EFFECTIVENESS OF EDUCATIONAL MANAGEMENT ON IMPROVEMENT OF STUDENT ACADEMIC ACHIEVEMENTS IN FACULTY OF PSYCHOLOGY UNIVERSITY OF HANG TUAH SURABAYA

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ABSTRACT

The purpose of this study is to determine the effectiveness of management education, which involves the effectiveness of the variables of lecturer quality, quantity of lecturers, the quality of students, facilities and staff of education and influence simultaneously and partially to the academic achievement of students of Faculty of Psychology UHT Surabaya and the dominant influence on achievement academic students at the University of Hang Tuah psychology faculty of Surabaya.

This research method using quantitative research, the research sample was conducted on 62 students of Faculty of Psychology UHT Surabaya year 2013, through questionnaire with multiple liniear regression analysis technique.

The result of the research shows that the effectiveness of education management (lecturer quality, lecturer quantity, student quality, infrastructure, and educational staff) influence significantly simultaneously to the students' academic achievement, while the partial is only the variable of educational staff that has no significant effect partial to student achievement. The result of the partial correlation coefficient indicates the quantity of the lecturer and the quality of the lecturer has a moderate relation to the student achievement. However, the quantity of lecturers is more dominant in influencing student achievement.

Keywords: Lecturer, Management, Education, Surabaya.

BACKGROUND

One faculty of the University of Hang Tuah Surabaya is the Faculty of Psychology, this faculty has been accredited "B" since 2007 and 2013, in this research, the Faculty, becomes urgent to be studied because the psychological competence of the lecturers and students often utilized to assist the National Army of the Navy in particular in the case of certain circumstances required by psychologists for naval official duties.

Based on these conditions, the existence of the faculty of psychology is very good lecturers and students among the duty tri dharma college, especially the task of dedication to the community becomes very important, in participating in completing tasks handling psychological trauma experienced by society on the consequences of various tragedies times deviate society in the territory of the unitary state of the republic of Indonesia. This is a fundamental reason for the need for research on the effectiveness of education management within the psychology faculty of Hang Tuah University of Surabaya, to then take the title of research as follows: "Effectiveness of Educational Management on Improvement of Student Academic Achievement at Psychology Faculty of Hang Tuah University Surabaya"

PROBLEM FORMULATION

From the above background, then the formulation of the problem in this study as follows: "Is the education management variables (lecturer quality, lecturers' quantity, student quality,

facilities and educational staff) significantly simultaneous and partial to the academic achievement of Psychology Faculty students of Hang Tuah University Surabaya?"

RESEARCH OBJECTIVES

The goal to be achieved in this research is "To examine and analyze the variables of education management (lecturer quality, lecturer quantity, student quality, infrastructure, and educational staff) significantly and partially simultaneously affect the academic achievement of Psychology Faculty of Hang Tuah University Surabaya."

LITERATURE REVIEW

Understanding Effectiveness

According to Gibson et.al in Bungkaes (2013) the notion of effectiveness is an assessment made in respect of individual, group, and organizational achievements. The closer they are to achievement (standard), the more effective they are in assessing them. According to Schemerhon John R. Jr. (1986) "Effectiveness is the achievement of measured output targets by comparing the output of budget or supposed (OA) with actual or actual output (OS), if (OS)> (OA), then it is called effective". From the explanation, it can be concluded that effectiveness is related to the implementation of all the main tasks, the achievement of the objectives, the timeliness, and the active participation of the members as well as the interrelationship between the stated objectives and results, and showing the degree of conformity between the stated objectives and the results achieved.

Scope of Education Management

The scope of education management in this study is the education system, consisting of factors:

a. **Sources, including indicators:**

1). Quality of Lecturer

The quality of lecturers is related to the lecturer's competence in each learning material, the ability to master the learning materials, the skills in the delivery of learning materials, the experience and duration of being an educator, mastering the management of education, the level of education held, having the rank in academic position, in the delivery of learning materials to learners, proficient in the assessment of student learning outcomes and so forth.

2). Lecturer Quantity

Lack of lecturers actually need more attention, because there is still imbalance between the number of lecturers pengampu subjects / appropriate curriculum and student body and guardianship with the number of students Prodi and college.

3). Quality of Students

The quality of a student is someone from a college who graduated after his education and has a value of conformity to become a professional workforce.

3). Infrastructure

Facilities and infrastructure are the main sources that require structuring to be functional, safe for the needs of learning processes. Meanwhile, according to Baharuddin (2010) explains that the management of facilities and infrastructure is a process of cooperation efficient utilization of all facilities and infrastructure owned by schools effectively and efisisen.

4). Education Personnel

Teachers are members of society who are devoted and appointed to support the Implementation of Education.

b. The process, including indicators:

1). Curriculum / Learning Materials

According to Harsono (2005), the curriculum is an educational idea expressed in practice. According to Law no. 20 Year 2003, the definition of curriculum is a set of plans and arrangements regarding the objectives, content and learning materials and ways used as guidelines for the implementation of learning activities to achieve national education objectives.

2). Learning Method / PBM

Learning methods are ways that are used by educators / lecturers in the implementation of the learning process of students or students. Some teaching methods are as follows:

a). Method of Preaching Method (Preaching Method).

The lecture method is a teaching method by conveying information and oral knowledge to a number of students who generally follow passively. Muhibbin Shah, (2000).

b). Discussion method

Muhibbin Shah (2000), defined that the method of discussion is a method of teaching that is closely related to problem solving.

c). Demonstration method (Demonstration method)

Demonstration method is a method of teaching by demonstrating goods, events, rules, and sequence of activities, either directly or through the use of teaching media relevant to the subject matter or the material being presented. Muhibbin Shah (2000).

3). Discipline and Ethics

Discipline is a state of order, when people who are members of a system are subject to the rules of the existing rules with pleasure.

"Work discipline is a tool used by managers to communicate with employees so that they are willing to change a behavior as well as an effort to raise awareness and willingness of a person to comply with all corporate rules and social norms that apply. (Budi Rianto, 2015).

4). Goals / Objectives, consisting of indicators:

GPA Output (Cumulative Achievement Index)

GPA or Cummulative Achievement Index is the result of the average value of the total semester value that has been taken by the student, either as an active student or after reaching graduation.
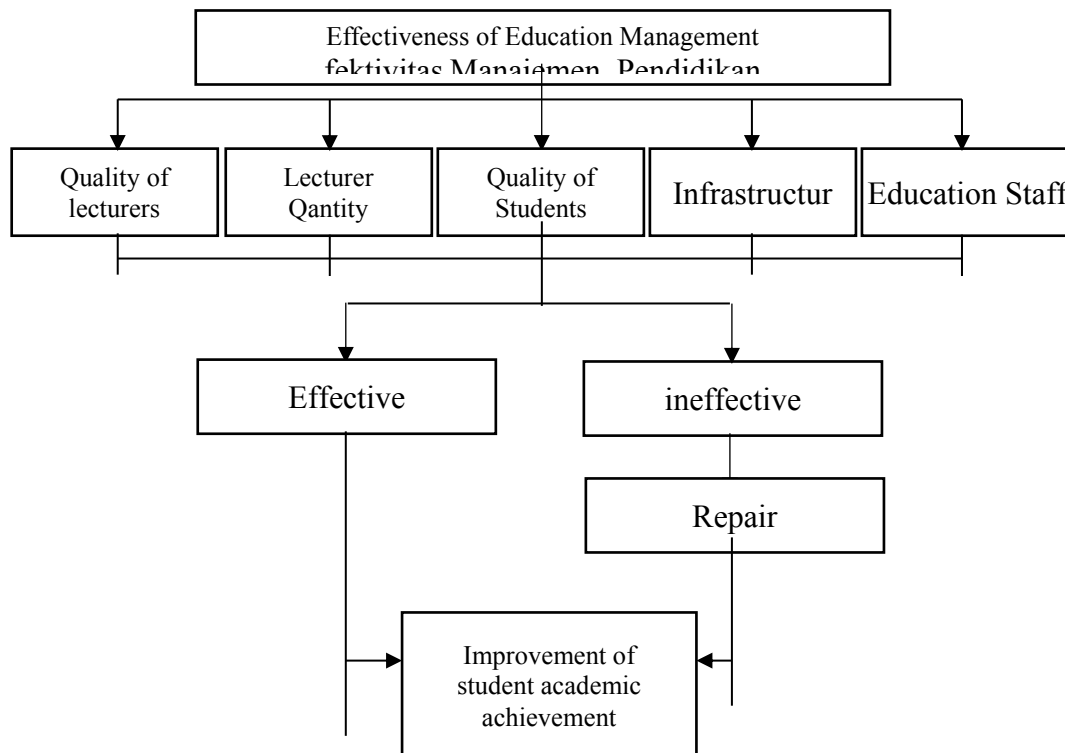
ACADEMIC ACHIEVEMENT

Academic Achievement / Learning Achievement that is the result of effort, achievement is always associated with certain activities, as stated by Robert M. Gagne that, in every process there will always be concrete results that can be measured and expressed as a result of one's achievement.

CONCEPT RESEARCH FRAMEWORK

Based on this thinking, the concept framework in this research can be submitted as follows:

Figure 1: Concept Research Framework

Source: Authored, 2017

RESEARCH HYPOTHESIS

The hypothesis in this study about the effectiveness of education management on student academic achievement include whether the relationship between variables as follows:

1. Independent Variables (X), namely Lecturer Quality (X1), Lecturer Quantity (X2), Student Quality (X3), Infrastructure (X4), and Education Personnel (X5).

2. Dependent Variable (Y), that is the Improvement of Academic Achievement (Y).

In detail these variables can be described as follows:

C. Research Methods

This research uses quantitative research to find out the influence, management of education on student academic achievement in psychology faculty of Hang Tuah University, Surabaya.

1. Research Variables

In this study, the scale of measurement of research variables using Likert scale, For Lecturer Quality variable (X1), Lecturer Quantity (X2), Student Quality (X3), Infrastructure (X4), Education Personnel (X5) and Achievement Improvement Academic (Y). Category used in Likert scale, with 4 scale.

2. Data Analysis Technique

In this study mean data analysis based on class interval, which can be categorized as in Table 1 below:

Tabel 1. Category Mean by Interval

Code	Category	Class Interval
1	bad	$1{,}00 \leq Mean < 1{,}75$
2	enough	$1{,}75 \leq Mean < 2{,}50$
3	Good	$2{,}50 \leq Mean < 3{,}25$
4	Very Good	$3{,}25 \leq Mean \leq 4$

RESEARCH RESULTS AND DISCUSSION

Effect of Education Management Effectiveness on Student Achievement of Faculty of Psychology UHT Surabaya

Based on the calculation of data processing with the help of computer program SPSS then obtained multiple linear regression equation in Table 2.

Tabel 2. Results of Multiple Linear Regression Analysis

Model	Unstandardized Coefficients		t_{hitung}	Sig
	B	Std. Error		
Constant	4.520	0.404		
Lecture Quality (X_1)	0.389	0.080	4.913	0.000
Lecture Quantity (X_2)	0.324	0.064	5.230	0.000
Student Quality (X_3)	0.192	0.069	2.767	0.008
Infrastructure (X_4)	0.181	0.080	2.265	0.027
Education Staff (X_5)	0.027	0.088	0.311	0.757
R = 0.802	R Square = 0.643			
F_{Hitung} = 20.154	Sig. = 0.000			

Based on the table can be explained, the value of the correlation coefficient (R1) is 0.802. These values indicate that the strong correlation of lecturers quality variable, lecturer quantity, student quality, facilities and educational staff with student achievement variable because the correlation value is almost close to 1.

From the result of multiple regression analysis, the value of coefficient of determination (R2) is 0.643 which shows that the contribution of lecturer quality variable, lecturer quantity, student quality, facilities and educational staff to student achievement (Y) is 64.3%, while the remaining 35.7% by other variables outside the model under study.

Based on Table 2 can be seen that the value of Fcount 20.154 with significance 0.000, which has a value of Sig. Fh $<\alpha$ so that it can be said that H0 is rejected, with the meaning of effectiveness of education management (lecturer quality, lecturer quantity, student quality, infrastructure facilities, and education personnel) simultaneously significantly influence student achievement.

The t test shows the partial influence of each independent variable on the dependent variable (not free). At this stage, the test of the influence of lecturer quality variable, lecturer quantity, student quality, means of infrastructure, and educational staff are partially significant to the student achievement variable (y). If Sig. th $<\alpha$ (0.05), then H0 rejected and H1 accepted with the meaning of independent variables have a significant influence on the dependent variable.

Quality of lecturer (X1)

Based on Table 2 the amount of significance value of lecturers free quality variable on t test is 0.000 or <0,05. This indicates that H0 is rejected and H1 is accepted. So that the lecturers' free quality variable (X1) has a significant effect partially on student achievement (Y).

Quantity of lecturer (X2)

Based on Table 2 the amount of significance value of free variable lecturer quantity on t test is 0.000 or <0,05. This indicates that H0 is rejected and H1 is accepted. So that the independent variable of lecturer quantity (X2) has a significant effect partially on student achievement (Y).

Quality of students (X3)

Based on Table 2 the value of significance of free variable quality of students on the t test is 0.008 or <0.05. This indicates that H0 is rejected and H1 is accepted. So that the independent variable of student quality (X3) has a significant effect partially on student achievement (Y).

Infrastructure Facility (X4)

Based on 2 the value of significance of free variables of infrastructure in t test is 0.027 or <0.05. This indicates that H0 is rejected and H1 is accepted. So that the independent variable of infrastructure (X4) has a significant effect partially on student achievement (Y).

Education Personnel (X5)

Based on Table 2 the value of significance variable free educational personnel on t test is 0.757 or> 0.05. This indicates that H0 is accepted and H1 is rejected. Thus the independent variable of education personnel (X5) has no significant effect partially on student achievement (Y).

The value of partial correlation (R) shows how closely the relationship between independent variables including Lecturers Quality (X1), Lecturer (X2), Student Quality (X3), Infrastructure (X4), and Partial Education (X5) student achievement.

Tabel 3. Partial Correlation Coefficient

Variables	Partial Correlation Value	Description
Lecturers Quality (X_1)	0.535	Medium
Lecturers Quantity (X_2)	0.568	Medium
Students Quality (X_3)	0.347	Low
Infrastructure (X_4)	0.290	Low
Education Staff (X_5)	0.042	Very Low

Based on the above table it can be seen that the lecturer quantity variable has a correlation value of 0.568 which means having a moderate relationship to student achievement. Likewise, the lecturers quality variables have a moderate relationship to student achievement because it has a correlation value of 0.535. From these results it can be seen that the quantity of lecturers has a dominant influence on student achievement.

CONCLUSIONS

Based on the results of data analysis and discussion that has been done, can be drawn conclusion:

1. Based on the results of the first hypothesis testing is F test shows that the effectiveness of education management (lecturer quality, lecturer quantity, student

quality, infrastructure facilities, and educational staff) simultaneously significantly influence student achievement at the Faculty of Psychology of Hang Tuah University Surabaya.

2. Based on t test results showed that the quality of lecturers have a positive and significant influence partially on student achievement at the Faculty of Psychology University Hang Tuah Surabaya. Thus the second hypothesis which reads "The quality of lecturers has a positive and significant impact on student achievement in Psychology Faculty of Hang Tuah University Surabaya", is accepted.

3. Based on the results of t test shows that the quantity of lecturers has a positive and significant influence partially on student achievement at the Faculty of Psychology University Hang Tuah Surabaya. Thus the third hypothesis which reads "The quantity of lecturers has a positive and significant impact on student achievement in the Faculty of Psychology of Hang Tuah University Surabaya", is accepted.

4. Based on t test results showed that the quality of students has a positive and significant influence partially on student achievement at the Faculty of Psychology University Hang Tuah Surabaya. Thus the fourth hypothesis which reads "The quality of students has a positive and significant impact on student achievement at the Faculty of Psychology, University of Hang Tuah Surabaya.", It is accepted.

5. Based on the results of t test shows that the facilities and infrastructure have a positive and significant influence partially on student achievement at the Faculty of Psychology University Hang Tuah Surabaya. Thus the fifth hypothesis which reads "facilities and infrastructure have a positive and significant effect on student achievement in Psychology Faculty of Hang Tuah University Surabaya", it is accepted.

6. Based on the results of t test show that educational staff did not significantly influence partially on student achievement at Faculty of Psychology University Hang Tuah Surabaya. Thus the sixth hypothesis which reads "Education force has a positive and significant effect on student achievement in Psychology Faculty of Hang Tuah University of Surabaya", stated not accepted.

7. Based on the value of partial correlation coefficient indicates that the quantity of lecturers and the quality of lecturers have a moderate relationship to student achievement. However, the Quantity Variables of Lecturers has a dominant influence on student achievement in Psychology Faculty of Hang Tuah University, Surabaya. Thus the seventh research hypothesis reads "Lecturer Quantity has the most dominant influence on student achievement in Faculty of Psychology of Hang Tuah University of Surabaya" is acceptable.

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