

Perception of Students: Effect Implementation of Accreditation, Motivation to Learn and Facilities infrastructure in Improving the Quality of Education in Army Polytechnic

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Abstract:

The purpose of the study was to describe the variables of accreditation implementation, learning motivation, facilities and infrastructure and quality of education, to analyze the effect of the accreditation implementation variable, learning motivation, facilities and infrastructure simultaneously on the quality of education, to analyze the influence of the variable accreditation implementation, learning motivation, facilities and infrastructure partially on the quality of education and to find out and analyze among the variables of accreditation implementation, learning motivation and facilities and infrastructure that have a dominant effect on the quality of education at the Army Polytechnic. The population in this study amounted to 55 people. The sampling technique uses a saturated sampling technique. The data analysis technique used is multiple linear analysis. The results show that the implementation of accreditation, learning motivation, and facilities and infrastructure have a simultaneous effect on the quality of education. The implementation of accreditation, learning motivation, and facilities and infrastructure have a partial effect on the quality of education and the implementation of accreditation has a dominant effect on the quality of education at the Army Polytechnic.

Keywords: Accreditation Implementation, Learning Motivation, Facilities and Infrastructure, and Quality of Education.

Date of Submission: 24-09-2020

Date of Acceptance: 07-10-2020

I. Introduction

The National Policy on improving the quality of education is stipulated in Law number 2 of 1989 concerning the National Education System (Sestinas) article 3 which aims to develop capabilities and increase the quality and dignity of Indonesian human life in the context of realizing national goals. Efforts to improve quality are important to answer various challenges, especially globalization, advances in science and technology as well as the massive movement of experts. One of the ways to improve the quality of education is through accreditation efforts.

The National Accreditation Board for Schools / Madrasas is an independent evaluation body that determines the feasibility of formal education programs and units for primary and secondary education concerning national education standards. With school accreditation, it requires that stakeholders in a school prepare all forms of equipment that will be assessed to meet the criteria as expected. In addition to accreditation, it is also necessary to increase learning motivation.

Motivation becomes a force, energy, or power, or a complex situation and the readiness of the individual to move towards a certain goal, whether consciously or unconsciously, this is expressed by Makmun, 2003. Motivation is related to three things. These three things are "motivating states, motivated behavior, good or ends of such behavior.

In addition to accreditation and learning motivation, means and infrastructure also play an important role in improving the quality of education. One of the perspectives on a quality school is the availability of adequate learning support (Sunandar, 2013). Facilities and infrastructure are important to complete the school's equipment so that it can be used according to its function. The facilities can be interpreted directly used in the process of learning such as classroom, building, chairs, blackboards, and so forth and cannot be replaced while the infrastructure is not directly used, but its function can be substituted, such as pages, pitch, and so forth.

Referring to the description above, researchers see that implementation of accreditation, motivation to learn and facilities and infrastructure are important aspects in improving the quality of education. Therefore, educational institutions must apply these factors so that the quality of education increases.

II. Literature Review

Quality of Education

Quality of education, that is capable of producing graduates who have the ability or competence both academic competence and vocational competence which is based on personal and social competences, as well as noble moral values, which are all life skills (Sudrajat, 2005).

Implementation of Accreditation

Arikunto (1988) accreditation is an assessment conducted by the government of private schools to determine the ranking of government recognition of these schools. However, this policy is currently starting to be implemented for schools as a whole, both public and private.

Based on the above concept, it can be concluded that each educational institution must carry out accreditation to be recognized by the government and the educational institution is appropriate to educate students.

Motivation to Learn

Gibson (1995) said that motivation is the willingness to spend a high level of effort towards organizational goals, which is conditioned by the ability of these efforts to meet individual needs. In addition to individual needs, learning motivation can also meet the needs of an institution.

So, it can be concluded that learning motivation in addition to meeting individual needs can also meet the needs of the institution, so learning motivation not only affects individuals but can also affect institutions.

Facilities and Infrastructure

(Barnawi and Arifin, 2012) The Ministry of National Education has distinguished between educational facilities and educational infrastructure. Educational facilities are all equipment, materials, and furniture that are directly used in the educational process in schools. In connection with this, educational infrastructure is all basic equipment that indirectly supports the implementation of the education process in schools. So, it can be concluded that facilities and infrastructure have an important role in the learning process with the existence of facilities and infrastructure that meet standards so students will also learn in peace. and comfortable.

III. Methods

Data Analysis Techniques This

The research was conducted using a quantitative research approach, using saturated sampling in sampling with multiple regression analysis techniques, which examines the effect of accreditation implementation, learning motivation and facilities and infrastructure on the quality of education.

The population in this study were students of level 4 D4 # 1 at the Army Polytechnic. Respondents in this study were 55 people at the Army Polytechnic.

Collecting data in this study using an instrument in the form of a list of statements in the questionnaire based on indicators that have been developed from the concepts in this study, and through validity and reliability trials.

IV. Result Of Data Analysis And Discussion

RESULTS Regression Test

Primary data were analyzed using multiple linear regression analysis (*multiple regressions*). The recapitulation of the calculation results or multiple linear regression analysis can be seen in the following table:

Table 1. The Result of Multiple Linear Regression Test

Variables		Coefficients	t-test	p.	mark
Independent	Dependent				
Implementation of Accreditation	Quality of education	0.199	3.050	0.000	Sig.
learning motivation	Quality of education	0.014	1.848	0.020	Sig.
facilities and infrastructure	Quality of education	0.153	2.396	0.000	Sig.
Constant is 10.646					

Based on the results of multiple linear regression analysis in the table above, the regression equation can be drawn up, as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_3 + \varepsilon$$

$$Y = 10,646 + 0.199X_1 + 0.014X_2 + 0.153X_3$$

Based on the regression equation above, it can be described as follows:

$\alpha = 10.646$ is a constant which means that if all independent variables implement accreditation, motivation and facilities and infrastructure are 0, then the magnitude of the variable the quality of education is 10,646. $\beta_1 =$

0.119 is the regression coefficient of the independent variable of accreditation implementation (X1), the regression coefficient is positive. This shows that if the variable of accreditation implementation is good or bad, it will be followed by an increase or decrease in the quality of education. $\beta_2 = 0.014$ is the amount of the regression coefficient of the independent variable learning motivation (X2), the regression coefficient is positive. This shows that if the learning motivation variable is good or bad, it will be followed by an increase or decrease in the quality of education. $\beta_3 = 0.153$ is the amount of the regression coefficient for the independent variable facilities and infrastructure (X3), the regression coefficient is positive. This shows that if the variables of facilities and infrastructure are good or bad, it will be followed by an increase or decrease in the quality of education. ε = (Residual Error) The variable that is not studied and has an influence on the independent variable but is not included in the model.

The Effect of Accreditation Implementation on Educational Quality

Arikunto (1988) accreditation is an assessment conducted by the government of private schools to determine the ranking of government recognition of these schools. However, this policy is now starting to be implemented for schools as a whole, both public and private. It can be concluded that every educational institution must carry out accreditation to be recognized by the government and the educational institution is appropriate to educate students. The indicators are: 1) curriculum, 2) human resources, 3) research and community service, 4) campus management.

The results showed that the implementation of accreditation had a significant effect on the quality of education at the Army Polytechnic with a significance value of $0.00 < 0.05$. Accreditation is the main requirement for improving the quality of education. This is because if an education unit already has accreditation it can be stated that the education unit is recognized by the government or is worthy of providing the best education for students. This result is supported by research conducted by Suryana (2005) which states that the implementation of accreditation has a significant effect on the quality of education.

Based on the description above, it can be concluded that in this study the variable of accreditation implementation has a positive and significant effect on the quality of education at the Army Polytechnic.

The Effect of Learning Motivation on Educational Quality

Gibson (1995) said that motivation is the willingness to spend a high level of effort toward organizational goals, which is conditioned by the ability of these efforts to meet individual needs. In addition to individual needs, motivation to learn can also meet the needs of an institution, especially in the Army Polytechnic. So, it can be concluded that learning motivation in addition to meeting individual needs can also meet the needs of the institution, so learning motivation can not only affect individuals but can also affect the institution. To achieve the expected goals, the indicators are 1). There is a desire and desire to succeed, 2). The existence of encouragement and need in learning, 3). The existence of hopes and aspirations for the future, 4). There is an appreciation in learning, 5). Some activities are interesting in learning, 6). The existence of a conducive learning environment.

Based on the research results, it shows that learning motivation has no significant effect on the quality of education with a significance value of $0.020 > 0.05$. From the results of observations and the results of descriptive analysis, the indicators of motivation to learn are the desire and desire to succeed, the motivation and need for learning and the hopes and aspirations of the future do not affect the quality of education. From the observations, it can be seen that their motivation to learn besides wanting to gain knowledge is so that they can be close to their families because most of them are native residents of the island of Java and they work outside the island. Broadly speaking, respondents feel that in the absence of desire and desire to succeed. There are encouragement and a need for learning. There are hopes and dreams for the future. There is an appreciation for learning. Some activities are interesting in learning. The existence of a learning environment that is conducive to the quality of education will continue to increase because learning motivation is not a benchmark as an absolute condition for improving the quality of education. This is supported by research that shows the results that learning motivation has a significant effect on the quality of education, such as research conducted by Rafiqah (2016). Based on the description above, it can be concluded that in this study the learning motivation variable has a positive and significant effect on the quality of education at the Army Polytechnic

The Effect of Facilities and Infrastructure on Educational Quality

(Barnawi and Arifin, 2012: 47) The Ministry of National Education has distinguished between educational facilities and infrastructure education. Educational facilities are all equipment, materials, and furniture that are directly used in the educational process in schools. In this regard, educational infrastructure is all basic equipment that indirectly supports the implementation of the education process in schools. Facilities and infrastructure have an important role in the learning process with the facilities and infrastructure that meet the standards so students will also learn calmly and comfortably. The indicators are (1) school buildings and

furniture, (2) learning tools consisting of bookkeeping and teaching aids and laboratories, (3) inductive reasoning, (4) deductive reasoning.

Based on the research results above, it shows that the facilities and infrastructure have a significant effect on the quality of education with a significance value of $0.00 < 0.05$. These results are reinforced by the results of observations and interviews that facilities and infrastructure are important aspects that must be in place to improve the quality of education. This is because facilities and infrastructure are important requirements in accreditation so that facilities and infrastructure are very influential in improving the quality of education. Therefore, the lecturers believe that the facilities and infrastructure are very important to improve the quality of education at the Army Polytechnic. The results of this study are following the results of previous research conducted by Munah (2019) which shows that facilities and infrastructure have a significant effect on the quality of education. Based on the description above, it can be concluded that in this study the variables of facilities and infrastructure have a positive and significant effect on the quality of education at the Army Polytechnic.

V. Conclusion

Based on the results of research and discussion, conclusions can be made, including Accreditation implementation is an assessment carried out by the government of tertiary institutions to determine the ranking of government recognition of these universities at the Army Polytechnic. Motivation to learn is the willingness to put out a high level of effort towards organizational goals conditioned by the ability of these efforts to meet an individual need at the Army Polytechnic. Facilities and infrastructure are all equipment, materials, and furniture that are directly used in the educational process in schools. In this regard, educational infrastructure is all basic equipment that indirectly supports the implementation of the educational process in educational institutions at the Army Polytechnic.

From the calculation results of multiple regression analysis using SPSS, the implementation of accreditation, learning motivation, facilities, and infrastructure is simultaneously has a significant effect on the quality of education. Partially, the accreditation implementation variable has a significant effect on the quality of education. The learning motivation variable has a significant effect on the quality of education. The facility and infrastructure variable have a significant effect on the quality of education.

It is suspected that the variable of accreditation implementation has a dominant effect on the quality of education at the Army Polytechnic. The implementation of good accreditation is one that can be useful for the educational institution itself and the elements in it, especially in improving the quality of education. This shows that the main aspect of improving the quality of education is how accreditation can be implemented properly by the educational institution itself.

VI. Suggestions

For the Army Polytechnic

In facing competition in the world of higher education, the Army Polytechnic must further improve matters relating to accreditation, especially in terms of facilities and infrastructure because there are still many incomplete facilities and infrastructure that do not meet standards. With the availability of complete facilities and infrastructure, learning will be able to run well and get satisfactory results following the objectives of the Army Polytechnic

- a. Accreditation implementation needs to be done and improved again by fixing those that do not meet standards and updating for what should be updated at the Army Polytechnic
- b. Motivation to learn needs to be applied optimally because there are still many students who do not have the motivation to take part in their learning, they feel that it is because of orders from their superiors who put them in the university, especially in the Army Polytechnic.
- c. Facilities and infrastructure should need to be developed again because there are still many facilities and infrastructure that have not been fulfilled and do not meet standards so that it makes students have difficulty developing the knowledge they get.

For higher education

Must be able to improve the quality of education by accrediting and implementing it as well as increasing student learning motivation and being able to generate a sense of motivation to learn from within the students themselves and always updating and trying to improve the standards of the existing facilities and infrastructure to make it easier students to participate in learning and teaching activities.

3. For Further Researchers

- a. Can use the results of this study as reference material or a source of theoretical study for future researchers who want to examine the concept of the same title as this study.

b. It is hoped that adding other variables that are not examined in this study relating to the quality of education and to be more courageous in taking research within the army.

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Frizki Nuriza Chusnindya, et. al. "Perception of Students: Effect Implementation of Accreditation, Motivation to Learn and Facilities infrastructure in Improving the Quality of Education in Army Polytechnic." *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 10(5), (2020): pp. 37-42.