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THE INFLUENCE OF TEACHING PREPARATION OF LECTURERS AND UNIVERSITIES IN FACING ASEAN ECONOMIC COMMUNITY (AEC) 2015 TO IMPROVE THE QUALITY OF BUSINESS ADMINISTRATION GRADUATE STUDENTS ACADEMIC YEAR 2013 UNIMED Noni Rozaini Department of Business Administration Education, Faculty of Economy, State University of Medan, the Province of Sumatera Utara, Indonesia Abstract This study discusses about the influence of teaching preparation of lecturers and universities to the quality of graduate students of Business Administration Program UNIMED.

It aims to know whether there is the influence of the teaching preparation of lecturers and universities in facing the ASEAN Economic Community to the quality of business administration graduate students academic year 2013 UNIMED. This research was conducted in business administration study program, majoring in economics education, Medan State University with the samples for 60 people. Data collection techniques used were observation, interviews and questionnaires. Validity and reliability test used SPSS version 22.0.

Data analysis technique performed with SPSS version 22.0 and it was concluded that the teaching preparation of lecturers and universities have influence to the quality of graduate students of Business Administration Study Program in facing ASEAN economic community 2015, namely for 34% and the remaining 66% are influenced by other factors which are not examined in this study. Key words : Teaching preparation of lecturers, University, Quality of Graduates students and AEC. I.

Introduction Education is an indicator of the progress of a nation that is very important in shaping the foundations of the nation's competence. Speaking of education, it can not be separated from efforts to create qualified human resources. According to the report of Education for all (EFA) Global Monitoring Report, released by UNESCO in 2012, the quality of education in Indonesia was ranked 64 of 120 countries.

Educational success depends not only on students who are always required to be able to learn well, but the teaching preparation and capability of lecturers in learning process to determine the success of the educational process. In addition, other factors that affect the quality of students in the learning process is the active role of the university as a place that can form good human resources. Association of Southeast Asian Nations (ASEAN), which was formed in 1967, was aimed at cooperation oriented to politics to achieve peace and security in the region of Southeast Asia, and later changed into regional cooperation by strengthening the spirit of economic and social stability in the region, among others through accelerated economic growth, social progress and culture with regard to equality and partnership, so that it became the foundation for the creation of a prosperous and peaceful society. Asean was officially formed on August 8, 1967.

Economic integration was done by the liberalization of trade. In 2016, the trade between

the countries participating in integration but at the same time also applied various obstacles both tariff and non-tariff to a third country or countries outside. Liberalization policy and integration agreement are used as a tool to gain access to a wider market and promote growth in order to increase prosperity (Thongphane savanphet, 2006).

Based on the belief and in order to strengthen the competitiveness of the region in the face of global competition and the regional countries in the region of Southeast Asia which are members of the forum of ASEAN, they have agreed to improve the process of integration between them through the establishment of AEC 2015. ASEAN Economic Community took effect on December 31, 2015, where the Asean region will become an open and unified market-based production; as well as flow of goods, services, investment, capital and labor will move freely.

There are four pillars of the ASEAN Economic Community, namely the economic region with high competitiveness, economic growth with equity, integration into the global economy and the last pillar is to make Asean as a single market and a unified production base through the goods and services, investment, capital and skilled labor (Bappenas 2009 ). There are 12 service sectors that have been agreed upon by the ASEAN countries such as : (1) business, (2) communication, (3) construction engineering and engineering-related, (4) education, (5) distribution, (6) the environment, ( 7) finance, (8) services related to health and social services, (9) the tourism and travel, (10) recreation, sports, and culture, (11) transportation, and (12) other service sectors.

Movement of free skilled labor does not mean to do it totally free but it is through the Mutual Recognition Arrangement (MRA). Table 1. Open unemployment in Indonesia according to the highest education attained in 2012-2014 are as follows:

	2012	2013	2014	February	August	February	August	February	August
1 Without School	126	972	85	374	112	435	81	432	134
2 No Elementary School	601	753	512	041	523	400	489	152	610
3 Elementary School	1	418	683	1	452	047	1	421	873
4 Junior High School	1	347	555	1	374	822	1	229	652
5 General Senior High School	1	429	689	643	1	693	203	1	566
6 Vocational High School	1	874	799	1	925	660	1	893	509
7 Diploma I,II,III/ Academy	1	009	864	649	1	258	201	847	365
8 University	1	028	197	270	185	103	195	258	193
Total	7	398	298	495	143	757	831	7	344
	7	240	897	7	410	931	7	147	069
	7	244	905						

Source: Survey of National Work Force (Sakernas) With MRA mechanism, the destination countries recognize professional qualifications of skilled workers from the country of origin or the sending country.

It means the country of origin has the authority to issue a certificate that describes the competence of skilled workers who will be sent. Although it is not directly guaranteed Non ? ?oz ?a ??i, ??e ?n ?lu ?n ??of ???ch ??g ..... 577 market access but certainly MRA is a first step in efforts to promote skilled labor. The arrangement of MRA is as an effort to support the free flow of labor, facilitate the movement of labor which is based on a contractual agreement to support trade activities and investment in the services sector.

Until 2009, it has been agreed MRA by Asean namely for engineering services, nursing, architectural, surveying qualification, medical personnel (doctors and dentists), services of accounting where all this MRA signed by the ASEAN economic Ministers (Department of Foreign Trade in Indonesia, 2009). With regard to the quality of Indonesia labor, Indonesia is more on sending labor educated while the Philippines sends more educated labor force to work abroad (Pimasanto, 2010). Human Development Index Data (UNDP, 2011) showed that Indonesia is in a position 124 out of 187 countries.

The position of Indonesia is still below than Singapore, Brunei, Malaysia, Thailand, Philippines and just being in a better position than Vietnam, Laos, Cambodia and Myanmar. Without realizing it, the time will continue to run and the people of Indonesia should be prepared to face the EAC 2015. Open unemployment Indonesia attained by the year 2012 to 2014 are as follows: Table 2. Open Unemployment 2012-2014

Highest Education	2012		2013		2014	
	February	August	February	August	February	August
Never Attended School	126	972	85	374	112	435
Without Passing Elementary School	601	753	512	041	523	400
Elementary School	1 418	683	1 452	047	1 421	873
Junior High School	1 736	670	1 714	776	1 821	429
Senior High School	2 043	697	1 867	755	1 874	799
Vocational High School	1 018	465	1 067	009	864	649
Diploma I,II,III/ Academy	258	385	200	028	197	270
University	553	206	445	836	425	042
Total	7 757	831	7 344	866	7 240	897

Source : Survey of National Work Force (Sakernas) The open unemployment rate is the ratio between the number of job seekers

in the labor force.

Data from Table 1 shows that in 2012 to 2014 the open unemployment diploma I, II, III and universities is higher compared to Elementary School and lower. This suggests that the high level of education is not a guarantee to get a job easily. Students are the candidates of educated workforce that must have the ability and certainly have to understand themselves to prepare for a competition in 2015. The implementation of AEC should encourage students to study well, prepare all the ability to compete with workers from other countries.

Universities should prepare graduates who can compete in the national level or Asean, not only the discharge of their responsibilities after graduating from university students and do not pay attention to whether a university graduate can receive to work or 578 T ?e st I ?te ?na ????a ? ???f ?r ?n ?? on ?con ?????? B ?sin ?ss, ?n ? Accou ?tin ? 2016 , ?a 575 - 582 not. Therefore, based on this background, the formulation of the problem in this study is how the teaching preparation of lecturers and the universities in facing Asean Economic Community 2015 to improve the quality of graduate students of business administration Academic Year 2013 UNIMED. II.

**Theoretical Framework** The concept of teaching preparation of lecturers In the Law on Teachers and Lecturers No 4 of 2005 concerning with Teachers and Lecturers, in Article 3, paragraph 1, it stated that teachers and lecturers have the position as professional staff at higher education level which are appointed in accordance with the legislation. Further, it is stated that the lecturers are professional educators and scientists with the main task to transform, develop, and disseminate science, technology, and the arts through education, research, and community service. The main task of the lecturer is as educational educator.

As an educator, the duty and responsibility of the lecturer is to educate students to be individuals who have the abilities and skills that are useful for life and needed to enter the workforce, through its ability to teach a variety of knowledge and skills, in addition to the responsibility in the form of attitude and the right behavior and not really in the act through nature exemplary as moral human beings. Taliziduhu (1988: 33) says the duties and responsibilities of the lecturer is as follows.

"The duties and responsibilities of lecturers are not only limited in terms of transferring of knowledge alone. They bear the responsibility of individual and collective. Individual responsibility is the responsibility seen from academically. Whereas collective responsibility is the responsibility of the Senate as a college. With regard to the ability that needs to be owned by lecturers, Achmad Sanusi and Rochman Natawidjaja (1991: 38) state conceptually the ability which should be owned by lecturers, among others: (1) Professional ability includes mastery of teaching materials, concepts of science instructional materials, educational foundation, the processes of education and learning of students. (2) Social ability includes the ability to adapt to the employment objectives and the environment while performing duties as a teacher. (3) Personnel ability includes the appearance of a positive attitude on the employment situation as a teaching and educational situations, understanding of values that should be embraced by a teacher and the appearance of effort to make himself as a role model and exemplary for the students.

Whereas, Doele identifies the taxonomic for teacher (in Balnadi, 1995: 10) is as follows. (1) Competence lecturer for "assessing and evaluating student behavior", (2) Competence lecturer for "planning instruction", (3) Competence lecturer for "conduction or implementing instruction" Nowadays, lectureship has been recognized as a profession, it is as stipulated in the Law on Teachers and Lecturers. As a profession, it demands competencies required by teachers, and it is not different from the competence of teachers, as described in Article 10, that the competence of teachers as intended; includes pedagogical competence, social competence, and professional competence acquired through professional education.

Performance is the result or the overall success rate of a person during a certain period in carrying out the task compared with a range of possibilities, such as the standard of the work, the target or targets or criteria which have been determined in advance and have been agreed. Ministry of Education (2004), stating faculty performance is the ability to perform a job or task that is owned by the lecturer in completing a job. Job performance or work performance (performance).

According Fattah (2000: 19) as an expression of competence is based on the ability of knowledge, attitudes and skills and motivation to produce something. Performance can be interpreted as the presentation of the work, work Non ? ?oz ?a ??i, ??e ?n ?lu ?n ??of

579 practices, job attainment, work or performance (LAN 2004). Correspondingly Smith (1982: 393) states, the performance is "output drive from processes, human or otherwise." So, performance is the result or output of a process.

Other benchmarks can be seen from the performance of lecturers in the form of service, both quantitatively and qualitatively in a certain time unit. To see the extent to which the quality of faculty performance required explanation of the dimensions, indicators, elements and criteria that states lecturer performance. The dimensions of performance concerning input and output processes or products. Input refers to the perpetrator, the lecturer, referring to the process of how to achieve goals and products related to the results achieved.

The Concept of University In accordance with the Act 12 of 1961 on Higher Education, Law 2 of 1989 on the national education system and government regulation 30 of 1990 on education, namely College is an institution of higher education run by the government and society. Higher education is managed by the so-called public universities and managed by the community as the private universities. As a place for formal higher education in the intellectual life of the nation which is one of the objectives of the state, the college has the following principal tasks: (a) Organizing the development of education and teaching, (b) Conducting research in the development of culture, especially science, technology and art. (c) Carrying out community serviced. (d) Conducting coaching academicians and relationship with the environment (e) Carrying out administrative service activities.

Briefly, the key task of this college education and teaching, research and community service, known as Tridarma College, organizes the development of education and teaching is the task of universities is the first and most visible in the community. In accordance with the National Education System Law Chapter VIII, Article 27, which was published in the Handbook of Higher Education, that in carrying out the functions as higher education, colleges have elements that work together. According to E.

Mulyasa, Education facilities are equipment and equipment that directly used and support the process of education, especially teaching and learning, such as buildings, classrooms, desks and chairs, as well as tools and teaching aids. Meanwhile, according to the Preparation of Guidelines Standardization Team Media Education Ministry of

Education and Culture, which is a means of education are all necessary amenities in the learning process, whether moving or not moving so that the achievement of educational goals.

In the opinion of Amich Alhumami that "At least there are five factors that determine the quality of a university, (1) the facilities and infrastructure that supports (buildings, office space, lecture halls); (2) adequate facilities (libraries, laboratories); (3) the quality of lecturers with sufficient time commitment to teach; (4) ability to investigate; and (5) the commitment of the lecturers and researchers to the profession to continue to improve the competence and expertise ". For that, there are important things that must be considered in order to improve the quality of higher education by emphasizing the vision and orientation, that universities are public institutions that provide educational services to the community.

The college is an institution that aims spawned the development of the science community is knowledgeable, skilled, competent, and skilled. The Concept of Graduates Quality In general 'quality' can be defined as "the characteristics of the products or services specified by the customer and obtained by the measurement process as well as continuous improvement" (Soewarso, 1996: 7). This opinion stresses the subscribers, that is, if a customer says something is good quality, then the goods / services can be considered 580 T ?e st I ?te ?na ???a ? ???f ?r ?n ?? on ?con ?????? B ?sin ?ss, ?n ? Accou ?tin ? 2016 , ?a 575 - 582 qualified.

Actually, quality can be defined in different ways according to the angle of view of those who perceive it. Word (2005) argues that "quality is a complex concept," because the quality has different implications when it comes to the quality of education. Quality is a dynamic idea and should be defined precisely, in order to provide clarity of understanding. Even so it will not cause confusion to think, because the most important quality will be seen in practice and concluded in discussion.

Quality has several different senses, according to experts. Slavin. R. E. (1997: 3) defines quality as a dynamic state associated with the products, services, people, processes, and environments that meet or exceed expectations. The term "dynamic state" here refers to the fact that what is considered quality can and often change over time and turn the enactment of environmental conditions. Education is said to be relevant if the students

become competent and capable of fulfilling jobs.

So that the principal should be able to manage the school program by way of desire to bring the community and the needs of learners. Learners must be able to highlight their potential, and teachers can conduct training to enhance the potential of learners. Here, teachers have more opportunities manage learning. Sekolah good is a school that is able to produce graduates who are ready to use, high graduation rates of learners, and many graduates continue their education to a higher level (Jenkins 1977: 19- 21).

But the reality in the field, many students who did not master knowledge learned, was not able to think critically and unable to do in life or work, and unable to adapt to its environment. It is imperative for schools that is always ready in mensikapi changes in accordance with the wishes and needs of the community global. The condition of individual with influences to the quality of graduate education according Slameto (2003: 113) covers from evaluating aspects: physical condition, mental and emotional, Needs - the needs, motives and goals, skills, knowledge and other things that have been learned. III.

Research Methods The study was conducted in Governance Studies Program Department of Business Administration Economic Education, Medan State University located at Jl. Willem Alexander V Medan Estate Market academic year 2015 / 2016. The population are all students from Business Commerce Department of Economic Education Medan State University academic Year 2013, for 120 people and consists of three classes, while samples taken in this study were 60 people using with simple techniques random sampling.

The data collection techniques used were observation, interviews, questionnaires while the research questionnaire test instrument used validity, reliability, and normality. In this study, it was also conducted multiple regression analysis, the product moment correlation and hypothesis as data analysis techniques. IV. Result And Discussion The teaching preparation of lecturers is an ability to be possessed by the faculty in any effort or the work to achieve educational goals. Based on the survey results, it showed that the partial teaching preparation of lecturers do not have a positive and significant impact on the quality of graduates.

It is based on the hypothesis testing results partially (t test) obtained  $t = 2.00$ . Based on these calculations, it can be seen that the teaching preparation of lecturers did not affect the quality of graduates mahasiswa. Thus, it can be concluded that  $H_0$  is accepted and  $H_1$  is rejected stating that there was no positive influence and significant correlation between the teaching preparation of professors to quality of business administration graduate students Study Program UNIMED Academic Year 2013 in facing the Asean Economic Community (AEC) 2015.

According to Ministry of Education (2004), stating faculty performance is the ability to perform a job or task that Non ? ?oz ?a ??i, ??e ?n ?lu ?n ??of ???ch ??g ..... 581 is owned by the lecturer in completing a job. Job performance or work performance. A professor has a teaching preparation that can improve the ability of educational output but not the only factors in lecturers who influence it, but the quality of graduate programs of study business administration academic Year 2013 UNIMED may be influenced by other factors such as their ability, especially in the field of academic. Furthermore, another factor that supports the quality of graduate students that is the role of universities.

College is an institution of higher education run by the government and society. Higher education is managed by the so-called public universities and managed by the community as the private universities. Given the role given by the college to the student is expected to improve the competence of students in the face of world competition work later. Meanwhile, the results of research and data processing colleges have a positive and significant impact on the quality of graduate students.

It is based on the hypothesis testing results partially (t test) obtained  $t_{count} > t_{table}$  is  $4.25 > 2.00$ . It can be concluded  $H_0$  is rejected and  $H_1$  is accepted stating that there is a positive and significant influence among universities for the quality of graduate students of department of business administration UNIMED Academic Year 2013 in facing Asean Economic Community (AEC) 2015. The role of universities in the learning process of students is an important factor in providing adequate facilities so as to achieve a success in academic and work.

Lack of role universities can lead to a decline in student competence resulting in the absence of skills to be able to work later. For that, there are important things that must

be considered in order to improve the quality of higher education by emphasizing the vision and orientation, that universities are public institutions that provide educational services to the community. Furthermore, this agency can give birth dihaparkan students who are knowledgeable, skilled, competent, and skilled.

Further test results are jointly regression coefficient (F test) obtained F count for lecturers and college teaching preparation for the quality of graduate students of 14.98 and compared with F table is based on a comparison dk = k and denominator df = (n-k - 1) the significant level of 95% or  $\alpha = 5\%$ , the obtained dk dk denominator comparator 2 and 57, the obtained amounted to 4.17. In other words, F count > F table is  $14.98 > 4.17$

can thus be concluded H03 HA3 rejected and received stating that a significant difference between faculty and college teaching preparation for the quality of graduate students of department of business administration UNIMED in facing Asean Economics (AEC) 2015. The results of test calculations obtained multiple linear regression equation namely  $Y = .22,19 - 0,07 X_1 + 0,47 X_2$ . This equation showed that if the variable teaching preparation and college lecturers constant (fixed), the quality of graduate students will increase by 22.19.

If the value of the teaching preparation of lecturers are given a value of 1 (one) per cent, while the value of college is considered permanent, it will lower the value of the quality of graduates by 7%. If the college is given a value of 1 (one) per cent, while the teaching preparation of lecturers considered to be fixed, it will improve the quality of graduates by 47%. From the research result, it shows that the percentage contribution of variables influence the teaching preparation of university lecturers and the variable quality of graduate students by 34%.

The low percentage is caused by low awareness of students to improve competence in dealing EAC 2015, and also the provision of services, facilities and infrastructure are still not optimal given by the university. While the rest of 66% are influenced by variables outside the research analysis, such as time management, with which the student can not control his time well or lack of independence of student learning and many others. V.

Conclusion Based on the results of research and discussion, the conclusions can be inferred as follows (1) The results of multiple linear regression equation is  $Y = .22,19 -$

$0,07 X_1 + 0,47 X_2$ . This equation shows that if the variable teaching preparation and lecturers is constant (fixed), the quality of graduate students will increase by 22.19. If the value of the teaching preparation of lecturers are given a value of 1 (one) per cent, while the value of college is considered permanent, it will lower the value of the quality of graduates by 7%.

If the college is given a value of 1 (one) per cent, while the teaching preparation of lecturers considered to be fixed, it will improve the quality of graduates by 47%. (2) There is no significant positive influence between the quality of lecturers with the 582 T  $t$ -test. The results of the regression analysis on the relationship between the quality of lecturers and the quality of graduates of business administration Academic year 2013 UNIMED.

And there is a positive and significant influence among universities for the quality of graduate students of department of business administration Academic year 2013 UNIMED. Meanwhile, simultaneously the teaching preparation of lecturers and universities have positive and significant effect on the quality of graduate students of business administration department academic year 2013 UNIMED. (3) The coefficient of determination value obtained was 0.34.

This indicates that the teaching preparation of lecturers and universities have the influences on the quality of graduate students, ie by 34% and the remaining 66% are influenced by other factors which not examined in this study. The suggestions of this research are as follows: (1) For the university, especially the faculty of economics should improve the students' ability to be competitive in work field by providing training or skills to support the ability of students to be more competitive.

(2) It is expected that the lecturers are ready to be main consultant for the students in providing guidance and more concerned about job teaching preparation of students in order to be more competitive in world field. (3) It is expected that students of the business administration department of academic Year 2013 UNIMED to prepare and enhance the capabilities such as English, computer and other capabilities in order to compete in facing Asean Economic Community as it is expected.

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