

Contribution of Learning and Competency Management Tutors in Improving the Quality of the Results of the Study on Nonformal Education Equality Based Local Wisdom in Banten Province Indonesia

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Abstract - The success of an educational institution is largely determined by the good or bad of management or management lessons. While the success of the management / management of learning is determined by human (the man behind) in the non-formal education known as tutors. The correlation with this, it is interesting for researchers to conduct research that focuses on the study of the "How Contributions Learning and Competency Management Tutor in Learning Quality Learning of Outcomes Equality Package A, B, and C in the SKB and PKBM based Local Wisdom in Banten Province". Therefore, this study aims to determine: (1) the contribution of the management of learning on the quality of learning outcomes, (2) the contribution of competence tutor on the quality of learning outcomes, and (3) the contribution of the management of learning and competence tutor on the quality of learning outcomes of educational equality package A, B, and C in the SKB and PKBM based on local ability in Banten Province. From the analysis and data types, this research use a quantitative research. The research sample consisted of 94 Tutors equality package A, B and C on the 3 SKB and 11 PKBM based on local wisdom in Banten Province. The data collection there are 4 instruments: Questionnaire, observation, unstructured interviews, and study guidance document. The study involved two independent variables, namely the management of learning (X1) and competence tutor (X2) and the dependent variable is the learning outcomes (Y). Each of these independent variables, the formula used linear regression analysis two predictors. Testing is done through an analysis of variance of the regression line to find the price of the F line of regression. Once the value of F is known, then search Relative Contribution (SR) each prediction. After that, to analyze the data obtained researchers use formula Product Moment correlation statistic. From the calculation program SPSS v17 partial correlation analysis between the management of learning on the quality of learning outcomes obtained value $R = 0,531$, it can be concluded there is a relationship being, while the results of partial correlation analysis between the competence of the tutor on the quality of learning outcomes obtained value of $R = 0.638$, it can be concluded there is high relationship. Multiple correlation analysis obtained value $R = 0.695$ then there is a strong relationship between learning and competency management tutor. The magnitude of the coefficient of determination = 48% means that the quality of learning outcomes can be influenced by the management of learning with a tutor competence, while the rest influenced by other factors outside the study. Based on the results of hypothesis testing between learning management to the quality

of learning outcomes in can thitung> ttabel 6.006> 1.662 then there is a significant relationship, and of the hypothesis testing results between the competence of a tutor with the quality of learning outcomes in can counted> t table 7.941> 1.662 then there is a significant relationship, Multiple regression analysis results obtained equation $Y = 33.480 + 0.309 X1 + 0.398 X2$, and of testing of the hypothesis can F count> F table 42.480> 3,10 hence H_0 refused and H_1 accepted or in other words that the learning management competency tutor on the quality of learning outcomes of a significant relationship

Index Terms - learning management, competency, quality of learning outcomes

I. INTRODUCTION

Article 13 paragraph (1) of Law Number 20 Year 2003 on National Education System states that the path of education consists of formal education, non-formal and informal complementary and enriching. Non-formal education is any membelajarkan learning activities organized, systematic, deliberate, sustained, were held outside the formal education with the aim to help students actualize their potential in the form of knowledge and skills. Education equality is one of the nonformal education program that organizes public education at the primary / MI, SMP / MTs, SMA / MA program includes the Package A, Package B and Package C which seeks to serve students who come from disadvantaged communities, never school or dropped out of school as well as for people who want to improve his skills. The main target of equal education is school-age learners to complete the compulsory 9 years, with their equality education entails noble desire to provide service of lifelong education for all citizens.

The success of educational objectives nonformalkhususnya equivalency is determined by several components. And one of the determinants of the quality of education equity component is the competence of teachers in managing learning. Educator or educational equality known as the tutor is key to the success of a learning process on all types and levels of education. This is consistent with the explanation of Government Regulation No. 38 of 1998 in [26] on teachers and education staff explained that teachers and is an important element in the national

education system, but some of them, teaching is the main element. Reinforced by the opinions [12] which states that the key to success in teaching practice is how educators are involved in human resources are managed as primary education. How good is the system, however the full infrastructure, and however great the curriculum, the key factor is in the hands of educators, because pendidiklah the man behind all these components.

Similarly, the educator, tutor equality education is required to carry out the task of learning and mastering a set of capabilities or competencies.

Competence in question is pedagogical and andragogy, personality, social, and professional. Duties tutor on equality education and educators in formal schools in principle have similarities, but there are differences in the basic capabilities that must be possessed both. Educators commonly as a learning resource in school most basic ability is to teach, while the tutor in addition to teaching should provide motivation and participate in coaching, and group management. At school all matters related to the administration and education kepeserta handled by the school management, while the role of tutor educational equality is still expected to assist in the management.

Five components that determine learning outcomes of students non-formal education, namely: (1) the competence tutor / trainer, (2) learning management effective and efficient, (3) books and learning tools were adequate and always in ready to use, (4) and the physical appearance of the room was good, and (5) active community participation [12].

In addition to tutor competence, management of effective learning and efisienjuga is one of the factors suspected to affect the quality of learning outcomes residents learn educational equality. Explaining about several things that must be done by a tutor in implementing learning management: First, create a learning plan. Although learning activities has become a routine task that is undertaken from time to time, but planning remains to be made [12]. Lack of planning makes the tutor has the basic framework and more concrete orientation in achieving the goals. This learning plan covers at least; (1) the objectives to be achieved; (2) the lesson material that can lead learners achieve goals; (3) how the learning process will be created to achieve the goal of effective and efficient; and (4) how to create and use a tool to determine or measure whether the objectives are achieved or not. It would be clear how the difference in the learning process that comes with planning a neat and mature by learning that without planning. Second, is implementing the learning well. Implementation of learning should refer to the plan. However, often what is planned can not be implemented to the fullest. Good tutor will always carry out an evaluation of how the process of learning that has been done; whether it is good or whether there are still many shortcomings. What is good should be maintained, even improved, and less refined. Thus, the implementation of learning will be more qualified. Third, give feedback (feedback). A learning process will always be in an ideal situation if it is persistent feedback. Feedback serves as a means to help maintain interest and enthusiasm of learners in implementing the learning. This can be done through an evaluation.

Equality of education data shows that in Banten province there are 562 study groups equality, with 11 244 learners and 5,058 tutors. The tutor is a volunteer task force and its existence as a more energy in the aspect of devotion rather than as a livelihood. Meaning of devotion here are: (1) they are more sacrifices than the return, (2) become a tutor is not a profession that achieved with struggle and specific requirements, (3) the recruitment of tutors are not conducted in accordance with their competence, but more emphasis on willingness rather than ability.

From the aspect above shows that the condition of the tutors are quite heterogeneous. In terms of their disciplines have different educational background either level or department, experience and ability to work mainly in utilizing information and communication technology. In terms of work motivation they divided than just fill in spare time until a really serious participate in developing education in the community, especially the community is weak. This heterogeneous condition, of course, will affect the competence of a tutor in performing its duties until the impact on quality of learning outcomes of students.

Based on these descriptions, shows that learning and competency management education tutor of equality became the main focus, as it can determine the success of the learning undertaken. This is consistent with the results of research [19]. Stating that the competence of educators / teachers can contribute to the improvement of learning achievement to become active role models innovative creative and have high integrity in an educational institution. In addition, competency and learning management also directly affects the work of an educator's commitment [35]. Seeing the importance of competency management and tutor in the learning process, the researchers are interested in doing research on the contribution of learning and competency management tutor on the quality of learning outcomes in education equality package A, B, and C based on local wisdom in the LCS and CLC in Banten Province. Which of these results is expected to be used as a basic input to improve or develop the quality of learning in the realm of non-formal education and equality education in particular in order to create a strategy to manage learning effectively and efficiently within an organization unit of non-formal education which organizes pendidian equality package A, B and C.

This study aims to determine; (1) The contribution of the management of learning on the quality of learning outcomes equal education package A, B, and C based on local wisdom in the LCS and CLC in Banten Province, (2) the contribution tutor terhadap mutu learning outcomes of educational equality package A, B, and C based on local wisdom the LCS and CLC in Banten province, (3) the contribution of learning and competence management tutor on the quality of learning outcomes of educational equality package A, B, and C based on local wisdom in the LCS and CLC in Banten Province.

II. LITERATUR REVIEW

A. *Learning Management*

Management is a process that is done so that a business can run properly takes planning, thought, direction, and settings as well as use or taken all the potential that

exists both personal and material effectively and efficiently [16].

A process whereby a person intentionally managed environment to allow him to participate in a particular behavior in special conditions or generate a response to a particular situation, learning is a special subset of education [28]. From these explanations is an act that complex. Means, learning activities involve many components and factors that need considered. For the planning and implementation of activities requires considerations wise and sensible. An educator is required to be able to adjust the characteristics of learners, curriculum in force, cultural conditions, the facilities available to the learning strategy that will be presented to the learners so that the objective can be achieved. Strategy is very important for educators because it is closely related to the effectiveness and efficiency of the learning process.

In detail the management objectives of learning by [40] were: (1) the establishment of an atmosphere of learning and learning processes are active, innovative, creative, effective, and fun, (2) the creation of learners who are actively developing the potential for them to have spiritual power of religion, self-control, personality, intelligence, character, skills needed, society, nation and state, (3) the achievement of educational goals effectively and efficiently, (4) have education personnel with the theory of the processes and administrative tasks of education and (5) resolved issue of quality of education.

Learning management as a process activity consists of three phases or stages. The phases of the learning process may include: the planning stage, the stage of implementation, and evaluation stages.

B. Learning Planning

In planning the study provides an analysis of learning materials in which includes standards of competence, basic competence, indicators and subject matter. With the reference to the lesson plan is believed that learning was taught teachers will be more targeted, sustainable, and more flexible. The planning of teaching will be successful if it includes seven categories, namely: planning is based on clear objectives, the unity plan, logical, continuity, simple and clear, flexible, and stability [4].

Measures to be prepared in the planning of learning are as follows: a) Effective analysis and analysis Day Learning Program, b) Make Annual Program (Prota), Semester Program (PROMES) and Billing Program, c) Develop Syllabus, c) Developing a Lesson Plan (RPP)

C. Learning Implementation

This stage is the stage of implementation or application phase for the design planning that has been made in accordance with the syllabus educators. The essence of the implementation phase is operational activities sendiri. Dalam this stage of learning, educators interaction of teaching and learning through the implementation of various strategies, methods and techniques of learning, as well as the use of a set of media.

In this process, there are several aspects that must be considered by an educator, among others are, a) approach to learning, b) Strategies and techniques of learning, c) learning method

D. Learning Evaluation

Evaluation is the overall measurement activities (data collection and information), refineries, interpretation, and judgment to make decisions about the level of learning outcomes achieved learners after learning activities in order to achieve the learning objectives that have been set [3].

The procedure consists of the development of learning assessments:

- 1) Planning evaluation of learning, including: (1) determine the purpose of evaluation of learning; (2) identify the competencies and learning outcomes; (3) develop learning evaluation grid; (4) develop a draft instrument learning evaluation, (5) and the analysis of learning evaluation instrument.

- 2) The evaluation of learning

The evaluation evaluation is very dependent on the type of evaluation used. This type of evaluation used will affect an evaluator for determining the procedures, methods, instruments, implementation time and so on. In the implementation of learning outcomes assessment, educators can use the tests (written tests, oral tests, and tests deeds) and non test (questionnaire observation, interview, documentation study, attitude scale, and so on).

- 3) Managing score

E. Competence

Competence is the knowledge and skills of a person to perform the duties and work. While Morgan Murgatroey provide a broad understanding of competence, namely the integration between theoretical knowledge and skills educators to implement the learning process [2].

According to the PP 19 in 2005 on national education standards Article 28 paragraph (3), the standard of competence educators and education personnel consists of pedagogical, personal, professional, and social.

F. Pedagogic Competence

Pedagogical competence is the ability to respect and understanding of learners or learners and managers of learning that educate and dialogue. In substantive understanding of the citizens includes the ability to learn, design, and implementation of learning, evaluation of learning outcomes, and the development of learners to actualize various potentials. a) Understanding the residents to learn, with indicators: understanding students or residents learn by utilizing the principles of cognitive development, understanding by utilizing the principles of cognitive development, understanding by utilizing the principles of personality, and identify the provision of teaching early learners, b) Designing learning, indicators: determine the learning strategies based on the characteristics of the learners, applying the principles to be achieved and teaching materials, as well as drafting a study based on the strategy chosen, c) Implementing learning, indicators: arranging background learning, and implement a conducive learning and applying the principles of Andragogy, d) Designing and implementing a learning evaluation, with the indicator: carry out the evaluation process, and the learning outcomes on an ongoing basis with a variety of methods, analyzing the results of the assessment process and the learning outcomes

to determine the level of mastery learning and utilize the results of assessment of learning to improve the quality of learning programs in general PNF, e) Develop residents learn to actualize its potential, with indicators: facilitating learners to develop a range of academic and non academic potential.

G. Competence Personality

These competencies reflect a personal capacity kepribadianyang mantab, stable, mature, wise and dignified, became a model for pesertadidik or residents learned and noble, it looks padasubkompetensi and essential indicators as follows: a) Having good and stable personality, competence in this sub indicators act according to the norm of law, social, proud as an educator, and have consistency in acting in accordance with the norms, b) Having a mature personality with indicators to show independence and act as an educator and have a work ethic as an educator, c) Having wise personality, the indicator displays the actions that are based on the benefit of the learners, PNF, and public and show openness in thinking and acting, d) Has a personality that authoritative with indicators act according to religious norms and behavior are exemplary citizens to learn.

H. Professional Competence

Professional Competence educators are a number of competencies that relate to a profession that demands a wide range of expertise in the field of education or kependidikan.Kompetensi Professional is the basic ability of educators in learning and knowledge of human behavior, a field of study that is cultivated, the right attitude about the environment PBM and have skills in engineering teach. Some indicators of professional competence, namely: a) Mastery learning materials along with concepts, b) Management of teaching and learning program, c) Class management, d) Management and use of media and learning resources, e) Mastery of the foundations of education, f) Ability to assess learning achievement, g)

Understanding the principles of organizational management and educational programs in schools, h) Master the method of thinking, i) Improving the ability and professional mission, J) Providing help and guide the students, K) Having insight into educational research, l) Able to understand the characteristics of learners, m) Being able to maintain the administration of the school, n) Having insight into educational innovation, o) Dare to take a decision, p) Understanding the curriculum and its development, q) Ability to work planning and programmatic, r) Being able to use your time right.

I. Social Competence

This competency relates to the ability of educators as part of society to communicate and interact effectively with participants didikatau learners, staff, parents or guardians, and masyarakatsekitar. These competencies have sub competence as follows: a) Mastering the substance of science of social and other sciences related to the field of study, which has an indicator teaching materials are included in the curriculum units PNF, understanding the structure, concepts and methods of science that overshadow or coherent with the teaching materials, understand the relationship concept of inter-related subjects, and apply the

concepts of science in everyday life., b) Mastering the steps of research and critical analysis to improve insight and deepen the knowledge or learning materials, c) The ability to explain the subject matter appropriately and easily understood by learners or learners, d) The ability to provide a relevant example of the concepts taught, e) Ability to explain the relevance of material taught in the context of everyday life, f) Ability to use communication technology appropriate development of the era well.

J. Learning Outcomes

The learning result is a set of knowledge, skills and attitudes held by citizens to learn after a certain learning process begins within a certain time [30][8] learning outcomes are changes related to the knowledge or cognitive, skills or psychomotor, and affective attitude value as a result of active interaction with the environment. The result of learning is the acquisition of knowledge skills developed by the subjects, which is usually indicated by test scores or the number given by educators [21].

Learning outcomes means the result of interaction between multiple factors that affect both internal factors and external factors of the individual concerned [15]. The result of learning is the ability-the ability of the learners after iamenerima learning experience. The results are used by educators learn untukdijadikan measure or criterion in achieving educational goals. It inidapat achieved if learners have understood the accompaniment olehperubahan learn better behavior again.

Categorizes learning objectives (learning objective) into three domains, namely: knowledge (cognitive), attitudes (affective) and skills (psychomotor) [41].

K. Cognitive Objectives

That is when we are studying a science, information, ideas and others. Interests in nature add to the knowledge included in the cognitive goal. Characteristics and level of cognitive objectives are: a) The addition of knowledge (knowledge): including destination inside the ability to memorize, imitate, and uncover back, b) Understanding (comprehension): The ability to understand, interpret, and reiterated in other forms, c) Application (application): the ability to use / apply the theories, principles, rules / information into a new situation, d) Analysis (analize): suppose to analyze complex problems by dividing them into small sections to be analyzed one by one (case), e) Sisntesis (syntese): ie combining multiple parts in one container / new shape, f) Evaluation (evaluation): The ability to define criteria

L. Affective Objectives

This objective includes: a) determining the attitude, b) appreciation, c) values, d) evaluation, e) please, and f) respect. The affective domain levels assessed the ability of learners to: a) Leave a response or reaction to the values that confronted him, b) Enjoy or accept the values, values, norms, and the object that has the ethics and aesthetics, c) Assess (valuing) in terms of good and bad, fair-unfair, beautiful-not beautiful to the object of study, d) Applying or practice of values, norms, ethics, and aesthetics in daily behavior

M. Objectives Psychomotor

That purpose related to skill or physical activeness (motor skills). As for the level of psychomotor domain includes the following: a) Level control of the early movement provides the ability to perform or mimic movements that involve the entire limb, b) Levels of regular semi movement include the ability to perform or mimic movements that involve the entire limb, c) Level routines contain overall ability to perform movements perfectly and to the extent automatically.

III. RESEARCH METHODS

According to the aim of this study included a correlation study. Called correlation, as it aims to find evidence based on the collection of data on supporting a research variable in this study are contributory, namely learning and competency management tutor on the quality of learning outcomes. When viewed from the approach taken, the research included in the research Ex Post Facto, a study that used to examine the events that have occurred and then trace backwards to examine the factors that can lead to the onset of the incident. Furthermore, according to their explanations level (level explanation) this research uses descriptive method. Descriptive Research Methods used to systematically study the picture, current, and accurate information on the facts, nature, and the relationship between the phenomena studied so as to give a valid description. And when viewed by the analysis and data types, this study is the quantitative research. Quantitative approaches are used for their measurements with statistical analysis in order to test the hypothesis that has been set.

Research on Contributions Management Learning and Competency Tutor on the Quality of Learning Outcomes on Education Equality Package A, B, and C Based Local Wisdom on LCS and CLC in Banten Province was conducted during the three months that began in July to September 2016 at 3 SKB and 11 PKBM contained in the working area of Banten province. The 3 SKB and 11 PKBM a place of research in this study are as follows: SKB Serang, Serang District, Pandeglang, CLC Paja Mandiri, An-Nisa, Al-Firdaus, Al-Ikhlash, Al-Jazirah, Insan Madani, Al -Kahfi, Tunas Pulosari, Berkah, Al-Araf, and Nurul Iman. Sampel this study was 94 tutors package A, B, and C which are divided into 14 LCS and CLC, using stratified random sampling technique so taken 4- 7 tutors in each unit of work samples evenly as samples.

Data collection instruments used in this study was a questionnaire. The questionnaire / questionnaire used is the form of questionnaires using Likert Scale models. Likert Scale used to measure attitudes, opinions, and perceptions of a person or a group of social phenomenon [34]. By using a Likert scale, respondents were given a choice of levels of positive response to negative.

In addition, researchers use interviewing techniques unstructured. To support the quantitative data the researchers also conducted unstructured interviews with respondents with respect to this research that the respective head of LCS and CLC.

Test the validity of the questionnaire instrument in this study using a product analyses moment. Where the requirements

to be considered valid if the value of r count is greater than the value of r table, and other requirements that a significant level should be less than 0.05.

As for the reliability test is done by comparing the value of Cronbach-alpha with a standard score is 0.600. When Cronbach-alpha $\geq 0,6$ then the statement is said to be reliable. The data validity and reliability test results of this study are presented in the following table.

Validity of test results and reliabelitas, all the instruments are arranged is valid and reliable, namely 1) the degree of validity of the instruments of learning management 0.766, 2) instrument competency tutor 0, 693, and 3) the instrument of learning outcomes 0.604, thus the instruments that have been developed can be used for data collection in this study.

Data analysis techniques used in this study using coefficient correlation calculation to determine the level of the relationship between learning and competency management variable tutor on learning outcomes. To determine the degree or strength of the relationship between learning management variable (X1), competence tutor (X2) and learning outcomes (Y) in this study using the equation coefficient product moment correlation (Sugiyono, 2005: 255) as follows:

IV. RESEARCH RESULT

A. Partial Correlation Analysis

To find the relationship or to test the hypothesis significance when each variable associated shaped interval by using SPSS version 17.

- 1) Based on the obtained value table 7 coefficient partial (r) between the Management of Learning (X1) with the Learning Results (Y) is equal to 0,531 means the correlation coefficient can be said relations were.
- 2) Based on table 8 values obtained partial correlation coefficients (r) between Tutor Competence (X2) with the Learning Results (Y) is equal to 0.638 means it can be said to be a high coefficient correlation relationship.
- 3) The multiple correlation analysis is used to determine the level of simultaneous relationships between variables X1 (Learning Management) and X2 (Competence Tutor) with a variable Y (Learning Outcomes). In this case investigated was the relationship of learning and competency management tutor to learning outcomes. It can be seen from the calculation by using SPSS 17 is the result of the calculation is known that the value of R is correlation coefficient measures the direction and the relationship between variables X1 (Learning Management) and X2 (Competence Tutor) with a variable Y (Learning Outcomes). From the above calculation shows there is a strong contribution between learning and competency management tutor for learning outcomes at 0.695.

B. Hypothesis testing

Hypothesis Testing I. contribution of learning management (X1) on the quality of learning outcomes
To test the hypothesis of learning management relationship with the results of the study carried out using t-test with the

following steps: 1. Finding t-arithmetic, t-arithmetic between learning management to learning outcomes is 6.006 which can be seen from table 10 below. By looking at the distribution t-table with $\alpha = 5\%$, $df = n-2 = (94-2) = 92$ to test the two parties is 1.662 (table attached). From these calculations is unknown if $t\text{-arithmetic} > t\text{-table}$ ($6.006 > 1.662$), it can be concluded that there is a significant relationship between the management of learning with learning outcomes in education equality package A, B, and C in the LCS and CLC Banten Province.

Hypothesis testing II. tutor competence contribution to the quality of learning outcomes

The second hypothesis in this study is a contribution tutor competence (X2) to learning outcomes (Y). To test the hypothesis of a relationship with the tutor competence learning outcomes then performed using the t test with the following steps

1) Finding t-arithmetic

t-arithmetic between competence tutor to learning outcomes is 7.941 which can be seen from the following table

2) Finding t-arithmetic

By looking at the table of distribution t with $\alpha = 5\%$, $df = n-2 = (94-2) = 92$ to test the two parties is 1.662 (table attached).

From these calculations is unknown if $t\text{-arithmetic} > t\text{-table}$ ($7,941 > 1.662$), it can be concluded that there is a significant relationship between tutor competencies with learning outcomes in education equality package A, B, and C in the LCS and CLC Province Banten.

Hypothesis III. Contributions learning management (X1) and competence tutor (X2) on the quality of learning outcomes (Y)

Based on the calculations, it is known that $t\text{-arithmetic} > t\text{-table}$ ($42.480 > 3.10$), so this means there is a significant relationship between learning and competence management tutor on the quality of learning outcomes in the equality program package A, B, and C in LCS and CLC in Banten Province. Furthermore coefficient value determination (R^2) amounted to 0.483, which means that learning outcomes can be influenced by management of learning and competence tutor of 0.48 (the formula for calculating coefficient determination is $^2 \times 100\%$). While the rest were factors that determined by other factors not included in this study.

C. Multiple Linear Regression Analysis

Multiple linear regression analysis was used to analyze and measure the relationship between X1 (learning management) and X2 (competence tutor) to Y (learning outcomes) using multiple regression analysis method with SPSS version 17 is as follows:

From the results of data processing using SPSS 17 coexist produce regression β_1 direction of 0.309 for the management of learning (X1), β_2 of 0.398 to tutor competence (X2), and the constant α at 33.480. For learning outcomes (Y). Thus the relations among independent variables and the dependent variable is described by the

regression equation as follows: $Y = 33,480 + 0,309X_1 + 0,398X_2$

From the above equation means that:

- 1) Value constant coefficient (a) of 33.480, this means that if the value of X1 and X2 is equal to zero, then the rate or magnitude Y of 33.480.
- 2) Coefficient Value $\beta_1 = 0.309$ means that if X1 rose by 1 time while the other independent variables constant, the learning outcomes will be increased by 0,309 and otherwise if X1 decreased by 1 times, while other independent variables constant, the learning outcomes will have a decrease of 0.309.
- 3) Coefficient Value $\beta_2 = 0.398$ explain it when X2 increased by 1 times, while other independent variables constant, the level of learning outcomes will be increased by 0.398 and when X2 decreased by 1 times, while other independent variables fixed, will the learning outcomes will decreased by 0.398.

D. Classic Assumption Test

A. Normality Test

To determine whether the regression model, the variable residues have a normal distribution or not it is necessary to test for normality. In this study, researchers used a test for normality Kolmogorov-Smirnov formula. test of normality test values obtained KSZ of 0,1.041 and Asymp.Sig of 0,229 is greater than 0.05, it can be concluded the data were normally distributed.

B. Multicoliniaritas Test

To determine whether there is multikoleniaritas between the independent variable (X), one of which is by looking at the value of Variance Infaltion (VIF) of each independent variable on the dependent variable. Typical values are used to indicate the presence multikoleniaritas is the tolerance value > 0.10 , or equal to the value of $VIF < 10$. The value of the variable tolerance learning management (X1) and competence tutor (X2), ie 0.802 greater than 0.10. Meanwhile VIF learning management variables (X1) and competence tutor (X2) which is 1,246 less than 10.00 so that it can be concluded not happen multikolieniaritas.

V . DISCUSSION

A. Learning Management

contributing to the (X1) Quality of Learning Outcomes (Y) Educational Equality Package A, B, and C Based Local Wisdom on SKB / CLC in Banten.

The result of the calculation of the correlation between variables X1 (learning management) with a variable Y (the quality of learning outcomes) indicates that the variable X is positive and significant effect on variable Y (the learning outcomes), it is seen from the final calculation of correlation indicates a positive value, that is on 0,531, which is based on 0531 figures interval coefficient table and the level of relationship is a number that is being, which means there are significant being between learning management X1 to learning outcomes (Y), it can interpreted that there are 0,531 contribution to the quality of learning management of learning outcomes.

Thus it can be stated that the hypotheses that have been made previously attested that the learning management contributes to the quality of learning outcomes.

B. Contributions Competence Tutor

Contributions Competence Tutor (X2) on the Quality of Learning Outcomes (Y) Educational Equality Package A, B, and C Based Local Wisdom on SKB / CLC in Banten.

The result of the calculation of the correlation between variables X2 (competence tutor) with a variable Y (the quality of learning outcomes) indicates that the variable X is positive and significant effect on variable Y (the learning outcomes), it is seen from the final calculation of correlation indicates a positive value, that is on 0.638, where the figure 0.638 coefficient table based on interval and the level of relationship is a number that is being, which means there are significant being between learning management X1 to learning outcomes (Y), it can interpreted that there is a contribution to the 0638 management of the quality of learning outcomes of learning.

Thus it can be stated that the hypotheses that have been made previously attested that the learning management contributes to the quality of learning outcomes.

C. Contribution of Learning Management

Contribution of Learning Management (X1) and Competence Tutor (X2) on the Learning Results (Y) Educational Equality Package A, B, and C Based Local Wisdom on SKB / CLC in Banten.

The result of the calculation of the correlation between variables X1 (learning management) and variable X2 (competence tutor) with a variable Y (the quality of learning outcomes) indicates that the variable X is positive and significant effect on variable Y (the learning outcomes), it is seen from the final calculation of correlation shows a positive value, that there is at 0.695, where the number of 0.638 based on the table interval coefficients and the level of relationship is a number that is being, which means there are significant being between learning management X1 to learning outcomes (Y), it can interpreted that there are contributions 0695 learning management on the quality of learning outcomes.

VI . CONCLUSION

Based on the results of research conducted on the LCS and CLC based on local wisdom in Banten province on the contribution of learning and competence management tutor on the quality of learning outcomes, then the conclusion can mention are as follows:

- 1) The contribution of Learning Management (X1) on the Quality of Learning Outcomes (Y) equality package A, B, and C in the LCS and CLC Based Local Wisdom In Banten. It can be concluded that the contribution and correlation partially between the management of learning with the quality of learning outcomes obtained yield was 0,531, by because they were there the relationship is between the contribution of learning management to the quality of learning outcomes, it can be stated there is a positive relationship between the contribution of the management of learning on the quality of learning

outcomes equality package A, B, and C in the LCS and CLC based on local wisdom in Banten Province.

- 2) Contributions management tutor (X2) on Quality of learning outcomes (Y) equality Package A, B, and C in the LCS and CLC Based Local Wisdom in Banten. It can be concluded that the contribution and correlation partially between the competence of a tutor with the quality of learning outcomes obtained the result was 0.638 because they were a high relationship between contributions competence tutor to the quality of learning outcomes, it can be stated there is a positive relationship between contributions competence tutor on the quality of learning outcomes equality package A, B, and C in the LCS and CLC based on local wisdom in Banten Province.
- 3) Contribution of Learning Management (X1) and Competence Tutor (X2) on the Quality of Learning Outcomes (Y) equality package A, B, and C. In the LCS and CLC Based Local Wisdom In Banten. It can be concluded that the contribution and multiple correlation between learning and competency management tutor to the quality of learning outcomes obtained yield was 0,695oleh because they were high correlation between learning and competency management contributes to the quality of learning outcomes tutor, it can be stated there is a positive relationship between the contribution of learning management and competence tutor on the quality of learning outcomes equality package A, B, and C in the LCS and CLC based on local wisdom in Banten Province.

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