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THE INFLUENCE OF INSTRUCTORS COMPETENCY AND FACILITIES ON THE QUALITY OF EDUCATION AND TRAINING CENTER (ETC) GRADUATES IN FACING THE INDUSTRIAL REVOLUTION 4.0

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Abstract

The industrial revolution 4.0 is a digital-based era that demands the quality of human resources (HR) who have high skills. The Education and Training Center (ETC) is one of the institutions that plays role in increasing the quality level of human resources. This study aims to see the effect simultaneously and partially between the competence of instructors and infrastructure on the quality of ETC graduates in the face of the era of the industrial revolution 4.0. in Indragiri Hulu Regency. The population in this study consists of all ETCs in Indragiri Hulu, there are 15 ETCs and all ETCs were sampled. Multiple regression and correlation analysis using SPSS 22.0 was used to determine whether or not there is an influence and relationship between variables. The results of the study concluded (1) the competence of instructors and infrastructure simultaneously had a significant effect on the quality of graduates. (2) Instructor competence partially has a significant effect on the quality of graduates. (3) Facilities partially has a significant effect on the quality of graduates. The variable that has the greatest contribution to the quality of ETC graduates in Indragiri Hulu Regency is the competence of the instructor followed by infrastructure. In this case, of education it will be very difficult for ETC graduates to compete in the world of work. Because this is a factor caused from within the ETC itself.

Keywords: Instructor Competency; Facilities; Quality of Graduates

Abstrak

Revolusi industri 4.0 merupakan zaman berbasis digital yang menuntut kualitas sumber daya manusia (SDM) yang mempunyai highskill. Lembaga Kursus dan Pelatihan (LKP) merupakan salah satu lembaga yang berperan dalam meningkatkan level kualitas SDM. Penelitian ini bertujuan untuk melihat pengaruh secara simultan dan parsial antara kompetensi instruktur dan sarana prasarana terhadap kualitas lulusan LKP dalam menghadapi era revolusi industri 4.0. di Kabupaten Indragiri Hulu. Populasi dalam penelitian ini adalah seluruh LKP yang ada di Kabupaten Indragiri Hulu yang berjumlah 15 LKP dan semua LKP menjadi sampel. Analisis regresi dan korelasi berganda menggunakan SPSS 22.0 digunakan untuk menentukan terdapat atau tidaknya pengaruh serta hubungan antar variabel. Hasil penelitian menyimpulkan (1) kompetensi instruktur dan sarana prasarana secara simultan berpengaruh signifikan terhadap kualitas lulusan. (2) Kompetensi instruktur secara parsial berpengaruh signifikan terhadap kualitas lulusan. (3) Sarana Prasarana secara parsial berpengaruh signifikan terhadap kualitas lulusan. Variabel yang paling besar kontribusinya terhadap kualitas lulusan LKP di Kabupaten Indragiri Hulu adalah kompetensi instruktur dan dilanjutkan dengan sarana prasarana. Dalam hal ini, tentunya akan sangat sulit bagi lulusan LKP untuk bersaing di dalam dunia kerja. Karena hal ini merupakan faktor yang disebabkan dari dalam LKP itu sendiri.

Kata Kunci : Kompetensi Instruktur, Sarana Prasaran, Kualitas Lulusan

INTRODUCTION

Background

The longer the times are getting faster. Without us knowing it, since 2011 we have stepped into a period known as the industrial revolution era 4.0. The industrial revolution 4.0 is known as a leap era that gave birth to a new digital-based era, in order to achieve high efficiency and better product quality for the industrial sector, where information and communication technology is fully utilized. Not only in the production process, but throughout the industrial chain. The impact of the implementation of the 4.0 industrial revolution will increase industrial productivity and can create new jobs. New employment opportunities will certainly require a workforce that has good quality human resources.

One of the educational institution that also prepares human resources is the ETC (Education and Training Center). ETC is required to be of high quality in order to produce graduates who can adapt to the era of the industrial revolution 4.0. One indicator of a good quality ETC is having qualified instructors or teaching staff. Based on Permendikbud RI Number 90 of 2014 concerning qualification standards and competency of education and training instructors, it is decided that instructors in education and training must meet the academic qualification and competency standards that apply nationally. Meanwhile, the teaching staff at ETC cannot be fully trusted because there are teaching staff who are not certified and who teach not according to their scientific fields. So that many graduates produced have not been absorbed by the world of work and the world of industry, because graduates have not met the desired criteria. Apart from the competency factor of the teaching staff, the quality of the ETC lies in the factor of educational facilities or facilities and infrastructure, for example buildings, classrooms or facilities that support the teaching and learning process such as educational tools or media. This shows that the role of educational facilities in supporting the quality of student learning. In managing facilities and infrastructure, a management process is required by the ETC manager starting from planning, organizing, mobilizing, maintaining and monitoring. The quality of ETC lies in the factor of educational facilities or facilities and infrastructure, for example buildings, classrooms or facilities that support the teaching and learning process such as educational tools or media. This shows that the role of educational facilities in supporting the quality of student learning. In managing facilities and infrastructure, a management process is required by the ETC manager starting from planning, organizing, mobilizing, maintaining and monitoring. The quality of ETC lies in the factor of educational facilities or facilities and infrastructure, for example buildings, classrooms or facilities that support the teaching and learning process such as educational tools or media. This shows that the role of educational facilities in supporting the quality of student learning. In managing facilities and infrastructure, a management process is required by the ETC manager starting from planning, organizing, mobilizing, maintaining and monitoring.

Research that has been conducted by Fransinatra (2019) regarding the analysis of the influence of the management of nonformal education and training Institute on human resources shows that there is a strong and positive relationship between nonformal education and training Institute management and human resources. Rachman (2018) research on the relationship between instructor professional competence and learning outcomes at ETC, found that there was a significant relationship between the two variables. Nasrudin (2018) 's research regarding the management of educational facilities and infrastructure in learning, found that planning educational infrastructure facilities must go through needs analysis, financing and priority

analysis. Not many studies have discussed the relationship between instructor competence and ETC infrastructure and graduate quality. Other research only focuses on one variable such as instructor competence or infrastructure and research for Beginner Lecturers in 2019 has not yet discussed in detail the variables in improving the quality of ETC graduates according to the demands of the rev era. 4.0. Based on data from infokursus.net, the number of ETC in Indragiri Hulu is 33 Center, but not all of them meet the standards (Fransinatra, 2019). From several Center that are still active, researchers are interested in looking specifically at the teaching competence and infrastructure of ETC and seeing their effect on the quality of graduates produced, whether they meet the human resources criteria according to the demands of the rev. 4.0. Researchers are interested in looking specifically at the teaching competency and infrastructure of ETC and seeing their effect on the quality of graduates produced, whether they meet the human resources criteria according to the demands of the rev era. 4.0. Researchers are interested in looking specifically at the teaching competency and infrastructure of ETC and seeing their effect on the quality of graduates produced, whether they meet the human resources criteria according to the demands of the rev era. 4.0.

Research Problem Formulation

Based on the background description above, the research problem can be formulated is whether the competency of the instructor and the ETC infrastructure has an influence on the quality of graduates produced either simultaneously or partially and whether it meets the HR criteria according to the demands of the rev era. 4.0?

Research Urgency

ETC is an institution that has a role in improving the quality of human resources. The output of this research is expected to become a reference for scientific development and can be a reference for the government in developing ETC in Indragiri Hulu Regency, especially the competency of ETC instructors and infrastructure that contribute to the quality of graduates in accordance with the 4.0 industrial revolution.

LITERATURE REVIEW AND HYPOTHESIS

Instructor Competence

Competence is the ability of a person who is able to meet the standards of an organization so that the organization achieves the expected results (Boyatzis in Hutapea, 2008). The competency of the ETC instructor must have relevant expertise in their field and/or have an instructor certificate. Based on the Regulation of the Minister of Education and Culture Number 90 of 2014 concerning indicators of Instructor Qualification and Competency Standards in Educations and Training competencies include: (a) Pedagogy. (b) Personality. (c) Social (d) Professional.

Facilities

According to Makin (2010), infrastructure is all facilities that support learning activities. Learning facilities and infrastructure are something that can facilitate and facilitate the implementation of a business which can be in the form of objects. Standard indicators of facilities and infrastructure according to Permendikbud number 127/2014 consist of: (a) Infrastructure, including land, buildings and buildings, learning spaces and supporting rooms, (b) Facilities, including theoretical learning rooms, practical learning spaces and supporting rooms.

Quality of Graduates

Quality according to Goetsch and Davis in Tjiptono (2012) is a dynamic condition related to products, human resources, processes and the environment that meet or exceed expectations. The quality of graduates is a condition of human resources who have graduate competency standards at the ETC. According to the Directorate of Education and Training Development (2017) The indicators of graduate competence refer to: (a) Indonesian National Work Competency Standards, (b) International standards and / or destination country standards, (c) specific standards from the business world and the industrial world.

Research Framework

Figure 1. Research Framework

Research Hypothesis

Based on the theoretical basis described above, the hypotheses in this study are:

- H1: Instructor competence partially has a significant effect on the quality of graduates.
- H2: Infrastructure partially has a significant effect on the quality of graduates.
- H3: The competence of instructors and infrastructure has a significant effect simultaneously on the quality of graduates

RESEARCH METHODS

Research methods

This research was conducted in Indragiri Hulu Regency. This research is a quantitative study using multiple linear regression analysis. The type of data used in this study is primary data in the form of a questionnaire filled out by the ETC managers and instructors.

Population and Sample

The population in this study were all active ETCs in Indragiri Hulu Regency, namely 15 ETCs. The sampling method was total sampling where all populations were samples.

Data analysis technique

Quantitative data processing uses SPSS Version 22.0 to describe systematically the facts and characteristics of objects accurately. In terms of analysis, using multiple linear regression with the equation $Y = a + b_1X_1 + b_2X_2 + e$ where Y is the quality of the graduates, X₁ is the

instructor's competence and X₂ is the facilities. Before the analysis test is carried out first the validity and reliability test and the classical assumption test.

Variable Operational Definition

Table 1. Variable Operational Definition

Variable	Operational Definition	Indicator	Scale
Instructor Competence	The combination of knowledge, skills, attitudes and characteristics that exist in instructors to achieve success in a job and which can be improved through training and development	a. Paedagogic b. Personality c. Social d. Professional (Permendikbud Number 90, 2014)	Interval
Facilities	something that can facilitate and facilitate the implementation of a business which can be in the form of objects	a. Infrastructure Includes land, buildings and buildings, learning rooms and supporting rooms b. Means, Includes theoretical learning rooms, practical learning rooms and supporting rooms (Permendikbud number 127, 2014)	Interval
Quality of Graduates	Characteristics of graduates that indicate abilities that are guided by the quality of education	a. Indonesian National Work Competency Standards b. International standards and / or country standards of destination c. Special standards from the business world and the industrial world. (Directorate of Education and Training Development, 2017)	Interval

RESULTS AND DISCUSSION

Test the validity and reliability of the variable X₁

Table 2. Validity and Reliability Test Results of Instructor Competency Variables

Item-Total Statistics						
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	r _{table} (0.05;n-2)	Keterangan
Item_1	73.63	27.651	.621	.755	.361	Valid
Item_2	73.64	27.992	.624	.718	.361	Valid
Item_3	73.88	28.211	.629	.731	.361	Valid
Item_4	73.85	27.139	.624	.742	.361	Valid
Item_5	73.61	28.228	.628	.728	.361	Valid
Item_6	73.54	27.697	.618	.721	.361	Valid
Item_7	73.54	29.665	.638	.715	.361	Valid
Item_8	73.48	28.184	.670	.761	.361	Valid
Item_9	73.43	28.716	.680	.766	.361	Valid
Item_10	73.45	29.618	.622	.763	.361	Valid
Equal Length				.714		
Unequal Length				.714		
Guttman Split Half Coefficient				.713	.361	Reliabel

The results of the validity and reliability test of the instrument concluded that, for the Instructor Competency variable (X₁) from the validity test it turned out that the Corrected Item-Total Correlation (r count) value was greater than r table, namely 0.714 0.361 and for reliability, it turns out that the Guttman split-half correlation coefficient value of 0.713 is greater than the r tabel of 0.361.

Test the validity and reliability of the X₂ variable

To find out the results of the validity and reliability test of the Facilities Variable (X₂) can be seen in Table 3 below.

Table 3. Results of Validity and Reliability Tests Against Facilities

Item-Total Statistics						
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	r _{table} (0.05;n-2)	Keterangan
Item_1	69.79	25.443	.419	.845	.361	Valid
Item_2	69.73	25.342	.494	.845	.361	Valid
Item_3	69.76	27.343	.628	.840	.361	Valid
Item_4	69.76	27.554	.406	.846	.361	Valid
Item_5	69.75	27.456	.498	.841	.361	Valid
Item_6	69.65	27.354	.630	.850	.361	Valid

Item_7	69.75	25.673	.550	.847	.361	Valid
Item_8	69.75	25.872	.614	.843	.361	Valid
Item_9	69.76	25.471	.493	.854	.361	Valid
Item_10	69.72	26.381	.717	.844	.361	Valid
Equal Length				.848		
Unequal Length				.848		
Guttman Split Half Coefficient				.847	.361	Reliabel

Validity test results for variables facilities turns out that the Corrected Item-Total Correlation (rcount) value is greater than rtabel, which is $0.848 > 0.361$ and for reliability it turns out that the guttman split-half correlation coefficient value of 0.847 is greater than rtabel of 0.361. It can be concluded that the questionnaire is reliable and the instrument can be used as a data collection tool.

Test the validity and reliability of the variable Y

Table 4: Test Results of the Validity and Reliability of the Quality of Graduates

Item-Total Statistics						
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	r_{tabel} (0.05;n-2)	Keterangan
Item_1	66.06	27.045	.658	.826	.361	Valid
Item_2	66.80	27.784	.640	.877	.361	Valid
Item_3	66.19	28.695	.549	.873	.361	Valid
Item_4	66.81	28.881	.904	.870	.361	Valid
Item_5	66.16	29.264	.608	.871	.361	Valid
Item_6	66.19	28.184	.730	.895	.361	Valid
Item_7	66.84	27.112	.759	.871	.361	Valid
Item_8	66.02	27.178	.714	.881	.361	Valid
Item_9	66.71	28.883	.892	.882	.361	Valid
Item_10	66.30	27.925	.761	.893	.361	Valid
Equal Length				.887		
Unequal Length				.887		
Guttman Split Half Coefficient				.886	.361	Reliabel

Validity test results for variables Y it turns out that the Corrected Item-Total Correlation (rcount) value is greater than rtabel, which is $0.887 > 0.361$ and for reliability it turns out that the guttman split-half correlation coefficient value of 0.886 is greater than rtabel of 0.361. Thus it can be concluded that the questionnaire is reliable and the instrument can be used as a means of collecting data.

Testing Requirements Analysis

Normality test

Figure 2.
Normal PP Plot of Standardized Residual Regression

Through Figure 2. It can be seen that the dots spread out around the diagonal line, so data is normally distributed.

Heteroscedasticity Test

To detect heteroscedasticity, you can see a scatterplot graph. The detection is by looking at the presence or absence of a certain pattern on the chart where the X axis is Y spreading above and below the number 0 on the Y axis as seen in Figure 3. below

Figure 3. Scatterplot diagram of heteroscedasticity

In Figure 3, no specific pattern is seen because the dots spread above and below the number 0 on the Y axis, so it can be said that in this regression model there is no symptom of heteroscedasticity.

Multicollinearity Test

The multicollinearity test results are concluded as in Table 5.

Table 5.: Multicollinearity Test Results

Coefficients^a

Model	Collinearity Statistics	
	Tolerance	VIF
1 Inst Competence X1	.512	1.543
Facilities X2	.437	1.505

a. Dependent Variable: Kualitas_Lulusan_Y

On Table 5. It is known that the Tolerance value for the variable X1 and X2 against Y are 0.512 and 0.437, respectively, with VIFs of 1.543 and 1.505, respectively. If the Variance Inflation Factor (VIF) value is <10, and has a tolerance number > 0.1 then multicollinearity is free. Thus it can be concluded that in the regression between variables X₁ and X₂ against Y multicollinearity does not occur.

Hypothesis test

Pearson product moment correlation test was used in this study to find and test the associative hypothesis / relationship between X₁ and X₂ with the dependent variable Y and to determine the relationship between the independent variables. The test results can be seen in Table 6.

Table 6. Correlation between Instructor Competencies, Facilities and Quality of Graduates

Correlations

		Inst_ Com_ X1	Facilities X2	Oua Grad Y
Inst Competence X1	Pearson Correlation	1	.413	.754**
	Sig. (2-tailed)		.081	.000
	N	30	30	28
Facilities X2	Pearson Correlation	.413	1	.645**
	Sig. (2-tailed)	.081		.000
	N	30	30	28
Qualitv Graduates Y	Pearson Correlation	.754**	.645**	1
	Sig. (2-tailed)	.000	.000	
	N	28	28	28

** . Correlation is significant at the 0.01 level (2-tailed).

Table 6. informs that the magnitude of the relationship between variables X₁ and X₂ with the dependent variable Y is expressed by the correlation coefficient. The correlation coefficient that has the strongest relationship with variable Y is the variable X₁ with a value of 0.754, then X₂ with a value of 0.645.

Coefficient of Determination

The coefficient of determination in this study shows the coefficient of determination expressed by the value of *R square* in the amount of 0.522; this means that 52.2% of Y can be explained by the variables X1 and X2. Or, this statement states that the ability of the independent variables to affect Y is 52.2%, while the rest (100% - 52.2% = 47.8%) is explained by other variables not included in this study.

Table 7. Model Summary

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.484 ^a	.522	.514	.536

a. Predictors: (Constant), Facilities_X2, Instructor_Competence_X1
b. Dependent Variable: Quality_Graduates_Y

The simultaneous and partial influence of instructor competency variables and facilities on the quality of graduates.

Table 8 . F Test Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1712.548	2	563.556	140.642	.000 ^b
	Residual	127.919	26	4.217		
	Total	2046.467	29			

a. Dependent Variable: Quality_Graduates_Y
b. Predictors: (Constant), Facilities_X2, Instructor_Competence_X1

Table 8. explains that Fcount is greater than Ftable (2, 29; $\alpha = 0.05$), namely $140,642 > 3.34$ with a significance level of 0.000. This test states that the simultaneous influence or joint influence of the instructor competency and infrastructure facilities on graduate quality has a positive and significant effect, because the probability (0.000) is much smaller than 0.05.

Table 9. Simple Linear Regression Test Results

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	
1	(Constant)	2.132	6.549		.882
	Inst Competence X1	.438	.015	.141	3.289
	Facilities_X2	.192	.008	.106	5.787

a. Dependent Variable :Qualitv Graduates Y

The test results in Table 9 show that the resulting simple linear regression equation is:

$$\hat{Y} = 2.132 + 0.438X1 + 0.192 X2 + e$$

The meaning of this equation is:

- a. The constant is 2,132 states, that if there are no X_1 and X_2 , then Y is 2.132 units.
- b. Regression coefficient X_1 by 0.438, it means that every one unit increase in X_1 will increase (because the sign is +) Y by 0.438 units.
- c. Regression coefficient X_2 the amount of 0.192 states that every one unit increase in X_2 will increase (because the sign is +) Y by 0.192 units.

Discussion

The result of the statistical analysis presented can prove that the two variables are instructor competence and infrastructure has a positive and significant effect on the quality of graduates, where the value of t is greater than t table. In line with research Zahra (2017) that instructor competence has a positive effect on the learning outcomes of education students and research Rachman (2018) concludes that instructor competence has a positive effect on the vocational skills of students, and Nasrudin (2018)'s research concluded that infrastructure really supports the learning process.

Theoretically, the correlation coefficient which has the highest value will have the greatest influence on the quality of graduates, meaning that it can be assumed that instructor competence will have the greatest influence on the quality of ETC graduates in Indragiri Hulu Regency. Previous research stated that the management of Non-formal Education and Training Center in Indragiri Hulu District needed changes and evaluations to create a well-managed institution with these deficiencies in accordance with the phenomenon of natural players. Natural players mean a number of people who have the desire to build an institution without taking everything into account in a planned manner implement management functions (Fransinatra, 2019).

Based on the results of observations In the field, data was obtained that the ETC in Indragiri Hulu was quite good, but improvements were needed in the competence of instructors that needed to be improved. This can be seen from the three statements with the lowest scores which include mastery of the concepts of principles and procedures for curriculum development or program of expertise in educations and training, the level of understanding of the processes and results and the impact of educations and training for students, and mastery of scientific concepts and mindsets. base education and training materials according to professional competence. However, of education there are still good things about this condition, namely the ability of the instructor to understand their students, the Instructors' actions in accordance with the religious, legal, social and cultural norms of the Indonesian nation,

In this case, it can be explained that an instructor must have the right competence so that the quality of competitive graduates can be realized. Marwansyah (2016) argues that: "Competence is a combination of knowledge, skills, attitudes and other personal characteristics needed to achieve success in a job, which can be measured using agreed standards, and which can be improved through training and development". And of education this has been regulated in the Regulation of the Minister of Education and Culture Number 90 of 2014 concerning Instructor Qualification and Competency Standards in Competency Educations and Training covering pedagogy, personality, social and professional.

Furthermore, in infrastructure, three items of the highest statement were obtained, namely the availability of pequipment and equipment for ETC learning facilities that support the achievement of student competencies, the availability of office facilities such as desks, chairs and office stationery, and the availability of learning media in accordance with the program being implemented. However, ETC in Indragiri Hulu Regency needs to pay attention to several

things because there are three lowest answers that become supporting items in realizing the quality of graduates who are competitive in the Industrial revolution 4.0. As for this, there are still ETC buildings and buildings that do not yet have an adequate building permit and building area with the number of students. Then, there is still a lack of availability of learning spaces including theoretical and practical spaces. Furthermore, there is still a lack of availability of supporting rooms such as leadership rooms, instructor rooms, administration rooms, toilets, storage rooms, parking lots and places of worship. Standard facilities and infrastructure according to Permendikbud number 127/2014 consist of infrastructure including land, buildings and buildings, learning rooms and supporting rooms and facilities which include theoretical learning rooms, practical learning rooms and supporting rooms.

Learning facilities and infrastructure are something that can facilitate and facilitate the implementation of a business which can be in the form of objects. In this case, learning facilities and infrastructure can be equated with learning facilities. It is likely that learning facilities and infrastructure are factors that have a big role in improving learning outcomes. Of education, inadequate facilities can make students less comfortable in learning. The discomfort will actually result in low concentration and enthusiasm for learning. So that the learning objectives will be difficult to achieve.

In this study, it was found that the influence of the two variables including the competence of instructors and infrastructure on the quality of ETC graduates. And the variable that has the greatest contribution to the quality of ETC graduates in Indragiri Hulu Regency is the competence of the instructor and continued with infrastructure. In this case, of education it will be very difficult for ETC graduates to compete in the world of work. Because this is a factor caused from within the ETC itself. Of education, students as users of education services experience indirect losses that have an impact on their lives. We recommend that in terms of organizing ETC, the manager should be aware Teaching and learning activities are two-way communication between educators and students, so facilities and infrastructure are needed to support them, such as media, classrooms, and resource books. The educational process consists of several elements that influence one another. These elements include educators, students, subject matter, learning facilities and infrastructure, and others.

Based on the summary model it is known that the contribution / coefficient of determination is 52.2%, means that the competence of instructors and infrastructure affects the quality of ETC graduates, while 47.8% were influenced by other variables outside this study. Other variables that are thought to affect the competence of ETC graduates are thought to be professional work instructors and work environment. quantitative.

CONCLUSION

This study found that graduates have not been facilitated to compete in the world of work considering the low quality of instructors who still need upgrading and the infrastructure that must be equipped so that quality graduates are ready to compete in this era of industrial revolution 4.0. From the results of the analysis carried out, of education, graduates who are less qualified will certainly have a negative impact on public trust in ETC.

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