

Learning Behavior Effectiveness Management Of Equivalent Education

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Abstract: The effectiveness the learning process of Package B Equivalence Education is not only influenced by inner factors of tutors knowledge and motivation, but also influenced by the out work climate. This study aims to analyze the influence of knowledge factors, the motivation, and work climate, to the effectiveness of the learning process of Package B Equivalence Education. This study is ex post-facto as well as descriptive-evaluative-correlative in nature. Sample to be studies were the 122 active Semarang recidental-based SKB-Centers tutors of Package B Equivalence Education. Following a cluster proportional random sampling technique. A set of rating-scale questionnaires was used during to collect the data. Data were then analysed using a descriptive-analysis model and regression analysis. This study found that: (a) knowledge factors with contributed a direct, dominant influence to the effectiveness learning process with a percentage 12,25%; (b) motivation factors with contributed a direct influence to the effectiveness learning process with a percentage 18,49%; and (c) work climate factor with contributed a direct influence to effectiveness learning process with a percentage 44,89%. This study imply that to improve the quality of both the effentiveness learning process of Package C Program, the following needs should be met establishment of tutors knowledge factors, motivation factors, and work climate factors. Based on the above findings this study recommends that in order to improve the performance of SKB-Centres the following needs should be met; (a) SKB-centres to improve the centres' work climate; (b) policymakers, both at national and regional level, to confirm the availability of funding to finance the Package B Equibalance Education Program; (c) policymakers to take into mind seriously the issue of learning facilities availability.

Keywords: Management, Effectively, Knowledge, Motivation, and Work Climate-Factors.

Tutors of equivalent education as one of elements in the learning process have multi roles, not limited as teacher that transfer the knowledge, but also as supervisor that encourage the potential, develop alternative, and mobilize the learners in developing their study, then it can be expected the learners able to reach satisfied academic achievement. Brookover et al (1978) stated that the conductivity of work climate of group study influence the attitude and actions of all communities of the study group, especially at the academic achievement of the learners. More affirmatively, Purkey and Smith (1985) also

stated that the academic achievement of the learners is influence by the spiritual conditions or the work climate of the study group. Further Hughes (1991) affirmed that teach education unit such as study group has work condition character, that will influence the learning activity process.

The previous research stated that the work behavior of organization determined by work environment condition in the organization (Brookover et al, 1978; Purkey and Smith, 1985; Hughes, 1991). Various efforts have been done to optimize the learning process of non formal education through upgrading to improve the tutor's competence, introduction of new method in the learning, and improvement and increasing the infrastructure of education.

Thereby, although explicitly it is recognized that the learning environment is determining factor for the

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learning process success, the implemented program not touch the problem roots yet. The problem scope of the research related with the managing effective behavior of equivalent education learning that is directed to reach the equivalent education goals, that is give knowledge and skill to the learners that equivalent with the education in the junior high school. The goals only can be achieved when the learning process quality can be realized by making efficient the potentials and energy of the education unit.

Theoretically, various factors that influence the tutor behavior in the learning process such as knowledge, skill, work motivation, leadership, work climate, finance, and the learning infrastructure. The research not uncover the factors, but limited at the knowledge, work motivation, and work climate that are predicted influence effectiveness of learning behavior (tutor behavior in the learning process)

While the research goals (a) to know the influence of knowledge owned by tutors toward the behavior effectiveness management in manading the equivalent education learning process (b) to know the influence of tutor work motivation to the effectiveness of their behavior in the learning process of equivalent education (c) to know the work environment condition to manage the tutor behavior effectiveness in the equivalent education learning process, and (d) to know the influence of owned knowledge of the tutor, tutor work motivation, and the work environment condition toward the tutor behavior effectiveness in the equivalent education learning.

Various theories, concept, thinking that used as reference and also as the theoretical foundation in solving the research problems that is formulated above explained at the below explanation. The success implementation of learning strategy of equivalent education depend on the tutor skills in using method, technique, and tactic of learning. It is believed, each tutor will has different experience, knowledge, ability, style, and even insight in implementing the learning. So the success of learning process very determined by quality and ability of tutor. The learning process is designed to give new knowledge, skill, by encourage the individual to reach further than the known. The tutor role as the educator of equivalent education more to create milieu, give meaning to the learning experience, take experience expression, give feedback,

and make generalization (Lunandi, 1982:27). According to Kirby (1981:79) it is stated that "one underlying emphasis should be noticeable: that the quality of teacher is the essential, constant feature in the success of any educational system". Some factors that able to influence the learning behavior considered from the educator factor, that is teacher formative experience, teacher training experience, and teacher properties (Dunkin, 1974:92)

Teacher formative experience, including gender and various life experience that become the social background for them. Teacher training experience, including experience that related with activity and educational background, such as professional exercise experience, education level, post experience. Teacher properties is anything that is related with the owned properties, such as the attitude toward the profession, attitude toward the learners, ability and knowledge in managing the learning and learning evaluation or the learning material mastering. Knowledge factor that owned by tutor is factor that facilitate or first factor that influence to behave, beside attitude, belief, value, and perception. The knowledge improvement not always cause the behavioral change, but the positive relation between both variables shown in the Carwright and Stanford research in Green (1980)

Robbins (1999:100) stated, "motivation is the willingness to do something, conditioned by the motivation potential of a job". Along with the study about motivation, also develop motivational theories. One of the important is need hierarchy theory by Maslow. The Maslow theory actually want to state that the human behavior is determined by motive that support the action. The motive depend on the someone needs that will do the action. The main strength of the Maslow theory actually at three things (a) Maslow inventory about the human needs (b) the need priority of each individuals in hierarchy is different, and (c) the someone need in hierarchy will different each time.

In general, motivation has goals as follow: improve the moral and work satisfaction, improve the work productiveness, creating and defending the stability, improving the discipline, creating conductive milieu, creating loyalty, creativeness, and participation, improving welfare, increasing employee responsibility to their tasks, improving efficiency of the equipment use

and raw materials, improving the enthusiasm and satisfaction, improving the openness and communication between subordinate and superiors, finding solution synergistically toward each problem rapidly and accurately.

Conceptually, the work environment milieu at the educational unit defined as a set of attribute that give color or character, spirit, ethos, spiritual milieu, of each educational unit (Fisher & Fraser, 1990). Operationally, as the climate understanding at the climate, the work environment climate at the educational unit is measured by using average of educational unit community perception toward aspects that determine the work environment. The research about educational environment milieu that occurred at the formal education in the schools showed that as other factors such as curriculum, infrastructure, and principal leadership, learning environment in class and school has important role in the effective school formation. For two decades, learning environment in school is considered as one of determining factor of the school effectiveness (Creemer, et al., 1989). One year then Fisher and Fraser (1990) also stated that the improvement of work environment in school able to make school more effective in giving better learning process. Freiberg (1998) affirmed that healthy work climate in school give significant contribution toward the effective learning process. He gave argument that building conducive school work environment make all school members do their optimal role. Sweetland and Hoy (2000) stated that school work climate where the teacher empowerment become the priority is essential for the school effectiveness that finally influence the student achievement entirely.

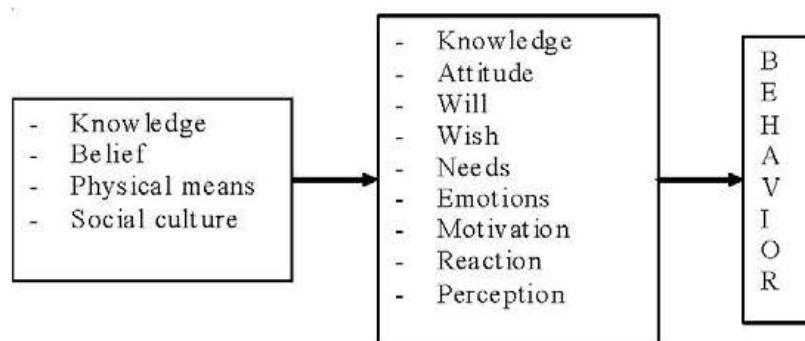
The previous research sowed relation between school work climate with the student attitude toward the subject. The work environment milieu that occurred at formal education in the school can be used as the reference in developing work milieu in the informal education as that occurred in the package B equivalent education is condition in the work environment, either in the term of physic or psychic that influence the mood of the worker, that including some indicators such as: work facilities, layout, comfort, relation with peers and free creation. Dhahama and Batnager (1980) explained the behavioral components, that is: knowledge and ideas, values and

attitude, norm and skills, understanding and translation, and goals and confidence. The behavioral conception based on the formula from Kurt Lewin (1935) that is developed by Cronbach and Snow (1977) formulated in formula: $T = (f)PxL$ (behavior is function of interaction between individual and environment). The tutor behavior is indication of his or her abilities to do the jobs that in the investigation focused to the task of plan and implement the learning process, oversee the learning process and evaluate the results.

Green (1980) stated theory about work behavior as function of motivation, ability and role perception or someone understanding about their jobs to reach high performance. And someone considered as has high role perception if he know exactly about how to do and solve the task well. According to Mahmudi (2005:5) factors that influence the work behavior is (a) personal factor, including knowledge, skill, ability, confidence, motivation, and commitment that owned by each individual, and (b) system factors, including work system, work facility or infrastructure that given by organization, organizational process, and performance culture in organization. D.S. Gochman (1988: 65) explained that: "behavior means something that is performed by individuals, although not always realized by someone. Behavior including not only something that is observed directly, clear action, but also mental and feeling that can be observed or measured indirectly. Human behavior is reflection of various spiritual symptoms such as knowledge, belief, physical means, social culture, will, emotion, attitude, motivation, and etc (Notoatmodjo, 1985:4-11, 1992:15). It can be described at diagram below:

METHOD

The research aimed at testing the influence of knowledge, work motivation, and work environment milieu toward learning behavior effectiveness of package B equivalent education. The research including in the survey research by taking sample from population that use questionnaire instrument as instrument to collect the main data. So the research analyzed with inferential statistic that aimed to analyze sample data that will be generalized to the population. Because of that the population design is determined by using path analysis. The path analysis give opportunity to estimate the causal relation among variables



Picture 1. Diagram of factors that influence the behavior

and positional hierarchy of each variables in the causal relation, either direct or indirect relation (Hasan, 1990: 74)

The revealed variables in the research including independent variables, and dependent variables (a) independent variable is variable that occurred first. The independent variable in the research ($X = X_1, X_2, \text{ and } X_3$) is factor that consist of 3 variables that is knowledge owned by tutor (X_1), tutor work motivation factor (X_2), and work environment milieu factor (X_3), and (b) dependent variable, that is learning behavior effectiveness of package B education (Y). Learning behavior effectiveness is measured from the tutor behavior in the learning process with indicators of method usage media, and learning media, communication with learners, demonstrating the learning method, encourage and direct the learner participation, present activities in the learning, and evaluating learning process and overseeing the learner activities.

The research samples is a group of members that become part of the population, and has population characteristic. The samples were 122 persons from population of 237 tutor of Package B equivalent education of ex Semarang residency SKB, with area proportional random sampling.

Data about (a) knowledge factor, including profession knowledge and task knowledge, (b) work motivation is encourage from internal or external of the tutor to do the jobs well because the needs based on the success reference, with indicator: getting reward, create cooperation, appreciation, self actualization and work satisfaction, and (c) work environmental milieu that occurred in the package B equivalent education is condition in the work environment, either in the meaning of physic or psychic that

influence the mood, with indicator of: work facility, layout, comfort, relation with peer and freedom to create. While data about behavioral effectiveness of learning is measured from the tutor behavior in the learning process with indicator of method usage, media and learning materials, communication with the learners, demonstrating the learning method, support and direct the learner participation, develop positive attitude, has open attitude toward the learner, present activities in the learning, and evaluate the learning process and oversee the learner activities. The used instrument for data collection is questionnaire. To calculate the instrument validity by using product moment formula by Pearson (Suharsimi, 2002), the calculation by using SPSS/PC+ release 10.0 (Singgih Santoso, 2003). While the used reliability at the data collection instrument in the research is internal consistence test. In the reliability testing with internal consistence done by trying the instrument once time then the obtained data was analyzed with alpha technique. Data analysis technique by using multiple regression. Data analysis done after normal requirement and classical assumption violation test.

RESULTS

The significance calculation results at independent variables that influence the dependent variable (learning behavior) presented in the summary table as follow:

The analysis results of knowledge variable, work motivation, work environment milieu influences toward the learning behavior (measured from tutor behavior effectiveness in planning, implementing, overseeing, and evaluating the learning process), presented in the below summary table.

Table 1. Results summary of independent variable parameter significance calculation that influence the learning behavior

Independent variables	T Score	● 5%	Explanation
Knowledge	2.86	1.96	Significant
Work motivation	3.41	1.96	Significant
Work environment milieu	4.17	1.96	Significant

Table 2. Summary of regression analysis of the influences of knowledge variable, work motivation, work environment milieu toward the learning behavior effectiveness

Independent variables	Dependent variable Learning behavior	T	● 0.05	Direct effect	Indirect effect	Total effect	Explanation
Knowledge	0.35	2.86	1.96	12.25	8.96	21.21	Significant
Work motivation	0.43	3.41	1.96	18.49	6.35	24.84	Significant
Work environment milieu	0.67	4.17	1.96	44.89	7.50	52.39	Significant

Based on the presented score in the table above, it can be explained as follow:

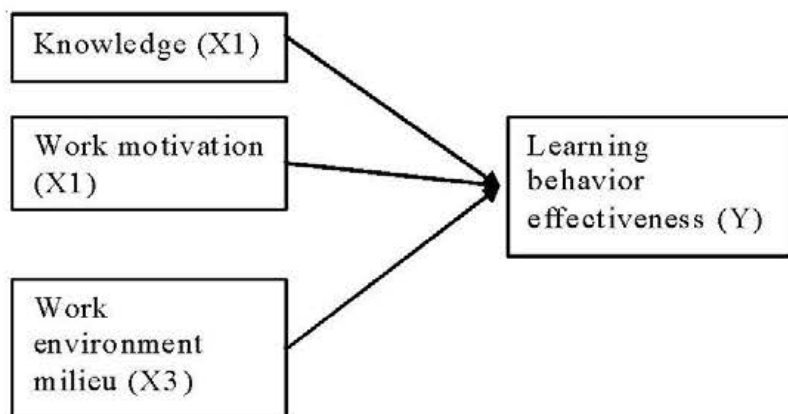
The knowledge variable path coefficient magnitude toward tutor behavior effectiveness in the learning implementation is 0.35 with positive direction, that means the stronger ability in the knowledge aspect that owned by tutor, the stronger the behavior in the learning process. The magnitude of the direct influence of knowledge factor toward tutor learning behavior effectiveness is 0.35^2 or 0.1225. So, it can be known that 12.25% of occurred change at the learning behavior effectiveness that adhere at the tutor. While the score of indirect effectiveness because of its relation with work motivation and work environment milieu of 0.86%. It mean, the total effect of the knowledge factor, work motivation, and work environment milieu toward the behavior effectiveness of learning 21.21%.

The path coefficient magnitude of tutor work motivation variable toward learning behavior effectiveness influence of knowledge variable toward learning behavior is 0.43 with positive direction, that means the stronger the tutor work motivation, the stronger the learning behavior effectiveness that is designed by tutor. The magnitude of tutor work motivation variable direct influence to the learning behavior effectiveness is 0.43^2 , that is 0.1849 or 18.49%. So it can be known that 18.49%, the occurred change at the learning behavior effectiveness that

done by tutor directly at the learning behavior effectiveness caused by strong motivation of the tutor himself = 18.49%. While the score magnitude of indirect influence of work motivation toward learning behavior effectiveness because its relation with the knowledge variable, and work environment milieu = 0.0635 or 6.35%. It mean totally, the work motivation variable influence, knowledge, and work environment milieu toward tutor behavior effectiveness in the learning process is 24.84%.

The path coefficient magnitude of work environment milieu variable toward the learning behavior effectiveness was 0.67 with positive direction, that means the better work environment milieu the more effective the learning process that done by tutor. The work environment milieu variable influence directly to the learning behavior effectiveness of 0.67^2 , that is 0.4489 or 44.89%. So it can be known that 44.89% of occurred change at the learning behavior effectiveness directly caused by the conductive work environment = 44.49%. While the magnitude of indirect influence of work environment milieu toward learning behavior effectiveness because its relation with the knowledge variable and work motivation variable of 7.50%. It means the total effect of work environment milieu variable, knowledge, and work motivation influences toward the learning behavior effectiveness is 52.39%.

To make it clearer, the path diagram of knowledge variable influences, work motivation, and work environment milieu toward the learning behavior effectiveness can be seen in the path diagram as follow:



The path diagram of knowledge, work motivation, and work environment milieu influences toward the learning behavior effectiveness.

DISCUSSION

Based on the path diagram of the knowledge, tutor work motivation, work environment milieu influences toward the implementation of learning implementation above can be stated:

Knowledge variable give significant influence toward the learning behavior effectiveness, with the direct influence magnitude of 12.25%. It means that the research hypothesis stated that there is positive and significant influence for tutor knowledge toward his behavior effectiveness in the learning process can be accepted. The research findings along with the concept that is stated by Gibson (2000:54-55), that is affirmatively stated the presence of real influence of individual variable (knowledge/ability) toward behavior and the work achievement that become the individual task. The research by Borich (1988) found the influence of the teacher characteristic (personality and attitude) toward learning quality and education results product in the form of improvement and the learner skills. The knowledge/ability that is one of predisposition variable (individual characteristic sub variable) that influence someone behavior, there is other sub variable (psychological sub variable) that is someone attitude. The attitude relate with the

behavior, the attitude consist of three components understanding, emotion, and behavior. As stated by Robbin (2001:174), attitude can be viewed as predisposition to react with pleasure or not toward object,

person, concept, or anything, the attitude related with someone behavior.

Work motivation variable give significant influence toward the learning behavior effectiveness, with direct influence magnitude of 18.49%. So the research hypothesis that sound, there is positive and significant influence from work motivation variable of the tutor toward his behavior effectiveness in the learning. The research finding suitable with the theory, that learning behavior effectiveness, one of them is the work motivation factor. Related with work motivation, Razek and Swenson (1995:545) stated that individual work motivation able to influence someone or group in effort to reach certain goals. Work motivation become important thing in determining the learning behavior effectiveness in the package B equivalent education. It can be understood because individual perspective that owned is the supporting factor for the performance actualization that is presented especially the behavior in the learning process. So the work motivation owned by tutor become one of supports in reaching the presented learning behavior effectiveness.

Work environment milieu variable give significant influence toward the learning behavior effectiveness, with influence magnitude of 44.89%. So the research hypothesis of there is positive and significant influence for the work environment milieu that occurred at the study group toward learning behavior effectiveness

can be accepted. From three independent variables, that is revealed in the research, the work environment milieu variable give the biggest influence toward the learning behavior effectiveness. Some research and insight that support the research results such as: research by Sutarto (2002:108) about the relation between school organization work climate with the teacher performance of State Vocational School of technological and industrial group of Semarang City concluded that the work environment milieu of school organization significantly showed the presence of relation and influence the teacher performance of State Vocational School of technological and industrial group. Other view stated by Muzaeni (2003:vii) about the influence of work environment milieu toward the Private Senior High School of Tegal regency concluded that the work climate give contribution of 43% toward the teacher performance of private senior high school in Tegal, while 57% influenced by other factors. Other view stated by Rodwell et al (1998), about the organization communication practice in the human resources management context, independent variable: work communication, work rule, task commitment, and employee incentive, dependent variables: work behavior; the research results concluded that all independent variable relate positively and significantly toward dependent variables either partially or simultaneously

CONCLUSIONS AND SUGGESTIONS

Conclusions

Knowledge variable that owned by tutor give influence toward the learning effectiveness, with the direct influence magnitude of 12.25%; indirect influence of 8.96%, and total influence of 21.21%.

The work motivation variable that owned by tutor give influence toward learning effectiveness, with direct influence magnitude of 18.49%, the indirect influence of 6.35%, and total influence of 24.84%.

The work environment milieu give influence toward learning effectiveness, with the direct influence of 44.89%, indirect influence of 7.50%, and total influence of 52.39%

Suggestions

The learning behavior effectiveness improvement of package B equivalent education done through improvement of variable that has low coefficient, especially the improvement of tutor knowledge about theories, concept, and learning models, and tutor work motivation improvement

The learning model training, work curriculum, and learning media based on philosophy, principle, and informal education should given to tutor to improve their behavioral effectiveness in the learning

To improve the work environment milieu, SKP head should create conducive environment to give positive support for tutor to actualize themselves. The work climate strengthening that is believed able to support the equivalent education process quality is the presence of work rule that is used as reference in the learning process, the presence of highly respected norm, the open attitude development among the implementer and the tutor.

It needs further research to add and develop other variables that are not revealed in the research. The further research able to add insight about the learning behavior effectiveness of equivalent education that continuously need improvement.

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