

THE IMPACTS OF TUTORS' COMMUNICATION PATTERN TOWARDS IMPROVING THE TRAINEES' LEARNING QUALITY AT THE WORK TRAINING INSTITUTE (LPK)

Rizal Mochammad Fadlyansyah¹, Sri Nurhayati²

^{1,2} Program Pascasarjana Pendidikan Masyarakat – IKIP Siliwangi - Jawa Barat - Indonesia

¹rizal.fadlyansyah18@gmail.com

Received: Agustus, 2020; Accepted: September, 2020

Abstract

The development of work training institutions in Indonesia with various skills is tremendous strength in supporting government policy to create Indonesia's high quality, intelligent, skilled, independent, and competitive human resources. The purpose of this study is (1) to describe communication patterns that are established by tutors/ instructors to improve the quality of learning at LPK Mekarsari; (2) To know the process of designing useful communication patterns in improving the learning quality of learners in LPK Mekarsari; (3) to know the impact of the effective implementation of communication patterns by tutors in LPK Mekarsari to the quality of trainees' learning. The theory used in this research includes the concept of communication, the concept of outdoor education, work training concept, training concept, learning quality improvement concept. The study used descriptive method with simple research design approach. Data collection techniques using interviews, documentation, and observations. Based on the research carried out, the results that the tutors' communication pattern conducted by LPK Mekarsari is assembled and has been through the process of designing a good communications pattern. Communication patterns are done directly (face-to-face) and indirectly (through communication tools), interactive and supportive, making the communication pattern organized, and trainees also actively involved. Based on the profile of graduates and achievements of trainees in LPK Mekarsari can be concluded that the communication pattern has been effective and have an impact on improving the quality of trainees' learning in LPK Mekarsari.

Keywords: Communication Pattern, Learning Quality, Work Training Institute

Abstrak

Pengembangan lembaga pelatihan kerja di Indonesia dengan berbagai keterampilan adalah kekuatan yang sangat besar dalam mendukung kebijakan pemerintah untuk menciptakan SDM Indonesia yang berkualitas tinggi, cerdas, terampil, mandiri, dan kompetitif. Tujuan dari studi ini adalah (1) untuk menggambarkan pola komunikasi yang dibentuk oleh tutor/instruktur untuk meningkatkan kualitas pembelajaran di LPK Mekarsari; (2) untuk mengetahui proses perancangan pola komunikasi yang berguna dalam meningkatkan mutu pembelajaran siswa di LPK Mekarsari; (3) mengetahui dampak dari pelaksanaan pola komunikasi yang efektif oleh tutor di dalam LPK Mekarsari terhadap kualitas pembelajaran para peserta didik. Teori yang digunakan dalam penelitian ini meliputi konsep komunikasi, konsep edukasi diluar ruangan, konsep pelatihan kerja, konsep pelatihan, konsep peningkatan mutu pembelajaran. Studi ini menggunakan metode deskriptif dengan pendekatan desain penelitian sederhana. Teknik pengumpulan data menggunakan wawancara, dokumentasi, dan pengamatan. Berdasarkan penelitian yang dilakukan, hasil bahwa pola komunikasi Tutor yang dilakukan oleh LPK Mekarsari dirakit dan telah melalui proses perancangan pola komunikasi yang baik. Pola komunikasi dilakukan secara langsung (tatap muka) dan tidak langsung (melalui alat komunikasi), interaktif dan mendukung, membuat pola komunikasi terorganisir, dan trainee juga aktif terlibat. Berdasarkan profil lulusan dan prestasi peserta pelatihan di LPK Mekarsari dapat disimpulkan bahwa pola komunikasi telah efektif dan berdampak pada peningkatan kualitas pembelajaran peserta pelatihan di LPK Mekarsari.

Kata kunci: Pola Komunikasi, Kualitas Belajar, Lembaga Pelatihan Kerja

How to Cite: Fadlyansyah, R. & Nurhayati, S. (2020). The Impact of Tutors' Communication Pattern Towards Improving The Trainees' Learning Quality At The Work Training Institute (LPK). *EMPOWERMENT: Jurnal Ilmiah Program Studi Pendidikan Luar Sekolah*, 9 (2), 270-277.

INTRODUCTION

Education institution is one of the means to build community. Educational institutions can also be said as agents of change of society, even individual or group changes. An Indonesian human being is expected to be a human being who can develop the full potential. The full human image has been formulated in Indonesian Law number 20 the year 2003 about the national education system divided into three lanes i.e., formal education, non-formal education, and informal education. Also, chapter 3 states that the national education aims to grow learners' potential to become human beings who believe and fear to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and be a democratic citizen and responsible.

School outside education is a new system in the world of education that forms and implementation are different from the school system. Outdoor education is where every opportunity where there is regular and directional communication outside the school and a person obtains information, knowledge, training, or guidance following the necessities of life. Sudjana (2010) is presented as follows: The school's foreign Education Unit includes families, groups, courses, and similar education units. In such units of education include training parlors, internship centers, counseling centers, scout movements, playgroups, nursery centers, learning activities, workshops, and educational activities in a broad sense organized by institutions and communities.

Hawawi (2005) stated that courses are mostly the process of providing assistance for workers to master special skills or improve their shortcomings in carrying out the work. The focus of its activities is to improve the working skills in meeting the demands of the most effective way of working in the present. In PP RI number 71 the year 1991 article 1 about work exercises mentioned work exercises is the whole activity to acquire, improve and develop productivity, discipline, work attitude and work ethic at a specific skill level based on the requirements of individual departments that implementation is more prioritizing practice than in theory. In the explanation of article 26 of paragraph 5 of law number 20 of 2003, it is explained that courses and training are a form of continuing education to develop trainees' ability with emphasis on mastery of skills, competency standards, entrepreneurship development, and professional personality development.

The course has a vast potential to improve the community quality of one of the courses of interest in the sewing community. Sewing courses are one of the courses of creative skills. The course's excellent course is that the processing process from the planning of the learning process until the evaluation is done well per the standards set so that the purpose of learning and processing graduates who have the appropriate competency standards.

The development of work training institutions in Indonesia with various skills is tremendous strength in supporting government policy to realize that Indonesia's human resources are quality, intelligent, skilled, independent, and competitive. (KEMENDIKBUD, 2013) Currently, the working training institution that has the parent number of Working Training Institute (NILEK) amounted to 18,827 (March 2019) The results of LPK performance assessment conducted from 2009 to 2018 recorded LPK which is performing A amounted to

183 LPK (3.5%), performing B amounted to 1035 LPK (30.5%), performing C 2,670 LPK (66%). From the total early LPK performance assessment data, LPK proven still 66% of the existence of LPK in Indonesia is still low. The low performance of the training institutes, among others, is due to lack of professional management and has not fulfilled the competency standards required by an educator as well as the lack of facilities owned by the institution and training institutions. Therefore, low-performing LPK needs reconstruction and assistance in improving their performance so the institutions can give high quality of service to the community. Government efforts that have been done in improving the performance and service of LPK to the community are by the establishment of excellent communication with the ranks of the governance represented by the regional assessment and also some associations such as HILSIH which provides information, representation, consultation, facilitation and advocacy courses, and training organizers. HILSIH is scattered throughout the city district in Indonesia.

Like HILSIH, which is in Kab. West Bandung, one of which is housing the LPK MEKAR SARI located in Padalarang village LPK MEKAR SARI tried to make effective communication that is two-way communication with HILSIH Kab. West Bandung. Like Mulyana's opinion (2013), The function of communication as social communication at least suggests that the Commissioner is vital to build the concept of ourselves, self-actualization, for survival, to gain happiness, avoid pressure and tension, among others through entertaining communication, and cultivate relationships with others. However, based on data compiled by the field of program development and employment of West Java, HILSIH shows the decline of trainees ready to work, it is also felt by one of the institutions under the construction of HILSIH Kab. West Bandung is the LPK Mekar Sari. According to the District Course assessment. West Bandung which was presented at the Learning Evaluation Program of a working training institution of SE-Kab. Bandung Barat on 08 December 2019 was presented that there is still a Tutor that is not maximal in conducting learning at the job Training Institute in Kab. West Bandung. Still, there is a rigid tutor in the process of learning to learners so that there is not some material or teaching material that is not delivered

Tutor's communication efforts to improve learners' learning quality have been ongoing, but the results are not yet known. From the background that has been discussed, researchers are interested in focusing the research on the title "Impact of communication pattern Tutor towards the improvement of trainees' learning quality in Work Training Institute (LPK)"

Communication concept

Communication is the exchange of information from the communicator and audiences so that it can be conveyed well. Excellent communication is where the component or component or the perpetrator of competitive communication is related and reacts to the whole to weigh the feedback. As according to communication, according to Suprpto (2009) In general: The word communication comes from the Latin communication, which means 'notice' or 'exchange of thought.

According to Poole (Koswara & Mulyana, 2016), communication is a multi-dimensional transaction that is influenced by various factors. In the communication group, the success of information exchange between the mentor and the target audience is an aspect that has gained significant attention. Communication within a group can be defined in much the same way as communication, in general, is a transactional process. The main difference in group communication is that the focus is specific to useful information for group members. The addition of 'group' with the definition of communication as a 'source' that allows messages

in the group (e.g., solidarity, mutual help among members of the group) is used in group cooperation and prevents divisions.

According to Jones (Pratiwi, Dida, & Asri, 2018) explains that communication strategy is not a passive process, which is oriented towards a source aimed at delivering the most appropriate message to the public or informing the public. However, the process of communication is active and involves the public. The communication strategy aims to convince public opinion to create community attitudes and behaviors. In this case, communication becomes essential to start the course of a program or activity. There are essential elements of communication that must be considered when planning a communication strategy, the communicator (source); Message Media (System); and presenter; Goals or objectives.

Definition of Learning Quality

Quality of learning is vital in the learning process where the quality of learning has the meaning as the need for which the institutional system or the organizing of education is a role to create the learning of conducive, efficient and selective for the feasibility of the lesson process. The concept of improving the quality of education is one element of the new paradigm of education management in Indonesia. The paradigm contains necessary attributes that are relevant to the needs of the graduates ' community, a conducive academic atmosphere in the organizing of courses, the institutional commitments from leaders and staff to active and productive organizational management, the sustainability of the course, and program efficiency selectively based on feasibility and adequacy. These dimensions have a very strategic position and function to design and develop a quality-oriented education business in the Future (Idris, 2014). In the context of quality education, in this case, it refers to education and educational outcomes. In the "Education process," The quality involved various inputs, such as; Teaching materials (cognitive, affective, or psychomotor), methodologies (varied according to the teacher's ability), means, administrative support, and other infrastructure and resources as well as the creation of a conducive atmosphere.

According to (Idris 2014) that quality is quality; good, bad stuff. From that sense, the quality or the qualities of education should be improved both human resources, material resources, quality of learning, and quality of graduates. From the various understandings, understanding the quality of education as educational institutions' ability to produce optimal processes, outcomes, and impacts of learning.

Conceptually, quality should be treated as a dimensional indicator that serves as an indication or indicator in professional development activities, both related to the effort of organizing the institution and learning activities in the classroom. This is necessary for the following reasons: (a) The prestige of the student, (b) The student can cooperate, (c) A joyful learning, (d) Being able to interact with other subjects, (e) able to Mengkontekstualkan learning outcomes, (f) effective learning in class and more empowering the potential of trainees, and (g) Achievement of objectives and curriculum targets.

Understanding Job Training

Training is an activity that includes the type of Nonformal education unit, work training organized by the Institute, and means all activities to acquire, improve and develop productivity, discipline, attitudes, and work ethic at a certain skill level. Kamil stated (2010) that training is the granting of an activity that contains knowledge, skills, and information to change one's life in a better direction. Non-Formal educational institutions such as the Course Institute, in general, are privately held institutions that move on improving community skills.

Work practice is the whole activity to acquire, improve and develop productivity, discipline, work attitude, and work ethic at a specific skill level based on the requirements of a specific department that implementation is more prioritizing practice than in theory. In the explanation of article 26 of paragraph 5 of law number 20 of 2003, it is explained that courses and training are a form of continuing education to develop trainees' ability with emphasis on mastery of skills, competency standards, entrepreneurship development, and professional personality development. People attend courses and training to want to get a sustainable education that can be pursued in a short time, and the results can be directly felt in everyday life. Learned skills can be utilized to 1) develop interest and talent; 2) Find a job, 3) develop a profession; 4) seeking independent (self-employed); 5) Career development; 6) To strengthen educational activities, and 7) can also to proceed to a higher level.

METHOD

The method used in this research is a descriptive method based on facts. According to Best (Darmadi, 2014), descriptive research is a research method that seeks to illustrate and interpret the object according to what it is. The location or research venue is conducted at the Working Training Institute (LPK) Mekarsari, located in Padalarang village RW 04. Location selection at LPK Mekarsari because it is one of the working Training Institute that successfully channeled the participants in both the company and self-entrepreneurship to bring a sense of wanting to know the quality of learning and communication patterns are done. Participants in this research are two managers of LPK Mekarsari, two tutors of LPK Mekarsari, and 11 learners LPK Mekarsari.

Data collection techniques are observations, interviews, documentation. This observation is to collect data in the field on how the impact of communication patterns tutor on the improvement of learners' learning quality. Structured interviews are used as data collection techniques when researchers or Data collectors know what information to obtain. The Data of the documentation taken is the profile of the institution of LPK Mekar Sari and some field documents at the time of research conducted. Data analysis is done using the triangulation method.

RESULTS AND DISCUSSION

Results

Based on observations, interviews and documentation studies obtained results on the effectiveness of communication patterns established by tutors to improve the quality of learning, the process of designing useful communication patterns in improving the learning quality of trainees, and the results of the implementation of active communication pattern by tutors in LKP Mekarsari.

1. The effectiveness of communication patterns that are woven by tutors to improve the quality of learning.

From the interview, trainees stated that they love to communicate and often communicate with tutors or managers. The reason for learners growth of the curiosity of communicating a student is a considerable sense of ignorance in the world of sewing especially when learners start to get a constraint in the learning process, and surely learners do not hesitate to communicate with tutors or managers of LPK Mekarsari and indeed most of the things that are not understood in the problem of sewing practice. Regarding the learning provided by tutors, learners feel very satisfied that by being able to quickly receive the materials provided by the Tutor, proven 85% of learners are very satisfied with the learning provided by tutors, especially on practice

activities. The Tutor has successfully done good learning to the trainees to improve the learning quality of trainees is proven 9 out of 11 people answered on the scale above 8. The Tutor can show good communication quality to trainees and easily understood by the trainees. This indicates that the Tutor LPK Mekarsari managed to communicate well with the interviews; eight people answered thoroughly, and three people answered very well.

There are some obstacles in communing with tutors, but they can still be overcome and still under control. As for these constraints occur in current online learning, where a tutor's contact can not be contacted or slow response, but in the practice of face to face with no problems at all. The learning provided by the Tutor is very well-suited to the procedure, judging by the overall outcome of learners who answer "accordingly," and none of the learners feel inappropriate. Trainees still rarely consult with tutors when outside of the lesson hours unless there is difficulty in learning poorly understood. The tutors at LPK Mekarsari are focused on improving the quality of learning of trainees evidenced by 11 learners nine, answering communicating about learning alone. The tutors at LPK Mekarsari have successfully conducted interactive learning for trainees to increase the quality of student learning.

2. The process of designing useful communication patterns in improving trainees ' learning quality

Communication patterns that are carried out in the learning process are directly face to face and indirectly through media or communication tools. The obstacles faced by tutors in interacting with learners are that when learners do not enter and are challenging to give input. While for consultation services outside lesson hours, tutors will serve according to the conditions when learners ask for opinions. Tutors think that interactive communication with learners is directly or face-to-person with learners. Tutor keep seeks to improve the quality of learning, namely by directly or face-to-face or online or indirect approach.

3. The impact of the effective implementation of communication patterns by tutors on improving trainees ' learning quality

Based on the interview results, the manager has known that DUDI has accepted 735 trainees in the last five years. Adapuntarget LPK Mekarsari to channel trainees who are ready in the past year as many as 200 participants. Some achievements that have been achieved by the trainees and tutors during the learning activities at LPK Mekarsari is the best participant of the provincial level both participants and instructors. One successful learning process is that the organizer often conducts communication, mainly when the learning activities occur. There are almost no obstacles faced by tutors and learners during the study, but the learners are on the way to delivering material due to heterogeneous participants. The solution that the maintainers do if there are complaints on trainees or tutors is the mentoring and distinctive delivery of trainees, and the Tutor is also included for the trainees to be held learning evaluation. The pattern of communication formed against tutors and learners is an organized communication pattern where all can communicate, for example, through WhatsApp media.

Discussion

Communication is undoubtedly essential for life, especially in terms of learning activities, where communication is an interaction between two or more people in it, either directly face to face or not. In that case, there are specific patterns that are woven in a group or the person who performs the communication. Communication established in LPK Mekarsari, especially in improving the quality of learning, is quite good, judging by the results of interviews with trainees where the constraints in learning communication are still minimal. The quality of practical and interactive learning provided by tutors makes it easy for learners to understand

the material in each lesson activity. Tutors provide learning following the procedures and learners who lack understanding the material inquire directly with the tutor. It is related to Koswara & Mulyana (2016) that communication processes are multi-dimensional transactions that are influenced by various factors. In the communication group, the success of information exchange between the mentor and the target audience is an aspect that has gained significant attention.

To improve the quality of learning needed appropriate and effective communication. To increase the Motivation of the student spirit so that the learning outcomes can be satisfactory. According to Suryana (2012), Motivation is a psychological process that reflects the interaction between attitudes, needs, perception, and decisions that occur in oneself. Raising and maintaining their Motivation requires cooperation and patience and the pressures of all parties. Motivation is essential to improve the learning quality of learners. LPK Mekarsari Park Designing an effective communication pattern to improve the quality of its learning. From the results of interviews with the tutoring of communication, patterns are direct and indirect (through communication tools). In learning, tutor LPK Mekarsari directly approaches (face-to-face) and indirect or remote communication (online). Tutor of LPK Mekarsari serves the trainees outside the lesson hours where the tutor communicates indirectly through communication media to answer still every obstacle, consultation, and also the opinions asked by the learners.

According to Pratiwi, Dida, & Sjafirah (2018), in order to establish effective communication, necessary action that the target Attention stage (attention) shows the real benefits or specific value to get the attention of the Interest communication target. To build attention target through an advanced explanation about those benefits logically and emotionally Desire (desire) to build wishes by providing additional support details and answering potential questions (action) to motivate to take the next step through closing with exciting activities to take action.

The work training institutions involved in the study of school outside education are necessary for the community as an intermediary so that the public's ability can also help them find work. The institution is very attentive to the graduates who will be placed work from the quality. In the education system outside the school itself, that moves outside the formal field to create regular communication to develop participants' abilities in the common purpose. This is explained in Rukanda, Nurhayati & Ganda (2020) outside school education is a process of education/learning that occurs outside education and school education system (formal) in it is regular and directed communication, where a knowledge, training or guidance following the aim of developing skill level, attitude and values and remain directed.

CONCLUSION

Communication patterns established in the LPK Mekarsari in improving the quality of learning go well, judging by the results of interviews with trainees who mostly replied that communication with the tutor went well, where there are obstacles that can be directly asked by the tutor. Useful communication patterns, Of course, must be well-planned from learners and maintainers tutors. The efforts of communication patterns conducted by tutors to trainees in LPK Mekarsari are executed directly and indirectly or through communication tools.

In preparing ready-to-work graduates, course institutions need to prepare with maturity. The implementation of the communication pattern of LPK Mekarsari has been well seen from the many graduates of 735 trainees in the last five years received by DUDI. The achievement of LPK Mekarsari achieved enough to prove that the institute is running good learning because

the communication pattern is assembled well. Managers interact directly with tutors and participants often, knowing the constraints in the field. Managers are also responsible for trainees' complaints to produce organized communications. Researchers are then hoping to explore potential or problems further to develop job training institutions other than communication patterns in improving the learning quality of trainees.

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