

The Effect of Infrastructure Management and Tutor Recruitment on The Quality of Community Learning Activities Center (CLAC) Graduates

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ABSTRACT

This study aims to determine how much influence infrastructure management and tutor recruitment partially or jointly have on the quality of graduates in CLAC. The research was conducted using a descriptive correlational method with a quantitative approach. The analysis was carried out by distributing questionnaires to 50 respondents who were the samples in this study. The results of this study reveal that it can be concluded that: 1) There is a significant influence of infrastructure management on the quality of graduates in CLAC. 2) There is a significant effect of tutor recruitment on the quality of graduates in CLAC. 3) There is a significant influence of infrastructure management and tutor recruitment on the quality of graduates in CLAC. The magnitude of infrastructure management and tutor recruitment influences the quality of graduates in CLAC; this study strengthens and proves or is in line with several experts and researchers. Previous writers stated that the quality of graduates was heavily influenced by infrastructure management.

1. INTRODUCTION

Education has a big responsibility to prepare human resources for development. Development is always closely related to the times. It always raises new problems that have never been thought of before but must still be addressed wisely and elegantly. The government is trying to improve the quality of human resources to realize national development in all aspects of life. The mandate of the Constitution in paragraph four, namely the nation's intellectual life, proves the seriousness of the founders of this country in improving Indonesian human resources that have high honor and dignity. Then the commitment is stated in the Body of the 1945 Constitution in Article 32 paragraph which says that every citizen has the right to education. The focus of the 1945 Constitution is to increase Indonesia's human resources to become human beings who have noble dignity and are free from the shackles of ignorance.

Indonesia requires human resources in sufficient quantity and quality as the primary support in national development. To fulfill human resources, that education has a significant role. Law no. 20 of 2003 concerning the National Education System in Article 3 states that

national education functions develop capabilities and shape the character and civilization of a dignified nation to educate the nation's life.

The National Education System Law mandate intends that education will form intelligent Indonesian people and have personality so that later generations will be born who will grow and develop with characters that breathe the noble values of the nation and religion. Education plays a significant role in improving the quality of human resources. Improving the quality of education is a process that is integrated with the process of improving the quality of human resources (Tien, 2015)

Based on Chapter Five of Law No. 20/2003 article 26, it is stated that non-formal education is provided for community members who need educational services that function as substitutes, additions, and/or complements to formal education to support lifelong education. Non-formal education functions to develop students' potential with an emphasis on mastery of knowledge and functional skills as well as the development of professional attitudes and personalities. Non-formal education includes life skills education, early childhood education, youth education, women's empowerment education, literacy education, skills education and job training, equality education, and other education to develop students' abilities (Depdiknas, 2003)

Non-formal education units consist of course institutions, training institutions, study groups, community learning activity centers (CLAC), tackle assemblies, and similar educational units. Courses and training for people who need knowledge, skills, life skills, and attitudes that develop themselves, their professional talent, independent businesses, and/or continue their education to a higher level. The results of non-formal education can be valued as equivalent to the effects of formal education programs after going through an equivalence assessment process by an institution appointed by the Government or Regional Government regarding national education standards. Equality education is part of non-formal education that provides educational services; for the Package A Program equivalent to SD (primary level), Package B Program equal to SMP (lower secondary), and Package C Program equivalent to SMA (higher secondary), that an emphasis on increasing knowledge, skills, and developing personality attitudes to students (Kintamani DH, 2012)

The Package C policy program supports the Package C program to achieve optimal results. Policymakers must be active in making policies in developing programs related to new information obtained. (Hulpia & Valcke, 2004) describes the conditions that must be met at the school level to improve the quality of education; relevant performance indicators are needed to achieve the program implementation specified target. Some are still doubtful about the output of graduates from the Package C program because the background of the learning residents are people who are old, work, and have many activities. The learning process is not carried out as intensively as informal education, so participants graduate from

the program. Pursuing Package C is still considered not as good as the quality of formal education (Amat Jaedun, V. Lilik Hariyanto, 2017). There is a tendency that the quality of equivalence education graduates is not as good as the quality of formal education graduates. This condition is reflected in the 2018 and 2019 package B and 2019 equivalence education national exams, which are still below formal education.

Based on 2019 data released by the Ministry of Education and Culture, it is known that the results of the SMP, Package B, SMA, SMK, and Package C national exams are 52.82, 40.17, 47.42, 46.72, 28.52. Specifically for Sumedang, the Package B and Package C national exams under formal education were 47.66 and 37.56, respectively. The National Equality Education Examination results in Sumedang are below formal schools.

2. METHODS

This research was carried out at the Center for Community Learning Activities (CLAC) Region IV in Sumedang Regency. It is a descriptive correlational method with a quantitative approach. And this is based on the formulation of research problems that require exploration in understanding and explaining the problem under study through an intensive relationship with data sources. A literature study is used to analyze will be more accurate. The instruments or data collection tools used consisted of mailing the questionnaires. The questionnaire used in this study is a closed (structured) questionnaire and is presented in the form. The respondent is asked to choose one answer according to their characteristics by providing a checklist. The questionnaire used in this study is in the form of forced choice. Questionnaires were distributed to 50 tutors of CLAC Region IV in the district Sumedang. Processing of research results using regression analysis techniques. The significance test used the F-test.

3. RESULT AND DISCUSSION

The magnitude of the influence of infrastructure management individually (partial) on the quality of graduates can be seen from the results of statistical calculations assisted by SPSS version 22. The statistical calculations show that the R^{Square} in the summary model is 0.753. This condition implies that the termination coefficient (KD) = $R^2 \times 100\% = 0.753 \times 100\% = 75.3\%$ CLAC graduates are influenced by infrastructure management. The ANOVA or F test calculation results show that the F_{count} is 146,679. The significance is $0.000 < 0.05$, so H_0 is rejected, meaning that the influence of infrastructure management on CLAC graduates is significant.

The magnitude of the effect of tutor recruitment individually (partial) on the quality of graduates can be seen from the results of statistical calculations assisted by SPSS version 22. The statistical calculations show that the R^{Square} in the summary model is 0.268. This condition implies that the termination coefficient (KD) = $R^2 \times 100\% = 0.268 \times 100\% = 26.8\%$ CLAC graduates are influenced by tutor recruitment. The ANOVA test or F test calculations show that

the F_{count} is 17,576 and the significance is $0.000 < 0.05$, so H_0 is rejected, meaning that the effect of tutor recruitment on CLAC graduates is significant.

The magnitude of the influence of infrastructure management and tutor recruitment simultaneously (double) on the quality of graduates can be seen from the results of statistical calculations assisted by SPSS version 22. The statistical calculations show that the R_{Square} in the summary model is 0.757. This condition implies that the termination coefficient (KD) = $R^2 \times 100\%$ = $0.757 \times 100\%$ = 75.7% CLAC graduates are influenced by infrastructure management and tutor recruitment simultaneously. The ANOVA or F test calculation results show that the F_{count} is 73,164. The significance is $0.000 < 0.05$. H_0 is rejected, meaning that infrastructure management and tutor recruitment simultaneously influence CLAC graduates is significant.

The theory is used as a reference for discussing the results. Consists of infrastructure management, tutor recruitment, and graduate quality, discussed as follows: Firstly, the problem to be answered in this study is the influence of infrastructure management on the quality of CLAC. Empirically, the results of this study inform: (1) there is a significant influence of infrastructure management on the quality of CLAC, (2) the magnitude of the influence of infrastructure management on the quality of CLAC is shown by the results of research that management infrastructure with dimensions adapted from Matin and Fuad (2016:3), namely: (1) planning dimensions; (2) procurement; (3) distribution; (4) storage; (5) maintenance; (6) utilization; (7) inventory, has significant implications for the quality of graduates with dimensions adapted from Fadhli (2017:218), namely: (1) attitudes, (2) knowledge, (3) skills. However, the quality of CLAC is not only influenced by the management of infrastructure; other factors (epsilon), besides teacher recruitment, are not examined in this study.

Acep Mulyadi (2020) shows that the impact of infrastructure management in improving the quality of education makes learning in both schools run well because of the availability of adequate infrastructure to improve the quality of education and equip students to be able to excel in academic and non-academic.

Secondly, the problem to answer in this study is the influence of tutor recruitment on the quality of CLAC. Empirically, the results of this study inform: (1) there is a significant effect of tutor recruitment on the quality of CLAC, (2) the magnitude of the influence of tutor recruitment on the quality of CLAC is shown by the results of the study that tutor recruitment with dimensions adapted from Bafadal, (2003), namely: (1) preparation for teacher recruitment; (2) dissemination of announcements for new teacher admissions; (3) acceptance of new teacher applications; 4) recapitulate all applicants in the applicant recapitulation format; (5) selection of applicants has significant implications for the quality of graduates with dimensions adapted from Fadhli, (2017), namely: (1) attitudes, (2) knowledge, and (3) skills. However, the quality of CLAC is not only influenced by the recruitment of tutors; other factors (epsilon), besides teacher recruitment, are not examined in this study.

Putri & Karwanto, (2021) research shows that improving the recruitment system for educators affects increasing teaching competence. The existence of professional educators impacts the development of outstanding students. It can be created if the recruitment system runs honestly and transparently by implementing a merit system so that there is no longer a system of entrustment or relatives.

Thirdly, the problem to be answered in this research is the influence of infrastructure management and tutor recruitment simultaneously on the quality of CLAC. Empirically, the results of this study inform: (1) there is a significant influence of infrastructure management and tutor recruitment simultaneously on the quality of CLAC (2) the magnitude of the influence of infrastructure management and tutor recruitment on the quality of CLAC graduates is shown by the results of infrastructure management with dimensions adapted from Martin and Fuad (2017:3), namely: (1) planning dimensions; (2) procurement; (3) distribution; (4) storage; (5) maintenance; (6) utilization; (7) inventory, as well as tutor recruitment with dimensions adapted from Bafadal (2003:30), namely: (1) preparation for teacher recruitment; (2) dissemination of announcements for new teacher admissions; (3) acceptance of new teacher applications; (4) recapitulate all applicants in the applicant recapitulation format; (5) selection of applicants. Together, the effectiveness of implementing the quality of graduates with dimensions adapted from Fadhli (2017:218), namely: (1) attitudes, (2) knowledge, and (3) skills. However, other factors (epsilon) have an effect, which was not examined in this study.

It aligned with Coning & Mouton (2020) research that infrastructure management will lead to better quality control. That statement was created after the observation that shows how impactful the infrastructure management is towards the quality of products and overall organizational climate. Kokkaew et al., (2022) also indicate how impact-full human resource management in which recruitment is a part of and therefore makes the result of this study align with the development of their research. Infrastructure management is one of the main things contributing to the success of public management and facility quality realization (Gondia et al., 2022). And finally, in another study, infrastructure management has some effect on financial efficiency. It then contributes into effectivity of the production process in an organization, contributing to the organization's overall quality (Gasparini et al., 2022).

4. CONCLUSIONS

This section can be concluded as follows: (1) There is a significant influence on the implementation of infrastructure management on the quality of graduates at CLAC. (2) There is a significant influence between tutor recruitment on the quality of graduates at CLAC. (3) There is a significant influence on the implementation of infrastructure management and tutor recruitment on the quality of graduates at CLAC.

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