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Partial Least Square Model in Community Education Management

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Abstract

Education for community is of worth developing. The objective of this study is to examine local resources that the Community Learning Center (Pusat Kegiatan Belajar Masyarakat or PKBM) can benefit from; this is to improve the competitiveness of such resources. This study was conducted in Gorontalo Province, Indonesia. The explanatory survey method was employed to explore the issue. This present study employed partial least square method to examine the interrelation among resources, strategy, and the superiority of the institution. The results reveal that the local resources measured by natural resources, human resources, and cultural resources are scarce, irreplaceable, satisfying the needs of the community education, as well as easy to organize. On the other hand, the level of the excellence of the institution is considerably high based on the absorption of graduates. The result of verification test shows that the local resources within the environment are able to improve its excellence by applying the strategy of community learning center.

Keywords: Resources, Excellence, Achievement.

I. Introduction

Issues around community are among global social phenomenon. This implies that such a concern is an object of a continuous, never-ending study. Since the characteristic of a community is considerably complex, some experts pose different definition of community from a number of different perspectives. It goes without saying that a community in all parts of the world, regardless its condition, is a source of inspiration and creativity for people. In other words, community is a storehouse storing an abundance of knowledge. Community and its dynamics undergo a continuous development; it always changes regardless a particular set of period. (Flippo, 2014)

The underlying philosophy of Community Learning Center (PKBM) is “from, by, and for people”. This implies that the institution is *Community-Based*. From the perspective of community as philosophy, society is the one who initiates the establishment of Community Learning Center. The initiation comes from the awareness of the importance of improving well-being through processes, e.g., transformation and learning. Furthermore, such a movement is also a result of socialization, conducted by government, authorities around a particular society and related stakeholders regarding the importance of Community Learning Center or other related aspects. According to Akdon (2009), the roles of government and other stakeholders in the establishment of Community Learning Center are limited to processes, e.g., socialization, motivation, stimulation, training (to introduce the institution), as well as expanding perspective and insight to shape Community Learning Center and its further development. Such a socialization process should not replace the function of the initiative (from the awareness, willingness, and commitment of people within a society) of the establishment of the institution. This is essential to maintain the development of Community Learning Center which further determines the sustainability of this institution. Furthermore, the main objective of Community Learning Center is for the development of the people situated in the area of the institution. This infers that the programs of Community Learning Center must meet the needs of the people. However, it does not mean that people who are from other area are unable to participate or join the program of Community Learning Center. They are allowed to join the program as long as it does not constrict the way the people contribute to the other. The priority and focus of the empowerment should be community-centered, meaning that the target of the program is the people living in the area of the institution. In addition, these people are the subject and object of the programs by Community Learning Center (Wheelen, 2016).

Resources of Community Learning Center are classified into three categories, namely physical resources, human resources, and management resources. Synergistic interaction of all these resources can lead to the superiority of the institution. Core competence or distinctive competence is the sources of the excellence of the organization (Bernson, Mark et al. 2012). This competence originates from a unique and invaluable resource. Not all the resources are categorized as core competence if it possesses characteristics, such as invaluable, rare, and cannot be replicated as well as irreplaceable. (Mark, 2013).

Resources are the strength of organization only if it helps the organization to be able to compete with other institution. The resources should be better than the institution competitor. Measuring the strength of the resources of an organization is conducted by comparing the recent resources with the ones that an organization own

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previously. (Ivancevich, John M, Konopaske, 2016).

A strategy selected by the management of the organization should allow the core competence responses the chances from the environment (external factor) as well as neutralizing the threats. Core competence or distinctive competence is a unique strength that enables an organization aiming for superiority to achieve the value of superiority and advantage. Pearce and Robinson (2010) argue that tangible assets are identifiable, most of these are on the list of the balance sheets of an organization. The assets comprise of facilities of production, materials, financial resources, real estate, and computer. On the other hand, intangible assets are resources related to the brand, the reputation of organization, moral of organization, technical understanding, patent and trademarks, and accumulation of experience within an organization. Although these are abstract, assets are crucial to promote competitive advantage. (Castetter, 1996).

Characteristics of invaluable resources are value added, rare, difficult to imitate, and possess the ability to exploit. Characteristic henceforth called an isolation mechanism that promotes the trait of unimitable and invaluable are as follows: 1) Competitive advantage: refers to an extent in which the resources of an organization is able to satisfy the needs of the customer better than those of the competitors. 2) Rarity of resources: whether the resource supply is limited or not. 3) Imitable: whether the resource is imitable or accessible.

According to Ireland, Hoskisson, and Hitt (2011) resource refer to a source of the capability of organization, while capability serves as the source of core competence that promotes the superiority of competitive advantage and intangible assets rather than the tangible assets. The capability of an organization is the capacity to utilize resources integrated which aim at achieving a particular objective. Further, this capability is able to create and exploit external chances and develop sustainable advantage only if it is used wisely. Capability is often based on information and knowledge development, storing and exchanging through human resources. It is also based on skills, knowledge and the functional ability of the workers of an organization. (Suryanto, 2017).

It is complicated to develop and promote the superior performance of an educational institution from only one resource without the integration and interaction of other resources. Synergistic interaction of all these resources can lead to the excellence of the institution. In this regard, the superiority of an educational institution originates from the institution's unique resources. Hill, Charles, and Jones (2001) argue that core competence or distinctive competence is from unique and valuable resources. An educational institution with such values holds the potential to response threats and chances properly by which it maintains the sustainability and development of the institution (Rahmat, 2017). On the other hand, institutions lacking the internal resources are likely to cope with more problems regarding the way the institution response the threats and possibility. This leads to bankruptcy and dismissal.

A study by Rahayu (2011) reports that an organization considers the internal power in strategy formulation. There are some attempts to coordinate the resources within the cross-functional organization although its proportion is not effective yet. Luanglath (2014) asserts that resources are the power of organization only if it helps the organization to be able to compete with other institution. The resources should be better than the institution competitor. However, this notion can be the opposite if the resources are unable to be on par with those of the competitors. The results seen in Akmaliah (2017) reveal that the resources of Community Learning Center contribute to the shaping of the value and competitiveness of the institution. The decision of the institution to design and implement the customer-oriented program often considers the facilities and infrastructure of education or learning. Programs and activities tend to provide a functional benefit rather than an emotional advantage. The appropriateness of the advantage and the waive of the program is not conducted optimally. In fact, the level of appropriateness and the demands of the competitive environment is still low. (Campbell, 1997).

According to Hakimi, Knippenberg, and Giessner (2017), the strategy that is selected by the management of an educational institution is required to allow its resources to response the chance from it surrounding and also to counterbalance risks. Li, Zou, and Guo (2014) point out that unique resources or distinctive competence hold a possibility to drive the organization to reach superiority in aspects, e.g., efficiency, quality, innovation and customer responsiveness to create unique value or superior value as well as competitive advantage. Management of an educational institution is urged to understand and develop these aspects continuously since this idea is the prerequisite of a sustainable institution. (Bhal, 2017).

RESEARCH METHODOLOGY

This present study examines the impact of unique resources towards the implementation and Community Learning Center and the positional advantage of the institution. The population of this study comprised all the learning center in Gorontalo province. Further, some of the heads of Community Learning Center were selected as the research sample; this was conducted by using cluster random sampling method (Jackson, 2012). The data were analyzed by employing *Partial Least Square* model. Bergeron, Raymond, and Rivard (2014) provide a line diagram regarding the data analysis in the following graph.

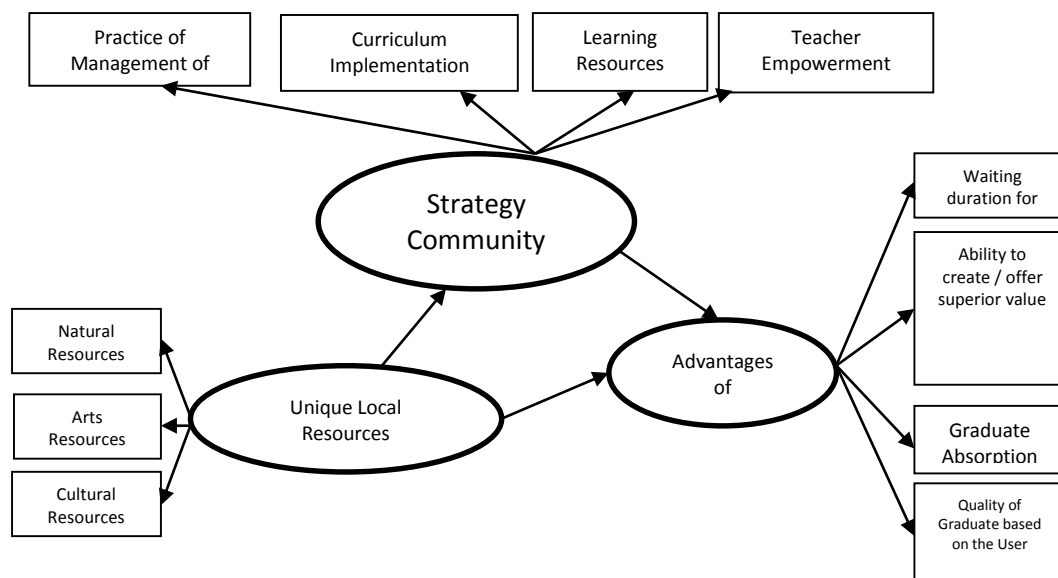


Figure 1. Line Diagram

RESULTS

The objective of Community Learning Center is to conceptualize the improvement of the quality of wellbeing of a society. Considering that the idea of “life quality” is a complex and wide area to discuss, the activities designed by the institution should also cover all dimensions. For developing countries, i.e., Indonesia, all activities of Community Learning Center, based on the experience of the institution, are classified into three groups of activity, such as *learning activities*, *business activity*, and *community development activities*. Learning Activities group covers learning processes for the member of the community; it aims at transforming the ability, intelligence, emotional and spiritual intelligence, as well as characteristics and personalities (in terms of aspects, e.g., cognitive, affective, and psychomotor). This group also encourages people regardless their ages and genders to join its programs. Programs within this activities are: (1) Early Childhood Education Program, (2) Education Equivalency Program for: Primary School (Package A), Junior High School (Package B), Senior High School (Package C), (3) Mental and Spiritual Education, (4) Skill Education, (5) Vocational Education Program, (6) Citizenship Education, (7) Household Education, (8) Entrepreneurship Education, (9) Arts and Culture Education, (10) Interests and Talents Education, and (11) Functional Literacy Education.

Business Activities group encompasses activities related to the attempts in improving capacity and empowerment of the economy of the community member. Some programs are business unit of Community Learning Center, community learning group, community business development, community cooperation and networking, efforts in improving the productivity of a community, as well as promoting job opportunities. Moreover, business aspects, such as development of new business, market expansion, development capital, quality development, business management development, as well as innovation and product design development are included within the group (Malhotra, 2009).

Community Development activities group provides some capacity-enhancement programs for a community. The programs are mainly about development in elements of organization, e.g., facilities and infrastructures, organization system, cohesiveness of community in society, environmental maintenance and development, legal counseling, health, and other related elements (Bergeron, Raymond, and Rivard, 2014).

According to Catwell (2016), leadership is defined as the behavior of the individual that causes the new structure on interaction in a social system by changing the purpose of, configuration, procedures, process input, and output system. Similarly, Robbins (2008) explains that leadership is the ability to influence a group to achieve a vision or a series of goals specified.

Catwell (2016) argues that unique local resources are measured by parameters, e.g., the level of appropriateness, level of imitable, level of convenience (about selecting the replacement of the resources), and level of the ease of management. Among three unique local resources, the one that satisfies the needs of the implementation of Community Learning Center is human resources. On top of that, human resources are also regarded as the unimitable resources. Natural resources are considered as the scarcest and the most irreplaceable resources. Lastly, the most manageable resources are cultural resources (Zikmund, Babin, Carr, Griffin, 2014).

Stoner, James, Freeman, and Edward (1996) assert that studies on a strategy of Community Learning Center mostly revolve around management of the institution, curriculum development, learning resources management, and teacher empowerment. The results reveal that the human resources are the one that is considered the most in terms of the practice of Community Learning Center management, curriculum development, and

learning resources management. On the other hand, natural resources are mostly regarded in terms of the aspect of teacher empowerment.

Graduate waiting duration prior to working is the dimension that being valued the most in terms of the advantage of Community Learning Center. On the contrary, the national examination average score (of the students of Community Learning Center) reaches the lowest score among other dimensions (Dibb, 2001).

The data were analyzed by using Smart Partial Least Square software. Furthermore, the initial Partial Least Square model based on the conceptual framework is provided in the following line diagram.

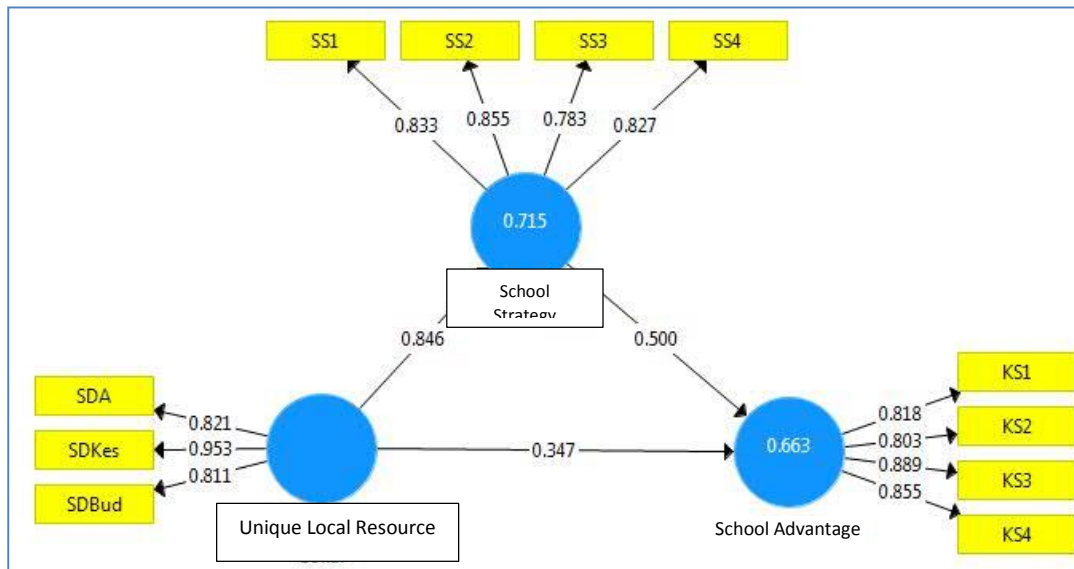


Figure 1. Partial Least Square Model

The significance of the correlation between constructs is based on *path coefficient*. Symbols in such a coefficient must be in line with hypothesized theories; additionally, assessing the significance of path coefficient is from T-Statistic from bootstrapping process (resampling method).

Table 1. Path Coefficient Model Partial Least Square Model

	T-Statistics	p-Value
Local Resources -> Advantages of Community Learning Center	2.313	0.021
Strategy of Community Learning Center -> Advantages of Community Learning Center	3.078	0.002
Local Resources -> Strategy of Community Learning Center	25.645	0.000

Hypothesis 1: Local Resources Affects the Superiority of Community Learning Center

The above table shows that the t-value of unique local resources towards the variable of performance is 2.313, where the p-value $0.021 < 0.05$, meaning that unique local resources impacts on the superiority of Community Learning Center.

Hypothesis 2: Strategy of Community Learning Center Affects the Superiority of the Institution

The t-value of the strategy of Community Learning Center towards the superiority of the institution is 3.078, where p-value $0.002 < 0.005$. This also describes the influence of the strategy towards the superiority of Community Learning Center.

Hypothesis 3: Unique Local Resources Affects the Strategy of Community Learning Center

The above table shows that the t-value of unique local resources towards the variable of performance is 25.645, where the p-value $0.000 < 0.005$, meaning that unique local resources impacts on the strategy of Community Learning Center.

CONCLUSION

Natural, human and cultural resources of Community Learning Center hold a potential to be unique resources if the institution is able to discover and manage the resources according to the institutional needs. Maintaining these resources through preserving the values, e.g., the scarcity, unimitable, irreplaceable, and manageable is crucial in creating the uniqueness of the resources considering that such efforts play a major role in the development of the strategy of Community Learning Center. Consequently, this will improve the quality and competitiveness of the institution.

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