

THE EFFECT OF INSTRUCTOR COMPETENCE ON THE LEARNING PROCESS IN THE PKW PROGRAM IN MAKASSAR CITY

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ABSTRACT

This study aims to investigate the influence of instructor competency on the learning process in the Entrepreneurial Skills Education Program (PKW). In this research, a quantitative approach was utilized involving 85 respondents who are adult learners who have previously participated in the PKW Program at the Course and Training Institute (LKP) in Makassar City. This study employs hypothesis testing with a simple regression model to examine the impact of variable X, denoted as instructor competency, on variable Y, representing the PKW learning process. The findings reveal a noteworthy association between instructor competency and the PKW learning process, signifying a positive correlation. This suggests that as instructor competency increases, the quality of the PKW learning process improves. Such findings carry significant implications for enhancing the quality of entrepreneurial skills education. Investing in the development of instructor competency can serve as a strategic approach to augmenting the efficacy and efficiency of the learning process.

Keywords: Instructor Competence, Learning Process, PKW, entrepreneurship

INTRODUCTION

The Entrepreneurial Skills Education Program (PKW) is an educational service through courses and training to provide knowledge, skills and foster mental attitudes, creative, innovative abilities, and create something with entrepreneurial creativity in developing the ability of self-potential and the environment to be used as a provision for entrepreneurship and pioneering independent businesses guided by business partners. This then makes the PKW Program has an important role in preparing individuals to become competent and innovative entrepreneurs in facing the growing economic challenges. The presence of this program is a subject that should be taken into account in the context of human resource development in the field of entrepreneurship, especially in big cities like Makassar. The Makassar City Trade Office in (Badan Pusat Statistik Kota Makassar, 2023) shows that micro, small and medium industries (MSMEs) in the textile and clothing sector are experiencing significant growth. This makes Makassar City an area that has promising potential for the fashion industry. Therefore, optimizing the PKW Program in the fashion sector in Makassar City is actually the right step.

The implementation of education that focuses on developing human resources in the field of fashion entrepreneurship can be a catalyst for increasing the competence of

prospective business actors in the business world, the industrial world, and the world of work in Makassar City. According (Ataei et al., 2020) this competency is called important because the business or business system that occurs today is quite complex and this requires special competencies in entrepreneurial activities. Entrepreneurial competence is the ability to observe the environment when choosing promising opportunities and business strategies (Dhamayantie & Fauzan, 2017). Thus, someone who wants to start a business in any field needs to have entrepreneurial competencies and this can be achieved through the learning process in the PKW Program.

These efforts are relevant to the view of Silveyra et al (2020) that competence has a relationship with education, which from an academic perspective, it is assumed that competency development can be obtained through the learning process. A good entrepreneurial learning process can improve entrepreneurial abilities and skills (Nowiński et al., 2019). The quality learning process can also be influenced by internal factors and external factors (Ningrum et al., 2019). Based on the findings of the literature, in this study, one of the external factors is then used as the focus of the search, namely instructor competence. Every instructor needs to have competence (Siregar et al., 2020). Other research states that instructor competence contributes to learning activities and learning outcomes (Yohana, 2020; Zhang & Tseng, 2023). Furthermore, (Hernández et al., 2022) concluded that instructors can stimulate students in starting the learning process. (Dzisye, 2019) emphasized that in order to achieve satisfactory learning outcomes, the presence of educators who have the competence to manage the learning process effectively is very important.

Based on an understanding of the phenomenon as well as a review of previous literature on the role of instructors and the importance of their competence in supporting effective learning in the PKW Program, this study is intended to reveal the relationship that may exist between instructor competence and the learning process in the context of the PKW Program in Makassar City.

METHOD

This research uses a quantitative approach. The research was conducted from 2023 to 2024. From the perspective of the philosophy of science according to (Sucipto et al., 2021), this research approach is based on the positivist paradigm, where the process of seeking truth must follow scientific principles, namely, logical, objective, empirical, systematic, and measurable. This research design uses one independent variable and one dependent variable. The independent variable in this study is instructor competence and is coded X, while the PKW learning process is positioned as the dependent variable and coded Y. The relationship between variables is made in the following hypothesis.

Ha: Instructor competence has a significant effect on the PKW learning process.

H₀: Instructor competence does not significantly influence the PKW learning process.

The sample in the study amounted to 85 which were taken from students who had participated in the PKW Program in Makassar City in 2023. The sampling method in the study used saturation sampling, where all populations were sampled. This is done because the population is relatively small.

The data collection technique in this study used a 1-5 Likert scale questionnaire with a total of 20 statement items. Testing the validity of the instrument items was analyzed using the item validity testing technique, namely the *pearson product moment* formula, while reliability testing was shown by the *croanbach alpha* coefficient.

Analysis of research data begins with the prerequisite test of analysis, namely normality test, linearity test and heterokedisitas test. Normality test is needed to provide certainty whether the data is normally distributed or not, namely by using the *shapiro-wilk* test with a significant level of 0.05. Furthermore, linearity test and heterocedecity test were conducted. The linearity test is carried out to ascertain whether the relationship between variable X and variable Y is linear. While the heterocedecity test is carried out to test whether in the regression model there is an inequality of variance from the residual answers of one respondent to the respondent using the *glejser* test.

After the data is said to meet the requirements, the data is then analyzed for simple linear regression testing to reveal the effect of instructor competence (X) on the PKW learning process (Y). Data analysis was processed with the help of the JASP application..

DISCUSSION

Results

Testing the Validity and Reliability of Instruments

Table 1. Pearson's Correlations (Validity)

Variable item	p	Variable item	p
X1	< .001	Y5	0.019
X2	< .001	Y6	0.002
X3	< .001	Y7	0.035
X4	< .001	Y8	0.003
X5	0.003	Y9	< .001
X6	< .001	Y10	< .001
X7	< .001	Y11	0.001
X8	< .001	Y12	0.005
Y1	< .001	Y13	0.014
Y3	0.040	Y15	0.013
Y4	< .001	Y16	0.033

Instructor Competence (X), PKW Learning Process (Y)

Table 2. Reliability Testing

Variable	Cronbach Alpha	Description
Instructor Competence	0.880	Reliable
PKW Learning Process	0.808	Reliable

Testing the validity of the instrument items was analyzed using the item validity testing technique, namely the *pearson product moment* formula. In table 1, all items from each variable have a p value $\leq 0,05$. This shows that there is a significant relationship or

correlation between the instrument items and the total instrument score. Thus, all the items of the instrument are considered valid.

Meanwhile, the reliability test results can be seen in table 2. Based on the reliability test results contained in table 2, it can be concluded that all variables in this study have a *cronbach alpha* value that meets the reliability criteria, which is greater than 0,60. A *cronbach alpha* value greater than 0,60 indicates that the questions in the questionnaire used to measure these variables are consistent in measuring what should be measured. A variable is considered to have reliability if the *cronbach alpha* value exceeds 0,60. When the *cronbach alpha* value approaches one, it can be concluded that the level of data reliability is increasing.

Normality Testing

Table 3. Normality Testing

	X	Y
Shapiro-Wilk	0.975	0.977
P-value of Shapiro-Wilk	0.101	0.124

The normality test uses the *shapiro-wilk* testing method. Table 3 shows that each variable can be said to be normally distributed because the *shapiro-wilk* p value is above 0.05. The purpose of doing a normality test with the *shapiro-wilk* method is to test the assumption that the data comes from a normal distribution. By testing normality, it can be determined whether the data can be considered as a sample from a normally distributed population or not.

Linearity Testing

Table 4. Linearity Testing (Model Summary – Y)

Durbin-Watson Statistic (d)
1.806

The linearity assessment in this study employs the *durbin-watson* test, which is a statistical method utilized to identify potential autocorrelation within the residuals of a regression model. This test is valuable for evaluating linearity as autocorrelation can lead to non-linear relationships between independent and dependent variables. Essentially, a robust regression model should be devoid of autocorrelation symptoms. If the *durbin-watson* statistic (d) falls within the range of dU to 4-dU, the null hypothesis is accepted, indicating the absence of autocorrelation. In this study, the dU value is 1,671, and 4-dU is calculated as 2,329 based on the *durbin-watson* table. Notably, in Table 4, the observed d value of 1,806 falls within the range of 4-dU and dU, indicating the absence of autocorrelation. Consequently, the independent variable X and the dependent variable Y demonstrate a linear relationship.

Heterocedicity Testing

Table 5. Heterocedicity Testing

	Coefficients	Standard Error	t Stat	P-value
Intercept	0.873	1.227	0.712	0.479

X Variable	0.035	0.052	0.671	0.504
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Heteroscedasticity assessment utilizes the *glejser* test, wherein the independent variables are regressed against the absolute values of the residuals, serving as the dependent variable. If the significance value (sig.) surpasses 0,05, it indicates the absence of significant heteroscedasticity. The findings from the heteroscedasticity test employing the *glejser* test reveal that the significance value of the independent variable exceeds the predetermined threshold of 0,05. Consequently, it is inferred that there are no indications of heteroscedasticity present within the independent variables analyzed in this study.

Hypothesis Testing (Simple Linear Regression Test)

To reveal the relationship between instructor competence and the PKW learning process, a simple regression test was conducted with the results presented below.

Table 6. Coefficients

Model		Unstandardized	Standard Error	Standardized	t	p
H ₀	(Intercept)	58.859	0.555		106.076	< .001
H ₁	(Intercept)	23.465	2.126		11.035	< .001
	X	1.081	0.064	0.879	16.778	< .001

From table 6 it is known that the intercept value (a) is 23,449, while the value of instructor competence (b/regression coefficient) is 1,081, so the regression equation can be written:

$$Y = a + bX$$

$$Y = 23,449 + 1,081X$$

The equation can be translated as follows: (i) the intercept is 23,449, meaning that the consistent value of the independent variable is 23,449. (ii) the regression coefficient of variable X of 1,081 states that every 1% increase in the value of instructor competence, the value of the PKW learning process increases by 1,081. The positive regression coefficient indicates a favorable influence of variable X on Y. Table 6 demonstrates a significance value of less than 0.001 for the coefficients, suggesting that the instructor's competency variable (X) significantly impacts the PKW learning process variable (Y).

Furthermore, it is known that the t_{count} value is 16,778 while the t_{table} is 1,989, meaning that the $t_{count} > t_{table}$, this indicates that the instructor competency variable (X) has an effect on the PKW learning process variable (Y). The positive t_{count} value means that the higher the instructor competence, the better the PKW learning process.

Table 7. Model Summary - Y

Model	R	R ²	Adjusted R ²	RMSE
H ₀	0.000	0.000	0.000	5.116
H ₁	0.879	0.772	0.770	2.456

Meanwhile, the extent of the impact of the independent variable on the dependent variable overall can be assessed through the coefficient of determination, denoted by the R-

Square value, which ranges from 0 to 1. A higher R-Square value obtained by the dependent variable signifies a stronger influence of the independent variable. Table 7 illustrates that the PKW learning process variable achieved an R-Square value of 0.772, falling within the range of 0 to 1. This means that 77,2% of the variance in the PKW learning process is influenced by the instructor competency variable. The independent variables other than instructor competence only have an influence of 22,8%.

Discussion

In this study, the hypothesis results reveal that instructor competence significantly influences the PKW learning process. In more detail, instructor competence has two indicators that influence the learning process, namely entrepreneurial competence and skills competence. In this case, entrepreneurial competence is the instructor's level of understanding of the concept of entrepreneurship and the instructor's ability to apply the concept to the fashion industry. Meanwhile, skill competence is the instructor's mastery of practical skills in the field of fashion such as production techniques and fashion model design.

By referring to relevant literature, it can be explained how the findings of this hypothesis are in line with previous knowledge. For example, (Zhang & Tseng, 2023) study showed a significant relationship between entrepreneurship course instructor ability and learning outcomes. In the study, learners' perceptions of educator quality emphasized the need for educational institutions to address instructor quality to better support learning. Furthermore, educational institutions' investment in instructor development can have a positive contribution to learners' learning outcomes. (Yohana, 2020) in a study also stated that one of the environmental indicators of educational institutions, namely instructor competence, made the highest contribution to learning activities. Meanwhile, research by (Hernández et al., 2022) concluded that instructors can stimulate students in starting the learning process so that it contributes to their desire to gain deeper knowledge, providing feelings related to the knowledge gained useful for job applications.

In the context of instructor competence that is different from the hypothesis indicators, there is some literature that is assumed to have relevance to the results of this hypothesis. Some of them are the research of (Dzisy, 2019) which states that the level of instructor competence has a correlation and influence on learning outcomes. The study used four dimensions of competence namely pedagogical competence, personality competence, professionalism competence, and social competence. In further analysis, it was found that pedagogic competence has the highest level of influence among other instructor competencies. On the other hand, in the same context, qualitative research conducted by (Siregar et al., 2020) also supported the findings of the study, which revealed that pedagogical competence, which relates to the instructor's ability to manage learning, is a key factor that correlates with the effectiveness of the learning process. On the other hand, a literature review by (Kurnia & Sanjaya, 2023) revealed that the professional competence of instructors or educators in the learning process has a strategic role in determining the quality of students. These competencies include a comprehensive and in-depth understanding of learning materials, including a broad understanding of curriculum content, subjects taught in informal education institutions, and scientific knowledge covering curriculum materials, as

well as the development of scientific insights as educators in non-formal education institutions.

Although in testing this hypothesis using different competency justifications from the findings (Dzisye, 2019; Kurnia & Sanjaya, 2023; Siregar et al., 2020), namely entrepreneurial competence and skills competence. The instructor competencies used in this hypothesis still have relevance and similarity in the concept of purpose with the four instructor competencies (pedagogic, personality, professionalism, social), namely as a collection of skills and knowledge possessed by a professional educator who is responsible for educating, teaching, guiding, directing, training, assessing, and evaluating students. In other words, instructor competencies in entrepreneurship and skills with their correlation to the learning process, directly expand knowledge in the literature gap related to instructor competencies in the context of entrepreneurship education and training.

Meanwhile, there is also literature in a different context but is assumed to be quite relevant to the results of this hypothesis. For example, research by (Maxwell et al., 2017) implies that the preparation of a business plan is an important component in comprehensive entrepreneurship education, so it requires the competence of skilled teachers and instructors. In essence, the success of entrepreneurship education depends on the presence of capable educators, who demonstrate the importance of their competence in fostering learning citizens dedication to learning related to entrepreneurship. Furthermore, (Hidayati et al., 2020) in the context of maritime entrepreneurship learning, showed that students see support from the role of business actors in the field of skills in maritime more directed at the importance of internships/practical training in companies with expert teaching staff and complete facilities needed. As for the context of instructor competence, business actors who are outside the teaching experts are assumed to be relevant to the entrepreneurial competencies possessed by the instructors, in this case entrepreneurship educators or instructors are taken from business actors.

CONCLUSION

Based on the findings of the hypothesis in this study, it can be concluded that instructor competence has a significant effect on the PKW learning process. This shows that the higher the instructor competence, the better the PKW learning process, especially in the context of entrepreneurial competence and skills competence. Entrepreneurial competencies include understanding and applying entrepreneurial concepts in the fashion industry, while skills competencies include mastering practical skills in production techniques and fashion model design.

Thus, this conclusion confirms the importance of the instructor's role in shaping a learning environment that supports and motivates learners, and highlights the need for continuous development in instructor competencies to achieve optimal learning outcomes in the context of PKW. This finding has important implications in the context of improving the quality of entrepreneurial skills education, where investment in instructor competency development can be utilized as a strategy to enhance the effectiveness and efficiency of the learning process..

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