Conference on Science, Education and Technology, ISET 2019, 29th June 2019, Semarang, Central Java, Indonesia (p. 445). European Alliance for Innovation.

[24] Szwarc, E., Bach-Dąbrowska, I., & Bocewicz, G. (2018, October). Competence management in teacher assignment planning. In International Conference on Information and Software Technologies (pp. 449-460). Springer, Cham.

[25] Undang Undang nomor 20 Tahun 2003 tentang sistem pendidikan nasional.

[26] Undang-Undang Dasar Repubiik Indonesia Tahun 1945.

[27] Undang-undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.

[28] Vinogradov, A. I., Savateeva, O. V., & Vinogradova, S. A. (2020). Philosophical Foundations of Education. Journal of History Culture and Art Research, 9(1), 145-155.

22 ijrdo.org
Internet

<1%

23 journal.stkipsingkawang.ac.id
Internet

<1%

24 jsss.co.id
Internet

<1%

25 lib.unnes.ac.id
Internet

<1%

26 ojs.unm.ac.id
Internet

<1%

27 repository.uin-malang.ac.id
Internet

<1%

28 myaidconference.com
Internet

<1%

● **Excluded from Similarity Report**

- Crossref database
- Submitted Works database
- Quoted material
- Small Matches (Less then 10 words)

- Crossref Posted Content database
- Bibliographic material
- Cited material
- Manually excluded sources

EXCLUDED SOURCES

scirea.org
Internet
8%

repository.uinsu.ac.id
Internet
6%

eudl.eu
Internet
5%

journal.unnes.ac.id
Internet
4%

pdfs.semanticscholar.org
Internet
4%

journal.uinsgd.ac.id
Internet
4%

garuda.kemdikbud.go.id
Internet
4%

anyflip.com
Internet
3%

dinastipub.org
Internet
3%

dinastipub.org
Internet

3%

aacc-asia.org
Internet

3%

ummaspul.e-journal.id
Internet

3%

download.atlantis-press.com
Internet

3%

substantivejustice.id
Internet

3%

substantivejustice.id
Internet

3%

ojs.udb.ac.id
Internet

2%

ejournal.staimadiun.ac.id
Internet

2%

nagaralawyers.com
Internet

2%

researchgate.net
Internet

2%

seajbel.com
Internet

2%

setneg.go.id
Internet

2%

Excluded from Similarity Report

ijere.iaescore.com
Internet

2%

files.eric.ed.gov
Internet

2%

etheses.uin-malang.ac.id
Internet

2%

allresearchjournal.com
Internet

2%

repo.unhi.ac.id
Internet

2%

journalppw.com
Internet

2%

journalppw.com
Internet

2%