

The Effect between Education and Training System, Certification, Placement, Satisfaction with Graduates in Aviation Polytechnic Surabaya

Hary Soegiri¹, Moeljadi², Triningsih Sri Supriyati³

¹Aviation Polytechnic Schools Surabaya

²University of Brawijaya

³University of Muhammadiyah, Malang

Abstract: *This study aims to examine the effect of education and training on the link-mach of polytechnic graduates such as certification on working of polytechnic graduated, placement on absorption of polytechnic graduated, and satisfaction on the aviation education world on polytechnic graduates' by absorption working capacity. This study was used a quantitative and with qualitative, where the research instrument used by in-depth interview. Then, take a sample by random and strengthen the argument with depth interview informants, gathering all data using research instruments, and analysis of statistical data that aims to test a predetermined hypothesis. The analysis technique used by a path analysis based on causality, changes in one variable have an impact on changes in other variables. Thus, there is an influence between education and training on aviation satisfaction. Eventually, there is an effect between certification and aviation satisfaction, a placement and aviation satisfaction, education and training on the absorption graduated from Surabaya Aviation Polytechnic Schools, Aviation satisfaction effect to absorbing flight from graduated in these Polytechnic Schools. Finally, the effect between placement and the absorption ability of graduated from Surabaya Aviation Polytechnic Schools. Education and training, certification and placement, effect to the absorption capacity from graduated in this schools through aviation satisfaction.*

Keywords: Education and Training, Certification, Placement, Satisfaction, and Absorption

1. Introduction

Success has become an important thing that must be resolved in the world of Education. Some must be a concern for education managers so that their development can be absorbed by the world of work. However, to increase the ability to absorb, the satisfaction of the business world and the industrial world (DUDI) becomes important for the long term. Surabaya Aviation Polytechnic/SAP (Polytechnic Schools graduates) is one of the educational institutions in Indonesia, which must always try to increase the absorption capacity of competition in the business and industrial world. Being one of the important transportation choices in society, the role of Surabaya Aviation Polytechnic graduates is very much needed for the progress of the world.

The economic capacity of a country is very dependent on the ability of human resources which are the main components involving the roles involved in change through the competencies and knowledge they have (Elchanan Cohn: 1979; Ace Suryadi, 2009). The most valuable assets for a nation in this global era according to Theodore Schultz in Jac Fitz-enz (2000) said that there are science and knowledge workers. Knowledge has become a capital for the economic development of a country that is releasing unreliable natural resources because it can shrink and run out. Muchlas Samani (1998) stated that based on the results of World Bank research in 1995 in 150 countries around the world denied that the strength and progress of the nation was determined by four main components that contribute to the progress of the nation, namely innovation that contributed 45%, networks contributed 25%, technology contribute 20%, while natural resources only contribute 10%. The role of the quality of

human resources is very important in contributing components of innovation which contribute 45% in the progress of the nation.

The profile of Indonesian Workers shown that an unattractive number, such as 125.3 million workers, 118.2 million work, consisting of 40.19% working in the formal sector, and the remaining 59.81% working in the informal sector. When, it was viewed from the level of education, Indonesian labor is estimated at 46.81%, obtained by Middle School as much as 17.82%, High School graduates by 16%, Vocational School graduates by 9.23%, Diploma graduates by 2.65% and graduated from the University as much as 7.49%. The conclusion that can be drawn from the data is that the quality of Indonesian workers is still far below the minimum quality standard (if desired from the education level). Surabaya Aviation Polytechnic graduates as one of the Educational Institutions in Indonesia, is expected to facilitate the improvement of the quality of human resources by increasing the absorption capacity of its progress.

Absorption data on Surabaya Aviation Polytechnic graduates from 2016-2018 (SAP, 2018), experienced a very small increase (2016-2017), unlike in 2017 to 2018 experiencing a very significant increase. This contrasts with the general phenomenon where nationally the number of people employed is dominated by workers with education up to primary school down to 46.81%. In addition, many job vacancies cannot be filled because of the mismatch between labor competencies and the competencies needed to be able to do work, which is generally determined by labor users. Thus it can be said that the number of unemployment figures other than as a result of economic growth that has not been able to

absorb labor optimally, is also caused by the quality and competence of labor which is relatively low.

To support the successful achievement of absorptive capacity in the industrial world, the Directorate General of Productivity and Productivity Development of the Ministry of Manpower has created an integrated system of training, certification, placement. Flight satisfaction is called 3 in 1 plus (both inside and outside the country) in integrated coordination, to improve the competence and competitiveness of the workforce in the context of overcoming unemployment and in time can reduce poverty. Based on the phenomena that emerge in the world of Education and training, especially the Surabaya Aviation Polytechnic Vocational College. This study was examines a 3 in 1 plus system (education and training, certification, placement, flight satisfaction) regarding absorption on Surabaya Aviation Polytechnic graduates. This is important because, in accordance with the explanation of Law of the Republic of Indonesia No. 20 of 2012 concerning Study Programs is a unit of educational and learning activities that has a specific curriculum and learning method in one type of academic education, professional education, and / or vocational education. Producing graduates who master the branches of Science and / or Technology to meet national interests and increase national competitiveness.

2. Literature Review and Hypothesis Development

2.1 Training and Education

According to HRM expert Gary Dessler said that training is the process of teaching the skills needed by new and old employees to do their jobs. Based on the definition or understanding of the training or training, it can be interpreted that the training is not only carried out when hiring new employees, but also done when the employee will do new work that will be assigned to him and for employees who have passed the training but in fact still continue to make mistakes in job (retrained or re-training). The purpose of the training is to get employees who are able to do the work that will be assigned to them and to avoid as much as possible the mistakes in carrying out their duties and to increase productivity in their work.

2.1.1 The Training Stages

Orientation: The purpose of orientation is a new employees can know and understand information from the company's background and production.

The contents rather than orientation are include:

- a) Information about benefits or benefits that will be obtained by employees
- b) Work and routine things
- c) Company organizational structures and operations
- d) Company policy and company slogans on quality, environment, company vision and mission
- e) Existing systems in the company (ISO, SMK3, TS, ROHS, GREEN PARTNER)
- f) Company regulations and discipline
- g) Safety and safety at work
- h) Introduction of company facilities

Important things to do for new employees so the orientation process can work well such as make them feel welcome and comfortable, understand the company / production in a broad sense, and a company will expect in terms of their work and behavior.

2.1.2 Training Process

Training is a process of teaching employees to get the basic skills that they need in doing their assignments or work.

There are five processes that must be carried out in providing training material:

a) Analyzing needs

- Identify training needs and identify training objectives and criteria
- Design training instructions
- Create training program content such as training schedules, training material manuals, materials for exams

b) Validation

Present the training program content in advance to a small group to find out if the presentation of the training material is suitable and valid (do an experiment or try out).

c) Implement a Training program

Conduct actual training for targeted new employees.

d) Evaluation

Conduct an assessment of the training program whether successful or failed.

Some ways to get maximum results in training:

- Try to make similarities in the training situation and the actual work situation.
- Provide adequate practice.
- Label or identify each feature of the machine or step in the process.
- Provide direction to trainees to pay attention to important aspects of the job.
- Provides information so that trainees have adequate preparation when they are doing real assignments / work.

e) Certification

An express false certification theory applies when a government payee falsely certifies compliance with a particular statute, regulation or contractual term, where compliance is a prerequisite to payment.

2.2 Satisfaction

2.2.1 Measurement of Satisfaction

The heart of the satisfaction process is the comparison of what was expected with the product or service's performance. This process has traditionally been described as the 'confirmation / disconfirmation' process. First, customers would form expectations prior to purchasing a product or service. Second, consumption of or experience with the product or service produces a level of perceived quality that is influenced by expectations. If perceived performance is only slightly less than expected performance, assimilation will occur, perceived performance will be adjusted upward to equal expectations. If perceived performance lags expected

tations substantially, contrast will occur, and the shortfall in the perceived performance will be exaggerated.

Satisfaction can be determined by subjective (e.g., customer needs, emotions) and objective factors (e.g., product and service features). Applying to the hospitality industry, there had been numerous studies that examine attributes that traveller may find important regarding customer satisfaction. Service quality and customer satisfaction are distinct concepts, although they are closely related.

2.3 Absorption for Graduates

2.3.1 Achievement and absorption capacity

Achievement and absorption capacity are the outcomes that students accomplish, as a result, of their academic experience. Zeinabadi (2013) founded that the interrelation structure between students in high schools and their teachers is similar to that of an organization where there are employees and leaders. The author argued that the more this relation is strong and provides quality exchanges, the more positive students' achievements will be. These attainments could be in the students' skills and knowledge (Rapert et al., 2004) and/or career advancement and preparation for the business world (DeShields et al. 2005). Applying Herzberg's (1967) theory, these latter authors discovered that faculty performance and classes (motivators and satisfiers at the same time) are positively related to the outcome of college experience (e.g., growth and achievement). In addition to faculty performance, advisory staff play essential functions in "achievement" because if these roles are not performed, students will be dissatisfied. Agreeing on the same, Letcher and Neves (2010) explained that several service quality traits have an effect on students' intellectual achievements as well as career enhancement. The authors referred to Rapert et al., (2004) who proposed quality notions, like process characteristics and outcome attributes to explain how teaching, advising, welcoming interactions between staff and students as well as programs positively influence the students' achievement and absorption capacity.

2.3.2 Factors affecting Students' Satisfaction

Consumers, such as students, usually make a purchase decision based on their own valuation of the marketing efforts. However, their satisfaction is based on their evaluation of the products or services utilized and whether or not their expectations or needs were met (Athanasopoulos et al. 2001). If the higher education sector knows about the factors that improve students' perception of satisfaction, it will be capable of providing better services as well as improving existing ones. To gain competitive advantage, Petruzzellis and Romanazzi (2010) stated that recommend universities to highlight the strategic importance of social values gained by students when joining them. Moreover, many authors argued that universities must demonstrate the means by which they provide support to their students' objectives achievement. Basically, this would affect the students' perception of satisfaction hence the university's competitiveness. Several factors influence students' level of satisfaction as well as their achievement and absorption capacity.

Many studies linked service quality to satisfaction. To outpace rival universities, institutions tend to work on improv-

ing their service quality through its five dimensions, namely reliability, assurance, empathy, responsiveness and tangibles (Zeithaml et al. 2009). Delivering the right knowledge and having proper education process standards are of significance to college students as argued by Alves and Raposo, 2007. Empathy in the educational context will be looked at as giving an individualized attention to students. For them, empathy is important because they are looking for a customized care to achieve their own goals. To be able to provide good services to students, educational institutions' staff should be willing to serve students and provide them with the required services promptly, while at the same time trying to solve any problem which may occur immediately; this is known as the responsiveness dimension of service quality (Zeithaml et al., 2009). These last three dimensions greatly depend on the personnel, especially frontline staff; therefore, the interpersonal skills and reactions towards customers' problems represent the basis of the perceived satisfaction of service quality (Danish et al., 2010).

In industries like education, customers are unable to judge a service prior to its utilization (Padma 2006), the tangibles dimension, however, can provide help by making that assessment. Hill and Epps (2010) argued that along with employees' skills and their appearance, physical facilities, equipment and materials surrounding them have a great impact on students' satisfaction. Expectedly, educational institutions spend a lot of money on improving facilities and upgrading classrooms' and labs' equipment. The more comfortable the chairs, lighting, desks and computer labs are, the more satisfied the students become.

Kotler and Fox (1995 cited by Ivy 2001) explained that students of business schools consider the schools' image as a very important indicator rather than the quality of education provided by the school. Ivy (2001) agrees that when making a choice of college, most students take into account the school's image. As difficult as this function may be, teaching is the most important of all as it requires alteration of methodology according to the subject taught (Palmer 1993 cited by Douglas et al. 2008). To deliver knowledge with quality effectively, teaching methods by instructors, as well as the related supporting services, are two critical elements (Petruzzellis and Romanazzi, 2010).

Kwek et al. (2010) highlighted that customer-oriented business schools should redesign their offerings and academic programs to benefit from emerging opportunities, maintain academic values and meet their stakeholders' expectations. Hagen and Jordan (2008 cited by Arif and Ilias, 2011) found that students' satisfaction is increased by the level of academic programs and advisory, which in their turn lead to improved career perspectives and enhanced students' efficiency and effectiveness. In addition to that, the ability of students to reach their colleges and universities with little hassle and finding available parking lots are necessary for having a satisfied student (Gibson 2010). This point highlights the access and convenience factors marked by Hoque's et al. (2013) study. Moreover, it was also argued by Worthington and Higgs (2004 cited by Petruzzellis and Romanazzi, 2010) that these factors have a critical role in the students' decision-making process while choosing a univer-

sity, but would come after the influence of the university's academic attributes (Gibson 2010).

The Effect Between Training and Education Through Satisfaction Dudi Aviation

H1. Pengaruh pendidikan dan pelatihan terhadap kepuasan dudi penerbangan

The Effect Between Certification Through Satisfaction Dudi Aviation

H2. Pengaruh sertifikasi terhadap kepuasan dudi penerbangan

The Effect Between Placement Through Satisfaction Dudi Aviation

H3. Pengaruh penempatan terhadap kepuasan dudi penerbangan

The Effect Between Training and Education Through Absorption Dudi Aviation

H4 pengaruh pendidikan dan pelatihan terhadap daya serap lulusan poltekbang surabaya

The Effect Between Satisfaction Through Absorption Dudi Aviation

H5 pengaruh kepuasan dudi penerbangan terhadap daya serap lulusan poltekbang surabaya

The Effect Between Placement Through Absorption Dudi Aviation

H6. Pengaruh penempatan terhadap daya serap lulusan poltekbang surabaya

The Effect of Satisfaction Dudi Aviation As a Mediation Between Training and Education, Certification, and Placement Through Absorption Graduated From Poltekbang Surabaya

H7. kepuasan dudi penerbangan memediasi pengaruh pendidikan dan pelatihan, sertifikasi dan penempatan terhadap daya serap lulusan Poltekbang Surabaya

Based on theory, there are many effect between education dan training (X1), certification (X2), placement (X3), satisfaction (Y1), through absorption graduates (Y2) from Surabaya Aviation Polytechnic.

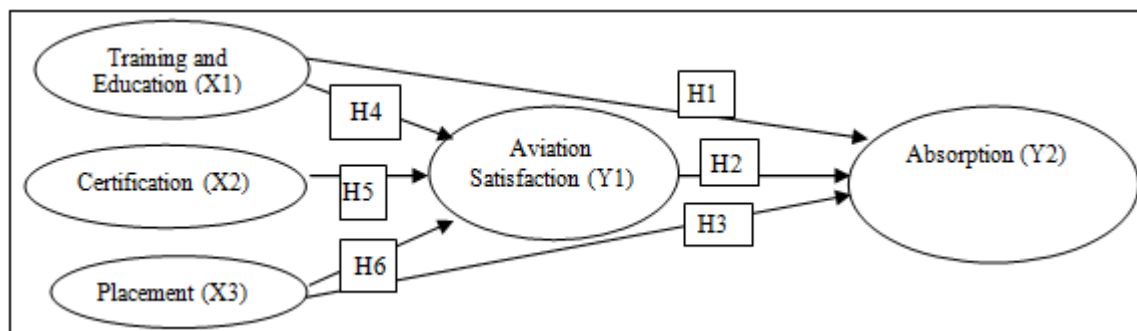


Figure 1: Research Model

3. Methods

This type of research is an explanatory survey, which is based on consideration of research results and not only explains or illustrates empirical facts in the field, but explains the analysis of influence (Bryman, 2007; Barnham, 2015). Respondents were 64 trainers who worked at the Human Resource Management Corporation using the census method. Data collection techniques used are field studies, library studies, and observational studies (Zikmund & William, 2002; Zyphur & Pierides, 2017). Research variables and indicators are presented in table 1. Hypothesis testing is done using path analysis with SEM Amos.

Table 1. Variables and Indicator of Research

No	Variables	Indicators
1	Training and Education	1) Instructor (Education; Mastery of material)
		2) Participants (enthusiasm for training; Selection)
		3) Material (according to purpose; according to participant component; goal setting)
		4) Method (Personalize goals; Have clear goals)

2	Certification	5) Objectives (Improve skills)
		1) Academic qualifications
		2) Education and training
		3) Organizational experience
		4) Planning and implementing learning
		5) Assessment of the minister and assessors
3	Placement	6) Academic achievement
		1) Promotion
		2) Demotion
4	Aviation Satisfaction	3) Job posting program
		1) Confirmation
		2) Interest
5	Absorption Graduated	3) Willingness recommends
		1) Relevance of graduates
		2) Quality of graduates
		3) Industrial growth
		4) Growth in national economic performance
		5) Demographic trend conditions

4. Result and Discussion

4.1 Validity and Reliability Testing

Validity shows the extent to which the gauges can measure what you want to measure (Zyphur & Pierides, 2017). The validity test in this study was used to analyze the questionnaire items by correlating the scores of each question in the questionnaire with the total score which was the sum of each item score. Requirements that must be met, namely must have criteria if the correlation coefficient $r_{count} > r_{table}$ (0.246), then the item is declared valid. The validity test results can be seen in Table 2 below:

Table 2: Validity Test

Variables	Item of Questionnaire	r_{table}	r_{count}	Description
Training and Education (X1)	X-1.1	0.246	0.634	Valid
	X-1.2	0.246	0.422	Valid
	X-1.3	0.246	0.743	Valid
	X-1.4	0.246	0.811	Valid
	X-1.5	0.246	0.923	Valid
	X-1.6	0.246	0.537	Valid
	X-1.7	0.246	0.619	Valid
	X-1.8	0.246	0.701	Valid
	X-1.9	0.246	0.865	Valid
	X-1.10	0.246	0.772	Valid
Certification (X2)	Y-1.1	0.246	0.642	Valid
	Y-1.2	0.246	0.848	Valid
	Y-1.3	0.246	0.899	Valid
	Y-1.4	0.246	0.941	Valid
	Y-1.5	0.246	0.744	Valid
Placement (X3)	Z-1.1	0.246	0.831	Valid
	Z-1.2	0.246	0.756	Valid
	Z-1.3	0.246	0.793	Valid
	Z-1.4	0.246	0.612	Valid
	Z-1.5	0.246	0.549	Valid
	Z-1.1	0.246	0.831	Valid
Satisfaction of Aviation (Y1)	Z-1.2	0.246	0.756	Valid
	Z-1.3	0.246	0.793	Valid
	Z-1.4	0.246	0.612	Valid
Absorption Graduated (Y2)	Z-1.5	0.246	0.549	Valid
	Z-1.1	0.246	0.831	Valid
	Z-1.2	0.246	0.756	Valid
	Z-1.3	0.246	0.793	Valid
	Z-1.4	0.246	0.612	Valid

The results of this validity test shown that all questions on the questionnaire have a calculated value of more than 0.246. Reliability tests are carried out on questions or statements that are already valid. This test is used to find out how far the measurement results remain consistent when measuring twice or more of the same symptoms using the same measuring device (Zyphur & Pierides, 2017). To see the reliability of each instrument using the Cronbach's alpha

coefficient (α) where an instrument is said to be reliable if the Cronbach alpha value is greater than 0.600. The reliability test results showed that all research instruments had a Cronbach's alpha (α) coefficient of more than 0.600. This can be seen in table 3 below:

Table 3: Reliability Test

Variable	Limitation Value	Cronbach's Alpha (α)	Description
Training and Education (X1)	0.6	0.861	Reliable
Certification (X2)	0.6	0.938	Reliable
Placement (X3)	0.6	0.829	Reliable
Aviation Satisfaction (Y1)	0.6	0.938	Reliable
Responsibility (Y2)	0.6	0.829	Reliable

4.2 Classic Assumption Test

4.2.1 Normality Test

Normality test is used to test whether the distribution of dependent variables for each value of certain independent variables is normally distributed or not (Barnham, 2015). In the linear regression model, this assumption is indicated by the value of error which is normally distributed. A good regression model is a regression model that has a normal distribution or close to normal, so it is worth doing a statistical test. Testing the normality of data using the Kolmogorov-Smirnov Test of Normality where the basis for decision making can be done based on probabilities (Asymtotic Significance), ie if the probability > 0.05 then the distribution of the regression model is normal, and vice versa if the probability < 0.05 then the distribution of the regression model is not normal . Can be seen in table 4 below:

Table 4: Normality Using Kolmogorov-Smirnov Test

Unstandardized Residual	Kolmogorov-Smirnov Z	Significancy Value	Description
Model A	0.629	0.824	Normal Distribution
Model B	0.684	0.793	Normal Distribution

Based on table 4 above shown that the residuals of the two models produce significance values respectively are 0.824 and 0.793. The significance value is greater than the minimum significance value of 0.05. This concludes that the residuals of the two models are normally distributed and the normality test assumption is fulfilled. The normality of a variable is generally detected by graphs or statistical tests. The assumption of normality can be checked by checking the normal P-P plot output or normal Q-Q plot. The assumption of normality is fulfilled when the distribution of plot output points follows the plot diagonal line. Seen in the following picture 2:

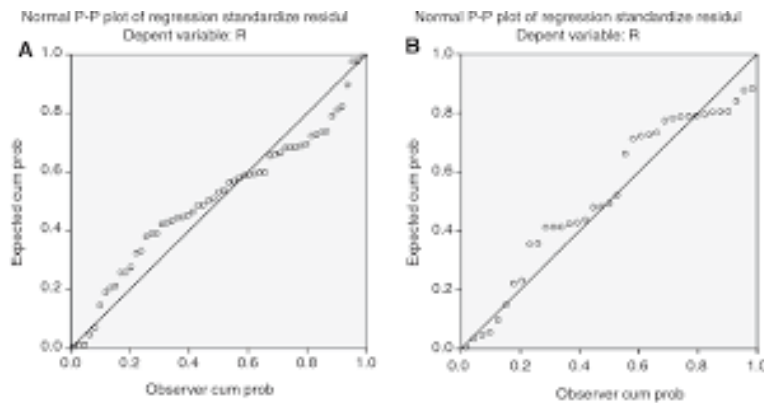


Figure 2: Normal Probability Plot on Model A and Model B

4.2.2 Heteroscedasticity Test

Heteroscedasticity test aims to test whether in the regression model there is an unequal variance from the residuals of one observation to another (Barnham, 2015). If the variance from one observation to another is fixed, then it is called homoscedasticity, and if it is different is called heteroscedasticity. A good regression model is a regression model that does not occur heteroscedasticity. The following are the results of heteroscedasticity testing:

Model B	Flight Satisfaction (Y1) to the absorption capacity of Surabaya Aviation Polytechnic graduates (Y2)	0.061	0.489	Non Heteroscedasticity
---------	---	-------	-------	------------------------

Table 5: Heteroscedasticity Test

Model	Variables	Rank Spearman Coefficient	Significant	Descriptions
Model A	Education and Training, Certification and Placement (X) on DUDI Aviation Satisfaction (Y1)	0.074	0.837	Non Heteroscedasticity

Based on Table 5 above shows that the two models produce significance values of 0.837 and 0.489, respectively, and the Spearman Rating coefficient of 0.074 and 0.061. Where the significance value and the magnitude of the Rank Spearman coefficient is greater than 0.05. This means that the assumptions of heteroscedasticity and heteroscedasticity are fulfilled in both models. This study also uses a method to test heterogeneity, namely by looking at a plot graph between the predictive values of the dependent variable and the residue as shown in the following figure:

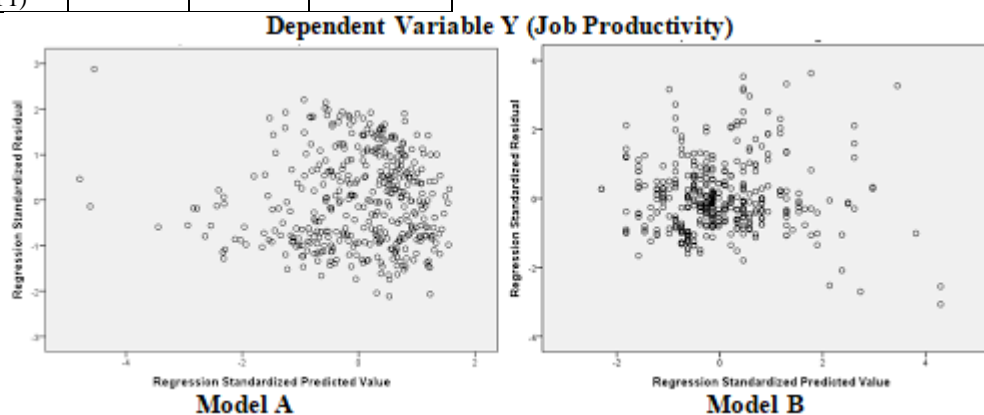


Figure 3: The Result of Scatter Plot Heteroscedasticity Testing on Model A and Model B

Based on Figure 3 related to Scatter Plots in the heteroscedasticity test above shows that there is no heteroscedasticity in each regression model of this study.

Auto Correlation Test

The type of test used to determine the existence of autocorrelation is the Durbin-Watson test (Barnham, 2015). Decision making on this assumption requires two additional values obtained from the Durbin-Watson (DW) value table,

which is between Du and 4-du values as in the following table:

Table 6: Autocorrelation Test

Model	Value of Du	Value of DW	Value of 4-dU	Description
Model A	1.385	2.199	2.767	Non-Autocorrelation
Model B	1.278	2.171	2.671	Non-Autocorrelation

Based on table 6 above, this shows that in both models each has a Durbin-Watson (DW) value that is between the Du and 4-du values. This means that there is no autocorrelation in both models and the assumption of the autocorrelation test is fulfilled.

Table 7: Form and Value of Intra-Variable Direct Effect

Variable Direct Effect	Form of Direction Effect	Value of Effect
The Effect of Education and Training, Certification and Placement on the Absorption Ability of Graduates through Flight Satisfaction	Positive	0.503

Table 8: Regression Weights

Path	Estimate	S.E.	C.R.	P
Flight satisfaction <--- Training and Education	1.229	0.883	1.436	< 0.01
Flight satisfaction <--- Certification	0.687	0.94	7.316	< 0.01
Flight satisfaction <--- Placement	0.687	0.94	7.316	< 0.01
Absorption Graduates <--- Flight satisfaction	0.007	0.295	0.225	< 0.01
Absorption Graduates <--- Training and Education	0.885	0.317	27.87	< 0.01
Absorption Graduates <--- Certification	0.135	0.39	3.445	< 0.01
Absorption Graduates <--- Placement	0.135	0.39	3.445	< 0.01

5. Conclusion

The competition among higher education institutions in Kuwait has recently become fierce. Many institutions have been helpless in encouraging students to achieve high scores and increase their absorption capacity. Students were failure rates are increasing, henceforth, the rate of withdrawals and transfers is rising; the perception of new students is demeaning and attempts to attract new admissions are failing. Consequently, it was important to understand what factors lead to students' satisfaction and positive achievements and absorption capacity.

This result is not surprising; on the contrary, it is in congruence with Padma (2006), Hill and Epps (2010) and Hoque *et al.* (2013) arguments that the first impression generated from facilities and other physical environment features have a strong impact on students' satisfaction. Though visual, the physical environment influences the perception of individuals; the first impression could be created prior to that, through the institution's reputation and word of mouth. The college's image is what initiates students' interests and reinforces their self-image. Ivy's (2001), Chapleo's (2007 cited by Brown and Mazzarol 2009) and Moogan's (2011) all explained that the stronger the college's image, the more likely students will enroll and remain with the institution. This argument could also apply to the Kuwaiti environment, where image perception is critical in the decision making process.

Other factors that contribute to student's satisfaction significantly are the types of taught programs, teaching methods used, and the college's image and reputation. Having a variety of quality programs to choose from allows students to

have options as well as the potential of succeeding in subjects they prefer. Therefore, programs' varieties do influence satisfaction shaping the academic quality and henceforth, maximizing the achievement and absorption capacity. This mirrors several researchers' opinions, like Kwek *et al.* (2010), Ming (2010) and Hagen and Jordan (2008 cited by Arif and Ilias 2011). Academic programs are not effective if there are not backed up by efficient teaching methods which would support students' comprehension, which in return will most likely lead to their satisfaction. The findings of this research confirm that, and underpinned other literature's findings, such as Palmer (1993 cited by Douglas *et al.* 2008) and Petruzzellis and Romanazzi (2010).

The study was also provides us with significant direct effect factors on student achievement which are mainly contributed through students' participation, satisfaction, teaching methods and programs. Though examined from a different angle, these are results that are in line with Zeinabadi (2013). If the institution is not well prepared to encourage students' participation through "high-quality exchanges," the students will not be able to absorb the knowledge provided, nor accomplish their learning objectives. DeShields *et al.* (2005) said that research on students' intention to be retained in their universities until completing their programs.

A particular focus on the two key variables of the conceptual model such as satisfaction and achievement and absorption capacity, the means comparison analysis, indicated that when comparing the GPA scores, the respondents did perceive both variables differently. This result can be interpreted by the fact that the higher the GPA score is, the better and higher the perception of satisfaction and achievement and absorption capacity will be. These students with high GPA are more likely to complete their educational learning process at the college and will most likely be aiming at better achievements. Chye *et al.* (2011) stated that where the authors argued that first, students with low GPA are more satisfied and second, the association between GPA and achievement and absorption capacity is not justified.

With reference to the same authors, they argued that there is no direct impact of satisfaction on achievement and absorption capacity. This is a result with contradicts our findings. This study did find a strong contribution of satisfaction on achievement and absorption capacity.

6. Study Contribution

The literature on factors enhancing students' achievement and absorption capacity is scarce and more specifically in this part of the world that is the Middle East. This research is one that newly covers such topic in this area. In countries like Kuwait, where the physical environment is perceived to reflect a person's standard of living, it is vital to put emphasis on tangibles as results have indicated. Therefore, educational institutions should work on enhancing their settings through state of the art technological aspects used in teaching, laboratories or even in daily college activities. This is a show-off factor that leads to their perceived service quality satisfaction. Although the tests on different service quality dimensions did not depict significance on satisfaction or achievement and absorption capacity, other factors did mir-

ror quality of service of importance for both variables. Universities should differentiate themselves through the programs and teaching methods they provide and utilize. They are also would benefit from processes that would encourage student's involvement in as well as out of class.

7. Limitations and Future Research

This study was carried on one college, which is considered a major limitation. A comparable investigation should be implemented in the various higher education institutions in Kuwait to be able to generalize the findings. Future studies should consider the social and psychological aspects that could influence students' capacity of learning and accomplishments. It is also recommended to examine the relationships of the model's variables in relation to students' intention to complete their chosen programs. Factors leading to students' lower achievements are to be investigated as well, and then try to work on demolishing them. The variables which were proven to have no direct impact on satisfaction and achievement and absorption capacity within this college context, and which contradict the literature, also require specific attention in future investigations.

References

- [1] A.A Anwar Prabu Mangunegara. 2011. Manajemen Sumber Daya Manusia Perusahaan, Bandung: Rosda.
- [2] Abdulhak, I. 1986. *Strategi Pendidikan Luar Sekolah*. Jakarta: Karunika Universitas Terbuka.
- [3] Abdul Kadir. 1991. *Transformator (Edisi kedua)*. Jakarta : Pradnya Paramita.
- [4] Adisesh A., Robinson E., Nicholson P.J., Sen D., Wilkinson M. 2013. UK Standards of Care for Occupational Contact Dermatitis and Occupational Contact Urticaria. *British Journal of dermatology*, volume 168, pages 1167-1175.
- [5] Anis, 2007. *Optimasi Perencanaan Produksi dengan Metode Goal Programming*. Jurusan Teknik Industri Universitas Muhammadiyah.
- [6] Arif, Zainudin. 2010. *Andragogi*. Bandung: Angkasa.
- [7] Danton, Sihombing. 2001. *Tipografi Dalam Desain Grafis*. Jakarta: Gramedia.
- [8] Ahmad Dardiri. 2011. Diversifikasi Kompetensi Lulusan Pendidikan Dan Latihan Vokasi Untuk Lebih Kompetitif. *Teknologi Dan Kejuruan*, Volume 34, No. 1.
- [9] Adisasmita, Rahardjo. 2011. Manajemen Pemerintah Daerah. Yogyakarta: Penerbit Graha Ilmu
- [10] Boreen, J., Niday, D., Potts, J., & Johnson, M. K. 2009. *Mentoring Beginning Teachers: Guiding, Reflecting, Coaching (Edisi Kedua)*. Portland, Maine: Stenhouse Publishers.
- [11] Crow L. dan Crow. A. 2000. *Psikologi Pendidikan (Terjemahan Kasijan Z)*. Surabaya: Bina Ilmu.
- [12] Cullingford, C. 2010. Mentoring as Myth and Reality: Evidence and Ambiguity. Dalam C. Cullingford (Ed.). *Mentoring in Education: An International Perspective* pages 1-10. Hampshire: Ashgate Publishing Limited.
- [13] Daman. 2012. *Monitoring Dan Supervisi Pendidikan Luar Sekolah (PLS) untuk peningkatan kompetensi*. Semarang: Unnes Press
- [14] Departemen Pertanian [Deptan]. 2011. Basis data statistik pertanian. Dalam <http://aplikasi.deptan.go.id>. Diakses tanggal 15 Juni 2011.
- [15] Faisal Sanapiah. 1981. *Dasar dan Teknik Menyusun Angket*. Surabaya: Usaha. Nasional.
- [16] Hagoes Aryoko, Tartini Djunaedi Djafar, 2016. Penelitian, Pelatihan Dan Pendampingan Koperasi Serba Usaha (Simpan Pinjam, Pengelolaan Pasar Tradisional, Dan Mini Market). *Jurnal EKSIS*, Volume XI, No 2.
- [17] Hamalik, Oemar. 2008. *Pengembangan Sumer Daya Manusia Manajemen Pelatihan Ketenaga Kerjaan Pendekatan Terpadu*. Jakarta: PT. Bumi Aksara.
- [18] Huraerah, Abu. 2008. *Pengorganisasian Dan Pengembangan Masyarakat. Model Dan Strategi Pembangunan Berbasis Masyarakat*. Bandung: Humaniora, Penerbit Buku Pendidikan–Anggota IKAPI.
- [19] Muslich, Masnur. 2011. *Pendidikan Karakter: Menjawab Tantangan Krisis Multidimensional*. Jakarta: PT Bumi Aksara.
- [20] Marzuki, M. 2009. *Strategi dan Model Pelatihan, Suatu Pengetahuan*. Yogyakarta: Ekonisia.
- [21] Robinson. 1981. *Child Development*. New York: Holt Rinehart.
- [22] Masrian Bukit. 2014. *Strategi dan Inovasi Pendidikan Kejuruan*. Bandung: Alfabeta.
- [23] Melati Indi Hapsai. 2016. Pengkajian program kursus dan pelatihan terkait dengan jenis keterampilan, sertifikasi dan penempatan lulusan. *Journal of Nonformal Education*, Vol. 2, No 1, pamong Belajar PP-PAUDNI Regional II Semarang.
- [24] Moir, E., Gless, J., & Baron, W. 1999. A Support Program with Heart: The Santa Cruz Project. Dalam M. Scherer (Ed.), *A Better Beginning: Supporting and Mentoring New Teachers* (pages 106–115). Alexandria, VA: Association for Supervision and Curriculum Development.
- [25] Mulyasa. 2013. *Manajemen Berbasis Sekolah, Konsep, strategi dan Implementasi*. Bandung : PT Remaja Rosdakarya.
- [26] Mulyadi. 2016. *Sistem Informasi Akuntansi*. Jakarta: Salemba Empat
- [27] Parsloe, E. & Leedham, M. 2009. *Coaching and Mentoring (Edisi Kedua)*. London: Kogan Page.
- [28] Payne, Adrian. 2010. *The Essence of Service Marketing Pemasaran Jasa*. Prentice Hall. Essence of Management Series.
- [29] Sismanto, Y. 2009. *Pendidikan Luar Sekolah Dalam Upaya Mencerdaskan Bangsa*. Jakarta : CV. Eraswasta.
- [30] Sudjana, D. 2013. *Metode dan Teknik Pembelajaran Partisipatif dalam Pendidikan Luar*. Jakarta : Nusantara Press.
- [31] Suharto, Edi. 2005. *Membangun Masyarakat Memberdayakan Masyarakat, Kajian Strategis Pembangunan Kesejahteraan Sosial dan Pekerjaan Sosial*. Bandung: PT. Refika Aditama.
- [32] Tee, N. P. 2004. *Grow Me! Coaching for Schools*. Singapore: Prentice Hall Pearson Education South Asia.
- [33] Tsurayah. 2003. *Pendidikan Luar Sekolah*. Malang: Universitas Negeri Malang Press.
- [34] Ulifa Rahma. 2010. *Bimbingan karier siswa*. Malang: UIN-Maliki Press.
- [35] Rakhma Dian Sari. 2016. *Pengembangan Model Pelatihan Tenaga Kerja Sektor Informal Di Dinas Tenaga*

- Kerja Transmigrasi Dan Kependudukan Provinsi Jawa Timur. *Jurnal Kebijakan dan Manajemen Publik* ISSN 2303-341X, Volume 4, Nomor 2.
- [36] Rivai, Veithzal. 2010. Manajemen Sumber Daya Manusia Untuk Perusahaan: Dari Teori dan Praktik. Jakarta: PT. Raja Grafindo Persada.
- [37] Robinson, Joan. M dan Lyndon Saputra. 2014. Buku Ajar Visual Nursing Jilid Satu. Tangerang Selatan: Binarupa Aksara Publisher.
- [38] Sihombing, Kennedy Samuel. 2014. Analisis Fraud Diamond Dalam Mendeteksi FinancialStatement Fraud: Study Empiris Pada Perusahaan Manufaktur yang Terdaftar di BEI. Fakultas Ekonomi dan Bisnis, Universitas Diponegoro.
- [39] Vindy Alvionita, A.H.G. Kusumah, dan Sri Marhanah. 2018, Persepsi Karyawan Hotel Terhadap Manfaat Sertifikasi Kompetensi Pariwisata Bidang Perhotelan di Kota Bandung. *Journal of Indonesian Tourism, Hospitality and Recreation*, Volume 1, Nomor 2.
- [40] Wiryasaputra, Totok. S. 2009. Ready To Care: Pendamping dan Konseling Psikoterapi. Yogyakarta: Galang Press.
- [41] Yuli Kartika Efendi. 2017. Pelaksanaan Program Pendidikan Pelatihan Di Dinas Tenaga Kerja Transmigrasi Dan Kependudukan Pemerintah Propinsi Jawa Timur. *Jurnal Ilmiah Kependidikan*, Vol. X, No. 2.
- [42] Yamin, Martinus dan Maisah. 2010. Standarisasi Kinerja Guru. Jakarta: Persada Press.
- [43] Zainuddin, Ali. 2011. *Metode Penelitian Hukum*. Jakarta: Sinar Grafika.