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CONTRIBUTION OF PROCESS STANDARDS, CONTENT STANDARDS AND INFRASTRUCTURE STANDARDS TOWARDS GRADUATE COMPETENCY STANDARDS IN SMA/SMK/SLB DISTRICT OF THE MENTAWAI ISLANDS

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ABSTRACT

This research aims to describe the contribution of process standards, content standards and infrastructure standards to graduate competency standards in high schools/vocational schools/special schools in the Mentawai Islands district . This research is explanatory research because it wants to know the object in depth. The data collected in this study was arranged based on an ordinal scale. The population to be studied in this research is SMA/SMK/SLB, Mentawai Islands Regency, totaling 18 schools. The sampling technique used in this research was the total sampling technique . This research uses two variables that will be involved, namely: 1. Independent variables are variables that influence the dependent variable. The technique used to collect data. First is a questionnaire, collecting data from respondents/primary data sources by asking a list of questions. written/questionnaire. The research results show that 1) there is a contribution of Process Standards to Graduate Competency Standards; 2) there is a contribution of Content Standards to Graduate Competency Standards. 3) there is a contribution of Facilities and Infrastructure Standards to Graduate Competency Standards. 4) there is a contribution of Process Standards and Content Standards to Graduate Competency Standards. 5) there is a contribution of Process Standards and Infrastructure Standards to Graduate Competency Standards. 6) there is a contribution of Content Standards and Infrastructure Standards to Graduate Competency Standards. 7) there is a contribution of Process Standards, Content Standards and Infrastructure Standards together to Graduate Competency Standards. In conclusion, there is a contribution of process standards, content standards and infrastructure standards to the competency standards of graduates in high schools/vocational schools/special schools in the Mentawai Islands district.

Keywords: process standards, content standards, infrastructure standards, and graduate competency standards.

INTRODUCTION

Education is the process of changing attitudes and behavior through teaching and training, both formal, informal and non-formal education. (Ikhwan, 2015) states that National Education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia, which is rooted in religious values, Indonesian national culture and responsive to the demands of changing times. Furthermore, (Soeharto, 2012) stated that according to the National Education System Law no. 20 of 2003, education is a conscious

and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual, religious strength, self-control, personality, intelligence, noble morals and skills needed by himself, the people of his nation and his country. (Hidayat, 2020) said that teachers hold the role or key to success, especially in the learning process in class. Teachers are required to be able to develop learning models that can provide learning experiences to their students, so that they can develop their potential optimally.

Institutions that play an effective role in the process of developing human potential as subjects of the universe are of course educational institutions. Humans as agents of distribution and transmitter of culture and civilization from generation to generation have great challenges in their duties. (Gazali, 2013) ; (Muspida et al., 2021) said that educational institutions are a useful forum for developing people, leading them towards a better future. Manifested in an education system, with the hope of being able to form quality, faithful and devout people as stated in the law and being able to guarantee equal distribution of education, improving the quality of connection with all aspects.

In implementing the education system, standards are needed which are a barometer for measuring the implementation of the education system so that the government formulates National Education Standards. (Arsana, 2012) said that the relationship between process standards and other educational standards is that first, Educational Process Standards (SPP) are determined by Graduate Competency Standards (SKL) and Content Standards (SI). (Nursyaban et al., 2022) stated that SNP is the lowest standard of the education system in Indonesia with a scope of eight standards covering: Content Standards (SI), Process Standards (SP), Graduate Competency Standards, (SKL) Educator and Education Personnel Standards (GTK), Facilities and Infrastructure Standards (Sarpras), and Assessment Standards (Government Regulation No.19 of 2005 Articles 1&2). SNP is also known as the Minimum School Criteria in Indonesia. (Indriasari et al., 2018) conveyed that the Government (PP) Number 32 of 2013. Concerning Amendments to PP Number 19 of 2005 concerning National Education Standards that national education standards consist of 8 standards, namely (1) content standards, (2) process standards , (3) graduate competency standards, (4) standards for educators and education personnel, (5) management standards, (6) assessment standards, (7) infrastructure standards, and (8) financing standards.

In realizing SNP, quality assurance is needed. Education Quality Assurance (PMP) is a systematic, integrated, continuous, continuous mechanism to ensure that the entire educational process runs according to standards (Permendikbud No. 28/2016) (Handayani, 2016) . Implementation of the PMP system is a continuous cycle that must be passed in the quality improvement process carried out by various parties. The central government and/or regional government have a big influence on it. The stages in the PMP system process start with quality mapping independently by schools by filling out quality report cards through School Self-Evaluation (EDS) to National Assessment (AN).

METHOD

This research is explanatory research because it wants to know the object in depth. This research was conducted to determine whether there is a causal relationship between the independent variables and the dependent variable. The data collected in this research is

arranged based on an ordinal scale, where certain data is not only used to differentiate it from other data. So respondents were asked questions with alternative answer categories such as strongly agree, agree, disagree and strongly disagree. The results of data processing are described descriptively to provide an explanation of the relationship between all data based on the theoretical framework used. In this research, research answers will be sought regarding the contribution of Content Standards, Process Standards, Infrastructure Standards to Graduate Competency Standards in SMA/SMK/SLB Mentawai Islands Regency . Content Standards, Process Standards and Facilities Standards in this research are independent variables and Graduate Competency Standards are the dependent variable. Variables X1,

The population to be studied in this research is SMA/SMK/SLB, Mentawai Islands Regency, totaling 18 schools. The sampling technique used in this research was the *total sampling technique* . This technique was used because the existing population was considered small, but because this research one of the variables measured the contribution between the National Education Standards and the Quality Report Card Scores for each school as basic research data.

This research uses two variables that will be involved, namely: 1. Independent variables (Independent) are variables that influence the dependent variable (Dependent), in this research the independent variables are Content Standards (X1), Process Standards (X2) and Facilities and Infrastructure Standards (X3). The dependent variable is a variable that is influenced by the independent variable. In this study, the dependent variable is the Graduate Competency Standard (Y). The instrument used in the research is a list of statements that refer to the independent and dependent variables.

In this research, the technique used to collect data is firstly a questionnaire, collecting data from respondents/primary data sources by asking a list of written questions/questionnaires. Secondly, Observation, Observation is a data collection technique by directly observing various Learning Process activities that take place at school. Third, Documentation is a data collection technique through written materials in the form of documents that are directly related to the research object as secondary data.

RESULTS AND DISCUSSION

Result

Quality report card data is data from the results of EDS (School Self Evaluation) input which is carried out independently by the school. Currently, PMP data on quality report cards are also taken from National Assessment (AN) and Minimum Competency Assessment (AKM) data which are also carried out independently. in each education unit. Based on this data input, PMP data is obtained which is also called Quality Report Card data regarding the achievement of the 8 National Education Standards that have been set by the government.

From the collection in schools, the 2020 PMP/Quality Report Card data for each educational unit is obtained as follows:

Table 1. 2020 PMP/Quality Report data

NO.	SCHOOL NAME	SKL (Y)	SI (X1)	SP (X2)	SS (X3)
1	SMAN 1 PAGAI SELATAN	5.97	6.04	5.79	4.30
2	SMAN 1 PAGAI UTARA	5.35	4.16	4.71	3.93
3	SMAN 1 PAGAI UTARA SELATAN	5.42	5.12	5.27	4.01
4	SMAN 2 SIKAKAP	6.77	5.80	6.31	4.45
5	SMAN 1 SIPORA	5.28	4.98	4.87	3.13
6	SMAN 2 SIPORA	4.22	4.30	4.91	4.08
7	SMAN 1 SIBERUT BARAT DAYA	6.08	5.35	5.52	4.22
8	SMAN 1 SIBERUT SELATAN	6.79	5.56	6.24	4.35
9	SMAN 1 SIBERUT TENGAH	5.22	5.07	5.24	4.10
10	SMAN 1 SIBERUT BARAT	6.79	5.56	6.24	4.35
11	SMAN 1 SIBERUT UTARA	5.52	4.45	5.09	4.07
12	SMAS PLUS SETIA	6.51	5.02	5.86	3.70
13	SMAS LENTERA	6.24	6.07	6.72	3.59
14	SMKN 1 MENTAWAI	6.01	5.51	6.40	2.68
15	SMKN 2 MENTAWAI	6.99	6.99	6.99	2.71
16	SMKN 3 MENTAWAI	6.99	6.99	6.99	5.21
17	SLB BINA LAGGAI	1.71	1.29	2.09	1.50
18	SLB MUTIARA BANGSA	7.00	4.23	5.03	3.38

Analyze Y and X1

Based on the results of the correlation analysis between This means that **there is a correlation** between Content Standards (X1) and Graduate Competency Standards (Y). r count 0.836 > r table 0.444, then **there is a relationship** between Graduate Competency Standards (Y) and Content Standards (X1) based on r counts, then the degree of relationship between the variables is **very high** .

Analyze Y and X2

correlation analysis between **correlation** between Process Standards (X2) and Graduate Competency Standards (Y). r count 0.886 > r table 0.444, then **there is a relationship** between Graduate Competency Standards (Y) and Process Standards (X2). Based on the r calculations, the degree of relationship between the variables is **very high** .

Analyze Y and X3

correlation analysis between **correlation** between Infrastructure Facilities Standards (X3) and Graduate Competency Standards (Y). r count 0.886 > r table 0.444, then **there is a relationship** between Graduate Competency Standards (Y) and Facilities and Infrastructure Standards (X3). Based on the r calculation, the degree of relationship between the variables is **moderate correlation** .

Multivariate Correlation Analysis

Analyze X1, X2 and Y

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.254	2	11.127	27.754	<,001[b]
	Residual	6.014	15	.401		
	Total	28.267	17			

a. Dependent Variable: (Y) Kompetensi Lulusan

b. Predictors: (Constant), (X2) Standar Proses, (X1) Standar Isi

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	.102	.839		.122	.905
	(X1) Standar Isi	-.180	.430	-.177	-.419	.681
	(X2) Standar Proses	1.194	.478	1.056	2.495	.025

a. Dependent Variable: (Y) Kompetensi Lulusan

Based on the results of the correlation analysis between X1 and .01 means **there is a correlation** between Content Standards (X1) Process Standards (X2) and Graduate Competency Standards (Y). r count 0.887 > r table 0.444, then **there is a relationship** between Content Standards (X1) and Process Standards (X2) with Graduate Competency Standards (Y) based on the r count, then the degree of relationship between the variables is: **High correlation**

Analyze X1, X3 and Y

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.095	2	10.047	18.441	<,001[b]
	Residual	8.173	15	.545		
	Total	28.267	17			

a. Dependent Variable: (Y) Kompetensi Lulusan

b. Predictors: (Constant), (X3) Sarana Prasarana, (X1) Standar Isi

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	1.085	.883		1.228	.238
	(X1) Standar Isi	.775	.170	.762	4.550	<,001
	(X3) Sarana Prasarana	.201	.256	.132	.786	.444

a. Dependent Variable: (Y) Kompetensi Lulusan

Based on the results of the correlation analysis between X1 and .01 means **there is a correlation** between Content Standards (X1) Infrastructure Standards (X3) and Graduate Competency Standards (Y). r count 0.843 > r table 0.444 then **there is a relationship** between Process Standards (X2) Infrastructure Standards (X3) and Graduate Competency Standards (Y). **High correlation**

Analyze X2, X3 and Y

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.497	2	11.249	29.243	<,001[b]
	Residual	5.770	15	.385		
	Total	28.267	17			

a. Dependent Variable: (Y) Kompetensi Lulusan

b. Predictors: (Constant), (X3) Sarana Prasarana, (X2) Standar Proses

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	-.053	.819		-.064	.950
	(X2) Standar Proses	.927	.155	.820	5.964	<,001
	(X3) Sarana Prasarana	.190	.210	.124	.904	.380

a. Dependent Variable: (Y) Kompetensi Lulusan

Based on the results of the correlation analysis between X2 and .01 means **there is a correlation** between Process Standards (X2) Infrastructure Standards (X3) and Graduate Competency Standards (Y). r count 0.892 > r table 0.444 then **there is a relationship** between Process Standards (X2) Infrastructure Standards (X3) and Graduate Competency Standards (Y). **High correlation**

Analyze X1, X2, X3 and Y

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.654	3	7.551	18.835	<,001[b]
	Residual	5.613	14	.401		
	Total	28.267	17			

a. Dependent Variable: (Y) Kompetensi Lulusan

b. Predictors: (Constant), (X3) Sarana Prasarana, (X2) Standar Proses, (X1) Standar Isi

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	-.321	.940		-.342	.738
	(X1) Standar Isi	-.276	.441	-.271	-.626	.542
	(X2) Standar Proses	1.210	.479	1.070	2.527	.024
	(X3) Sarana Prasarana	.219	.219	.144	1.000	.334

a. Dependent Variable: (Y) Kompetensi Lulusan

Based on the results of the correlation analysis between X1, Y above is 0.01, meaning **there is a correlation** between Content Standards (X1), Process Standards (X2), Infrastructure Standards (X3) and Graduate Competency Standards (Y). r count 0.895 > r table 0.444 then **there is a relationship** between Content Standards (X1) Process Standards (X2) and Infrastructure Standards (X3) with Graduate Competency Standards (Y) based on r counts then the Degree of relationship between the Variables is: **High correlation**

Regression Analysis

Analyze X1 and Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.836[a]	.699	.680	.72927

a. Predictors: (Constant), (X1) Standar Isi

R = 0.836 while R square = 0.6 99

From the results above, the Content Standard (X1) contributes to the Graduate Competency Standard (Y), namely **69.9%**

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19.758	1	19.758	37.150	<,001[b]
	Residual	8.509	16	.532		
	Total	28.267	17			

a. Dependent Variable: (Y) Kompetensi Lulusan

b. Predictors: (Constant), (X1) Standar Isi

F count = 37, 150 with a significance level of 0.001 < 0.05, meaning that the regression model can be used to predict variable Y or it could also be said that **variable X1 has an effect on variable Y.**

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	1.456	.737		1.976	.066
	(X1) Standar Isi	.850	.140	.836	6.095	<,001

a. Dependent Variable: (Y) Kompetensi Lulusan

Constant (a) = 1.456

X1 value, (b/regression coefficient) = 0.850

Regression Equation: Y= a+bx

Y= 1.456 + 0.850 x

This means: Y coefficient value = **1.456,** Regression coefficient **= 0.850, For every 1% addition to the X1 value, the Y value increases by 0.850, The regression coefficient is positive, so the influence of X1 on Y is positive**

Decision Making: Based on Significance **:** 0.001 < 0.05 X1 influences Y. Based on the t value: t count > t table = 6.095 > 2.120 then it can be concluded that Variable X1 **has an effect on** variable Y

X2 and Y analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.886[a]	.785	.771	.61664

a. Predictors: (Constant), (X2) Standar Proses

R = 0.886 while R square = 0.785

From the results above, Process Standards (X2) contribute to Graduate Competency Standards (Y), namely **78.5%**

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.183	1	22.183	58.339	<,001[b]
	Residual	6.084	16	.380		
	Total	28.267	17			

a. Dependent Variable: (Y) Kompetensi Lulusan

b. Predictors: (Constant), (X2) Standar Proses

F count = 58, 183 with a significance level of 0.001 < 0.05, meaning that the regression model can be used to predict variable Y or it could also be said that **Variable X2 has an effect on Variable Y.**

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	.247	.745		.332	.744
	(X2) Standar Proses	1.001	.131	.886	7.638	<,001

a. Dependent Variable: (Y) Kompetensi Lulusan

Constant (a) = 0.247

X1 value, (b/regression coefficient) = 1.001

Regression Equation: Y= a+bx

$$Y= 0.247 + 1.001 x$$

It means :

- Coefficient value Y = **0.247**
- Regression coefficient **= 1.001**
- **For every 1% increase in the value of X 2 , the value of Y increases by 1,001**

- **The regression coefficient is positive, so the influence of X2 on Y is positive**

Analysis of X3 and Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.558[a]	.312	.269	1.10263

a. Predictors: (Constant), (X3) Sarana Prasarana

R = 0.558 while R square = 0.312

From the results above, Process Standards (X2) contribute to Graduate Competency Standards (Y), namely **31.2%**

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.815	1	8.815	7.250	.016[b]
	Residual	19.453	16	1.216		
	Total	28.267	17			

a. Dependent Variable: (Y) Kompetensi Lulusan

b. Predictors: (Constant), (X3) Sarana Prasarana

F count = 7, 250 with a significance level of 0.001 < 0.05, meaning that the regression model can be used to predict variable Y or it could also be said that **variables X1 and X2 influence variable Y.**

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	2.617	1.220		2.146	.048
	(X3) Sarana Prasarana	.852	.317	.558	2.693	.016

a. Dependent Variable: (Y) Kompetensi Lulusan

Constant (a) = 2.617

X1 value, (b/regression coefficient) = 0.852

Regression Equation: Y= a+bx

$$Y= 2.617 + 0.852\ x$$

It means :

- Coefficient value Y = **2,617**
- Regression coefficient **= 0.852**

- **For every 1% increase in the X value 3 , the Y value increases by 0.852**
- **The regression coefficient is positive, so the influence of X3 on Y is positive**

Analyze X1, X2 and Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.887[a]	.787	.759	.63317

a. Predictors: (Constant), (X2) Standar Proses, (X1) Standar Isi

R = 0.887 while R square = 0.787

From the results above, Content Standards (X1) and Process Standards (X2) contribute to Graduate Competency Standards (Y), namely **78.7%**

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.254	2	11.127	27.754	<,001[b]
	Residual	6.014	15	.401		
	Total	28.267	17			

a. Dependent Variable: (Y) Kompetensi Lulusan

b. Predictors: (Constant), (X2) Standar Proses, (X1) Standar Isi

F count = 22.254 with a significance level of 0.001 < 0.05, meaning that the regression model can be used to predict variable Y or it could also be said that **variables X1 and X3 influence variable Y.**

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	.102	.839		.122	.905
	(X1) Standar Isi	-.180	.430	-.177	-.419	.681
	(X2) Standar Proses	1.194	.478	1.056	2.495	.025

a. Dependent Variable: (Y) Kompetensi Lulusan

Analyze X1, X3 and Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics R Square Change	F Change	df1	df2	Sig. F Change
1	.843[a]	.711	.672	.73814	.711	18.441	2	15	<,001

a. Predictors: (Constant), (X3) Sarana Prasarana, (X1) Standar Isi

R = 0.843 while R square = 0.711

From the results above, Content Standards (X1) and Infrastructure Standards (X3) contribute to Graduate Competency Standards (Y), namely **71.1%**

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.095	2	10.047	18.441	<,001[b]
	Residual	8.173	15	.545		
	Total	28.267	17			

a. Dependent Variable: (Y) Kompetensi Lulusan
b. Predictors: (Constant), (X3) Sarana Prasarana, (X1) Standar Isi

F count = 18, 441 with a significance level of 0.001 < 0.05, meaning that the regression model can be used to predict variable Y or it can also be said that **variables X1 and X3 have an influence on variable Y.**

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	1.085	.883		1.228	.238
	(X1) Standar Isi	.775	.170	.762	4.550	<,001
	(X3) Sarana Prasarana	.201	.256	.132	.786	.444

a. Dependent Variable: (Y) Kompetensi Lulusan

Analyze X2, X3 and Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics R Square Change	F Change	df1	df2	Sig. F Change
1	.892[a]	.796	.769	.62021	.796	29.243	2	15	<,001

a. Predictors: (Constant), (X3) Sarana Prasarana, (X2) Standar Proses

R = 0.892 while R square = 0.796

From the results above, Process Standards (X2) and Infrastructure Standards (X3) contribute to Graduate Competency Standards (Y), namely **79.6%**

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.497	2	11.249	29.243	<,001[b]
	Residual	5.770	15	.385		
	Total	28.267	17			

a. Dependent Variable: (Y) Kompetensi Lulusan
b. Predictors: (Constant), (X3) Sarana Prasarana, (X2) Standar Proses

F count = 29, 243 with a significance level of 0.001 < 0.05, meaning that the regression model cannot be used to predict variable Y or it could also be said that **variables X2 and X3 have an influence on variable Y.**

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	-.053	.819		-.064	.950
	(X2) Standar Proses	.927	.155	.820	5.964	<,001
	(X3) Sarana Prasarana	.190	.210	.124	.904	.380

a. Dependent Variable: (Y) Kompetensi Lulusan

Constant (a) = 0.102

X1 value, (b/regression coefficient) = -0.180

X2 value, (b/regression coefficient) = 1.194

Analyze X1, X2, X3 and Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.895[a]	.801	.759	.63318

a. Predictors: (Constant), (X3) Sarana Prasarana, (X2) Standar Proses, (X1) Standar Isi

R = 0.895 while R square = 0.759

From the results above, Content Standards (X1), Process Standards (X2) and Infrastructure Standards (X3) contribute to Graduate Competency Standards (Y), namely **75.9%**

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.654	3	7.551	18.835	<,001[b]
	Residual	5.613	14	.401		
	Total	28.267	17			

a. Dependent Variable: (Y) Kompetensi Lulusan

b. Predictors: (Constant), (X3) Sarana Prasarana, (X2) Standar Proses, (X1) Standar Isi

F count = 18, 835 with a significance level of 0.001 < 0.05, meaning that the regression model cannot be used to predict variable Y or it could also be said that **variables X1, X2, and X3 have an influence on variable Y.**

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	-.321	.940		-.342	.738
	(X1) Standar Isi	-.276	.441	-.271	-.626	.542
	(X2) Standar Proses	1.210	.479	1.070	2.527	.024
	(X3) Sarana Prasarana	.219	.219	.144	1.000	.334

a. Dependent Variable: (Y) Kompetensi Lulusan

Analyze X1, X3 and Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.843[a]	.711	.672	.73814

a. Predictors: (Constant), (X3) Sarana Prasarana, (X1) Standar Isi

R = 0.887 while R square = 0.787

From the results above, Content Standards (X1) and Process Standards (X2) contribute to Graduate Competency Standards (Y), namely **78.7%**

Discussion

Analyze X1 and Y

R = 0.836 while R square = 0.699. From the results above, Content Standards (X1) contribute to Graduate Competency Standards (Y), namely **69.9%** . F count = 37.150 with a significance level of 0.001 < 0.05, meaning that the regression model can be used to predict variable Y or it could also be said that **variable X1 has an effect on variable Y.**

Constant (a) = 1.456

X1 value, (b/regression coefficient) = 0.850

Regression Equation: Y= a+bx

Y= 1.456 + 0.850 x

It means :

- The Y coefficient value = **1.456**
- Regression coefficient **= 0.850**
- **For every 1% increase in the X1 value, the Y value increases by 0.850**
- **The regression coefficient is positive, so the influence of X1 on Y is positive**
- **Decision Making:** Based on Significance **:** 0.001 < 0.05 X1 has an effect on Y

Based on the t value: t count > t table = 6.095 > 2.120 then it can be concluded that Variable X1 **has an effect on** variable Y.

X2 and Y analysis

R = 0.886 while R square = 0.785. From the results above, Process Standards (X2) contribute to Graduate Competency Standards (Y), namely **78.5%.** F count = 58.183 with a significance level of 0.001 < 0.05, meaning that the regression model can be used to predict variable Y or it could also be said that **Variable X2 has an effect on Variable Y.**

Constant (a) = 0.247

X1 value, (b/regression coefficient) = 1.001

Regression Equation: Y= a+bx

Y= 0.247 + 1.001 x

It means :

- Coefficient value Y = **0.247**
- Regression coefficient **= 1.001**
- **For every 1% increase in the value of X 2 , the value of Y increases by 1,001**
- **The regression coefficient is positive, so the influence of X2 on Y is positive**

Analysis of X3 and Y

R = 0.558 while R square = 0.312. From the results above, Process Standards (X2) contribute to Graduate Competency Standards (Y), namely **31.2%** . F count = 7, 250 with a significance level of 0.001 < 0.05, meaning that the regression model can be used to predict variable Y or it could also be said that **variables X1 and X2 influence variable Y.**

Constant (a) = 2.617

X1 value, (b/regression coefficient) = 0.852

Regression Equation: Y= a+bx

Y= 2.617 + 0.852 x

It means :

- Coefficient value Y = **2,617**
- Regression coefficient **= 0.852**
- **For every 1% increase in the X value 3 , the Y value increases by 0.852**
- **The regression coefficient is positive, so the influence of X3 on Y is positive**

Analyze X1, X2 and Y

R = 0.887 while R square = 0.787. From the results above, the Content Standards (X1) and Process Standards (X2) contribute to the Graduate Competency Standards (Y), namely **78.7%.** F count = 22.254 with a significance level of 0.001 < 0.05, meaning that the regression model can be used to predict variable Y or it could also be said that **variables X1 and X3 influence variable Y.**

Analyze X1, X3 and Y

R = 0.843 while R square = 0.711. From the results above, Content Standards (X1) and Infrastructure Standards (X3) contribute to the Graduate Competency Standards (Y), namely **71.1%.** F count = 18.441 with a significance level of 0.001 < 0.05, meaning that the

regression model can be used to predict variable Y or it could also be said that **variables X1 and X3 influence variable Y.**

Analyze X2, X3 and Y

R = 0.892 while R square = 0.796. From the results above, Process Standards (X2) and Infrastructure Standards (X3) contribute to Graduate Competency Standards (Y), namely **79.6%.** F count = 29.243 with a significance level of 0.001 < 0.05, meaning that the regression model cannot be used to predict variable Y or it could also be said that **variables X2 and X3 have an influence on variable Y.**

Analyze X1, X2, X3 and Y

R = 0.895 while R square = 0.759. From the results above, Content Standards (X1), Process Standards (X2) and Infrastructure Standards (X3) contribute to the Graduate Competency Standards (Y), namely **75.9%.** F count = 18.835 with a significance level of 0.001 < 0.05, meaning that the regression model cannot be used to predict variable Y or it could also be said that **variables X1, X2, and X3 have an influence on variable Y**

CONCLUSION

Based on data analysis, it was found that: 1) there is a contribution of Process Standards to Graduate Competency Standards; 2) there is a contribution of Content Standards to Graduate Competency Standards. 3) there is a contribution of Infrastructure Facilities Standards to Graduate Competency Standards. 4) there is a contribution of Process Standards and Content Standards to Graduate Competency Standards. 5) there is a contribution of Process Standards and Infrastructure Standards to Graduate Competency Standards. there is a contribution of Content Standards and Infrastructure Standards to Graduate Competency Standards. 6) there is a contribution of Process Standards, Content Standards and Infrastructure Standards together to Graduate Competency Standards

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