The Influence of Lecturer Competency, Teaching Methods, and Infrastructure on the Quality of Learning for Students of the Hospitaliti Department Care Study Program at the Makassar Tourism Polytechnic

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Abstract

The purpose of this research is to determine the influence of lecturer competency, teaching methods and infrastructure on the quality of learning for students in the hospitality study program at the Makassar Tourism Polytechnic, especially in restaurant operations courses. This type of research is quantitative research and is classified as population research using a questionnaire as a data collection tool with a population size of 47 students who are taking restaurant operations courses in the Hospitality Department of Cookery Study Program at the Makassar Tourism Polytechnic. The analytical method used is multiple linear regression analysis. The results of multiple linear regression analysis show that partially the lecturer competency variable has a significant effect on the quality of learning, the teaching method variable has an effect but is not significant on the quality of learning and infrastructure has a significant effect on the quality of learning, while simultaneously the variables of lecturer competence, teaching methods and infrastructure have an effect together on the quality of learning in the Hospitality Department of Cookery Study Program at the Tourism Polytechnic, especially in restaurant operations courses.

1. Introduction

In essence, education originates from the human need to adapt to the environment in which they live and process. Education can grow and develop optimally and optimally with the development of education implementation in accordance with the demands of the times. Good education needs to discuss the components in education, consisting of objectives, educators, students, curriculum, infrastructure and a good environment so that quality education can be realized. Referring to Government Regulation no. 19 of 2005 concerning National Education Standards, there are eight things that must be considered to realize quality education, namely: Content standards, Process standards, Competency standards, Educator and education staff standards, Facilities and infrastructure standards, Management standards, Financing standards, Standards educational assessment.

Higher education plays a very important role in the national development framework. Universities must complete two main tasks, the first task, to educate the nation's people or sons in mastering science and technology, and secondly to become a locomotive for national development, including preparing future leaders of the nation (Novita, P.W. 2018). Through universities, they are able to create an effort to improve quality human resources, so the quality of education must always be improved. Improving the quality of education needs to be supported by efforts to improve the quality of educational staff. Educational personnel play a very important role in the implementation of education whose task is to provide teaching, training, research or services to produce superior quality education.

Apart from efforts to increase educational personnel, there is a need to improve facilities, infrastructure or media to support the knowledge transfer process. The enthusiasm for learning is a high inclination to learn, gain information, knowledge, skills, through teaching or experience. In terms of studying in higher education, enthusiasm for learning is the enthusiasm to provide time, energy, effort, to absorb and integrate information, knowledge and skills that we receive and obtain through various means. Student enthusiasm for learning at the Makassar Tourism Polytechnic is quite low and they feel bored when the lecturer is too focused on providing material or the learning process to students. Apart from that, students are less active in discussions both in class and outside study hours. In this case, efforts need to be made to increase or support students' enthusiasm for learning through educational staff or lecturers who have good competence.

According to Muhibbin Syah (2000: Astuti, S. 2017) competence is ability, skill, a state of authority, or meeting requirements according to legal provisions. Another definition is contained in Law no. 14 of 2005, that competency is a set of knowledge, skills and behavior that must be possessed, internalized and mastered by teachers in carrying out professional duties. The government has formulated four types of competencies that are in accordance with the national policy perspective. These four types of competencies are listed in the Explanation of Government Regulation no. 19 of 2005 concerning National Education Standards, namely pedagogical, personal, social and professional competencies. The intended lecturer competencies include pedagogical competence, competence, personality, social and professional competence. Lecturers not only educate students in the classroom, but also outside the classroom. Students have high curiosity and always try new things. The lecturer's job is to help develop this curiosity and make them more curious.

Personality competency is a personal ability that reflects a strong, stable, wise and authoritative personality and can be a role model for students. Social competence is the ability to communicate and socialize effectively with students, fellow educators, education staff, parents or guardians of students, and the surrounding community. Professional competence is broad and in-depth mastery of learning material which includes mastery of school subject curriculum material and the scientific substance that covers the material as well as mastery of scientific structure and methodology.

Professional competency is also the ability to master learning material broadly and in depth. In this way, all of the lecturer's competencies in practice form a unified whole related to their professional duties and responsibilities as teachers, supervisors, even building relationships with the community, developing curriculum and professional development. From the explanation above, a conclusion can be drawn that competence is focused on three aspects that a lecturer must have, namely knowledge, skills and attitudes. These three aspects are interrelated and influence each other. Of course, it can be realized in real work results so that it can be beneficial for yourself and students, including the surrounding environment. The process of learning activities will run well if the lecturer is able to create conditions or a process that directs students to be motivated to carry out learning activities, therefore a lecturer must have competence.

The competency of lecturers in the hospitality study program at the Makassar Tourism Polytechnic at the level of education is 4 people at strata-2 (S-2) and 3 people at strata-3 (S-3). Apart from that, several lecturers are practitioners. However, lecturer competence should be supported by interesting teaching methods in the learning process in explaining the content of the material presented to students. Apart from that, lecturers' teaching styles tend to be boring for students or there is no new creativity in the learning process in class. Even though lecturers are one of the essential components in the education system in higher education. The roles, duties and responsibilities of lecturers are very meaningful in producing quality resources. Lecturers are required to be able to demonstrate competence and provide interesting teaching methods so that quality student learning is achieved.

Then, adequate infrastructure is one of the keys to the success of the quality of student learning. According to Arikunto in Alkafi, et al., (2014), educational infrastructure is all the facilities needed in the teaching and learning process, both moving and non-moving in order to achieve educational goals. can run smoothly, regularly, effectively and efficiently. As in the research of Alkafi, et al., (2014), there is an influence of infrastructure on the performance of certified teachers, meaning that to obtain high performance, the provision of infrastructure is required.

In this case, the success of education can be influenced by various factors, including the availability of adequate educational infrastructure in quality and quantity, with complete facilities and infrastructure, the quality of Creative, Effective and Enjoyable Active Learning (PAKEM) will be implemented (Mocodompis, 2014). Furthermore, the success of providing education at both primary and secondary education levels as well as higher education levels is influenced by how much academic facilities and infrastructure are supported. In the attachment to the Regulation of the Minister of National Education (Permendiknas) Number 24 of 2007 concerning Standards for Primary and Secondary Education Facilities and Infrastructure, it is stated that facilities are national educational standards relating to minimum criteria regarding study rooms, sports venues, places of worship, libraries, laboratories, workshops, play areas, recreation areas, and other learning resources, which are needed to support the learning process, including the use of information and communication technology.

Furthermore, Article 42 paragraph (1) states that every educational unit is required to have facilities which include furniture, educational equipment, educational media, books and other learning resources, consumables, and other equipment needed to support an orderly and sustainable learning process. It is thought that the greater the support from academic facilities and infrastructure, the greater the opportunity for students and lecturers to maximize teaching and learning interactions in the classroom. Apart from that, with the support of complete facilities and infrastructure, it will encourage students to improve the quality of learning, especially students at the Makassar Tourism Polytechnic.

The purpose of this research is to determine the influence of lecturer competency, teaching methods and infrastructure on the quality of learning for students in the hospitality study program at the Makassar Tourism Polytechnic, especially in restaurant operations courses.

2. Method

The type of data required in this research is quantitative data, namely data obtained in the form of numbers which still need to be reanalyzed. The data collection methods that will be used to make it easier for writers to obtain data are observation, questionnaires and documentation. The population in this research were students from the hospitality study program majoring in Makassar Tourism Polytechnic who took restaurant operations courses as many as 47 students. Because the population size is relatively reachable, the entire population will be used as a sample. Thus, this research is a population or census study of 47 students. In this research there are two types of variables, namely, the independent variables are lecturer competence (X_1), Teaching Methods (X_2) and Infrastructure (X_3), and the dependent variable in this research is the quality of learning (Y).

This analysis is a quantitative analysis because the data used is primary data, namely a technique carried out by means of a survey, namely a questionnaire that will be delivered to research subjects. The validity test is used to measure whether a questionnaire is valid or not. Validity testing is carried out by bilvariete correlation between each indicator score and the total construct score. Results of bilvariate correlation analysis by looking at the Pearson correlation output. With the criterion that if the sig (2-tailed) value on the total construct score is <0.05, the question/question item is said to be valid. Reliability testing is carried out to measure whether the questionnaire used is reliable or not. The data reliability test is to see that the Cronbach's alpha value is greater than 0.60, then the question items in each variable are declared reliable. Multiple linear regression analysis is used to explain lecturer competency, teaching methods, and infrastructure on the quality of learning of students in the hospitality study program in the hospitality department

3. Result

3.1. Descriptive Characteristics of Respondents

Characteristics of Respondents Based on Gender

Table 1 Characteristics of Respondents Based on Gender

No	Gender	Amount	Percentage
1	Man	27	57
2	Woman	20	43
	Total	47	100.0

In table 1 it can be seen that there were more male respondents, namely 27 people or 57.4%, compared to 20 female respondents or 42.6% of total respondents.

Characteristics of Respondents Based on Age

Table 2 Characteristics of Respondents Based on Age

No	Age (Years)	Amount	Percentage
1	24	1	2
2	23	3	6
3	22	6	13
4	21	16	34
5	20	18	38
6	19	3	6
	Total	47	100.0

In table 2 it can be seen that the majority of respondents are in the age range 20 - 21 years, namely 34 people or 72% of the total respondents.

3.2. Description of Research Variables

This research uses four variables consisting of one dependent variable, namely Learning Quality (Y), and three independent variables, namely lecturer competency (X1), teaching methods (X2), and infrastructure (X3). The instrument used for this research was a questionnaire. This research was conducted by distributing questionnaires to 47 respondents, where the respondents who answered this questionnaire were students of the hospitality study program majoring in Makassar Tourism Polytechnic semester 5. The total number of questionnaires was 54 statement items, consisting of 11 statement items for the competency variable. lecturer (X1), 15 statement items for the teaching method variable (X2), 14 statement items for the facilities and infrastructure variable (X3) and 14 statement items for Learning Quality (Y).

Respondents' Responses to the Lecturer Competence Variable (X1)

Table 3. Distribution of Respondents' Answers to the Lecturer Competency Variable (X1)

No	Question	Frequency									
		SS	%	S	%	Hesitant	%	TS	%	STS	%
1	X1.1	27	57.4	19	40.4	1	2.1	-	-	-	-
2	X1.2	29	61.7	17	36.2	1	2.1	-	-	-	-
3	X1.3	28	59.6	19	40.4	-	-	-	-	-	-
4	X1.4	24	51.1	22	46.8	1	2.1	-	-	-	-
5	X1.5	24	51.1	20	42.6	3	6.4	-	-	-	-
6	X1.6	23	48.9	24	51.1	-	-	-	-	-	-
7	X1.7	26	55.3	20	42.6	1	2.1	-	-	-	-
8	X1.8	28	59.6	17	36.2	2	4.3	-	-	-	-
9	X1.9	25	53.2	22	46.8	-	-	-	-	-	-
10	X1.10	23	48.9	21	44.7	3	6.4	-	-	-	-
11	X1.11	28	59.6	18	38.3	1	2.1	-	-	-	-

The results of respondents' responses to the lecturer competency variable (X1) above show that there are 11 forms of questions as follows:

1. I developed a curriculum related to lecture material, 57.4% of respondents answered strongly agree, 40.4% of respondents answered agree, 2.1% of respondents answered doubtful.
2. I am able to liven up the class atmosphere, 61.7% of respondents answered strongly agree, 36.2% of respondents answered agree, 2.1% of respondents answered doubtful.
3. I carried out the learning assessment and evaluation process, 59.6% of respondents answered strongly agree, and 40.4% of respondents answered agree,
4. As a lecturer I am wise/wise in making decisions, 51.1% of respondents answered strongly agree, 46.8% of respondents answered agree, 2.1% of respondents answered doubtful.
5. I can control myself in various situations and conditions, 51.1% of respondents answered strongly agree, 42.6% of respondents answered agree, 6.4% of respondents answered doubtful.
6. I try to be fair in treating students, 48.9% of respondents answered strongly agree, and 51.1% of respondents answered agree,
7. I explained the relationship between the fields/topics correctly, 55.3% of respondents answered strongly agree, 42.6% of respondents answered agree, 2.1% of respondents answered doubtful.
8. I gave relevant examples of the concepts taught, 59.6% of respondents answered strongly agree, 36.2% of respondents answered agree, 4.3% of respondents answered doubtful.
9. I use research results to improve the quality of lectures, 53.2% of respondents answered strongly agree, and 46.8% of respondents answered agree,
10. I can accept criticism, suggestions and opinions from students, 48.9% of respondents answered strongly agree, 44.7% of respondents answered agree, 6.4% of respondents answered doubtful.

11. I am easy to get along with colleagues, employees and students, 59.6% of respondents answered strongly agree, 38.3% of respondents answered agree, 2.1% of respondents answered doubtful

Respondents' Responses to Teaching Method Variables (X2)

Table 4. Distribution of Respondents' Answers to Teaching Method Variables (X2)

No	Question	Frequency									
		SS	%	S	%	Hesitant	%	TS	%	STS	%
1	X2.1	18	38.3	28	59.6	1	2.1	-	-	-	-
2	X2.2	15	31.9	31	66	1	2.1	-	-	-	-
3	X2.3	16	34	31	66	-	-	-	-	-	-
4	X2.4	18	38.3	26	55.3	3	6.4	-	-	-	-
5	X2.5	25	53.2	20	42.6	2	4.3	-	-	-	-
6	X2.6	17	36.2	28	59.6	2	4.3	-	-	-	-
7	X2.7	24	51.1	23	48.9	-	-	-	-	-	-
8	X2.8	26	55.3	21	44.7	-	-	-	-	-	-
9	X2.9	20	42.6	26	55.3	1	2.1	-	-	-	-
10	X2.10	21	44.7	25	53.2	1	2.1	-	-	-	-
11	X2.11	23	48.9	23	48.9	1	2.1	-	-	-	-
12	X2.12	21	44.7	22	46.8	3	6.4	1	2.1	-	-
13	X2.13	22	46.8	25	53.2	-	-	-	-	-	-
14	X2.14	17	36.2	19	40.4	11	23.4	-	-	-	-
15	X2.15	24	51.1	21	44.7	2	4.3	-	-	-	-

The results of respondents' responses to the teaching method variable (X2) above, it is known that there are 15 forms of questions as follows:

1. The teacher asks you to read literature about the subject, 38.3% of respondents answered strongly agree, 59.6% of respondents answered agree, 2.1% of respondents answered doubtful.
2. You are given the task of collecting a summary of the lecture material presented, 31.9% of respondents answered strongly agree, 66% of respondents answered agree, 2.1% of respondents answered doubtful.
3. Lecturers give students the opportunity to work on practice questions or assignments previously given in front of the class, 34% of respondents answered strongly agree, and 66% of respondents answered agree.
4. You were given the task of the lecturer to collect practice questions, 38.3% of respondents answered strongly agree, 55.3% of respondents answered agree, 6.4% of respondents answered doubtful.

5. You like the way the lecturer teaches, 53.2% of respondents answered strongly agree, 42.6% of respondents answered agree, 4.3% of respondents answered doubtful.
6. Lecturers relate lecture material to everyday life around us. 36.2% of respondents answered strongly agree, 59.6% of respondents answered agree, 4.3% of respondents answered doubtful.
7. Your lecturer gives students the opportunity to ask questions during lectures, 51.1% of respondents answered strongly agree, and 48.9% of respondents answered agree.
8. You ask the lecturer if there is any lecture material that you don't understand, 55.3% of respondents answered strongly agree, and 44.7% of respondents answered agree.
9. The teaching methods used by lecturers are enough to raise your enthusiasm or motivation to learn, 42.6% of respondents answered strongly agree, 55.3% of respondents answered agree, 2.1% of respondents answered doubtful.
10. You are encouraged to learn more about the lecture material your lecturer delivers. 44.7% of respondents answered strongly agree, 53.2% of respondents answered agree, 2.1% of respondents answered doubtful.
11. The lecturer asked students for their opinion regarding the material being discussed before explaining it, 48.9% of respondents answered strongly agree, 48.9% of respondents answered agree, 2.1% of respondents answered doubtful.
12. You ask for help from other people if you have difficulty completing assignments from the lecturer, 44.7% of respondents answered strongly agree, 46.8% of respondents answered agree, 6.4% of respondents answered doubtful and 2.1% of respondents answered don't agree
13. Your lecturer uses learning media in delivering lecture material, 46.8% of respondents answered strongly agree, and 53.2% of respondents answered agree.
14. Your lecturer uses a lecture method interspersed with question and answer activities about the material being discussed, 36.2% of respondents answered strongly agree, 40.4% of respondents answered agree, 23.4% of respondents answered doubtful.
15. Your lecturer reprimands students for not paying attention to the lesson, 51.1% of respondents answered strongly agree, 44.7% of respondents answered agree, 4.3% of respondents answered doubtful.

Respondents' Responses to the Facilities and Infrastructure Variable (X3)

Table 5. Distribution of Respondents' Answers for the Facilities and Infrastructure Variable (X3)

No	Question	Frequency									
		SS	%	S	%	Hesitant	%	TS	%	STS	%
1	X3.1	21	44.7	23	48.9	3	6.4	-	-	-	-
2	X3.2	26	55.3	20	42.6	1	2.1	-	-	-	-
3	X3.3	16	34	14	29.8	5	10.6	9	19.1	3	6.4
4	X3.4	22	46.8	19	40.4	5	10.6	1	2.1	-	-
5	X3.5	22	46.8	23	48.9	2	4.3	-	-	-	-
6	X3.6	22	46.8	22	46.8	3	6.4	-	-	-	-

No	Question	Frequency									
		SS	%	S	%	Hesitant	%	TS	%	STS	%
7	X3.7	22	46.8	23	48.9	2	4.3	-	-	-	-
8	X3.8	23	48.9	23	48.9	1	2.1	-	-	-	-
9	X3.9	23	48.9	23	48.9	1	2.1	-	-	-	-
10	X3.10	20	42.6	25	53.2	2	4.3	-	-	-	-
11	X3.11	24	51.1	20	42.6	3	6.4	-	-	-	-
12	X3.12	26	55.3	18	38.3	1	2.1	2	4.3	-	-
13	X3.13	15	31.9	23	48.9	7	14.9	1	2.1	1	2.1
14	X3.14	21	44.7	20	42.6	5	10.6	1	2.1	-	-

As a result of respondents' responses to the infrastructure variable (X3) above, it is known that there are 14 forms of questions as follows:

1. The chairs and tables on campus are adequate for the lecture process, 44.7% of respondents answered strongly agree, 48.9% of respondents answered agree, 6.4% of respondents answered doubtful.
2. LCD projectors on campus support the lecture process, 55.3% of respondents answered strongly agree, 42.6% of respondents answered agree, 2.1% of respondents answered doubtful.
3. When the availability of LCD projectors is inadequate then the lecture process will not run, 34% of respondents answered strongly agree, 20.8% of respondents answered agree, 10.6% of respondents answered doubtful and 19.1% of respondents answered disagreed and 6.4 % of respondents answered strongly disagree
4. Wifi on campus is very helpful in learning, 46.8% of respondents answered strongly agree, 40.4% of respondents answered agree, 10.6% of respondents answered doubtful and 2.1% of respondents answered disagreed.
5. Learning tools/media in teaching classes are complete and support the lecture process, 46.8% of respondents answered strongly agree, 48.9% of respondents answered agree, 4.3% of respondents answered doubtful.
6. The library provides various kinds of knowledge and study books, 46.8% of respondents answered strongly agree, 46.8% of respondents answered agree, 6.4% of respondents answered doubtful.
7. Lecturers always bring learning tools (Attendance, RPS, Grade List, etc.), 46.8% of respondents answered strongly agree, 48.9% of respondents answered agree, 4.3% of respondents answered doubtful.
8. The campus has sufficient building space and has a large area of land, 48.9% of respondents answered strongly agree, 48.9% of respondents answered agree, 2.1% of respondents answered doubtful.
9. There is a sports field used, 48.9% of respondents answered strongly agree, 48.9% of respondents answered agree, 2.1% of respondents answered doubtful.

10. The location of each building is very strategic, easy to access, 42.6% of respondents answered strongly agree, 53.2% of respondents answered agree, 4.3% of respondents answered doubtful.
11. There is a laboratory that supports the lecture process, 51.1% of respondents answered strongly agree, 42.6% of respondents answered agree, 6.4% of respondents answered doubtful.
12. There is a worship building (Mushola or mosque) in one campus area with adequate facilities, 55.3% of respondents answered strongly agree, 38.3% of respondents answered agree, 2.1% of respondents answered doubtful and 4.3% of respondents answered disagreed.
13. In the classroom it is very cool, you don't feel hot because there is a fan or AC, 31.9% answered strongly agree, 48.9% answered agree, 14.9% answered doubtful, 2.1% answered disagreed and 2.1% answered strongly disagree
14. The completeness and quality of the facilities and infrastructure in the classroom are very supportive so that the lecture process can run smoothly, 44.7% answered strongly agree, 42.6% answered agree, 10.6% answered doubtful, and 2.1% of respondents answered don't agree. t agree.

Respondents' Responses to the Learning Quality Variable (Y)

Table 6. Distribution of Respondents' Answers to Learning Quality Variables

No	Question	Frequency									
		SS	%	S	%	Hesitant	%	TS	%	STS	%
1	Y.1	28	59.6	19	40.4	-	-	-	-	-	-
2	Y.2	14	29.8	15	31.9	9	19.1	9	19.1	-	-
3	Y.3	23	48.9	24	51.1	-	-	-	-	-	-
4	Y.4	22	46.8	25	53.2	-	-	-	-	-	-
5	Y.5	21	44.7	24	51.1	2	4.3	-	-	-	-
6	Y.6	22	46.8	23	48.9	2	4.3	-	-	-	-
7	Y.7	23	48.9	24	51.1	-	-	-	-	-	-
8	Y.8	22	46.8	22	46.8	3	6.4	-	-	-	-
9	Y.9	19	40.4	24	51.1	4	8.5	-	-	-	-
10	Y.10	24	51.1	23	48.9	-	-	-	-	-	-
11	Y.11	22	46.8	25	53.2	-	-	-	-	-	-
12	Y.12	21	44.7	26	55.3	-	-	-	-	-	-
13	Y.13	18	38.3	27	57.4	1	2.1	1	2.1	-	-
14	Y.14	21	44.7	25	53.2	1	2.1	-	-	-	-

The results of respondents' responses to the Learning Quality (Y) variable above, it is known that there are 14 forms of questions as follows:

1. Lecturers master the lecture material, 59.6% of respondents answered strongly agree, and 40.4% of respondents answered agree,
2. In teaching lecturers to read too much, 29.8% of respondents answered strongly agree, 31.9% of respondents answered agree, 19.1% of respondents answered doubtful and 19.1% of respondents answered disagree.
3. Lecturers deliver lecture material accompanied by examples, 48.9% of respondents answered strongly agree, and 51.1% of respondents answered agree,
4. Clarity of the lecturer's explanation of student questions, 48.9% of respondents answered strongly agree, and 53.2% of respondents answered agree,
5. The lecturer delivered lecture material in sequence, 44.7% of respondents answered strongly agree, 51.1% of respondents answered agree, 4.3% of respondents answered doubtful.
6. Lecturers give warnings to students who do not pay attention to lectures, 46.8% of respondents answered strongly agree, 48.9% of respondents answered agree, 4.3% of respondents answered doubtful.
7. The lecturer delivered the material in a clear voice, 48.9% of respondents answered strongly agree, and 51.1% of respondents answered agree
8. Lecturers help students who find it difficult to do assignments, 46.8% of respondents answered strongly agree, 46.8% of respondents answered agree, 6.4% of respondents answered doubtful.
9. Lecturers pay attention to all students, 40.4% of respondents answered strongly agree, 51.1% of respondents answered agree, 8.5% of respondents answered doubtful.
10. Lecturers give students the opportunity to ask questions, 51.1% of respondents answered strongly agree, and 48.9% of respondents answered agree
11. Lecturers asked students about lecture material that students did not understand, 46.8% of respondents answered strongly agree, and 53.2% of respondents answered agree
12. In teaching, lecturers use language that is easy for students to understand, 44.7% of respondents answered strongly agree, and 55.3% of respondents answered agree
13. The lecturer gave assignments after the material was delivered, 38.3% of respondents answered strongly agree, 57.4% of respondents answered agree, 2.1% of respondents answered doubtful, and 2.1% respondents answered disagree
14. Lecturers provide assessments objectively without discriminating, 44.7% of respondents answered strongly agree, 53.2% of respondents answered agree, 2.1% of respondents answered doubtful.

3.3. Data Analysis

Validity test

The validity test is used to measure whether a questionnaire is valid or not. A questionnaire is said to be valid if the questions in the questionnaire are able to reveal something that the questionnaire will measure. The validity test is calculated by comparing the rcount value (correlated item-total correlations) with the rtable value. If rcount > r table (at a significance level of 5%) then the statement is declared valid. The results of the questionnaire validity test can be seen in the following table:

Table 7 Validity Test Results

Variable X and Y	Item	r Count	r Table	Information
Lecturer Competency (X1)	X1.1	0,843	0,288	Valid
	X1.2	0,713	0,288	Valid
	X1.3	0,800	0,288	Valid
	X1.4	0,819	0,288	Valid
	X1.5	0,872	0,288	Valid
	X1.6	0,818	0,288	Valid
	X1.7	0,894	0,288	Valid
	X1.8	0,853	0,288	Valid
	X1.9	0,891	0,288	Valid
	X1.10	0,874	0,288	Valid
	X1.11	0,888	0,288	Valid
Teaching Method (X2)				
	X2.1	0,805	0,288	Valid
	X2.2	0,811	0,288	Valid
	X2.3	0,806	0,288	Valid
	X2.4	0,802	0,288	Valid
	X2.5	0,813	0,288	Valid
	X2.6	0,839	0,288	Valid
	X2.7	0,822	0,288	Valid
	X2.8	0,762	0,288	Valid
	X2.9	0,822	0,288	Valid
	X2.10	0,805	0,288	Valid
	X2.11	0,859	0,288	Valid
	X2.12	0,611	0,288	Valid
	X2.13	0,904	0,288	Valid
	X2.14	0,783	0,288	Valid
	X2.15	0,792	0,288	Valid

Variable X and Y	Item	r Count	r Table	Information
Facilities and Infrastructure (X3)				
	X3.1	0,818	0,288	Valid
	X3.2	0,719	0,288	Valid
	X3.3	0,261	0,288	Valid
	X3.4	0,752	0,288	Valid
	X3.5	0,782	0,288	Valid
	X3.6	0,865	0,288	Valid
	X3.7	0,846	0,288	Valid
	X3.8	0,880	0,288	Valid
	X3.9	0,869	0,288	Valid
	X3.10	0,843	0,288	Valid
	X3.11	0,689	0,288	Valid
	X3.12	0,697	0,288	Valid
	X3.13	0,752	0,288	Valid
	X3.14	0,881	0,288	Valid
Quality of learning (Y)				
	Y.1	0,687	0,288	Valid
	Y.2	0,561	0,288	Valid
	Y.3	0,884	0,288	Valid
	Y.4	0,902	0,288	Valid
	Y.5	0,887	0,288	Valid
	Y.6	0,835	0,288	Valid
	Y.7	0,910	0,288	Valid
	Y.8	0,904	0,288	Valid
	Y.9	0,881	0,288	Valid
	Y.10	0,840	0,288	Valid
	Y.11	0,837	0,288	Valid
	Y.12	0,961	0,288	Valid
	Y.13	0,814	0,288	Valid
	Y.14	0,707	0,288	Valid

Based on the data in table 7, it shows that the value of rcount is greater than the value of rtable and the significance value is smaller than 0.05. This means that to test the quality of the data, it is shown from the validity test that the variables of lecturer competency, teaching materials and facilities on the quality of learning are said to be valid.

Reliability Test

The reliability test is carried out by looking at the results of calculating the α value. A variable is said to be reliable if it gives an α value > 0.6, that is, if repeated research with different times and variables will produce the same conclusion. But on the other hand, if α < 0.6 then it is considered less reliable, meaning that if these variables are re-researched with different times and variables it will produce different conclusions. For more details, the reliability test results can be seen in table 4.8. following:

Table 8. Reliability Test

No	Variable	Cronbach alpha	Reliability Standards	Information
1	Lecturer Competency (X1)	0,959	0,6	Reliable
2	Teaching Method (X2)	0,957	0,6	Reliable
3	Infrastructure (X3)	0,918	0,6	Reliable
4	Learning Quality (Y)	0,953	0,6	Reliable

Based on the data in table 8, the results obtained after the reliability test show that, for the lecturer competency variables (X1), Teaching Methods (X2), Infrastructure (X3) and Learning Quality (Y) can be tested further or all variables show a value which is reliable, namely above the reliability standard, namely 0.6

Multiple Linear Regression Analysis

Table 9 Results of Multiple Linear Analysis Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1 (Constant)	3.062	4.768		0.642	0.524
X1	0.553	0.200	0.423	2.769	0.008
X2	0.165	0.182	0.168	0.910	0.368
X3	0.330	0.135	0.346	2.436	0.019

Results of the regression analysis, it can be seen that the multiple linear regression equation is as follows:

Y = 3,062 + 0,553 X1 + 0,165 X2 + 0,330 X3 + e

Based on the equation above, it can be explained as follows:

1. The constant value (α) has a positive value of 3.062, meaning that it can be stated that the contribution of variables outside the regression model examined in this research has a positive impact on the quality of learning of 3.062 units and e is a nuisance variable.
2. The value 0.553 is the regression coefficient value for the Lecturer Competency variable, so High lecturer competency will improve the quality of learning.

3. The value 0.165 is the regression coefficient value for the Teaching Method variable. so
4. The value 0.330 is the regression coefficient value for the Facilities and Infrastructure variable, so good infrastructure will improve the quality of learning.

Partial Test (t Test)

Partial regression testing (t test) is useful for partially testing the influence of the independent variable on the dependent variable. To find out whether there is an influence of the independent variable on the dependent variable, it can be seen by comparing the probability value (p-value) of the variable with the significance level used of 0.05. If the p-value is smaller than 0.05 then it can be said that the independent variable partially has a significant influence on the dependent variable. Then compare the tcount value with the ttable value. With a sample of 47 student respondents, the calculation is df = n-k, namely df = 47-4 = 43, so in the table the known value is 2,017 with a significance level of 0.05.

The Influence of Lecturer Competence on Learning Quality
1. The sig value for the influence of Lecturer Competency (X1) on Learning Quality is 0.008 < 0.05, and the tcount > ttable value is 2,769 > 2.017 so it can be concluded that Lecturer Competence (X1) has a significant and influential effect on Learning Quality. This shows that the better the lecturer's competency, the better the quality of learning.
2. The influence of teaching methods on the quality of learning. The sig value for the influence of the Teaching Method (X2) on the Quality of Learning (Y) is 0.368 > 0.05, and the value of tcount > ttable is 0.910 < 2.017 so it can be concluded that the Teaching Method (X2) has an effect but is not significant on the Quality of learning. This shows that teaching methods are getting better, but it does not significantly affect the quality of learning
3. The influence of infrastructure on the quality of learning. The sig value for the influence of Facilities and Infrastructure (X3) on the Quality of Learning is 0.019 < 0.05, and the value of tcount > ttable is 2.436 > 2.017, so it can be concluded that Facilities and Infrastructure (X3) have a significant and influential effect on the Quality of Learning. This shows that the better the infrastructure, the better the quality of learning.

Simultaneous Test (F Test)

The F statistical test is used to determine the effect of independent variables simultaneously on the dependent variable. The criteria for determining a hypothesis test are that if F count > F table then the hypothesis is accepted, which means the independent variables together influence the dependent variable significantly, and if F count < F table then the hypothesis is rejected, which means the independent variables together. does not affect the dependent variable significantly.

Table 10 Simultaneous Test Results (F Test)

ANOVAª

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1596.952	3	532.317	52.165	.000ᵇ
	Residual	438.793	43	10.204		
	Total	2035.745	46			

Dependent Variable: Y
Predictors: (Constant), X3, X1, X2)

Based on the table above, the regression results show an Fcount value of 52.165 with a significance level of 0.000. The Fcount value is greater than the Ftable value = 52.165 > Ftable = 2.82 and the significance level is smaller than 0.05. So it can be concluded that the variables of lecturer competence, teaching methods and infrastructure together influence the quality of learning.

4. Discussion
4.1. The Influence of Lecturer Competence on Learning Quality
Based on the research problem that was formulated at the beginning of this research, it is stated that lecturer competence has a significant effect on the quality of learning. This result is proven by the results of regression testing that the calculated t value for the lecturer competency variable is 2.769. This value is greater than the t table of 2.017. Based on the results of this research, it can be concluded that lecturer competence influences the quality of learning, which means that the better the lecturer's competence will encourage students to be more active in learning, and students will be more enthusiastic so that the courses taught by the lecturer can be easily understood by students.

The success of lecturers in implementing education and learning cannot be separated from the competencies they possess. This is in accordance with the research of Abdul Khalik Fajduani (2021), the results of his research related to lecturer competency show that subject knowledge, teaching skills, presence, lecturer and lecturer attitude have a positive and significant influence on student academic achievement. Lecturers who are able to manage the class and liven up the atmosphere will make students enthusiastic and enthusiastic about learning. Lecturers must also be able to conduct student learning evaluations, which material the students have understood and which material is still difficult for the students to understand. Apart from that, lecturers must pay attention to student development and understand and help develop their potential. Lecturers are also expected to return student assignments that have been corrected as input and self-correction material for students.

Based on the description above, we can get an idea that the level of students' ability to learn can be influenced by the lecturer's competence. Student achievement in studying restaurant operations courses will be higher, if supported by higher lecturer competency. Increasing the

competence of lecturers at the tertiary level is a professional standard requirement that must be met, including in this case the lecturers at the Makassar Tourism Polytechnic, especially the hospitality study program in the hospitality department. Long, Ibrahim & Kowang (2014) stated that effective or ineffective teaching is closely related to lecturer competence. Competent lecturers will also create classroom conditions and a climate that is conducive to student learning. Research shows that lecturer knowledge is the subject that contributes most to the quality of learning.

The results of this research are also in line with research conducted by Khairatunnazah, Muhyarsyah, Eka Nurmalasari, (2018) that lecturer competency has a significant direct effect on students' level of understanding of accounting. The higher the lecturer's competency, the higher the student's level of accounting understanding. This indicates that the competence possessed by lecturers plays a role in student understanding. Based on the research above, the author can conclude that the research results are in accordance with previous research, namely that lecturer competence influences the quality of learning, especially restaurant operations courses in the hospitality study program at the Makassar Tourism Polytechnic.

4.2. The influence of lecturers' teaching methods on the quality of learning

Based on the results of multiple regression testing, it can be concluded that the teaching method variable has an influence but is not significant on the quality of learning, especially restaurant operations courses in the hospitality study program at the Makassar Tourism Polytechnic, this is indicated by the t-count value of the teaching method variable of $0.910 < 2.017$ ttable value amounting to 2.017, and a significant level of 0.368 which is greater than 0.05, which means that teaching methods have an influence and are not significant on the quality of learning. This shows that the better the teaching method, the effect but not significant on the quality of learning.

This is in line with research conducted by Sriyadi (2013) which examined the influence of teaching methods and learning resources on learning achievement in the training course for managing petty cash funds for class VII students majoring in office administration at SMK Widya Paraja Ungaran. The results of research conducted by Sriyadi showed that it had an effect on learning achievement. Teaching methods in this case are a means of interaction between lecturers and students in teaching and learning activities. A good learning method is a method that is able to bring students to achieve an educational goal.

In the learning process, lecturers are given the freedom to choose the most effective strategies, methods, learning techniques according to the characteristics of the course, the characteristics of the students, the characteristics of the teachers and the conditions of available resources. In line with this statement, Sangidu (2017) stated that teaching methods are different ways to achieve different learning outcomes under different conditions. Basic teaching skills are an important aspect that lecturers must have in order to carry out their role in managing the learning process. According to Abdul Haris Nasution (2020), a teacher must master skills in various teaching

styles and must be able to carry out various roles, meaning that a lecturer must master various teaching skills to create effective and innovative learning.

4.3. The Influence of Infrastructure on the Quality of Learning

The test results where tcount is 2.436. This shows that tcount > ttable or 2.436 > 2.017, which means that infrastructure has a positive and significant effect on the quality of learning in the hospitality study program at the Makassar Tourism Polytechnic. This means that the better the infrastructure, the better the quality of learning. This is in line with research conducted by Khairuddin Arafah 2017 which examined the influence of academic facilities, teaching quality of lecturers, academic atmosphere and learning motivation on student learning achievement.

The research results show that academic infrastructure has a direct positive effect on the teaching quality of lecturers. Facilities are all types of equipment, work equipment and facilities that function as main or auxiliary tools in carrying out work, and also within the framework of interests related to the work organization. Moenir, (2015). Infrastructure is all objects or facilities that make things easier and smoother, but are not direct in nature. For example, classrooms, buildings, tables, chairs, roads. From this definition it is clear that facilities and infrastructure are a set of tools used in an activity process, both auxiliary equipment and main equipment, where both tools function to realize a goal to be achieved. according to Daryanto and Mohammad Farid, (2013). Examples of educational facilities are markers, paper, chairs, tables, computers and so on. Meanwhile, examples of educational infrastructure include theory rooms, library rooms, laboratory rooms, toilets, school canteens, UKS rooms, school fields and so on.

4.4. The Influence of Lecturer Competence, Teaching Methods and Infrastructure on the Quality of Learning

Based on the results of the analysis using the F-test, it shows that lecturer competency, teaching methods and infrastructure together have a significant influence on the quality of learning in the hospitality study program at the Makassar Tourism Polytechnic, especially the restaurant operations course. This can be seen in the F-test results, which obtained a sig value of 0.000. This means the sig value is 0.000 < 0.05. This indicates that the better the lecturer's competence, teaching methods and infrastructure, the better the quality of learning will be.

According to Law No. 14 of 2005 concerning Teachers and Lecturers, article 10 paragraph (1), there are four competencies that lecturers must have in developing the tridharma tasks of higher education, namely pedagogical competence, personality competence, and professional competence obtained through professional education. These four competencies are also contained in the explanation of government regulation no. 19 of 2005 concerning National Education Standards According to PP RI No. 19/2005 concerning National Education Standards Article 28, educators are learning agents who must have four types of competencies, namely pedagogical, personal, professional and social competencies.

According to Uwes (2017) a lecturer is a lecturer who has mastery, follows developments, is able to develop and is responsible for his scientific discipline. Have the ability to interact with students in a professional manner, respect and protect student rights, be a role model in attitude and thinking, have the ability to prepare a relevant curriculum, be effective and efficient in providing extensive information, create an academic atmosphere that is conducive to student development and carry out assessment evaluations regular.

According to Yamin (2013), teaching methods act as a tool to create a learning process between students and lecturers. A learning method is a way of conducting or presenting, explaining lecture material to students to achieve goals. Sudrajat (2017) said that learning methods are methods used to implement plans that have been prepared in the form of real and practical activities to achieve a learning goal. So a method is a procedure to help students receive and process information in order to achieve learning goals.

Management of educational facilities and infrastructure is an activity that regulates all preparations, both equipment and materials, for the teaching and learning process to take place in an educational institution. Management of facilities and infrastructure is needed to help the teaching and learning process run smoothly. Facilities and infrastructure really support the quality of student learning on the campus. If the quality of learning on the campus is good then the quality of learning will be good. Likewise, if the facilities and infrastructure are not good, unstructured, uncontrolled, then indirectly the quality of learning will be less high quality.

5. Conclusion

Lecturer competency has a significant influence on the quality of learning in the hospitality study program at the Makassar Tourism Polytechnic, especially restaurant operations courses. Teaching methods have an effect but are not significant on the quality of learning in the hospitality study program at the Makassar Tourism Polytechnic, especially restaurant operations courses. Facilities and infrastructure have a significant influence on the quality of learning in the hospitality study program at the Makassar Tourism Polytechnic, especially restaurant operations courses. Lecturer Competence, Teaching Methods and Infrastructure simultaneously influence the quality of learning in the hospitality study program at the Makassar Tourism Polytechnic Hospitality Department, especially the restaurant operations course.

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