

## **Contribution of Learning Facilities Management Practices and Instructors Competency on Learning Outcomes of Students in Seamanship Education Center**

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**Abstract: Contribution of Learning Facilities Management Practies and Instructors Competency on Learning Outcomes of Students in Seamanship Education Center. Objectives:**

This study aimed to determine the influence of learning facilities and instructor competencies on students' learning outcomes at Seamanship Education Center of Malahayati Aceh, Indonesia. **Methods:** This study employed a quantitative approach with correlation techniques and questionnaire as an instrument. Data collection techniques: sampling on a non-probability sampling basis. Research sample is 100 students of the Formation Seafarers Training III Nautical and Technical Department. **Findings:** The results of this study indicate that: (1) there is a significant influence between learning facilities on student learning outcomes partially; (2) there is a significant influence between instructor competencies on student learning outcomes partially.

**Keywords:** learning outcomes, learning facilities, instructor competency.

**Abstrak: Kontribusi Praktik Manajemen Fasilitas Pembelajaran dan Kompetensi Instruktur pada Hasil Belajar Siswa di Pusat Pendidikan Ilmu Pelayaran. Tujuan:** Penelitian ini bertujuan untuk mengetahui pengaruh fasilitas pembelajaran dan kompetensi instruktur terhadap hasil belajar siswa di Seamanship Education Center Malahayati Aceh, Indonesia. **Metode:** Penelitian ini menggunakan pendekatan kuantitatif dengan teknik korelasi dan kuesioner sebagai instrumen. Teknik pengumpulan data: pengambilan sampel berdasarkan non-probabilitas pengambilan sampel. Sampel penelitian adalah 100 siswa dari Pelatihan Pelaut Pembentukan III Departemen Kelautan dan Teknis. **Temuan:** Hasil penelitian ini menunjukkan bahwa: (1) terdapat pengaruh yang signifikan antara fasilitas pembelajaran terhadap hasil belajar siswa secara parsial; (2) ada pengaruh yang signifikan antara kompetensi instruktur terhadap hasil belajar siswa secara parsial.

**Kata kunci:** hasil belajar, fasilitas belajar, kompetensi instruktur.

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## ■ INTRODUCTION

Education is an important factor for the success of national life in all sectors of life. Through adequate education, it will produce human resources that meet the standards. To realize the expectations of the implementation of education in Indonesia, it cannot rely on a single course of education, but all educational paths mandated in the Law of the Republic of Indonesia Number 20 of 2003 include: 1) A formal path consisting of basic, secondary and high education; (2) Non-formal path, namely the path of education beyond formal education which can be carried out in a structured and tiered manner; and (3) Informal path, namely family and environmental education.

Non-formal education programs have a position that is as important as other programs in development (Devlin et al., 2017; Mok, 2011) and a part of the process of education in a wider sense that enables the individuals to acquire various knowledge and skills using the resources outside official institutions in charge of that field (Papic & Garabinovic, 2017). Non-formal learning is also connected to an institution (i.e. an organisation or association with a specific interest such as culture or sports) within the non-formal education system (Norqvist et al., 2016)

Shipping science, education, and training center of Malahayati Aceh is a non-formal educational institution that has the duty and responsibility of the nation to educate the nation's children who are qualified and responsive to the progress of Indonesian shipping. In its learning not only focus on theory but much on practical skills. Thus, students who graduated from BP2IP Malahayati have an easier opportunity to enter the job market since the learning focuses much on practical skills.

here are several factors that can affect student learning outcomes (Nugraemi & Usman, 2019; Goh & Saleh 2018; Goh et al., 2017). Among these are the learning facilities and instructor competencies in teaching. The facility

itself is defined as a facility that helps smooth and ease the implementation of a business (Penttinen et al., 2018; Gaur & Jasmin, 2017). While the competence of teachers or instructors is the nature of teacher competence changes as the teacher moves through the development stage and furthermore that the forms of competency that determine excellence in teaching are interrelated (Ddungu, John, & Simon, 2018; Huda & Teh, 2017).

Based on the explanation above, the researcher is interested to conduct a study about "contribution of managing learning facilities and competency of instructors on learning outcomes of students in shipping science, education, and training center of Malahayati Aceh.

## ■ METHODS

### *Research Design*

To find out the presence or absence the influence of learning facilities and instructor competency on student learning outcomes or grades at shipping science, education, and training centre, researchers used a quantitative approach with correlation techniques. Correlation techniques aim to see the relationship and influence between variables. According to Sudijono (2005: 179) in statistical terms correlation is given as a relationship between two variables or more.

This research was carried out at shipping science, education, and training centre with a set number of samples, namely students of Formation Seafarers Training III in the Department of Nautics and Engineering with a total of 100 students. To obtain the data about learning facilities variable and instructor competency variable, the researched distributed the questionnaire to the 100 students. After the data was collected, researchers analyzed the data using the SPSS software program (Statistical Package for Service Solution) with multiple linear regression analysis techniques

## ■ RESULTS AND DISCUSSION

### *The Effect of Learning Facilities on Student Achievement*

Based on the results of partial hypothesis testing using the t test, obtained  $t \text{ value} > t \text{ table}$  or  $2.267 > 1.987$  and a significant value of  $0.026 < 0.05$ , then  $H_a$  is accepted and  $H_o$  is rejected, it means that the learning facilities have an effect on the achievement (grades) of students at shipping science, education, and training centre of Malahayati Aceh.

Through questionnaire, it is found that the facility at shipping science, education, and training centre belongs to the category of moderate level. This is obtained from the total mean of 24.45 out of 11 questions in the questionnaire, so that it can be said that on average students answer the choice of scale 2 (disagree) or scale 3 (neutral). So we can conclude that the completeness learning facilities at shipping science, education, and training centre of Malahayati Aceh are classified as moderate level. Thus, shipping science, education, and training center of Malahayati Aceh needs to renew learning facilities and provide facilities that are not yet available that are needed by students with the aim of facilitating the learning and teaching process.

### *The Effect of Instructor Competence on Student Achievement (Value)*

If we see from the results of the questionnaire assessment, it can be said that the instructor competence at shipping science, education, and training center of Malahayati Aceh belongs to the category high level. This is obtained from the total mean of 33.96 out of 9 questions, so that on average students answer scale 3.8 (scale 4 or 3).

Furthermore, based on the results of partial hypothesis testing using the t test, the value of  $t \text{ count} > t \text{ table}$  or  $4.387 > 1.987$  and a significant value of  $0.000 < 0.05$ , then  $H_a$  is accepted and  $H_o$  is rejected. It means that instructor

competency influences student achievement (grades) at shipping science, education, and training center of Malahayati Aceh. Thus, the instructor must have good abilities and master learning methods that can improve students' abilities in learning.

### *The Effect of Facilities and Instructor Competence on Student Learning Outcomes (Values) Simultaneously.*

Based on the results of the hypothesis using simultaneous significant test / together (statistical test F) produces a calculated F value of 10.603. and  $F \text{ table} = 3.09$  with a significant level of 0,000, so F count is greater than F table or  $0,000 < 0.05$ . This can be concluded  $H_a$  is accepted while  $H_o$  is rejected. It means that the completeness of learning facilities and instructor competencies together have a significant effect on student learning outcomes at shipping science, education, and training center of Malahayati Aceh.

## ■ CONCLUSIONS

This study concluded that there is a significant influence between the completeness of learning facilities on student learning outcomes partially. The results of data analysis from the questionnaire distribution, it was found that there was a significant influence between instructor competencies on student learning outcomes partially. The results of data analysis from the questionnaire distribution, it was found that there was a significant influence between the completeness of learning facilities and instructor competencies on student learning outcomes simultaneously (simultaneous).

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