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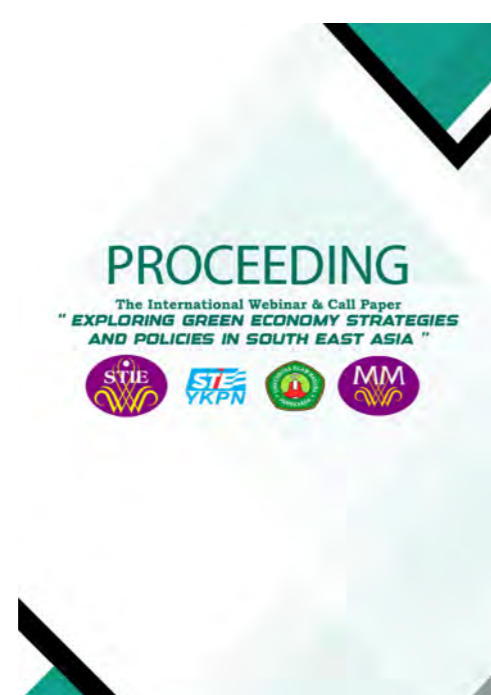
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**" EXPLORING GREEN ECONOMY STRATEGIES
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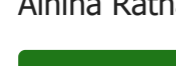
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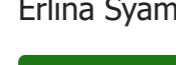
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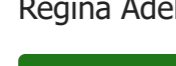
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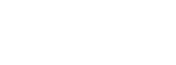
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MEASURING THE EFFECT OF EMPLOYEE CLASS DISTINCTION AND ACCREDITATION RANK ON THE DESIRE TO CONTINUE STUDYING FOR MASTER OF MANAGEMENT STUDENTS IN YOGYAKARTA

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ABSTRACT

The decline in accreditation ranking 43 students or 62.3% still want to continue their studies while 26 students or 37.7% want to postpone continuing their studies. The p-value of significance in the Variables in the Equation table of the class group variable is $0.051 > 0.05$, meaning that partially the class group has no effect on the desire to continue their studies, as well as for the accreditation variable, significant at p-value $0.569 > 0.05$, meaning that the accreditation rating has no effect on students' desire to continue their studies.

Keywords: teaching, learning process, employee class, and accreditation.

INTRODUCTION

The acquisition of knowledge and skills through education is of crucial significance in ensuring future success and facilitating advancement in one's career. The growing number of universities in Indonesia has attracted attention from secondary level students, who are drawn to these institutions due to their accreditation ratings. Higher education institutions have the potential to obtain accreditation of varying levels, such as superb, excellent, or good, which can significantly impact their administration and academic practices. It is important for institutions of higher education to make concerted efforts in order to recruit students and stakeholders who possess outstanding accreditation ratings.

Students frequently encounter a decline in accreditation ratings at reputable educational establishments, which prompts them to oscillate between the decision to persist or await an improved rating. This matter holds significant importance for university administrators and enrolled students who are actively engaged. The issue at hand can be framed as a decline in accreditation rating within a favorable position leading to a state of uncertainty.

The process of problem solving requires the identification and exploration of research problems in order to find suitable solutions. Is there a positive and substantial relationship between the class grouping of Master of Management students and the accrediting rating of universities, and the propensity of students to pursue further studies?

The objective of this study is to examine and evaluate the impact of class grouping among Master of Management students and accreditation rankings on students' willingness to continue their studies.

University managers must prioritize the scrutiny of accreditation ratings as a crucial component of periodic evaluations in order to uphold a commendable or even exceptional rating. This rating serves as a pivotal determinant for students who remain enrolled and engaged, influencing their decision to persist in their studies until graduation.

LITERATURE REVIEW

2.1 Teaching and Learning Process

The teaching and learning process encompasses a sequence of educational acts undertaken by instructors and students with the aim of attaining specific objectives. In the context of the pedagogical process, the role of instruction extends beyond the mere transmission of course content. It encompasses the responsibilities of directing, motivating, and facilitating the learning experience for students. The Teaching and Learning Process refers to a sequential progression of educational scenarios designed to attain specific objectives. The reciprocal interaction between educators and students is a fundamental prerequisite for the facilitation of the teaching-learning process. The teaching-learning process is considered the fundamental component of the educational process, with the lecturer assuming a significant role. The process of instruction and learning entails a fundamental interconnectivity of activities between students, who engage in the process of learning, and lecturers, who facilitate the process of teaching. There exists a reciprocal and supporting link between these two activities.

Lecturers play a crucial role in setting the extent and quality of their instructional activities. Hence, it is imperative for educators to strategically design and develop lecture plans with the aim of enhancing learning outcomes and elevating student excellence. Lecturers become facilitators who attempt to establish optimal teaching and learning environments in order to foster an optimal educational process. They try to proficiently develop learning resources and enhance students' capacity to comprehend, actively engage with, and effectively respond to lessons. Additionally, lecturers aim to cultivate religious, creative, and critical thinking skills among students, promote collaborative teamwork, and ensure mastery of the educational objectives that must be attained.

In order to accomplish these objectives, it is imperative for educators to possess the ability to efficiently manage the teaching and learning process, thereby fostering an environment that motivates students to actively engage in the pursuit of knowledge, with the subject matter serving as the focal point of their learning experience. One strategy for establishing optimal teaching and learning environments is to actively engage students in the educational process.

2.2 Employee Class Grouping in Lectures

Universities offer two types of courses: regular classes and non-regular classes, also known as weekend classes. Regular courses are offered by State Universities, where full-time participation is required, and follow a planned and organized process with adaptive difficulty levels. Non-regular classes, also known as employee classes, are offered by State Universities or Private Universities for students already employed and often take place on weekends. These classes provide flexibility and a shorter learning process.

Regular lectures have both advantages and disadvantages. Advantages include low costs, deeper exploration of material, direct lecture-based discussions on job-related topics, access to information and

networking opportunities, more flexible attendance requirements, and the convenience of learning from experienced lecturers while simultaneously working.

Challenges include excessive stiffness, limited understanding of the job market, overemphasis on theoretical aspects, higher tuition fees, inadequate theoretical knowledge, the necessity to study off-campus, and class schedules during evenings or nights that may lead to fatigue or disrupt family events during holidays.

2.3 Accreditation

The 7 Standards Accreditation Instrument is used for accreditation assessments, with grades ranging from A to C. The meaning of accreditation values based on IAPT 3.0 and IAPS 4.0 is as follows:

Excellent Predicate is obtained when the accreditation score is more than or equal to 361, fulfilling the requirements for an excellent rating. Excellent predicate is obtained when the score is greater than or equal to 361, but does not meet the requirements for an excellent rating. Good predicate is obtained when the score is more than or equal to 301, and smaller than 361, but does not meet the requirements for an excellent rating. A Good rating can also be obtained if the score is greater than or equal to 200, and smaller than 301, without the requirement for a rating. Scores greater than or equal to 200, but not eligible for accreditation, remain unaccredited. Scores below 200, whether or not they meet accreditation requirements, remain unaccredited.

University accreditation is crucial for prospective students and departments, as it ensures the quality of graduates and the sustainability of the institution. The Minister of Education of the Republic of Indonesia, Number 28 of 2005, regulates educational institutions to carry out accreditation processes through the National Accreditation Board for Higher Education (BAN-PT). Not only universities but also study programs are required to undergo accreditation. Campus accreditation is also important as it influences students and influences their choice of study programs. Overall, university accreditation is essential for the success of the institution and its graduates.

Campus accreditation is crucial for students as it directly impacts the quality of education, as it ensures that the college provides an unquestionable quality of education. Accreditation is also required for graduates to work in government institutions, as it allows the verifier to assess the quality of education in the college. It is also a requirement for job applications in private, state-owned, or multinational companies, as they want to maintain the quality of their employees.

Students who have been accredited at a university have a background with quality education standards, as they are required to compete and learn in a good and relevant environment in their daily lives. Graduates from a university with accredited degrees can compete in the world of work.

Accreditation of other educational institutions, such as BAN-PT, is also important for students' well-being and their ability to succeed in their work environment. Accreditation is crucial for the well-being of students and for their future careers, as it is highly beneficial for all students and the school's management. Therefore, it is essential for the government to maintain campus accreditation.

RESEARCH METHOD

This research is explanatory research, namely research that explains the effect of the independent variable on the dependent variable.

Research in the social field requires operational definitions for communication purposes. Accreditation, a rating from BAN-PT, measures university quality in good, excellent, and superior quality. Class distinction grouping refers to regular and weekend student classes, while continuation of study refers to students' willingness to continue their studies influenced by accreditation ratings. These operational definitions ensure consistency in interpretation of each variable studied. Accreditation ratings help measure the quality of a university, while class distinction grouping categorizes student classes.

This study investigates 69 active students in the Master of Management program in Yogyakarta, selected through random sampling. Out of the total, 23 are in regular classes and 46 attend weekend classes. Primary data on student profiles and opinions on accreditation rankings and study continuation are obtained directly from respondents. The research instrument uses a graded list of questions with a Likert scale, with respondents choosing one of the available answers. Data collection is done through a questionnaire filled directly by respondents.

The study utilized frequency table analysis to describe the respondents' profile. Logistic regression analysis is a statistical method used to predict a binary or dichotomous dependent variable, which consists of two categories. It tests if the dependent variable can be predicted by the independent variable. Logistic regression can be divided into binary and multinomial logistic regression. While it does not require a normal distribution, it does require a multicollinearity test to determine if the model finds a correlation between independent or free variables.

In this study, the dependent variable was the willingness of students to continue their studies, while the independent variable was class distinction into regular and weekend classes and accreditation ratings on good, excellent, and superior quality. The data was processed and analyzed using the SPSS program for further data processing and analysis. This method allows for a more accurate understanding of the data and its relationship with the dependent variable.

RESULT AND DISCUSSION

4.1 Respondent Profile

Master's program students or postgraduate employee classes are typically working permanently at institutions or agencies. They continue their studies due to career demands, promotion, or to increase knowledge related to their field of work. The majority of students continue their studies at government institutions (62.32%), private institutions (23.33%), BUMN institutions (2.90%), and foundations (1.55%). Accredited universities are seen as superior by prospective students and stakeholders, attracting interest and cooperation from agencies.

Universities with excellent accreditation are preferred by 44.93% of students, while 20.29% choose universities with superior accreditation. Good accreditation attracts 34.78% of students. Employee class lectures are college courses designed specifically for working students, usually held on weekends. These lectures are organized in a structured and scheduled manner, with the best and experienced teaching staff in their fields. Weekend classes attract many students as they can be followed without interfering with their work.

Weekend classes are more popular among students (66.67%), with 46 students or 66.67% of the 69 students studying in the Master of Management program attending lectures in regular classes.

4.2 Student’s Perspective on the Accreditation Decrease

The fluctuation in accreditation ratings can have an impact on the academic achievement of pupils. Students given the option to either remain enrolled at the institution, defer their studies, or quit from their academic programme. The findings of this study indicate that a majority of students, specifically 62.3%, express a desire to pursue further education in the event of a drop in accreditation. On the other hand, a smaller proportion of students, comprising 37.7%, indicate a preference to defer their studies under such circumstances. The available choices are dependent upon the accreditation status of the respective university.

4.3 Logistic Regression Analysis

This study uses logistic regression to analyze the relationship between dependent variables and independent variables. The variables studied are qualitative in more than one category, with the student class group variable consisting of two categories of regular classes and weekend classes, and the accreditation rating variable consisting of three categories of good, excellent, and superior. The desire to continue as the dependent variable consists of two categories: continuing and delaying continuing studies.

Case Processing Summary

Unweighted Cases ^a		N	Percent
Selected Cases	Included in Analysis	69	100.0
	Missing Cases	0	.0
	Total	69	100.0
Unselected Cases		0	.0
Total		69	100.0

- a. If weight is in effect, see classification table for the total number of cases.
- b.

The case processing summary output table shows that all cases were observed in 69 samples, and the dependent variable encoding table is the dependent variable code. The classification table shows that the expected frequency based on empirical data on the dependent variable is 42 students, with the category delaying or not continuing predicted at 27 students.

Dependent Variable Encoding

Original Value	Internal Value
LANJUT	0
- TUNDA	1

Block 0 Beginning Block

Iteration History^{a,b,c}

Iteration		-2 Log likelihood	Coefficients
			Constant
Step 0	1	92.368	-.435
	2	92.367	-.442
	3	92.367	-.442

- a. Constant is included in the model.
- b. Initial -2 Log Likelihood: 92,367
- c. Estimation terminated at iteration number 3 because parameter estimates changed by less than ,001.

Classification Table^{a,b}

Observed		Predicted		
		LAJUT		Percentage Correct
		CONTINUE	POSTPONE	
Step 0	CONTINUE	42	0	100.0
	POSTPONE	27	0	.0
Overall Percentage				60.9

- a. Constant is included in the model.
- b. The cut value is ,500

The variables in the equation table show that there is no independent variable in the model, and the Slope Value or Beta Coefficient (B) of the Constant is -0.442, with an Odds Ratio or Exp(B) of 0.643. The Wald test results show a significance value of 0.073, indicating that using a simple equation model with only constants has not provided an explanation for the proportion of student outcomes continuing their studies.

Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)
Step 0 Constant	-.442	.247	3.208	1	.073	.643

Iteration History^{a,b,c,d}

Iteration		-2 Log likelihood	Coefficients		
			Constant	KELAS	AKREDITASI
Step 1	1	86.725	1.012	-1.069	.189
	2	86.694	1.008	-1.114	.213
	3	86.694	1.008	-1.114	.214

- a. Method: Enter
- b. Constant is included in the model.
- c. Initial -2 Log Likelihood: 92,367

Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)
--	---	------	------	----	------	--------

d. Estimation terminated at iteration number 3 because parameter estimates changed by less than ,001.

Variables not in the Equation

			Score	df	Sig.
Step 0	Variables	KELAS	5.403	1	.020
		AKREDITASI	1.759	1	.185
	Overall Statistics		5.702	2	.058

The variables not in the equation table are output as Block 0, meaning the class group and accreditation variables are not included in the research model.

BLOCK 1: Method = Enter

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	5.673	2	.059
	Block	5.673	2	.059
	Model	5.673	2	.059

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	86.694 ^a	.079	.107

a. Estimation terminated at iteration number 3 because parameter estimates changed by less than ,001.

Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	.538	4	.970

The study analyzed the impact of class group category and accreditation on students' desire to continue their studies. The Sig. Model of 0.059, greater than 5%, indicates that the independent variables have no effect on students' desire to continue their studies. The model's parameter estimation of 86.694, with R-square values of 0.079 and 0.107, suggests that the proportion of continuing and postponing determinations can be explained by 10.7%. The Hosmer and Lemeshow Test, which tests whether the empirical data fits or not, confirmed the model's fit, indicating that the logistic regression equation can explain the relationship between the independent and dependent variables. The Classification Table showed that the model correctly classified 33 observations out of 69, indicating a 67.7% accuracy in classifying observations.

Classification Table^a

Observed			Predicted		
			LAJUT		Percentage Correct
			CONTINUE	POSTPONE	
Step 1	LAJUT	CONTINUE	33	9	78.6
		POSTPONE	14	13	48.1
Overall Percentage					66.7

a. The cut value is ,500

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a	CLASS	-1.114	.570	3.822	1	.051	.328
	ACCREDITATION	.214	.375	.325	1	.569	1.238
	Constant	1.008	1.373	.539	1	.463	2.740

a. Variable(s) entered on step 1: CLASS, AKREDITASI.

The Classification Table shows 33 students continue, while 22 students delay their studies, indicating a 67.7% accuracy in classifying observations. The Equation table shows a significant p-value of $0.051 > 0.05$ for the class group variable, indicating that it partially doesn't affect students' desire to continue their studies, and a significant p-value of $0.569 > 0.05$ for the accreditation variable, indicating that accreditation rating doesn't affect students' desire to continue their studies.

CONCLUSION

The majority of students enrolled in the Master of Management programme within the employee class are from private educational institutions, with a predominant preference for weekend class schedules. The majority of students opt for colleges that possess accreditation ratings that meet the requirements set by their respective institutions, with a particular emphasis on universities with outstanding accreditation ratings. The decrease in accreditation ratings Out of the whole student population, 43 individuals, representing 62.3% of the sample, express their intention to pursue further education, while 26 students, accounting for 37.7% of the cohort, indicate a desire to defer their educational pursuits.

According to the Omnibus Tests of Model Coefficients table provided, the significance level of the model is 0.059. Based on the finding that the observed value exceeds the threshold of 5%, it may be inferred that the collective influence of the independent variables employed does not significantly impact students' inclination to pursue further education. Based on the R-square values of 0.079 (7.9%) and 0.107 (10.7%) as reported by Nagekerke, it can be inferred. Therefore, it may be inferred that the relationship between two variables, specifically class group category and accreditation, accounts for 10.7% of the variation in the decision to continue or postpone.

The Hosmer and Lemeshow Test yielded a Sig value of 0.970, which exceeds the significance level of 0.05 ($0.970 > 0.05$). Therefore, the model is deemed to be statistically fit, indicating its suitability for predicting observation values.

The model's classification accuracy is 67.7%. This implies that among the 69 observations, the logistic regression model accurately classifies 33 of them. The p-value of significance in the Variables in the Equation table for the class group variable is 0.051, which is greater than the conventional significance level of 0.05. This suggests that there is partial evidence to suggest that the class group variable does not have a significant effect on the desire of students to continue their studies. Similarly, for the accreditation variable, the p-value of significance is 0.569, which is also greater than 0.05. This indicates that there is no significant evidence to suggest that the accreditation rating has an impact on students' desire to continue their studies.

SUGGESTION

The differentiation between regular and weekend class groups, as well as the decline in accreditation ratings, do not appear to have a substantial impact on students' inclination to either continue or delay their studies. This is evident from the opinions of students, where 43 individuals or 62.3% express a desire to continue their studies despite the decline in accreditation ratings, while 26 students or 37.7% express a preference to postpone their studies. Nevertheless, it is imperative for university management to persist in their efforts to enhance the teaching and learning process, and to strive towards maintaining or elevating the current accreditation rating that has been achieved.

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