



## Tutor competence training and work commitment to learning quality of Paket C

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### Abstract

The Paket C program refers to the quality of learning as expected by the government and the community in Gorontalo Province. It has been established that competence training for tutors is beneficial in improving their skills in the learning implementation of the Paket C program. The present article intended to identify the correlation between tutor competence training and work commitment in high school equivalency programs, tutor competence training and learning quality of high school equivalency programs, work commitment and learning quality of high school equivalency programs, tutor competence training and work commitment towards the learning quality of high school equivalent program. This descriptive quantitative study employed a causality design. Moreover, the intervening variable and path analysis method was applied to analyze the data. This study recommends improving the quality of learning to enhance further education and training, workshops/seminars, and academic activities to support practical activities and increase program tutors' work commitment.

**Keywords:** Competence; learning quality; tutor competence program; work commitment.

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## 1. Introduction

The notion of learning can be regarded as a combination that includes the elements of humanity, materiality, facility, equipment, and procedures that influence each other to achieve learning objectives (Hamalik, 2014; Young et al., 2020). Quality learning refers to the achievement of the learning process that is carried out effectively by the teachers and results in students' mastery of the concepts, which is reflected in the excellent learning outcomes of the students (Wilson, Scalise & Gochyyev, 2019). Learning quality is regarded as the definitive objective in implementing non-formal education for high school equivalency programs (henceforth referred to as the Paket C program). The quality of the Paket C program is viewed as identical to the degree of learning quality in the output of the learning outcomes program; due to the advantages and competitiveness, the aimed output is of high quality.

The expected outcomes of the Paket C program refer to the quality of learning as expected by the government and the community in Gorontalo Province. With the Paket C program, the expected output in the community is the jobs in the regional government sector and private sector; this means that the Paket C program enrollers are expected to acquire decent jobs and continue their studies. However, based on the findings of the researchers' observations, the learning quality of the Paket C program in Gorontalo Province is far from optimal in three important aspects of learning, i.e., a) Lesson planning that is not by applicable guidelines; b) The implementation of learning that lacks effectiveness in terms of duration and the materials being taught; c) Lack of follow-up on learning evaluation from both tutors and the Community Learning Center (henceforth referred to as PKBM) which oversees the Paket C program in Gorontalo Province.

Based on these 3 problems, of course, can affect various problems related to the quality problem of learning the Paket C program, which in this case is caused by various circumstances, including the variable of tutor competence and work commitment of the tutor and the institution. Based on the problem of the gap in expectations and the expected improvement in the reality in the field, a crucial solution to be able to create quality learning in Paket C should be a synergy program between the Gorontalo Provincial Government and BP Paud and Gorontalo Dikmas. The program solution is to grow and improve tutors' competence in carrying out competency training. This is what Dahlan, Permana & Oktariani (2020) stated through education and training, the knowledge of teachers or tutors will increase and can be applied to students in an effective and quality learning process. In the end, it will make the process of implementing the Paket C program will be more successful. Strengthening the pedagogic competence of teachers is part of efforts to improve the quality of learning.

Competence training for tutors is also beneficial in improving their skills in learning implementation in the Paket C program since, as stated in Law No. 23 of 2014 concerning Regional Government and Government Regulation No. 2 of 2018 concerning Minimum Service Standards for Equality Education, the role of tutors is crucial and strategic. With competence improvement training, the participants can understand and implement the curriculum by the good practices and standards, thus improving their abilities, motivation, and innovation in managing equality learning. This is reinforced by Solehuddin & Budiman's (2019) statement that the importance of a plan to design a training model for teachers is important.

In contrast, the statement of Hastuti et al. (2022) also confirms that strengthening the pedagogic competence of teachers is carried out through modules that contain ways to develop a learning implementation plan, how to create and use learning media, how to create and use teaching materials, and how to prepare and carry out learning assessments. Thus, teachers or tutors in non-formal education activities will be able to meet the criteria of good competence, which will have a real impact on improving quality learning. The researcher's findings indicate

that competence training for tutors is still an overlooked aspect by the government; this makes the tutors outdated and less able to adapt to various pedagogical dynamics (Ferede et al., 2022).

Another important factor is the tutors' commitment to carrying out learning activities. This is to the statement of Hayati et al. (2020) that the tutor's performance will be optimal if the tutor has loyalty and commitment to teaching tasks, be able to master and develop teaching materials, and is effective in classroom management. Sariwulan., et., al (2019) & Utami (2021) say that commitment to the organization will increase maximum work performance where this commitment arises because of the good and ideal teacher personality. Work commitment in the organization is a situation where a tutor shows one's dedication to the organization where s/he worked to maintain one's involvement in the organization in an effort of achieving the vision and mission of the organization.

Mustaghfiroh., et., al (2020) asserted that strengthening teacher commitment is crucial for higher-quality learning. The initial observation indicates that tutors sometimes lack sympathy and respect for students who do not fully understand the materials. Teachers' positive attitudes toward their students are a key factor in the success of school achievement (Navarro-Mateu, 2019). Moreover, knowledge and understanding about such people's circumstances could be improved by empathy (Gonzales et al., 2015), which influences attitudes toward them (Gerbeth, 2021) and, eventually, attitudes toward educational inclusion. Developing empathy for students in vulnerable groups, increases attitudes toward them (Andreychik & Migliaccio, 2015; Moro, Mills, Phelps & Birt, 2023), while enhancing positive behaviors toward them (Gonzales et al., 2015). Empathy can improve inclusive attitudes and interpersonal and inter-group relationships (Andreychik & Migliaccio, 2015; Klimecki, 2019; Kim, Gilbert, Yu & Gale, 2021), as well as lessen biases based on negative stereotypes and false messaging about stigmatized or marginalized groups (Clinton & Pollini, 2021). Moreover, the tutors in Paket C program assume that the Paket C program is only for adult participants who want to get a diploma; thus, the tutors do not provide a strong enough commitment to educating the participants.

### **1.1. Purpose of study**

Based on the description of the background that has been explained, this research is focused on efforts to determine (1) the effect of tutor competency training directly on the work commitment of tutors in the Paket C program in Gorontalo Province. (2) the direct influence of tutor competence training and education on the quality of learning in the Paket C program in Gorontalo Province. (3) the direct effect of a work commitment on the learning quality of the Paket C program in Gorontalo Province. (4) the influence of tutor competence training and education indirectly through work commitment to the quality of learning in the Paket C program in Gorontalo Province.

The research questions that arise in this paper comprise

- (1) What is the influence of tutor competence training on work commitment?
- (2) What is the influence of tutor competence training on learning quality?
- (3) What is the influence of work commitment on learning quality?
- (4) What is the indirect influence (influence of tutor competency training through tutor work commitment on learning quality of the PAKET C program)?

### **1.2. Theoretical Framework**

#### **1.2.1. Tutor Competence Training**

Education and training are a program that is expected to provide a stimulus for someone to improve abilities in specific jobs, gain general knowledge, and understand the entire work process (Heffernan et al., 2021; Morimoto & Ponton, 2021). Education and training consist of two elements described as follows: a) Education: Mangkunegara (2013) reveals that the level of

education is a long-term process that uses systematic and organized procedures, in which managerial workers learn conceptual and theoretical knowledge for general purposes. Podkhodova et al. (2020) said that the development of student skills is associated with quality teaching, which means that teachers must be able to solve mathematical problems, teach, and be professional as a teacher as contained in teacher competence. Garad et al. (2021) added that a teacher's competence, especially in the cognitive aspect, will determine the effectiveness of a learning process even in the conditions of the Covid-19 pandemic.

Tirtarahardja (2005) reveals that the education level indicators consist of

1) Education level: the stage of education that is determined based on the level of development of students, the goals to be achieved, and the expected competence.

2) Suitability of major: before being recruited, companies analyze the level of education and the suitability of the employee's educational background so that the employee can be placed in a job position according to educational qualifications.

3) Competence: knowledge, mastery of tasks, skills, and fundamental values reflected in the habits of thinking and acting.

4) Training: an investment in human resources to improve work skills and abilities that will, in turn, increase one's performance (Mangkunegara, 2013). Type of Training: Based on the needs analysis of the training program, it is necessary to conduct training to improve employee performance and work ethics for lower and middle levels.

- Training Objectives: Training objectives must be concrete and measurable; training must be able to improve work skills so that participants achieve maximum performance and increase their understanding of the work ethic that must be applied.
- Materials: Training materials can be in the form of management, scripting, work psychology, work communication, work discipline and ethics, work leadership, and work reports.
- Methods: The training method uses participatory techniques, such as group discussions, conferences, simulations, role-playing and games, classroom training, tests, teamwork, and study visits.
- Qualifications of Participants: Training participants are company employees who meet the qualification requirements, such as permanent employees and staff whom the leader recommends.
- Qualifications of Trainers: Instructors who will provide training materials must be able to meet the qualification requirements, such as: having relevant competencies, being able to increase motivation, and being able to use participatory methods.
- Duration (Number of Sessions): The number of training material sessions consists of 67 material sessions and three opening/closing sessions of job training. Thus, the total training sessions are 70 sessions or the equivalent of 52.2 hours. The more often employees receive training, their abilities, and skills will increase.

Based on the statements above, it can be synthesized that training for tutor competence is a strategic step in developing human resources in the Paket C program, which can affect the improvement of tutor competence in learning activities.

### 1.2.2. Work Commitment

Employee commitment is a form of loyalty to the employee's organization that guides one in making wise decisions. The commitment will create a sense of belonging for employees to the organization. The higher the organizational work commitment of employees, the more employees will perform better according to the profession's provisions and code of ethics.

Rikiawan et al. (2013) suggest that organizational work commitment is an attitude to remaining loyal to the organization and being involved in efforts to achieve the mission, values, and goals of the organization. Commitment to the organization is more than just a formal membership because it includes an attitude of liking the organization and a willingness to exert high efforts for the benefit of the organization to achieve the organization's goals. The teacher's work commitment provides benefits for better learning. It is supported by Putri et al. (2015), who said that the commitment made by the teacher would foster social norms in the classroom, which, of course, will eventually impact the quality of better learning.

Darmawan (2008, p. 168) describes three indicators used to determine the indicators of employee commitment to the organization, viz.: 1) Affective commitment, which occurs when employees want to be part of the organization because of an emotional bond. Affective commitment refers to employees' emotional attachment, self-identification, and involvement in the organization. 2) Continuance commitment, namely the tendency of a person to keep working in an organization because there is no other alternative job. In other words, the individual stays in the organization because one needs the organization. This concept also refers to employees' perceptions of the losses they will face if they leave the organization. 3) Normative commitment, namely the commitment that arises from the employee's self-values. Employees decide to stay as members of an organization because they are aware that commitment to the organization should be made. Simply put, employees remain in the organization because they feel obligated to do so.

Based on the previous notions, this study defines work commitment as a loyal feeling, thought, and action by the tutor in learning the Paket C programs to create higher quality learning, with indicators: a) affective, b) continual, and c) normative.

### 1.2.3. Learning Quality

Learning refers to an effort to make students learn or an activity to teach students (Warsita, 2008). In another sense, learning is a planned effort to manipulate learning resources so that the learning process occurs in students (Emanuel & Carla, 2020). According to Syamsudin (2008), the learning process can occur at home, at school, at work, in places of worship, and in the community, and takes place in any way, from what, how, and by anyone. Thus, learning can occur in the realm of learning in formal, non-formal, and informal education.

The quality of learning is aspect teachers and students strive for in achieving meaningful learning. The quality of learning can be measured by assessment or evaluation. In another view, the quality of learning is defined as the level of achievement of learning objectives. The achievement of these goals is in the form of increased knowledge and skills as well as developing attitudes through the learning process (Daryanto, 2011). Nurbaity (2011) says that the quality of learning depends on the ability of teachers as educators to prepare suitable learning activities so that learning objectives can be achieved effectively and efficiently. To achieve this goal, two important aspects must be considered in learning activities. First, elements of the learning process, namely some intellectual, emotional, and physical experiences in students. Second, is the aspect of learning outcomes, namely changes in student behavior.

Indicators of learning quality, as stated in the Department of National Education, consist of

a) Teacher learning behavior, with indicators: 1) Building positive perceptions and attitudes of students towards learning and the education profession; 2) Mastering disciplines relevant to basic scientific materials and methodologies, as well as being able to select, organize, pack, and apply materials according to student needs; 3) Develop personality and professionalism to identify, measure, and update their abilities independently.

b) Student learning behavior and impact, with the following competencies: 1) Having positive perceptions and attitudes towards learning, including perceptions and attitudes towards

learning, teachers, media, learning facilities, and learning climate; 2) Willing and being able to apply knowledge, skills, and attitudes; 3) Willing and be able to build habits of thinking, behaving, and working productively.

c) Learning climate, including 1) A conducive classroom atmosphere for the development of engaging, challenging, fun, and meaningful learning activities for the formation of educational professionalism. 2) Manifestation of values, a spirit of example, initiative, and creativity of the teacher;

d) Quality learning materials: 1) Relevance to learning objectives and competencies that must be mastered; 2) The balance between the extensive scopes and depth of the material with the allocated duration; 3) Systematic and contextual learning materials.

e) Quality of learning media: 1) Ability to create a meaningful learning experience; 2) Able to facilitate the process of interaction between students and teachers, students and students, as well as students with experts in the relevant fields of science; 3) Ability to enrich students' learning experiences; 4) The ability to change the learning atmosphere and increase student activity in discussing and seeking information through various learning sources.

Based on the previous concepts, it is synthesized that the conceptual definition of learning quality is a set of achievement criteria of an effective learning process capable of obtaining the ideal learning outcomes per the educational objectives in the Paket C program. The operational description of learning quality is reflected by several indicators as follows: (1) educational behavior, (2) student learning behavior and impact, (3) learning climate, (4) learning materials, and (5) learning media.

## **2. Materials and Methods**

The research was carried out in the Community Learning Center (PKBM) of the Paket C program in Gorontalo Province for six months in 2021.

### **2.1. Research Design**

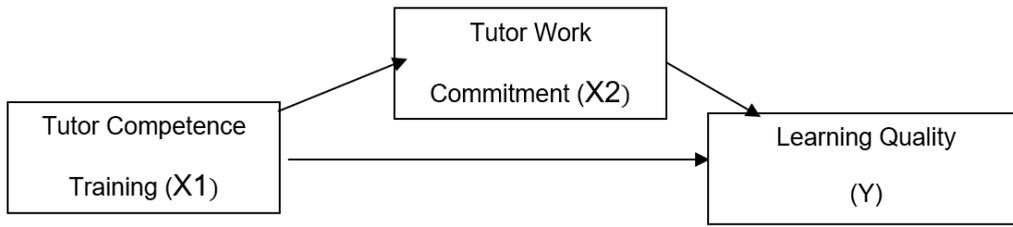
The study employed an associative approach, in which the researchers sought to investigate the research problems that associate two or more variables. The Correlation between variables is causative, involving dependent and independent variables. The independent variable in this study is tutor competence training (X1), the intervening variable is the tutor's work commitment (X2), and the dependent variable is learning quality (Y).

The study relied on a quantitative method involving formal standardized instruments designed to evaluate certain aspects. Moreover, it also employed an ex-post facto approach, i.e., research that presents data after being examined descriptively or reveals the results of correlation analysis of the components of the independent and dependent variables.

This study descriptively presented the research results, embarking from theory to data to solve problems based on facts and data by the research variables. In this case, research design involves all the processes needed in the planning and implementation stage of the research. The design of the present study is illustrated in the figure 1:

### **Figure 1**

*Research Design*



## 2.2. Operational Definition of Research Variables

By referring to the literature review, a table of an operational definition is presented as follows (table 1):

**Table 1**  
*Operational Definition of Research Variables*

Variable	Concept	Indicator	Scale
Tutor Competence Training (X1)	Tutor competence training is a strategic step in developing human resources in the Paket C program that involves routine education and training activities that can instigate the improvement of tutor competence in learning activities.	1. Education 2. Training	Ordinal
Tutor Work Commitment (Z)	Tutor work commitment is the loyal feeling, thought, and action by the tutor in the Paket C program to achieve higher quality learning.	1. Affective commitment. 2. Continuance commitment. 3. Normative commitment	Ordinal
Learning Quality (Y)	Learning quality is a set of achievement criteria for an effective learning process capable of obtaining the ideal learning outcomes per the educational objectives in the Paket C program.	1. Teacher's teaching strategies/behavior 2. Students learning attitudes and impacts 3. Learning climate 4. Learning material 5. Learning media	Ordinal

Source: Processed data (2021)

The present study's data were classified as follows: 1) Primary Data: relevant information obtained directly from the research informants (Key Informant Tutor); 2) Secondary data: concepts and information obtained from relevant books and journal articles.

## 2.3. Sample

As cited in Sugiyono (2014, p. 84), population refers to an area of generalization consisting of an object(s) or subject(s) possessing certain qualities or characteristics that meet the needs of the research. The subject(s) or object(s) are further analyzed before a conclusion. The population of this study comprised 363 tutors in Gorontalo Province based on December 2020 data.

According to Arikunto, the sample is part of the number and characteristics possessed by the population. Arikunto (2017, p. 173) also mentioned that if the subject is less than 100, the entire population becomes the research sample. But if the subject is more than 100, it can be taken 10-15% or 15-25%. The sample in this study amounted to 15% of the total population or 55 tutors.

## 2.4. Data collection instrument

The following techniques were employed to obtain the data: 1) Observation: observation technique is used to obtain general data on the object of research, including observations on research variables which are then adjusted with structured interviews to identify the study's problems. 2) Questionnaire: Sugiyono (2011, p. 142) states that a questionnaire is a data

collection technique that gives respondents a set of questions or written statements to answer. In this study, the questionnaire has provided alternative answers that must be chosen by the respondents studied by scoring on the Likert scale.

#### 2.4.1. Instrument Quality Test

The instrument in this study was in the form of a questionnaire for the tutor competency training variable, there were 15 questionnaire statements (8 statements for the education indicator and 7 statements for the training indicator), and for the tutor work commitment variable, there were 15 questionnaire statements (5 statements each for the Affective commitment indicator, Continuance commitment, and normative commitment) and for the variable quality of learning as many as 15 questionnaire statements (3 statements each for indicators of teacher learning behavior, student learning behavior and impact, learning climate, learning materials, and learning media). All of the questionnaire statements were tested for validity and reliability using the SPSS version 21 application, the results of which are described as follows:

**Instrument Validity Test.** Riduwan (2007, p. 109) explains that validity is a measure that shows the level of validity of a measuring instrument. To test the validity of the measuring instrument, first look for the correlation number between the parts of the measuring instrument as a whole by correlating each item of the measuring instrument with the total score, which is the sum of each item's score. The validity test in this study involved the Pearson Product Moment formula as follows:

$$r_{count} = \frac{n (\sum X_i Y_i) - (\sum X_i) \cdot (\sum Y_i)}{\sqrt{\{n \cdot \sum X_i^2 - (\sum X_i)^2\} \cdot \{n \cdot \sum Y_i^2 - (\sum Y_i)^2\}}}$$

(Riduwan, 2007, p. 109)

Description:  $r_{count}$  = Correlation Coefficient  
 $X_i$  = Total score of an item  
 $Y_i$  = Total score of all items  
 $n$  = Number of respondents

Based on the results of the validity test, it was found that each of the 15 statements used to measure the validity of the variable tutor competence training, tutor work commitment, and learning quality, it was found that all statements had a  $r_{count}$  value greater than  $r_{table}$  0.444 so that it was said to meet the validity test and was used for data collection research data through questionnaires.

**Instrument Reliability Test.** The reliability test was carried out using the Alpha-Cronbach formula to obtain the data collection tool's accuracy level. The formula for the Alpha Cronbach method is as follows:

$$r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{\sum S_i}{S_t} \right)$$

(Arikunto, 2010, p. 196)

Description:  $r_{11}$  = Reliability Value  
 $\sum S_i$  = Total score variance of each item  
 $S_t$  = Total variance  
 $K$  = Total number of an item

Based on the results of the reliability test, it was found that the research variable had a Cronbach Alpha value greater than the standard 0.6 (tutor competency education and training of 0.875, tutor work commitment of 0.877, and learning quality of 0.912).

### 2.5. Data Analysis

Data analysis refers to the activity after the data from all respondents are collected. Activities in data analysis involve grouping data based on variables and types of respondents, presenting data for each variable, performing analysis to answer the problems, and carrying out calculations to test hypotheses that have been proposed (Sugiyono, 2014).

This study uses intervening variables, i.e., variables that theoretically affect the observed phenomenon (dependent variable), whose effects must be inferred through the effect of the relationship between the independent variable and the phenomenon (dependent variable) (Hartono, 2011, p. 154). Path analysis is an applied form of multi-regression analysis used to examine the possibility of a causative relationship between three or more variables. In other words, path analysis can be interpreted as a means of analyzing the causal relationship between variables to determine the direct and indirect effects between the independent variables on the dependent variable. The equation of path analysis and multiple regression analysis with intervening variables is as follows (Hartono, 2011, p. 156):

1. Phase 1 testing

$$X_2 = \alpha_1 + \beta_1 X_1 + \epsilon$$

2. Phase 2 testing

$$Y = \alpha_2 + \beta_1 X_1 + \beta_2 X_2 + \epsilon$$

Description:

Y = Learning Quality

$\alpha$  = Constant

$\beta$  = Variable coefficient

X1 = Tutor Competence Training

X2 = Tutor Work Commitment

$\epsilon$  = Error margin

The reason this study uses path analysis is because of the intervening variable or the mediating variable. Testing data analysis and proving hypotheses using the Smart PLS version 3.0 application.

## 3. Results

### 3.1. Descriptive Analysis of Research Variables

The analysis results for each research variable are presented as follows:

**The variable of Tutor Competence Training.** The following table (table 2) illustrates the descriptive analysis results for the Variable of Tutor Competence Training:

**Table 2**  
*Analysis of variable of tutor competence training*

No	Item score			Indicator	Criteria	
	Actual	Ideal	%		Statement	Indicator
X1-1	229	275	83.27%	83.05%	Adequate	Adequate
X1-2	227	275	82.55%		Adequate	
X1-3	222	275	80.73%		Adequate	
X1-4	225	275	81.82%		Adequate	
X1-5	236	275	85.82%		Good	

X1-6	228	275	82.91%		Adequate	
X1-7	229	275	83.27%		Adequate	
X1-8	231	275	84.00%		Adequate	
X1-9	233	275	84.73%		Good	
X1-10	236	275	85.82%		Good	
X1-11	227	275	82.55%		Good	
X1-12	211	275	76.73%	83.22%	Adequate	Adequate
X1-13	232	275	84.36%		Good	
X1-14	229	275	83.27%		Adequate	
X1-15	234	275	85.09%		Good	
<b>Total</b>	<b>3.429</b>	<b>4.125</b>	<b>83.13%</b>		<b>Adequate</b>	

Source: Processed data, 2021

The previous table depicts that the total percentage of achieved score of the first variable arrives at 83.13% or in the “Good” category.

**The variable of Tutor Work Commitment.** The descriptive analysis results for the Variable of Tutor Work Commitment are presented in Table 3:

**Table 3**  
*Descriptive analysis of variable of tutor work commitment*

No	Item score			Indicator	Statement	Criteria	Indicator
	Actual	Ideal	%				
X2-1	215	275	78.18%		Adequate		
X2-2	215	275	78.18%		Adequate		
X2-3	210	275	76.36%	78.76%	Adequate		Adequate
X2-4	225	275	81.82%		Adequate		
X2-5	218	275	79.27%		Adequate		
X2-6	209	275	76.00%		Adequate		
X2-7	214	275	77.82%		Adequate		
X2-8	216	275	78.55%	77.45%	Adequate		Adequate
X2-9	212	275	77.09%		Adequate		
X2-10	214	275	77.82%		Adequate		
X2-11	219	275	79.64%		Adequate		
X2-12	215	275	78.18%		Adequate		
X2-13	218	275	79.27%	78.76%	Adequate		Adequate
X2-14	218	275	79.27%		Adequate		
X2-15	213	275	77.45%		Adequate		
<b>Total</b>	<b>3.231</b>	<b>4.125</b>	<b>78.33%</b>		<b>Adequate</b>		

Source: Processed data, 2021

Table 3 indicated that the percentage of achieved score for the variable of tutor work commitment arrives at 78.33% or in the “Adequate” category.

**The variable of Learning Quality.** Table 4 displays the analysis results for the variable of learning quality of the Paket C program.

**Table 4**  
*Analysis of Variable of Learning Quality*

No	Item score			Indicator	Statement	Criteria	Indicator
	Actual	Ideal	%				
Y1	224	275	81.45%		Adequate		
Y2	220	275	80.00%	79.52%	Adequate		Adequate
Y3	212	275	77.09%		Adequate		
Y4	214	275	77.82%	77.82%	Adequate		Adequate

Y5	215	275	78.18%		Adequate	
Y6	213	275	77.45%		Adequate	
Y7	211	275	76.73%		Adequate	
Y8	214	275	77.82%	76.61%	Adequate	Adequate
Y9	207	275	75.27%		Adequate	
Y10	203	275	73.82%		Adequate	
Y11	208	275	75.64%	76.36%	Adequate	Adequate
Y12	219	275	79.64%		Adequate	
Y13	213	275	77.45%		Adequate	
Y14	209	275	76.00%	76.85%	Adequate	Adequate
Y15	212	275	77.09%		Adequate	
<b>Total</b>	<b>3.194</b>	<b>4.125</b>	<b>77.43%</b>		<b>Adequate</b>	

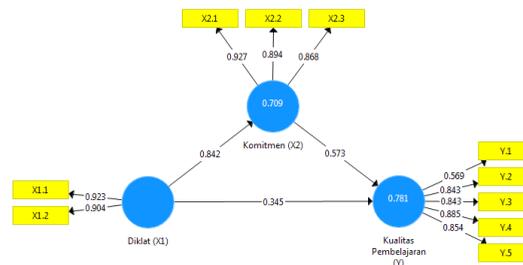
Source: Processed data, 2021

Based on Table 4, the percentage of achieved score for the variable of learning quality is 77.43%, or in the “Adequate” category.

### 3.2. Path coefficient test

Path coefficient evaluation is used to demonstrate the extent of the influence of independent variables on the dependent variable. In addition, a coefficient determination (R-Square) is used to measure how much other variables influence the endogenous variable. The results of the analysis of the level of R-Square for the entire equation are presented in Figure 2:

**Figure 2**  
PLS Algorithm



Based on the previous figure, the analysis results of R-Square are elaborated as follows (table 5):

**Table 5**  
*R-Square Analysis Results*

No.	Variable	Variable Z	Variable Y	
			Direct	Indirect
1	Tutor Competence Program	0.842	0.345	0.483
2	Work Commitment		0.573	
<b>Simultaneous Determination</b>		<b>0.709</b>	<b>0.781</b>	

Source: Processed data, 2021

Based on the previous table, the determination result is further explored as follows:

#### 1) Influence of Tutor Competence Training on Work Commitment

The R-square value of this Correlation arrived at 0.709; thus, it is interpreted that the influence of tutor competence training on work commitment is at 70.90%, while the rest of 29.10% is influenced by other variables not discussed in this study.

#### 2) Influence of Tutor Competence Training and Work Commitment on Learning Quality

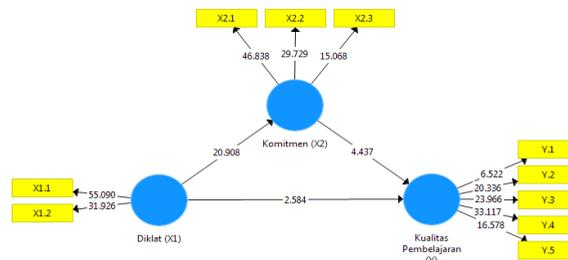
The R-square value of this Correlation arrived at 0.781; thus, it is interpreted that the influence of tutor competence training and work commitment on learning quality is at 78.10%, while the rest, 21.90%, is influenced by other variables not discussed in this study. Moreover, it is found

that the variable with the most dominant influence on learning quality is work commitment at 57.30%, followed by tutor competence training at 42.70%.

### 3.3. Hypothesis Test Results

T-statistics and P-values tested the hypothesis of this study. The results are illustrated in Figure 3.

**Figure 3**  
*Hypothesis Test Results*



The hypothesis is accepted if the p-value < 0.05. Further, the detailed elaboration of the hypothesis test is as follows (table 6):

**Table 6**  
*Hypothesis Test Results*

Types of Influence	Influence	t-Statistics	p-Value
Direct	X1->X2	20.908	0.000
	X1->Y	2.584	0.010
	X2->Y	4.437	0.000
Indirect	X1->X2->Y	4.440	0.000

<sup>ns</sup> not significant  
 \*. Significant at the 0.1 level (2-tailed).  
 \*\*. Significant at the 0.05 level (2-tailed).  
 \*\*\*. Significant at the 0.01 level (2-tailed).

Source: Processed data, 2021

Based on the previous table, the hypothesis test results are interpreted by classifying the Correlation between variables:

#### 3.3.1. Influence of Tutor Competence Training on Work Commitment

The T-statistic value of the influence of tutor competence training on work commitment arrives at 20.908 with a p-value of 0.000. Since the p-value is smaller than the probability value (0.000 < 0.05), the Ha1 was accepted. This indicates that tutor competence training influences the tutor's work commitment positively and significantly.

#### 3.3.2. Influence of Tutor Competence Training on Learning Quality

The T-statistic value of the influence of tutor competence training on learning quality arrives at 2.584 with a p-value of 0.010. Since the p-value is smaller than the probability value (0.010 < 0.05), the Ha2 was accepted. This indicates that tutor competence training influences learning quality in a positive and significant manner.

#### 3.3.3. Influence of Work Commitment on Learning Quality

The T-statistic value of the influence of work commitment on learning quality arrives at 4.437 with a p-value of 0.000. Since the p-value is smaller than the probability value (0.000 < 0.05), the

Ha3 was accepted. This indicates that the tutor's work commitment influences the learning quality in a positive and significant manner.

#### *3.3.4. Indirect Influence (Influence of Tutor Competency Training through Tutor Work Commitment on Learning Quality of Paket C Program)*

The T-statistic value of the influence of tutor competence training on learning quality arrives at 4.440 with a p-value of 0.000. Since the p-value is smaller than the probability value ( $0.010 < 0.05$ ), Ha4 was accepted. This indicates that tutor competence training, by the intervening variable of work commitment, influences the learning quality positively and significantly.

## **4. Discussion**

### ***4.1. Influence of Tutor Competence Training on Work Commitment in the Paket C Program***

Education and training are activities carried out to grow the competence and commitment of employees in carrying out their duties and responsibilities. The results of the descriptive test found that the percentage of achievement scores for the tutor competence training variable was 83.13% or the "Good" category. Such a result shows that the tutor competence training carried out by the government is an excellent benefit for the improvement of tutors' knowledge and change in attitude. However, with less than 16.87% of the maximum score, this aspect needs further development to encourage optimum performance. Tutors can improve their intellectual abilities through the management of the PAKEM (Active, Creative, Effective, and Fun Learning) concept (Yensy & Hadiwinarto, 2022). The achieved score also indicates that the tutor competence training can yield better improvement provided it is further optimized to improve the tutors' quality of work.

The analysis of each indicator finds out that the highest indicator scores were at the training indicator. Hence, the training carried out is regarded to stimulate tutors in carrying out their work. In this regard, an intense set of training could benefit more when combined with suitable methods to encourage the development of tutors' competence. Meanwhile, the lowest indicator is education, meaning that the education process must involve creativity and provide more relevant materials. This is to equip the tutors with the competence needed to implement the learning process in the Paket C equivalency program.

The test results of the first hypothesis find that tutor competence training had a positive and significant effect on tutor work commitment in the Paket C program in Gorontalo Province with a path coefficient of 84.20%. The positive influence implies that the implementation of training provides benefits for tutors to be able to grow commitment and loyalty to carry out their duties and responsibilities as educators in the field of non-formal education. If carried out intensely, the training will become a catalyst for the image of non-formal education, and the achievement of the vision and mission to be achieved will also be actualized with good results. This result is in line with Parida (2015) that education and training can encourage increased professional commitment to teachers in carrying out their duties and responsibilities as educators, provided it is optimized.

The tutor's competence will encourage good work commitment because, in the teacher's competence, there are social and personality aspects of the teacher which will certainly encourage the integrity and loyalty of the teacher's work in carrying out their responsibilities. Mumpuniarti et al., (2020) asserted that training needs to be reviewed to determine several aspects of competence that need to be trained further. The findings of observations and interviews that, the government is still not optimal in conducting education and training where tutors must be more skilled coupled with a better personality in carrying out responsibilities in terms of technical education and administrative education.

### ***4.2. Influence of Tutor Competence Training on Learning Quality in Paket C Program***

The testing result of the second hypothesis discovers that the tutor competence training had a positive and significant effect on the quality of learning for the Paket C program in Gorontalo Province with a path coefficient value of 34.50%. Such a result indicates that competence training is impactful in preparing the tutors to carry out learning activities in Paket C. The government and the Center for Early Childhood Development and Community Education in Gorontalo Province are recommended to implement more intense training to promote the achievement of the learning objectives in the Paket C program.

This is echoed by Rais (2019) that competence training can provide a real contribution to improving the quality of the learning carried out. Tutors who are active in participating in various self-capacity development activities tend to be able to understand various learning characteristics that can provide contextual and conceptual understanding benefits for students in the Paket C program in Gorontalo Province.

Non-formal education is an educational program or type of education that requires a variety of creativity from tutors whereas creativity comes from the tutor's competence. Rokhimawan et., al (2022) and Dahlan et., al (2020) say that the competence of teachers in non-formal education known as tutors will be useful in improving students' abilities to be more technologically literate. Meanwhile, Pahrudin et., al (2019) said that the knowledge aspect of competence would be useful in increasing effective learning. So that the Gorontalo Provincial government always carries out the strengthening of tutors for tutors, however, contradictions still occur in the field because the strengthening of teacher capacity has not yet optimized the multiple intelligence instrument for teachers or tutors in carrying out their responsibilities as educators.

#### **4.3. Influence of Tutor Work Commitment on Learning Quality in Paket C Program**

Work commitment is an important aspect to be nurtured by every employee. The quantitative test results that are narrated descriptively regarding the tutor's work commitment show that the percentage of achievement scores for the tutor's work commitment variable was 57.30%, or the "Adequate" category. This shows that tutors' commitment still needs to be optimized since commitment is one aspect that shapes the quality of learning. The highest scoring indicators are the Affective commitment and Normative commitment, while the Continuance commitment arrived at the lowest score.

Commitment correlates with the quality of work; this is apparent from the results of descriptive testing regarding the quality of learning. The overall percentage of achievement scores for the variable quality of learning for the Paket C program arrived at 77.43%, or the "Adequate" category. Such results highlight that the learning improvement in the Paket C program must continue to be optimized on all lines of these non-formal education items. Moreover, the stigma toward the Paket C program participants needs to be removed. The indicator in this variable with the highest score is the teachers' behavior, while the lowest score is on the learning material.

The third hypothesis's testing result indicates that the tutor's work commitment has a positive and significant effect on the quality of learning for the Paket C program in Gorontalo Province, with a path coefficient value of 57.30%. In other words, a high tutor's work commitment will positively impact achieving quality learning outcomes in the Paket C program in Gorontalo Province. This result is in line with the statement from Nainggolan et al. (2020) that teacher commitment has a positive and significant influence on teacher performance and is a determinant factor in creating effective and quality learning.

#### **4.4. Influence of Tutor Competency Training through Work Commitment on Learning Quality in Paket C Program**

The fourth hypothesis test indicates that tutor competence training through work commitment has a positive and significant effect on the learning quality of the Paket C program in Gorontalo Province, with a path coefficient value of 48.30%. This shows that work commitment is an optimal intervening variable that can increase the effect of training on the quality of learning. Work commitment is a highly relevant aspect to be instilled in every employee because good competence can be misused if not accompanied by a commitment to advancing the organization. In this context, the commitment in question relates to the tutor's competence, attitude, behavior, working duration, and work results.

This result is in line with Sopiah (2008), which states that work commitment is an emotional bond that occurs between employees and the organization, which is characterized by a strong sense of trust and acceptance of the goals and values of the organization and a desire to maintain their membership status as employees. In addition, commitment is also marked by the contribution given to the agency as a form of effort to achieve the interests and goals of the organization. Suriansyah (2014) said that commitment is an intermediary between school culture and teacher performance and communication relations with teacher performance, so basically, work commitment will encourage teachers to do good work in quality learning.

## 5. Conclusion

Based on the results and discussion, the study concludes that tutor competence training influences work commitment in the Paket C program in a positive and significant manner, with a path coefficient value of 84.20%. Tutor competence training influences the learning quality in the Paket C program in a positive and significant manner, with a path coefficient value of 34.50%. Work commitment influences the learning quality in the Paket C program in a positive and significant manner, with a path coefficient value of 57.30%. Tutor competence training influences the learning quality through the intervening variable of work commitment in the Paket C program positively and significantly, with a path coefficient value of 48.30%.

Further, several recommendations are proposed as follows:

1. The government is recommended to conduct competence training for tutors to increase their knowledge, skills, and work attitude. Moreover, this should be optimized by strengthening the tutors' work commitment in striving to provide higher-quality learning in the Paket C program.
2. The government is recommended to evaluate the learning material in the Paket C program in terms of preparation for learning, the learning process, and the learning infrastructure. Further, the participants of the Paket C program should be motivated and encouraged more to obtain the knowledge and the degree for the betterment of life quality.
3. Further studies are recommended to employ other relevant variables of the research topic.

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