

Implementing The Addie Model For UT's Tutor Training Program Development

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Abstract

This research aims to study the development of tutor training program in Universitas Terbuka (UT) using research and development method. This research is a necessity considering UT's tutor training program will be implemented widely in its 37 Regional Office of UT. This training program is a new program developed as an improvement of the previous model. UT's Tutor Training Program aims to improve tutor's performance in holding face-to-face tutorials. Development of UT's Tutor Training Program applies ADDIE Instructional Model, which consists of several phases: 1). **Analysis**: analysing evaluation result of the previous training program mode and analysis of tutors' competencies, 2). **Design**: formulating objectives or supporting competencies, arranging curriculum and training program strategy, arranging assessment for pretest and post test, 3). **Development**, develop the program book, materials, media, and guidance for participant and instructors 4). **Implementation**: implementating of training for trainers, and tutor training program in 37 UT's Regional Offices, 5).**Evaluation**: performing formative evaluation in every phase of development for improvement. This research is done by collecting document and data, making documentation, recording, and performing surveys in every developmental phase. The result of this research and development is UT's Tutor Training Program, which is proposed to the head of Universitas Terbuka for consideration.

Keywords: ADDIE Model, Tutor, Training Program.

Introduction

Universitas Terbuka has a Tutor Training Program that has been developed since 1996. On the course of its implementation, the program is continuously evaluated and improved. Tutor Training Program Evaluation is performed since mid 2013. The recommendation from the evaluation resulted in UT's head policy, such as: 1). Starting 2014, Tutorial Kit is not developed by tutors anymore, but by faculty members, 2). The tutor training program is advised to focus on training tutors' skill in performing tutorial, 3). Development of new tutor training program is needed, 4). The new training program should start in 2014.2.

Development of UT's 2014 Tutor Training Program refers to ADDIE (Analysis, Design, Development, Implementation, and Evaluation) Instructional Design Model (Branch, 2009). ADDIE model is a series of phases, in which every phase results in a product which then become a base to perform the next phase. (<http://www.learning-theories.com/addie-model.html>; 2014).

Table 1: ADDIE MODEL (Branch 2009)

C o n c e p t	Analyze	Design	Develop	Implement	Evaluate
	Identify the probable causes for a performance gap	Verify the desired performances and appropriate testing methods	Generate and validate the learning resources	Prepare the learning environment and engage the students	Assess the quality of the instructional products and processes, both before and after implementation

C o m m o n P r o c e d u r e s	1. Validate the performance gap	7. Conduct a task inventory	11. Generate content	17. Prepare the teacher	19. Determine evaluation criteria
	2. Determine Instructional goal	8. Compose performance objectives	12. Select and develop supporting media	18. Prepare the student	20. Select evaluation tools
	3. Confirm the intended audience	9. Generate testing strategies	13. Develop guidance for the student		21. Conduct evaluation
	4. Identify required resources	10. Calculate return on investment	14. Develop guidance for the trainers		
	5. Determine potential delivery systems		15. Conduct formative revisions		
	6. Compose a project management plan		16. Conduct a pilot test		
	<i>Analysis Summary</i>	<i>Design Brief</i>	<i>Learning Resources</i>	<i>Implementation Strategy</i>	<i>Evaluation Plan</i>

The above matrix is Common Instructional Design Procedures Organized by ADDIE (Branch, 2009), which act as a reference in developing UT's 2014 Tutor Training Program. However, in its course, development steps referring to Dick and Carey's Instructional System Design Model is also performed.

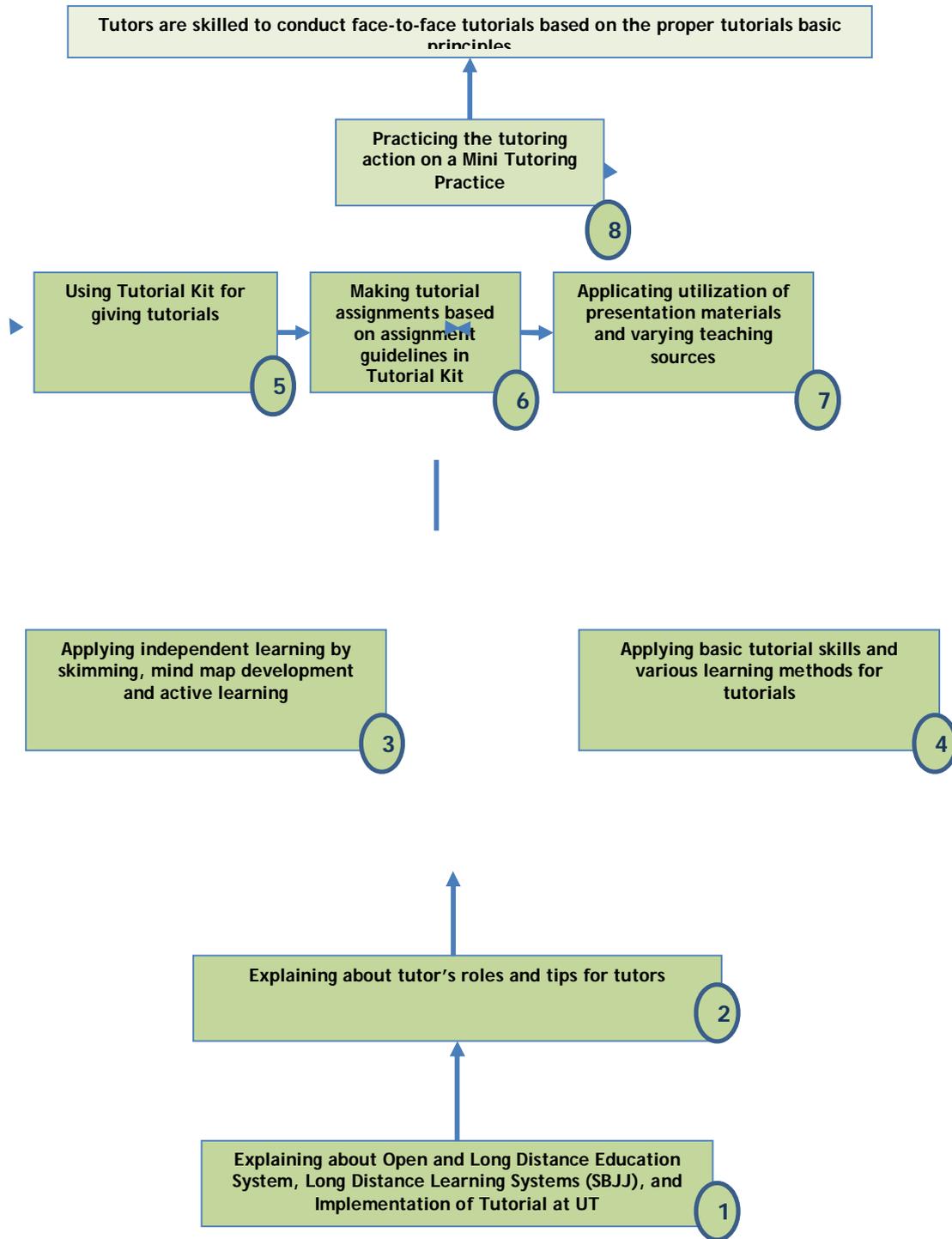
Analysis

In the analysis phase, the instructional problem is clarified, the instructional goals and objectives are established and the learning environment and learner's existing knowledge and skills are identified (www.instructionaldesigncentral.com/2014). In line with that, one of the goal of the previous tutor training program, tutor is trained to develop Tutorial Kit that consists of tutorial, exercise, and presentation planning, and tutorial model application. Evaluation result from previous tutor training program sees a necessity in improving tutors' skill in giving tutorials (PAU-PPI Litgasis, 2014). UT's tutorials is a process of giving study assistance from tutors to students. UT's tutors are lecturers from state or private universities, and also practitioners, which is why the skills possessed in giving tutorials varies. Based on that reason, tutors need a training to be able to be skilful in giving study assistance for students. Branch (2009) the purpose of the analysis is to identify the probable causes for a performance gap. Based on evaluation's recommendation, UT's Tutor Training Program goal is "after doing UT's Tutor Training Program, tutors as participants of the training program will be able to improve their skill for performing tutorial, based on the right principles of tutorials".

After setting the goal which is also the expected competence from the participants after the training program, the next phase is to do a instructional analysis. This phase helps to formulates objectives that supports goal. According to Dick and Carey, "An instructional analysis is a set of procedures that, when applied to an instructional goal, results in the identification of the relevant steps for performing a goal and the subordinate skills required for a student to achieve the goal". The product of this phase is Competencies Structure.

In this analysis phase, we also 1). Identified required resources, by making a resource and potential map from every Regional Offices, 2). Determined potential delivery, by asking every Regional Offices of UT to propose a date for holding the training program, and 3). Composing a project management plan by doing socialisation, recruitment, and proposing budget. Competencies Structure is made as a way to correctly identify learning steps in training program. The illustration of Competencies Structure is as follow:

Diagram 1: Structure of UT Tutor Training Program Competencies (PAU-PPI Litgasis, 2014)



Design

The purpose of the design phase is to verify the desired performances and appropriate testing methods. Upon completion of the design phase, you should be able to prepare a set of functional specifications for closing the performance gap due to lack of knowledge and skill (Branch, 2009). Therefore, based on Competencies Structure of training program conducted 1). Identified objectives that must be achieved to support the goal, 2). Identified materials, and 3). Determined training strategy. All of them described in the training program outline. The outline of the training program was developed as a way

for developers to create the program with implemented system approach. The outline shows the systematics of objectives, materials or topics, and training strategies are implemented to achieve the objectives. Including the allocation of time, resources, and tools needed.

In the process of research and development, the outline has been validated through a review by experts in the field of instructional design, and senior tutors. This process is conducted through one-to-one, small group review, and sanctioning, to obtain expert judgment (Dick, Walter., Carey, Lou., and Carey, James O., 2009). The instrument that used to review is the review guidelines.

Table 2: The UT's Tutor Training Program Strategy (PAU-PPI Litgasis 2014)

No	Objectives	Topics	Strategy
1.	Explaining concepts of Open Distance Learning (ODL), and UT Tutorial Conducting	Orientation about ODL and how applied in UT	For 2 hours, material about ODL and how applied in UT is discussed by doing discussion, giving example, and question answering
2.	Applying independent learning principles by implementing the fast reading, concept mapping, and active learning principles	Several study principles in ODL implementation	For 2 hours, material about effective Independent Learning is discussed with participants, while also simulating fast reading and concept mapping so that tutors can apply it to students
3.	Applying tutorial basic skills and various education methods in tutorial activities	1). Tutorial skills 2). Tutorial methods	For 2 hours, participants are encouraged to a discussion, and practicing to apply basic tutorial skills. For 1,5 hours, material about various education methods is discussed and simulated effectively
4.	Using Tutorial Kit in tutorial activities	1). What is and why use tutorial kit 2). How to download and use tutorial kit	For 2 hours, participants are guided to open UT's website, to download the tutorial kit, and discuss what is, why use, and how to use tutorial kit
5.	Making tutorial exercises based on exercises design in tutorial kit	Exercises Design	For 2 hours, participants are guided to see the exercises design in tutorial kit, to discuss about various type of tutorial exercises and rubrics. For two hours, participants are guided to make 3 tutorial exercises based on exercises design
6.	Applying use of presentation materials and other learning resources	The Use and of Presentation Materials and Learning Resources	For 1,5 hours, participants are guided to use presentation materials, and to download other learning resources form the internet until saving it. 1 or 2 participants are given the chance to practice

No	Objectives	Topics	Strategy
7.	Practicing tutorial activities in Micro Tutorial Practicing	Micro Tutorial Practicing	For an hour, participants are given a briefing to do a Micro Tutorial Practicing, and for 6 hours they have to practice the skills to perform a tutorial activities by applying tutorial principles, methods, and basic skills

Development

Angiah L. Davis a Librarian, wrote about the experience of developing Information Literacy Instruction in the article "Using Instructional Design Principles To Develop an Effective Information Literacy Instruction: The ADDIE Model" Ia menyatakan, in development phase you are going to build your learning content, learning assignments, and assessment. You will also need to identify which technologies should be chosen to enhance your learning experience. Storyboards are used and help create a sample of the instruction module (<http://www.acrl.org/2014>). In line with the statement, Leshin and Reigeluth (1992), that the development stage is the actual creation (production) of the content and learning materials based on the Design phase. The purpose of the Develop phase is to generate and validate selected learning resources. Upon completion of the Develop phase, you should be able to identify all of the resources that will be needed to undertake the planned episodes of intentional learning. By the end of the Develop phase, you should also have selected or developed all of the tools needed to implement the planned instruction, evaluate the instructional outcome, and complete the remaining phases of the ADDIE instructional design process, Branch (2009). In the development of UT's Tutor Training Program as well, the Development phase is done by developing 1). Guide for Implementation of UT's 2014 Tutor Training Program, 2). Training Program package, which consists of 10 Topic, 3). Presentation sources, dan 4). Other supporting tools. In their development, those materials are reviewed by their content and their language by experts in education and Indonesian language.

Implementation

During implementation, the plan is put into action and a procedure for training the learner and teacher is developed. Materials are delivered or distributed to the student group. After delivery, the effectiveness of the training materials is evaluated (Leshin, 1992). In the development of UT's Tutor Training Program, in implementation phase, the material is already been ensured to be ready to be used by instructors, participants, and maintainers. The implementation of UT's Tutor Training Program refers to the guide book of Implementation of UT's Tutor Training Program, since that book contains the curriculum, including schedule, guidance for instructors, participants, and maintainers. Those guidance informs about prerequisite of instructors and participants, recruitment, preparations that are needed to be done by instructors and participants, and rules for both instructors and participants during the training program. This is in line with the purpose of the implementation phase stated by Branch (2009), the purpose of the Implement phase is to prepare the learning environment and engage the students. The common procedures associated with the implement phase are to prepare the teacher and to prepare the student. Upon completion of the Implement phase, you should be able to move to the actual learning environment where the student can begin to construct the new knowledge and skills required to close the performance gap. In this matter, the trainers as facilitators has to compile a training plan for every topic that will be taught, which consists of goal, scope of the topic, training strategy, and content.

In the development of UT's Tutor Training Program, Implement phase also includes preparation of trainers in Training for Trainers. To get information about training program, a pretest and post test will

be performed to test participants' skill in doing the training program. The development of the tests refers to the Competence Structure test.

Evaluation

As a program developer, it is interesting to know the information about the quality of the product of the process air the program that we have developed. The purpose of the Evaluate phase is to assess the quality of the instructional products and processes, both before and after implementation. The common procedures associated with the Evaluate phase are associated with determining the evaluation criteria, selecting the proper evaluation tools, and conducting evaluations (Branch, 2009). In this case, the result of pretest and post tes can be an input for the developer about whether the expected competences of the participants are reached. During the implementation of the program, observation will be done to the implementation in general, and the participants in mini tutorial practice. To do so, observation instruments are needed.

Research and Development Method of UT's 2014 Tutor Training Program Development

The following table is an illustration of research and development method from UT's 2014 Tutor Training Program. This table shows the developmental and research phases which implements ADDIE Instructional Design Model. Every phases will shows things that are done in the development and research.

Table 3: Research and Development UT's Tutor Training Program Development

No	Step	Development	Research	Method	Instrument
1.	Analysis	Development of Competence Map of 2014 Tutor Training Program	<ol style="list-style-type: none"> 1. Analysis of recommendation from evaluation of previous tutor training program 2. Analysis of tutors' need of training program 3. Analysis of tutors' competence 	<ol style="list-style-type: none"> 1. One-to-one 2. Focus Group Discussion (FGD) in small group 3. Sanctioning in big group which consists of heads and policy makers 4. Doing improvement based on sanctioning result 	Guidance for FGD and sanctioning.
2.	Design	<ol style="list-style-type: none"> 1. Compilation of Special Competence 2. Compilation of training program's Curriculum and strategies 3. Arrangement of assessment instrument for pretest and post test 	Analysis of competence's consistency and conformity with material identification and training program's strategy	<ol style="list-style-type: none"> 1. Review by experts in curriculum subjects, education, and long distance education 2. Assesment instrument validity construct 3. Recording 	Review Guidance

No	Step	Development	Research	Method	Instrument
3.	Development	Material, presentation sources, and worksheet development	Analysis of consistency and adequacy of the content with expected competence	1. Review by experts in curriculum subjects, education, and long distance education 2. Review by experts about material readability	Review Guidance
4.	Implementation	Training program implementation for: 1. Training for Trainers 2. Training program for tutors from UT's 37 UPBJJ, 2 tutors each	Analysis of training program implementation	1. Survey 2. Observation 3. Reality analysis 4. Analysis of the result of pretest-post test	1. Questionnaire for survey 2. Assessment instrument for pretest-post test
5.	Evaluation	Application of tutors' skills in tutorial	Analysis of tutors' performances in mini tutorial practice (micro teaching)	Observation of tutorial practice	Observation Guidance

This research and development will be done during 2014. At this moment it is entering the material guidance, and instrument development. According to review and sanctioning result that has been done in design phase, there are suggestions that: 1). Tutors' competence as participants of training program has been stated operationally, and it is measurable and the result can be observed, 2). Material identification has already been accurate and conforming to the need of tutors, 3). Program's strategy is very accurate, but the implementation will take quite a long time, 4). The length of the time used should consider the cost of the training program and the time of the tutors who have to leave their main duty, 5). There is consistency between material, strategy, and expected competence.

Conclusion

The development of UT's Tutor Training Program will be acted upon the plan that has been agreed on.

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