

The Influence of Learning Process Effectiveness on Expertise Quality Improvement In Educational Institutions of Pontianak

(A Case Study on Economics Faculty, Muhammadiyah University of Pontianak)

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Abstract. The purposes of this research are to figure out the influence of learning process effectiveness on expertise quality improvement in educational institutions of Pontianak and to evaluate students' expertise quality Improvement on Human Resource Management through integrated learning that they eventually meet the prominent job requirements, are able to complete the learning process on time, have employment competitiveness, and are creative to create new job opportunities. The method of this research uses a descriptive-qualitative technique of analysis which consists of multiple regression and hypothetic testing, including four independent variable, *such as* Learning Process Planning (X1), Learning Implementation (X2), Learning Evaluation (X3), and Learning Process Supervision (X4) and *dependent* variable of Expertise Quality (Y). Data are collected using is survey technique as primary and secondary data. The research samples are 322 students (the samples are collected using *slovin* formula with $e = 10\%$ and a *random sampling technique*). The research result shows learning process effectiveness has a close relationship with management expertise quality improvement on Human Resource Management Competence, with a total value of 0.649 (based on the correlative coefficient value); while simultaneously showing that there is a positive and significant influence, with the value of 25.72 and significant level of 0.045; and partially has only a positive and significant influence on indicators of learning process planning with the value of $2.085 > 1.667$ and significant level of $0.039 < 0.05$, while that of learning implementation with the value of $1.884 > 1.667$ and significant level of $0.047 < 0.05$.

Keywords: effectiveness, expertise quality, learning process planning, learning implementation, learning evaluation, learning process supervision

I. INTRODUCTION

Education within an educational institution is a process involving several elements related each other including educational institutions, instructors (teachers/lecturers), learning participants (students), learning materials, as well as infrastructures and facilities. Those educational elements are expected to be able to create a qualified education through learning processes. Learning is an interaction process between students, teachers/lecturers, and learning sources within a learning environment. In order to create a good process of obtaining knowledge, competence formation, and qualified Human Resources, an effective and sophisticated learning plan, implementation, evaluation, and supervision should be made by an educational institution.

The statistical data of West Kalimantan generally states that the total workforces in 2015 reach 2.370 million people, comparing to those in 2014 of 2.369 million people. The total working population decreases as much as 52 thousand people comparing to those in 2014, while the unemployment people increase by 2.53 percent. In this case, the open unemployment level with university graduates reaches 2.69 percent while with Diploma graduates are 11.09 percent in 2015. Employment absorption is still dominated by employees with elementary education or less by 52.67 percent; while those from higher education (university/diploma) graduates is only 5.36 percent, (kalbar.bps.go.id).

The structure of job opportunities generally experiences changes from time to time, in which agricultural, trading, and service sectors have higher contributions on employment absorption. There are nine

categories of main job opportunities in West Kalimantan, including Agriculture; Plantation; Forestry; Hunt and Fishery, Mining and Excavation, Industry, Electricity; gas and drinking water, construction, Trading; restaurants and accommodation services, Transportation; warehousing and communication, Financial Institutions; leasing businesses and services, societal, social, and individual services. Those nine major job categories are classified into 2 working activities: formal dan non-formal. The formal jobs include labors and staffs while the informal ones are those on entrepreneurship.

The purpose of this research is to figure out the influence of learning process effectiveness on expertise quality improvement in Educational institutions of Pontianak (a case study on Economics Faculty, Muhammadiyah University of Pontianak) and to evaluate the students' expertise quality improvement on Human Resource Management Competence, through the integrated learning process, that eventually they have management expertise quality based on those prominent job requirements, are able to complete the learning processes on time, have employment competitiveness, and are creative to create job opportunities.

The hypothesis of this research is that learning process effectiveness influences the expertise quality improvement in educational institutions of Pontianak or $H_a \neq 0$.

II. METHODS

This research is designed using descriptive analytical and statistical techniques with a multiple regression, classic assumption as well as hypothetical testing. Data are collected using a survey technique as primary and secondary data. The research samples are students at the academic year of 2014/2015, or those taking courses in semester II, after passing previous courses of Basic Management, with a total student of 178 (samples are collected using *slovin* formula with $e = 10\%$ and random sampling technique).

The Operating variables of this research include Learning Process Planning (X1), Learning Implementation (X2), Learning Evaluation (X3), Learning Process Supervision (X4) and Expertise Quality (Y); with an ordinal measuring scale. The research model is as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + e$$

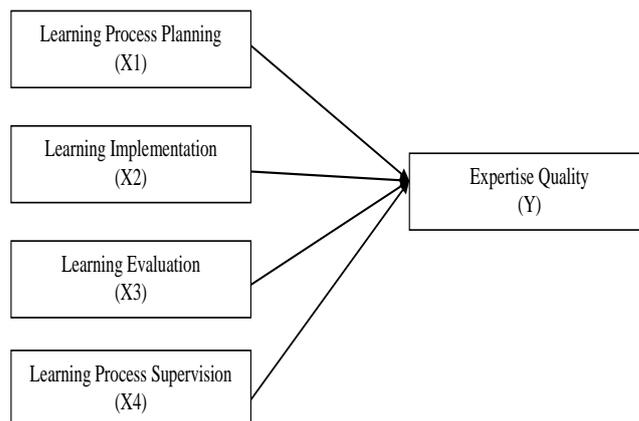


Fig. 1 The research of designed model

III. RESULT AND DISCUSSIONS

The research analytical results show that the research data have a normal distribution, with the value higher than the significant level by 0.179.

Table 1.
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		76
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	.4932118
Most Extreme Differences	Absolute	.257
	Positive	.257
	Negative	-.227
Kolmogorov-Smirnov Z		2.240
Asymp. Sig. (2-tailed)		.179

a. Test distribution is Normal.

b. Calculated from data.

Learning process effectiveness has a close relationship with management expertise quality improvement on Human Resource Management Competence, with the obtained value of 0.649. It means that there are other factors influencing students' competence improvement on Human Resource Management as much as 35.1%. The research results are shown on Determinant Coefficient Value (R^2).

Table 2.
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.806	.649	.623	1.63996

- a. Predictors: (Constant), Learning Process Planning, Learning Implementation, Learning Evaluation, Learning Process Supervision
- b. Dependent Variable: Expertise Quality

Based on simultaneous testing (F testing) the learning process affectivity has a positive and significant influence on management expertise quality improvement on Human Resource Management Competence. F_{ount} of this research is 25,72, with a significant level of 4.5%. It means that the value of $F_{\text{count}} > F_{\text{table}}$ ($25.72 > 3.04$), while the significant level is $0.045 < 0.05$.

Table 3.
ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	273.479	4	68.370	25.722	.045 ^b
1 Residual	147.921	71	2.689		
Total	421.987	75			

- a. Dependent Variable: Expertise Quality
- b. Predictors: (Constant), Learning Process Planning, Learning Implementation, Learning Evaluation, Learning Process Supervision

Based on partial testing (t test) learning process effectiveness in improving management expertise quality on Human Resource Management Competence is as follows:

1. Learning process planning has a positive and significant influence. t_{count} of this research is 2.085, with a significant level of 3.9%. It means that the value of $t_{\text{count}} > t_{\text{table}}$ ($2.085 > 1.667$), while the value of significant level is $0.039 < 0.05$. In this case, learning process planning in those educational institutions has already been conducted and implemented on teaching-learning processes, with Learning Administration Unit (*Satuan Administrasi Pengajaran/SAP*) and Learning Guidelines (*Garis-garis Besar Pedoman Pengajaran/GBPP*) which are highly supportive to improve students' competence that those eventually are taking Human Resource Management Concentration.
2. Learning implementation has a positive and significant influence. t_{count} of this research is 1.884, with a significant level of 4.7%. It means that the

value of $t_{\text{count}} > t_{\text{table}}$ ($1.884 > 1.667$), while the value of significant level is $0.047 < 0.05$. In this case, learning implementation in the educational institution has also been well implemented. The lecturers, before starting the lectures, have first reviewed the previous materials that have been given in the previous meetings, then continue with the new materials, and provide questions and answers sessions or assignments as the closing of each meeting.

3. Learning evaluation does not have influence yet significant. t_{count} of this research is 0.811, with a significant level of 3.2%. It means that the value of $t_{\text{count}} < t_{\text{table}}$ ($0,811 < 1,667$), while the value of significant level is $0.032 < 0.05$. this learning evaluation consists of Mid Semester Test, Final Semester Test, Assignments, and attitude evaluation. However, the implementation of learning evaluation has not been implemented by lecturers as materials to make a learning evaluation progress report, yet only as evaluation report that learning processes may not be improved for the next semesters.
4. Learning Process Supervision does not have influence and is not significant. t_{count} of this research is 0.207, with a significant level of 12.3%. It means that the value of $t_{\text{count}} < t_{\text{table}}$ ($0.207 < 1.667$), while the value of significant level is $0.032 < 0.0123$. In this case, learning process supervision including discussions, exercises, and consultation or counseling has not been implemented in these educational institutions. The supervisory activities are made by the Academic Guardian Lecturers (*Dosen Pembimbing Akademik/PA*) and Head of Study Program that expertise quality development has not been supported in those educational institutions. Thus, students interested in Human Resource Management Concentration are directed and supervised by the Academic Guardian Lecturer and Head of Study Program at the first Semester and after taking the courses.

Table 4.
Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	Sig.
	B	Std. Error	Beta	
(Constant)	5.653	1.870	2.350	.000
1 Learning process planning	.327	.168	.210	2.085

Learning implementati on	.017	.140	.051	1.88 4	.04 7
Learning evaluation	.041	.151	.097	.811	.03 2
Learning Process Supervision	.055	.045	.044	.207	.12 3

a. Dependent Variable: Expertise Quality

There are many other factors influencing learning process effectiveness to improve management expertise quality on Human Resource Management Competence, including motivation, either possessed individually or based on habits responding to a particular situation, information, academic knowledge, expertise, competence, and others. Eventually, when the students are required to choose a concentration at the final semesters, they will not face problems as the concentration they choose may support their expertise quality improvement.

IV. CONCLUSION

Learning process effectiveness has a close relationship with management expertise quality improvement on Human Resource Management competence, with the obtained value of 0.649, based on the value of determination coefficient (R^2). Educational institutions are expected to support teachers/lecturers to improve the management expertise quality on the existing competencies, by expertise concentration determination at the final semesters supported by the scores of competence related courses taken in the previous semesters.

Simultaneously, learning process effectiveness has a positive and significant on management expertise quality on Human Resource Management Competence, with the value of 25.72 and a significant level of 0.045.

However, partially, a learning process effectiveness influences management expertise quality improvement on Human Resource Management Competence, include Learning Process Planning with the value of 2.085 > 1.667 and a significant level of 0.039 < 0.05 as well as Learning Implementation with the value of 1.884 > 1.667 and a

significant level of 0.047 < 0.05. Meanwhile, Learning Evaluation and Learning Process Supervision does not have influence and is not significant.

In this case, the educational institution is expected to participate in improving management expertise quality on the existing competencies, by expertise concentration determination at the final semesters supported by the scores of competence related courses taken in the previous semesters.

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