



## Competence Analysis Of Equality Education Tutors In The Non-Formal Education Unit Of Community Learning Activities (SPNF SKB) Banyuasin Regency

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### ABSTRACTS

The purpose of this study was to describe the exploration of education in the Non-formal Education Unit of Community Learning Activity Center (SPNF SKB) Banyuasin Regency, with sub-competencies covering pedagogical, personality, social, and professional competencies. This type of research is descriptive with a quantitative approach. The sampling technique used saturated sampling with a total of 36 learning residents. Data collection was carried out by means of questionnaires and documentation. The results showed that pedagogical competence was classified as high with a percentage of 81%, personality competence was classified as high with a percentage of 84%, social competence was classified as very high with a percentage of 86.30%, and personality competence was classified as high with a percentage of 80.80%.

### ARTICLE INFO

**Article History:**

*Received 20 Nov 2021*

*Revised 24 Dec 2021*

*Accepted 27 Dec 2021*

*First Available online 29 Dec 2021*

*Publication Date 30 Dec 2021*

**Keyword:**

*Competence,  
Equality Education,  
Tutor.*

## 1. INTRODUCTION

Non-formal education in the Presidential Regulation of the Republic of Indonesia No. 87 of 2017 concerning Strengthening Character Education is an educational pathway outside of formal education that can be carried out in a structured and tiered manner. One form of non-formal education program is equivalence education which includes education for pursuing equality, Package A is equivalent to SD/MI, Package B is equivalent to SMP/MTs and Package C is equivalent to SMA/MA which is held through the Learning Activity Center (SKB), Community Learning Activity Center (SKB). PKBM or similar educational units. Equality education is one of the government's efforts to provide the widest possible opportunities for people who cannot continue their education due to various factors unable to continue their education (Katz, 1976). According to (Salam and Aneta, 2019), the main purpose of implementing equality education is to develop the self-potential of learning citizens which emphasizes the mastery of knowledge, skills, attitudes and professional personalities. Furthermore, (Salam and Aneta, 2019) explained that in the process of learning equality education, learning residents are assisted by tutors to understand the subject matter, tutors are responsible for guiding and teaching learning citizens, meaning that tutors have an important role in achieving learning goals, however not all tutors are able to carry out and develop learning well. In fact, learning activities are a determining factor for the success and quality of graduates (Ghufron, et al., 2017).

One of the success factors and quality of equivalency education graduates is tutors (McKnight, et al., 2016). Tutors should ideally have certain competencies which are important prerequisites for carrying out their duties and functions in equality education to achieve the expected learning objectives. In the non-formal education path, tutor is another name for teachers who should have standard competencies in accordance with the guidelines published by the (Directorate of Equality Education in 2012), covering four components, namely: (1) pedagogical competence, (2) personality competence, (3) competence social, and (4) professional competence.

Based on a preliminary study conducted by the author in the field, SPNF SKB Banyuasin was established in March 2016 and has only held equality education in 2018 until now, SPNF SKB Banyuasin currently has 13 equivalence education tutors.

Based on above conditions, equality education at SPNF SKB Banyuasin has been running for approximately 2 years, in other words it is still relatively new and tutors who teach equivalency education programs have not been teaching for so long, and the qualifications of tutors who teach have heterogeneous backgrounds, both in terms of discipline, knowledge, levels and majors and experience as well as work abilities, especially in teaching and guiding students in class, this heterogeneous condition, of course will affect the competence of a tutor in carrying out his duties, although at SPNF SKB Banyuasin once held training to increase tutor competence in in 2019, but until now there has been no research that looks at the state of the competence of equivalence education tutors at SPNF SKB Banyuasin.

Based on the description of the background above, the authors are interested in conducting research with the title "Competency Analysis of Equality Education Tutors in Non-formal Education Units of Community Learning Activity Center (SPNF SKB) Banyuasin Regency".

From the description of the background above, the formulation of the problem in this study is how to describe the competence of equivalence education tutors in the Non-formal Education Unit of Community Learning Activity Center (SPNF SKB) Banyuasin Regency.

## 2. LITERATUR REVIEW

### 2.1. Competence

A person in carrying out his duties and positions in an institution or organization (Basalamah and As'ad, 2021), so that his work can be carried out efficiently, that person must be supported by competencies related to his work, it can be said that a competent person is the main resource for an institution or organization in achieving its goals (Eilström & Kock, 2008).

(Faujiah, 2020) competence is the capacity that exists in someone who is able to make the individual able to meet the qualifications to do the job in an organization so that the organization is able to achieve the expected goals.

(Harrison and Rainer, 1992) say that competence is an individual's ability to carry out a job correctly and has advantages based on matters concerning knowledge, skills, and attitudes. Another opinion according to (Harrison and Rainer, 1992), competence is the underlying characteristic of a person who produces effective work and superior performance. While Lynn & Nixon in (Syafira, 2020) state that competence or ability consists of experience or understanding of facts and concepts, increasing skills, also teaching behavior and attitudes.

Referring to some of the opinions above, it can be explained that competence in this study is an intelligent action taken by an educator in accordance with his capacity and ability as a condition for carrying out his duties and responsibilities in an educational unit institution (McClelland, 1973).

### 2.2. Tutor

In the learning process of non-formal education, especially in equality education programs, citizens learn to understand a subject matter under the guidance of educators (Shofwan, et al., 2019). Educators are one of the important components in achieving the success of a learning process in equality education programs.

In the field of education, the term educator is someone who is qualified as a teacher, lecturer, counselor, tutor, tutor, facilitator, widiyaiswara, instructor and other terms that are in accordance with their specificity, this refers to the Law of the Republic of Indonesia Number 20 of 2003 concerning the Education System National, Article 1 paragraph 6. Generally, the term teacher is used in the scope of formal education, while in the scope of non-formal education, especially equivalence education, the term tutor is more familiar (Khunaifi & Matlani, 2019).

According to Mustafa Kamil in (Syafira, 2020), tutors in non-formal education are professional people who have the ability, competence and skills in managing the learning process. Another definition in the (KBBI, 2018) is a tutor is a person who gives lessons (guides) to a person or a small number of students (at home, not at school).

From some of the definitions above, it can be concluded that a tutor is an educator or education staff who has the task of teaching and guiding the community or learning community in obtaining knowledge and skills through non-formal education.

### 2.3. Equality Education Tutor Competencies

The implementation of non-formal education, the role of the tutor is very important to improve the quality of learning services, for that a tutor must be equipped with the

competence and motivation to improve his quality so that it will have implications for his performance.

Competence is the ability, skill, which must be possessed by an educator, as well as the competence of a tutor, namely a description of what a tutor should be able to do in carrying out his work in the form of activities, behavior and results that can be shown (Ramadani and Syuraini, 2018).

An educator, both a teacher in the formal sphere and a tutor in the non-formal sphere, has the same component of competence to demonstrate his professionalism as an educator (Sari, 2019).

Referring to Law Number 14 of 2005 concerning Teachers and Lecturers, the characteristics of professional educators as learning agents include: 1) having pedagogic competence, 2) having personality competence, 3) having professional competence, and 4) having social competence (Khunaifi and Matlani, 2019).

It can be concluded that what is meant by tutor competence is the ability that must be possessed by educators in the non-formal education environment in carrying out their duties as a profession to help learning citizens in obtaining education and teaching, these competencies are pedagogic competence, personality competence, social competence, and professional.

#### 2.4. Equality Education

Equivalence education is a non-formal education program that organizes general education programs, Package A is equivalent to SD/MI, Package B is equivalent to SMP/MTs, and Package C is equivalent to SMA/MA (Khunaifi and Matlani, 2019).

Another opinion was also expressed that Equality education is an educational service through non-formal education channels that provide opportunities for community members, especially youth who drop out of school and drop out of school at the elementary school (SD), junior high school (SMP), and high school (SMA) or equal (Sari, 2019).

It can be concluded that equality education is education that is held in a non-formal education environment, the purpose of equality education in general is to provide opportunities for people who drop out of school or drop out of school at the SD/MI, SMP/MTs and SMA/MA levels.

Non-formal Education Unit for Community Learning Activities (SPNF SKB)

We all know that non-formal education is education that is carried out outside of formal education such as elementary, junior high, high school, and college, referring to Law no. 20 of 2003 concerning the National Education System, Article 26 paragraph (4) that non-formal education consists of, community learning activity centers, course institutions, training institutions, study groups, taklim assemblies and other similar educational units. The Non-Formal Education Unit (SPNF) is a forum for various learning activities needed for the community to develop self-potential and increase knowledge, skills, and attitudes. According to (Shomedran et al., 2020) Non-Formal Education Unit (SPNF) as a source of information regarding various types of educational service programs needed by the community in increasing abilities, especially life skills which emphasizes the development of local human resource potential with a community-based education approach to improve knowledge, skills, and attitudes in economic, social and cultural fields.

Permendikbud Number 4 of 2016 concerning Guidelines for the Transfer of Functions of Learning Activity Studios to Non-formal Education Units, Learning Activity Studios (SKB) are district/city technical implementing units. The Regional Technical Implementation Unit,

hereinafter referred to as UPTD, is an element of implementing technical tasks at the Education Office at the Regency/City level.

The Learning Activity Center (SKB) is one of several forms of non-formal education institutions, several non-formal education programs such as equality education, early childhood education, life skills training, and so on that are needed by the community are educational service programs held at SKB.

In the Regulation of the Director General of PAUD and Dikmas No. 14 of 2018 concerning Technical Instructions for SPNF SKB explains that, Community Learning Activity Center (SKB) is an educational service group that organizes non-formal education programs.

### 3. METHODS

The approach used in this study is descriptive quantitative research, this was chosen because this research was measurable and directed to provide a detailed description of the state of the tutor's competence and this research was without a hypothesis, because it was stated that the hypothesis could only be made if the one being studied shows the relationship between two or more variables (Mann, 2003).

The descriptive approach is: "This descriptive research method is carried out to determine the existence of independent variables, either only on one or more variables (stand-alone variables or independent variables) without making comparisons of the variables alone looking for relationships with other variables." (Apuke, 2017).

The use of this quantitative descriptive approach is in line with the variables to be studied (Eyisi, 2016), namely focusing on actual problems and phenomena that are happening now in the form of research data in the form of numbers that have meaning. The purpose of this descriptive research with a quantitative approach is to explain a condition to be studied with reference to the study of literature so as to strengthen the research data in making a conclusion, where the research results obtained from the results of calculations and analysis of the indicators of the research variables are then explained in writing by the author.

The research population in this study were tutors who taught equality education at SPNF SKB Banyuasin and functional staff who taught in several fostered units consisting of Class II B Banyuasin Prisons, Banyuasin Narcotics Prisons, Sembawa, Muara Damai and Karang Agung Ilir consisting of 36 people. , because the population is relatively small, the sampling technique in this study is a saturated sampling technique (census). The saturated sampling technique is a sampling technique when all members of the population are used as samples (Anisya et al., 2021).

Data analysis was carried out quantitatively by calculating the percentage with the technique used descriptively to explain the phenomena that occurred. The calculation used to obtain the percentage score from the instrument that has been filled in by the tutor uses the formula:

To determine the category or type of descriptive, the percentage obtained by each indicator in the variable is then interpreted into sentences.

Furthermore, if the score has been obtained, it is consulted with the following criteria table:

**Table 1.** Percentage Descriptive Analysis Criteria

Percentage Descriptive Analysis Criteria		
No.	Percentage	Tutor Competency Criteria
1	84% - 100%	Very high

2	68% - 84%	High
3	52% - 68%	Enough
4	36% - 52%	Low
5	20% - 36%	Very low

In this study, the validity test was carried out with the help of the SPSS (Sould Product Solution Statistics) program where the analysis was carried out by comparing the value of rcount with rtable. In trials of 13 respondents in this study, a significant level of 5% or 0.05 and  $df = 13 - 2 = 11$ , then the value of rtable is 0.602 with reference if the value of rcount > rtable then the questions on the instrument are valid, and if the value of rcount < rtable then the questions on the instrument are declared invalid.

In this study, the reliability test was carried out with the help of the SPSS (Sould Product Solution Statistics) program where the analysis was carried out by reading to see the Cronbach's Alpha value. Referring to Sudjono's opinion in (Allam et al., 2020) an instrument is said to have a reliable value if the reliability coefficient is 0.70.

#### 4. FINDING AND DISCUSSION

##### 4.1. Characteristics of Respondents

In this study, the respondents were 36 respondents based on gender, age, education and years of service at SPNF SKB Banyuasin Regency which are explained as follows:

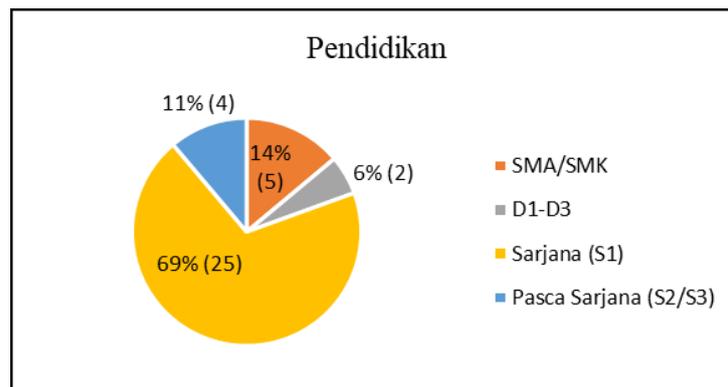


Figure 4.1. Education.

From the results of the calculation of the frequency distribution on the education of respondents, it is known that respondents graduated from SMA/SMK with a percentage of 14% or 5 people, D1-D3 with a percentage of 6% or 2 people, Bachelors (S1) with a percentage of 25% or 25 people, and Postgraduate (S2/S3) with a percentage of 11% or 4 people, it can be concluded that the respondents are dominated by bachelor graduates (S1).

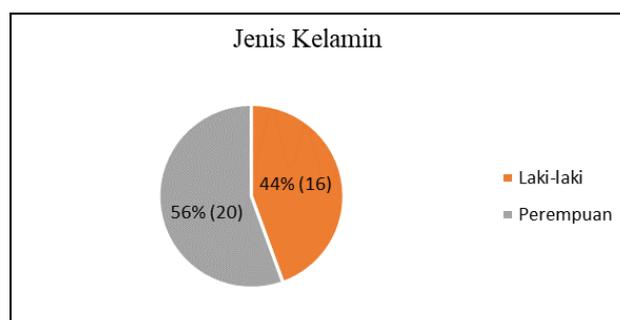
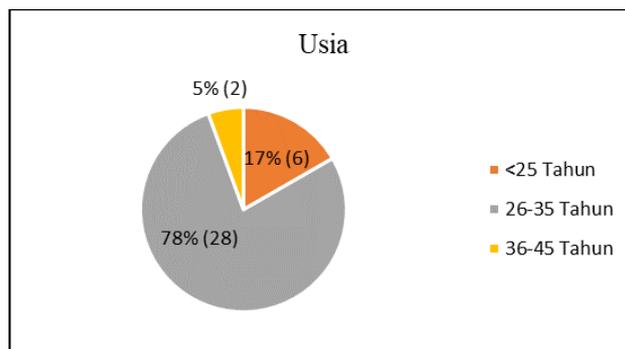


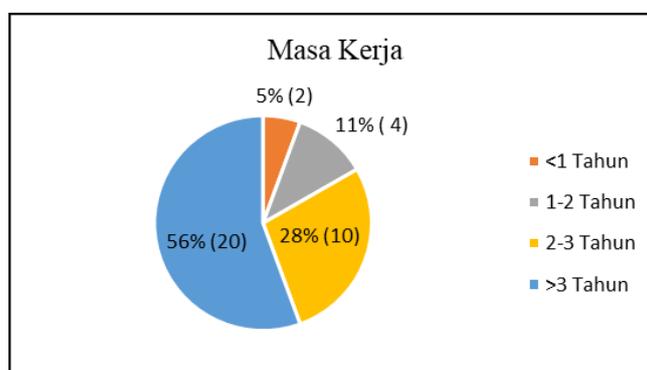
Figure 4.2. Gender.

Based on the picture above, it is known that the respondents are male with a percentage of 44% or 16 people, and female respondents with a percentage of 56% or 20 people, in other words that the respondents studied are dominated by women.



**Figure 4.3.** Ages.

The picture above shows that respondents aged <25 years are 17% or 6 people, 26-35 years are 78% or 28 people, and 36-45 years are 5% or 2 people, it is known that respondents aged 26-35 years are a group dominating age.

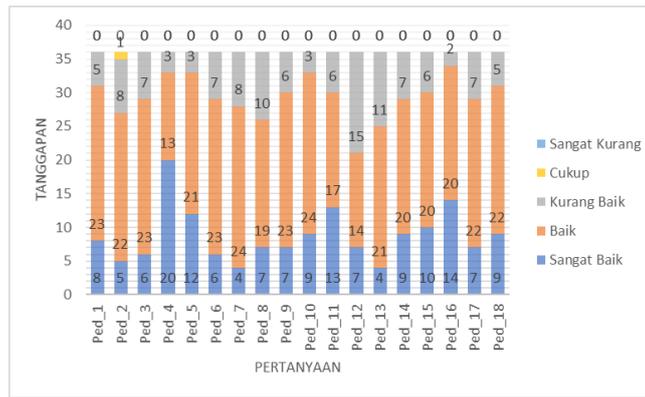


**Figure 4.4.** Years of service.

Based on the picture above, respondents with a working period of <1 year with a percentage of 5% or 2 people, 1-2 years with a percentage of 11% or 4 people, 2-3 years with a percentage of 28 percent or 10 people, and >3 years as many as 20 people with percentage 56%. It can be concluded that the tenure of the respondents in this study was dominated by more than 3 years of service.

#### **4.2. Result of the Descriptive Analysis of Tutor Competencies (Pedagogical Competence)**

To find out respondents' responses regarding their pedagogical competencies, 18 questions were given based on predetermined indicators to 36 respondents. The results of the analysis of respondents' responses regarding pedagogical competence are as follows:

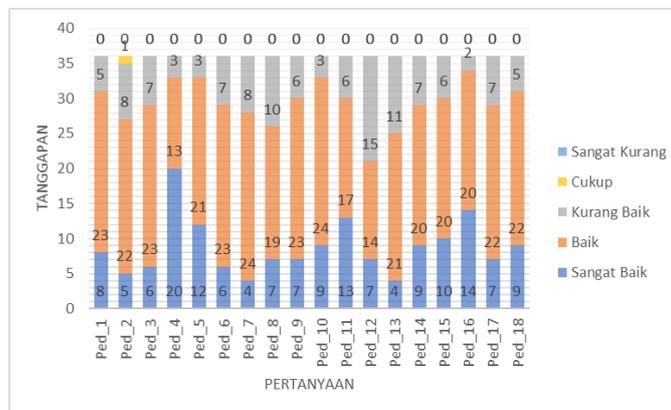


**Figure 4.5.** Pedagogical Competence.

Based on the graph above which is the result of the analysis of respondents' responses regarding pedagogical competence, the results show that of the 18 question items given to 36 respondents, the respondent's response "Very Good" obtained a score of 157 or with a percentage of 24.2%, the response "Good" obtained a score of 371 or with a percentage of 57.3%, the response "Enough" gets a score of 119 or with a percentage of 18.4%, the response "Less" gets a score of 1 or with a percentage of 0.15%, the response "Very Less" gets a score of 0 or with a percentage 0.0%. From the data above, it is known that the respondent's response to the dominant pedagogical competence is "Good".

**4.3. Result of the Descriptive Analysis of Tutor Competencies (Personal Competence)**

To find out respondents' responses to their personality competencies, 14 questions were given based on predetermined indicators to 36 respondents. The results of the analysis of respondents' responses regarding personality competencies are as follows:

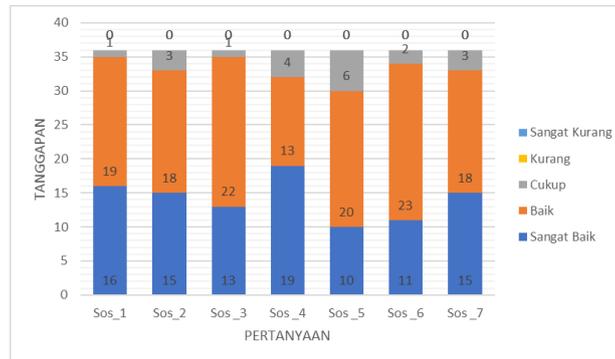


**Figure 4.6.** Personality Competence.

Based on the graph above which is the result of the analysis of respondents' responses to personality competence, the results show that of the 14 question items given to 36 respondents, the respondent's response "Very Good" obtained a score of 163 or with a percentage of 32.3%, the response "Good" obtained a score of 282 or with a percentage of 56%, the response "Enough" gets a score of 57 or with a percentage of 11.3%, the response "Less" gets a score of 2 or with a percentage of 0.4%, the response "Very Less" gets a score of 0 or with a percentage of 0, 0%. From the data above, it is known that the respondent's response to the dominant personality competence is "Good".

### 4.3. Result of the Descriptive Analysis of Tutor Competencies (Social Competence)

To find out respondents' responses to their social competence, they were given 7 questions which were arranged based on pre-determined indicators to 36 respondents. The results of the analysis of respondents' responses regarding social competence are as follows:

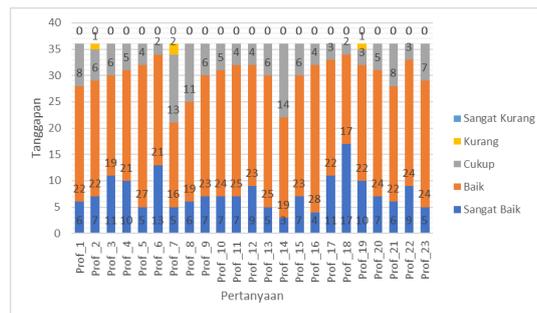


**Figure 4.7.** Social Competence.

Based on the graph above which is the result of the analysis of respondents' responses to social competence, the results show that of the 7 question items given to 36 respondents, the respondent's response "Very Good" obtained a score of 99 or with a percentage of 39.3%, the response "Good" obtained a score of 133 or with a percentage of 52.8%, the response "Enough" gets a score of 20 or with a percentage of 7.94%, the response "Less" gets a score of 0 or with a percentage of 0.0%, the response "Very Less" gets a score of 0 or with a percentage 0.0% . From the data above, it is known that the respondent's response to the dominant social competence is "Good".

### 4.3. Result of the Descriptive Analysis of Tutor Competencies (Professional Competence)

To find out respondents' responses to their social competence, 23 questions were given based on predetermined indicators to 36 respondents. The results of the analysis of respondents' responses regarding social competence are as follows:



**Figure 4.8.** Professional Competence.

Based on the graph above which is the result of the analysis of respondents' responses regarding professional competence, the results show that of the 23 question items given to 36 respondents, the respondent's response "Very Good" obtained a score of 177 or with a percentage of 21.4%, the response "Good" obtained a score of 512 or with a percentage of 61.8%, the response "Enough" gets a score of 135 or with a percentage of 16.3%, the response "Less" gets a score of 4 or with a percentage of 0.48%, the response "Very Less" gets a score

of 0 or with a percentage 0.0% . From the data above, it is known that the respondent's response to the dominant social competence is "Good".

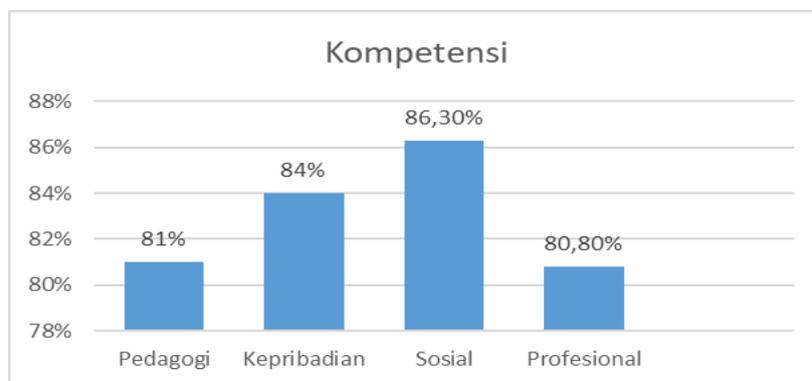
**4.4. Conclusion of Tutor Competencies Analysis Result**

After analyzing the frequency distribution of each tutor competency at SPNF SKB Banyuasin Regency which includes pedagogical competence, personality competence, social competence, and professional competence, the following conclusions are obtained by the table below:

**Table 2.** Conclusion of Analysis Result

Conclusion of Analysis Result											
No	Kompetensi	Jawaban					Total	Skor	Skor Max	Rata-rata	%
		Sangat Baik	Baik	Cukup	Kurang Baik	Tidak Baik					
1	Pedagogi	157	371	119	1	0	648	2628	3240	4,1	81
2	Kepribadian	163	282	57	2	0	504	2118	2520	4,2	84
3	Sosial	99	133	20	0	0	252	1087	1260	4,3	86,3
4	Profesional	177	512	135	4	0	828	3346	4140	4	80,8

After analyzing the frequency distribution of each tutor competency at SPNF SKB Banyuasin Regency which includes pedagogical competence, personality competence, social competence, and professional competence, the following conclusions are obtained by the figure below:



**Figure 4.9.** Conclusion of Analysis Result.

The measurement of the competency level of tutors at SPNF SKB Banyuasin Regency is carried out by taking into account 4 competency dimensions which include pedagogical competence, personality competence, social competence, and professional competence which are compiled based on predetermined indicators. After calculating all question items from each competency, the results obtained are the total score of respondents' answers, the average value of each competency, and the percentage of each competency.

Based on the conclusion data from the competency analysis of tutors presented above, it is known that pedagogical competence has an average score of 4.1 with a percentage achievement of 81%, personality competence has an average score of 4.2 with a percentage achievement of 84%, and social competence has an average score of 4.3 with an achievement percentage of 86.30%, and professional competence obtained an average score of 4 with an achievement percentage of 80.80%.

## 5. FINDING AND DISCUSSION

From the results of the analysis that has been carried out on the identities of the 36 respondents, it can be concluded that the respondents are dominated by bachelor graduates (S1), namely 69%, when referring to PP No.19 of 2005 article 29 which states that the minimum academic qualification of equivalency education tutors is D-IV or S1, so it can be said that the qualifications of tutors at SPNF SKB Banyuasin Regency are classified as already meeting the qualification standards of equivalence education tutors.

The gender of equivalence education tutors from the results of the study concluded that the majority of equivalence education tutors at SPNF SKB Banyuasin were women with a percentage of 56% or 20 people, while the tutors were male with a percentage of 44% or as many as 16 people.

The age of equivalence education tutors at SPNF SKB Banyuasin Regency from the results of the study concluded that respondents aged <25 years were 17% or 6 people, 26-35 years were 78% or 28 people, and 36-45 years were 5% or 2 people, it is known that respondents aged 26-35 years are the dominating age group.

The working period of equivalence education tutors at SPNF SKB Banyuasin Regency from the results of the study concluded that respondents with a working period of <1 year with a percentage of 5% or 2 people, 1-2 years with a percentage of 11% or 4 people, 2-3 years with a percentage of 28 percent or 10 people, and >3 years as many as 20 people with a percentage of 56%. It can be concluded that the tenure of the respondents in this study was dominated by more than 3 years of service.

Based on the results of the study, it was found that the pedagogical competence of equivalency education tutors at SPNF SKB Banyuasin Regency achieved 81% if referring to the table of criteria 3.1, it can be concluded that the pedagogical competence of tutors was high. Good mastery of pedagogic competence reflects that a tutor can master and be able to implement the substance of pedagogical competence, so that an atmosphere of educational and dialogical learning activities is achieved.

From the results of the research that has been carried out, it is found that the achievement of the personality competence of equivalence education tutors at SPNF SKB Banyuasin Regency obtains an average value of 4.2 or with a percentage of 84% if referring to table 3.1 table of tutor competency level criteria, the tutor's personality competence is classified as high. . The personality competencies of teachers/tutors are strong personal integrity, willing to develop themselves, open, able to control themselves and have interests and talents in carrying out their duties as educators. Tutors are not only required to be able to explain the subject matter well to learning residents, more than that tutors are also responsible for increasing the capacity and potential and personality qualities of learning residents, so to be able to do that, of course, tutors must have good personal competence. If it is seen from the respondents' responses to their personality competencies which obtained an average score of 4.2 from a scale of 1-5 which is relatively high, then the tutor at SPNF SKB Banyuasin Regency has a personality that is in accordance with the qualifications of equivalence education tutors required in PP No.19 of 2005.

Social competence is related to the ability of educators as part of the community to communicate and interact effectively with learning residents, fellow educators/educational staff, learning residents, and the surrounding community. The research data shows that social competence when compared to pedagogical competence, personality competence, and professional competence shows the highest percentage result, which is 86.30% in other words classified as very high, this is evidenced by the respondents' responses to questions in the questionnaire given with an average value. The average is 4.3 from a measurement scale

of 1-5, so it can be concluded that the social competence of equivalence education tutors at SPNF SKB Banyuasin Regency is able to communicate and interact effectively with learning residents, fellow educators/educational staff, learning residents, and the surrounding community.

From the results of the research that has been carried out, it is found that the achievement of the professional competence of equivalency education tutors at SPNF SKB Banyuasin Regency gets an average value of 4 or with a percentage of 80.80% if referring to table 3.1 table of tutor competency level criteria, then the tutor's personality competence is high.

## 5. CONCLUSION

Based on the results of previous research and discussion of the research that has been carried out, it can be concluded that the competence of tutors at SPNF SKB Banyuasin Regency which includes, pedagogical competence is high with a percentage of 81%, personality competence is high with a percentage of 84%, social competence is very high with a percentage 86.30%, and personality competence is high with a percentage of 80.80%.

## 6. RECOMMENDATION

Based on the conclusions from the results of the research described above, there are several suggestions that the author can convey, namely: (1) For managers of SPNF SKB Banyuasin Regency, as an effort to increase tutor competence, they should often organize training/training to increase tutor competence, then in recruiting tutors should people who have educational backgrounds that are relevant to their professions as educators, especially in equality education, so that the implementation of equality education learning activities in SPNF SKB Regency becomes more effective and better. (2) For tutors, the competence that you have is already high, but you should continue to strive to improve your abilities and potential, especially increasing your competence as educators, so that the learning process for equality education can take place more optimally which will ultimately achieve the goal. which are expected. (3) For readers/researchers, in this study the author only examines the state of the competence of equivalence education tutors in SPNF SKB Banyuasin Regency, so it is necessary to do further research on tutor competence in SPNF SKB Banyuasin Regency.

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