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Effect of Industry Sector and Economic Society on Education Quality Through Learning Process in Jayapura

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ABSTRACT: *Vocational education is an education that was developed to setup or improving the human resources quality to enter workforce. This can be proved by vocational schools to improve of passing quality through a learning process that contribute to industrial sector, particularly to create jobs. This study uses an explanatory research approach by one short study or cross section. However, learning process can support quality of education through the education system as specialization competencies to improve the performance with systematic and professional education.*

KEYWORDS*: industry sector, economic society, learning process, quality of education*

I. INTRODUCTION

Education is a basic need and human right. It is consistent with article 31, paragraph (1) of 1945 Constitution, that "every citizen is entitled to education". To get a quality education services, central government and local governments have responsible to provide education budget through state and local budgets. Papua Province as a Special Autonomous region every year gets a special autonomy funds of 2% from national General Fund. Setting education budget by 30% is intended to overcome quickly the native Papuans ignorance, poverty, backwardness, and oppression.

Syaefudin, (2006) suggests that there are three components that simultaneously ideal in equivalence relation and vocational education, i.e. school, work and government industries. Aspects of governance, accountability and public image at Vocational School (SMK) District/City of Jayapura, as follows:

[1] Coordination and synchronization program in order to create synergy and cooperation so that education development goals can be achieved maximally.
[2] Maximum quality of program implementation through the implementation process of various activities either by central, provincial, district/city in according with targets the realization program that implemented in accordance with quality attention.
[3] Principles of management education implemented optimally to reach weak economic, remote areas (edges) and children (abnormalities).
[4] Data management and educational information that accurate, complete and up to date is very important in process planning and decision-making quick and precise.
[5] Have a plan of education development strategy in accordance with vision, mission, and goals are clearly giving a definite direction for implementing education development.

Graduation quality of graduates of Vocational High School Education Unit prefers productive competence of academic abilities. Productive competence is a competence that prepared to enter the workforce according to their expertise, while prepared to master academic competence and scientific knowledge. Low graduates quality problem of Vocational High School (VHS) in District /City of Jayapura, caused by:

[1] Competence productive prepared to enter the workforce according to their expertise.
[2] Competence prepared to master the academic and scientific knowledge further.
[3] Education budget allocation not been able to overcome the problems of education quality.
[4] Facilities and infrastructure are not sufficient to support education at Vocational High School (VHS).
[5] Professionals and institutions accountable as a civilizing center of knowledge, skills, experience, attitudes and values based on national and global standards.
[6] Still low in empowering community participation in education based on principle of autonomy.

Olubadewo and State Ogwo (2004) show that industrial sector has positive and significant effect on quality of education units graduation in which learning process become intervening variable. This is evidenced by quantity value of qualified graduates that be absorbed by industry and quality of show quality graduation in accordance with level of competence acquired from learning in educational unit.

Chon (2005) examine relationship between socio-economic conditions of learning process and has a positive and significant effect through human capital investment that more productive and quality in learning. Research gap of this study suggests the inconsistency of research results about proof (test) of industrial relations and socio-economic sectors of society on quality of education unit graduation.

[1] Quality effect of industrial sector of education units graduation that mediated by learning process. Stephens D. (2003) proved that direct role of industrial sector has a significant connection and positive effect on quality of education unit graduation.
[2] Effect of industrial sector to learning process by Boediono (2001) proved that direct role of industrial sector has a significant connection and positive effect on learning process.
[3] Effect of socioeconomic conditions on quality of education units graduation is mediated by learning process. Mbebed F.E. (2011) found that social support of economic communities have a positive effect on learning process to improve the quality of education units graduation.
[4] Effect of socioeconomic conditions on learning process by (J. Davies, et al., 2009) show that social support was not significantly associated economic community and having positive effect on learning process.
[5] Effect of learning on quality of education units graduation by Epstein H.T. (2010) proved that learning process has a direct significant relationship and positive effect on quality of education units graduation to prove that industrial sector and socioeconomic have positive and significant effect on quality of education units graduation. Researchers use an intervening variable learning process by using the contingency approach. Industrial sector affect on quality of educational unit graduation which mediated by learning process through a contingency variable.

II. LITERATURE

Johns RL (2005) showed a positive relationship between role of industrial sector on quality of education units graduation where the learning process become an intervening variable. This can be proved by vocational schools that can improve the passing quality through a learning process that contribute to industrial sector, particularly to create jobs. Mayeske G. W (2002) study shows that there is a positive and significant effect between the variables of industrial sectors on quality of education units graduation through the learning process variables. Levin M Hendry (2007c) proves that socio-economic support quality of education units graduation where the learning process become intervening variable. This can be evidenced by desire to interact with public awareness in use of psychological management in supporting education in vocational schools. Davies J., et al., (2009) concluded a positive effect the learning process variables on quality of education units graduation. Improved educational achievement can be achieved by creating an award of rank and absorption of vocational school graduates in job market industry. The industrial sector become one of inputs of quality determinants of educational unit graduation. Industrial sector show the participation of community education in broadest sense of educational activity originating from households, industry, social and professional organizations as well as from the industrial world (Boediono, 2001). Geist (2002) shows that educational facilities and infrastructures strongly associated with an increase in school quality, hence the need for the necessary tools and willingness to maximally industry.

Seginer (2005) shows that socio-economic condition of people is associated with earned income, number of dependents, education, occupation, age, savings, and social institutions. Fluitman Gill (2000), showed that facilities and infrastructure support learning, including level of building usage, capacity, and availability of books in school. Mosino A., (2003) suggested that in order learning process is able to run properly, it needs the support of government in form of deregulation and subsidy. Sulzbacher, SI, (2006) shows that graduation quality of vocational high school prefer ability of productive competence in academic ability. William J. (2003) show that productive competence is competence which is prepared to enter the workforce according to their expertise, while the academy prepared to master competencies and scientific knowledge further. Clark, L.H., and Kellough, R.D. (2006) show that education is output unit in form of: cognitive ability of learner in form of their knowledge level, non-cognitive means, attitudes associated with self-learners, families, and communities, and psychomotor skills in associated with them self.

III. OPERATIONAL DEFINITIONS

Operational definitions of variables used in this study are follows:

1. Industrial sector (X1) is actual role in provision of vocational education related to learning process expertise for quality graduation of education units (Atherton, JS, 2009), include:

   Curriculum (X11) is a set of educational plans should be developed to provide input to education, measured by following items:

[1] Education Planning (X111)
[2] Teaching materials (X112)
[3] Evaluation (X113)

b. Training instructor (X12) is strengthening educators and mentoring from industry to Vocational School, through the structure, measured by following items:

[1] Education Efficiency (X121)
[2] Relevance of education (X122)
[3] Education Productivity (X123)

c. Education infrastructure (X13) is provision of support facilities and infrastructure necessary to improve the quality of vocational high school, measured by following items:

[1] Aid appliances (X131)
[2] Unused goods (X132)
[3] Industry willingness for a practicum (X133)

2) Socio-economic society (X2) is socio-economic support and environmental conditions that reflect the status of community contribution for quality improvement of education (Epstein JL, et al 2003), include:

[1] Income (X21) is income and number of family members and dependents, measured by following items: amount of income, number of family members, and dependant family.
[2] Community support (X22) is role of community to participate in education, measured by following items: cost of living, economic situation of society, and local wisdom.
[3] Public awareness (X23) is view of available resources around them to achieve the quality of education units graduation, measured by following items: desire to do business for better education, management for better school, and learning assistance from parents.

3) Learning process (Z) is a role in maintaining and regulating the learning quality in schools (Davies J., et al., 2009), include:

a. Learning facilities (Z1) is the availability of means in process of formation of learner ability, measured by following items:

[1] School Equipment (Z11)
[2] Availability of laboratory capacity (Z12)
[3] Availability of books (Z13)

b. Education system (Z2) is a strong educational and authoritative to empower learners, as measured by following items:

[1] Education skill (Z21)
[2] Education Standard (Z22)
[3] Formation of moral personality (Z23).

c. Professional learning (Z3), professionals in management of learning, as measured by following items:

[1] Coordination of teaching materials (Z31)
[2] Guidance on each learner (Z32)
[3] Relevance of educational innovation agency (Z33)

d. Character education (Z4) is an activity to develop the learners potential, measured by following items:

[1] Formation of learners attitudes (Z41)
[2] Learning strategies of learners (Z42)
[3] Increased educational reasoning (Z43)

e. School climate (Z5) is interaction between the factors of school conditions and learning process, measured by following items:

[1] School Development (Z51)
[2] Creating interest in learners creativity (Z52); and

[3] commitment (Z53)

f. Achievement results (Z6) is goal that should be achieved in teaching and learning assessment process between teachers and learners that take place inside and outside the classroom, as measured by following items:

[1] Setting assessment techniques (Z61)
[2] Scoring system (Z62)
[3] Analysis of learning outcomes (Z63)

Quality of education units graduation (Y) is the ability level and achievement of graduates from vocational school education units (S. Hagglund, 2009), include:

a. Educational Achievement (Y1), is an achievement of learners or alumni and school, measured by following items:

[1] Award achieved (Y11)
[2] Schools Ranking that achieved (Y12)
[3] Absorption of alumni in industrial labor market (Y13)

b. Output (Y2) is the result of a learning process in stages, measured by following items:
[1] Number of graduates who continue their studies (Y21)
[2] National labor absorption (Y22)
[3] Giving reward (Y23).

c. Competitiveness (Y3) is determination of education quality through accreditation process with standard value, measured by following items:

[1] Competence (Y31)
[2] Papers (Y32)
[3] Life skills (Y33)

d. Academic expertise (Y4) is educational unit policies, suitability, capacity, and technology education, measured by following items:

[1] Development of student skills (Y41)
[2] Suitability proficiency students (Y42)
[3] Capability teacher expertise (Y43)

IV. RESEARCH METHODS

This study used an explanatory research approach. Data collection is done in one step (one short study) or in cross section. Research sites are 20 Vocational High School (VHS) in District / City of Jayapura. Total population 20 Vocational High School (VHS) at district/ city of Jayapura. Respondents in this study was the Principal and Vice Principal, where two respondent representing each Vocational High School (VHS) at district/city of Jayapura so the number of observations by 40 respondents. Data collection instrument in this study is questionnaire. It is a survey instrument used to collect data on industrial sector variables, socioeconomic, learning process, and quality of education units graduation are measured using a Likert scale. Where the answer choice questionnaire as follows: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly disagree. Analysis technique used in this study is the Generalized Structured Component Analysis (GeSCA).

V. RESEARCH RESULT

Results indicate that all of indicators on variables of transformational leadership, information technology, organizational culture, leadership innovation, and performance leader has a value greater than 0.3, so that all indicators can be declared valid or can measure the research variables.

Table 1. Path Results

Hypothesis	Construct Variables	Path Coefficient	CR
H_1	Industry Sector → Quality education units graduation	0.642	4.63*
H_2	Industry Sector → Learning Process	0.365	6.25*
H_3	Social Economic of Society → Quality education units graduation	0.069	0.83
H_4	Social Economic of Society → Learning Process	0.378	4.28
H_5	Learning Process → Quality education units graduation	0.653	6.18*

Internal reliability value indicates that coefficient alpha (α) are greater than 0.6. Evaluation of relationship between values of loading factor (ג) with average value (mean) indicator variables that make up the research is intended to identify and determine the path. It associated with respondents' perceptions of empirical facts of each indicator variable research study through the average value (mean) of respondents.Industrial sector affects on quality of education units graduation in relation to learning process both internally and externally to develop the knowledge, skills, and attitudes in a professional manner in thinking by creating links and media learning materials.

Industrial sector affects on learning process for students who have the academic ability or professionals who can apply, develop or create science and technology (M. Schiff, 2005).Socioeconomic support have a relationship with quality of education units graduation which mediated by learning processes that directly or indirectly have a positive effect and not significant in improving education at Vocational High School in District/City of Jayapura. Learning process in this study is a relationship with quality of education units graduation that are directly or indirectly have a significant and positive effect in improving education at Vocational High School in District / City of Jayapura. This effect can be evidenced by learning process through personalized education operating costs (the cost of teacher training and incentives) and non-personal (school stationery). Lee (2005) showed that increase in costs in learning process effects on quality of education units graduation.

VI. CONCLUSIONS AND RECOMMENDATIONS

Industry affect on quality of education units graduation through a learning process that is supported by a training instructor who improve student academic achievement in education system that effective and efficient. Importance of industrial sector to improve learning process was able to create creativity through instructor training that considered as a comparative success of education system. Importance of socioeconomic of learning process are public awareness in understanding the education system to develop an inspirational organization and a good school management and responsible decision making. Success of learning process to support quality education units graduation needs to be repaired through the education system as specialization competencies to improve the performance of systematic and professional education.

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