



Research paper

The Influence of Export Curriculum and Tutor Quality on Interest in Participating Export Training

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ABSTRACT

Export is not as simple as selling products domestically. There are many regulations and requirements that must be fulfilled by companies to engage in export activities. Therefore, any company wishing to export must have sufficient knowledge to successfully conduct exports. This knowledge can be obtained from various sources, one of which is training. Many factors influence the public's interest in participating in export training. This research aims to examine the impact of export curriculum and tutor quality on interest in participating in export training by quantitative approach. Research sampling was carried out by using minimum criteria from Slovin. Data was obtained by using questionnaires shared online. The data were analyzed by using Structural Equation Modelling (SEM) approaches. This research found that the export curriculum has a significant influence on the interest in participating the export training. The quality of tutors has a significant influence on the interest in participating in the export training, as well as the export curriculum and the quality of tutors simultaneously have a significant influence on the interest in participating in the export training.

1. Introduction

Export is the activity of selling goods from within a country's territory to another country. For companies, whether micro, small, medium, or large, export activities provide many advantages, including: introducing company products to other countries, strengthening international business cooperation, increasing the company's competitiveness, expanding market reach, which ultimately improves the performance and profitability of the company. It can be said that companies performing well in exports often also have good financial performance and overall company performance (Astuti, 2020). Although export activities are highly sought after by companies, exporting is not as simple as selling products domestically. There are many regulations and requirements that companies must meet to engage in export activities. Therefore, any company wishing to export must have sufficient knowledge to succeed in exporting. This knowledge can be obtained from various sources, one of which is from training. This opens up opportunities for training institutions to offer export training services to business actors (Kusnarsiyah, 2017).

Export training market certainly has preferences that training institutions must understand in order to attract the market as optimally as possible. There are many factors that may attract individuals to be interested in participating in export training at a particular export training institution (Widyantini, 2019). These factors include promotion, curriculum design, quality of instructors, training facilities, training location, training costs, training duration, and others.

Previous studies have discussed the factors that serve as benchmarks for the success of export training. Such as what materials should be taught in the training, how to divide the classes and training groups, as well as what skills the tutors responsible for the training must possess (Raharja et al., 2020). Interestingly, quantitative research on how these factors impact the interest in participating in export training is rarely found. This study examined how the export curriculum and tutor quality affect interest in participating in export training both separately and together.

2. Literature Review

2.1. Theoretical Framework

In 1955, the term "curriculum" was used in the field of education, meaning a set of subjects at a university. In Webster's Dictionary, curriculum has two meanings:

1. A set of subjects that students must take or study at school or university to obtain a diploma.
2. A set of subjects offered by an educational institution or department.

According to Tyler (1949), curriculum development must encompass four components: learning objectives, teaching materials, learning strategies, and evaluation. Furthermore, Nikmah, C. et al. (2018) stated that curriculum development will impact educational or training objectives. To achieve satisfaction in implementing a training program, managers must be able to organize all the necessary requirements to support the program's success, one of which is curriculum development. If curriculum development is implemented well, program success will increase, both in academic and non-academic achievement.

According to the Badan Pengembangan dan Pembinaan Bahasa (2014), a tutor is a person who teaches (guides) an individual or a small number of students (at home, not at school); or a lecturer who guides a number of students in their lessons. When combined with the word "training," a tutor is defined as a person who teaches a specific individual or a specific number of trainees at a specific training institution or location. This definition of "tutor" suggests that tutors play a crucial role in delivering training materials. Sudjana (2014) defines teaching quality as "the quality of teaching is the level of effectiveness or ineffectiveness of the teaching-learning process in achieving teaching objectives." Based on this definition, the quality of a tutor's teaching is the level of quality or goodness of a tutor in providing instruction to their students/training participants and managing the situation in such a way that it is effective for student learning. According to Soebachman (2014), indicators of a great teacher are:

1. Personal Qualities

These qualities include a strong sense of discipline, a strong work ethic, strong leadership, and wisdom.

2. Moral Integrity

A teacher must possess moral integrity; their behavior must be a role model.

3. Depth of Knowledge

A teacher must possess a depth of knowledge in their field of study.

4. Skills

Skills are a person's ability to master a particular skill. Therefore, someone can be said to be skilled if they have mastered a particular skill.

5. Commitment

Teachers should always uphold the principle that being a teacher is a calling to dedicate their entire life to the advancement of the nation. Because the fate of a nation can be seen in the quality of its young people.

Zaerofi (2023) reported that consumer satisfaction is strongly influenced by physical and process aspects. Therefore, if a training service business wants to increase consumer purchasing interest, it is crucial to consider factors that improve the quality of training services, both in terms of physical facilities and the training process. Interest in learning is also a motivating factor for students in learning, based on their interest or pleasure in learning. Interest in learning is an attitude of obedience in learning process activities, both regarding planning their own study schedule and their own initiative to make these efforts seriously in learning (Andriani & Rasto, 2019). Interest in learning is one of the most important factors for students' learning success. Interest arises from within the students themselves. External factors of interest in learning include how the teacher teaches. The teacher's role is crucial in fostering students' interest in learning, one of which is through enjoyable teaching methods and providing constructive motivation (Riamin, 2016). According to Badan Pengembangan dan Pembinaan Bahasa (2014), training has two meanings: (1) the process, method, act of training, activity, or work of training. (2) a place for training. In relation to the term export training, the meaning of training is closely related to the export training process and all its supporting elements, as well as Course and Training Institutions (Lembaga Pendidikan dan pelatihan) as non-formal educational institutions in the export sector.

2.2. *Previous Research*

Kaynak & Kucukemiroglu (2002), studied a research entitled "Trade-Related Training for Trainers in Export Development and Promotion in Africa,". The research found that export training participants should have similar characteristics in terms of knowledge and skill levels. The material taught to participants should be related to topics related to international trade and export development. Additionally, a study on export learning interest conducted by Zhou et al. (2010) entitled "Determinants of interest in the acquisition of export skills for Chinese exporters" found that Chinese exporters with a greater commitment to export development and management showed greater interest in learning export skills. Furthermore, the overall export skills of Chinese exporters are still relatively low, and government support is needed, especially for exporters with low levels of development. Another study entitled "Export Marketing: A New Form of Management Training and Development," conducted by Willis & Mullen (1986) provides a conclusion that can be used as an implication for export development programs. Companies with significant export potential should be trained by experienced executives who have participated in export training. Furthermore, participants with strong language and business skills are more responsive and willing to accept challenges. Ultimately, a structured training program can unlock export potential, especially for small companies.

2.3. *Conceptual Framework*

Based on the theoretical framework and previous researches, a conceptual framework was developed to analyze the influence of the export curriculum and tutor quality on interest in participating in export training as follows:

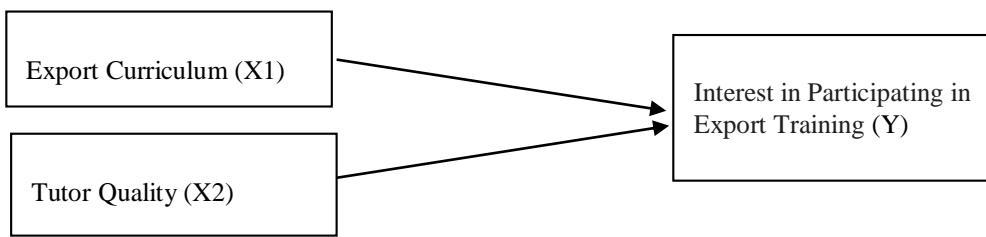


Figure 1. Research Conceptual Framework

3. Methodology

3.1. Preparation

This research was conducted in Bogor City, specifically taking samples/research respondents at PT Nudira Sumberdaya Indonesia, which consists of people who have attended export training at this training institution. In this study, several primary data collection techniques were used, including observation, interviews, and distributing questionnaires. The questionnaire was designed in a closed manner, meaning that the answer options were designed using a Likert Scale 4, where the respondent simply gave his assessment or attitude towards each question in the questionnaire by choosing one of the four alternative answers according to the Likert Scale. The Likert scale is a scale used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena. The Likert scale with a score of 1 to 4 which describes the scale of agreement of the respondent which was expressed on a quantitative scale of 1 - 4 as presented in Table 1.

Table 1. Likert Scale

Answer	Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

3.2. Sampling Technique

In this study, the population consists of the alumni of the Export Training at PT Nudira Learning Center, totaling 5,025 individuals. Population is the entire number of a group of observational objects that are important for a study. According to Sugiyono (2012), population is a generalization area that consists of objects or subjects that have certain qualities and characteristics that are applied by the researcher for study and then conclusions are drawn.

The sampling technique used in this study is non-probability sampling. Non-probability sampling is a technique that does not provide an equal opportunity for each element or member of the population to be selected as a sample. This study then uses purposive sampling technique, which is a sample selection technique based on certain considerations or criteria (Sujarweni, 2015). The sampling in this study uses the following Slovin formula:

$$n = \frac{N}{(1 + N \cdot e^2)}$$

Description:

n = sample size

N = population

e = error

3.3. Operational Variables

According to Sugiyono (2014), research variables are elements that are used by researchers to obtain new knowledge or information. The variables used include: dependent variable, which is the variable whose value is influenced by the independent variable. The dependent variable used in this study is the interest of the community in participating in export training (Y). The independent variable is the variable that causes the occurrence of the dependent variable. The independent variables used are: Export Training Curriculum (X1) and Tutor Quality (X2). In more detail, the operational definition of the research variables can be seen in Table 2 below:

Table 2. Definition of Operational Variables

Variable	Indicator	Reference
Export Curriculum (X1)	Curriculum Goals	Tafsir, A. 1991
	Curriculum Contents	
	Teaching Techniques	
	Visual Aids	

Tutor Quality (X2)	Self Quality	Soebachman, A. 2014
	Moral Integrity	
	Depth of Knowledge	
	Skills	
	Commitment	
Export Curriculum influences interest (Y1)	Joy Curiosity Attention Interest	Arumsasi, Y. 2013
Tutor Quality influences interest (Y2)	Joy Curiosity Attention Interest	Arumsasi, Y. 2013

3.4. Data Analysis

The data analysis method used for this research is descriptive and inferential variables, which are used to identify characteristics as well as to analyze and to draw conclusions from the sample data that has been collected and processed using Structural Equation Modeling (SEM) analysis method with SmartPLS software. Structural Equation Modeling (SEM), is a multivariate analysis method that combines the approaches of variable analysis, path analysis, and variable analysis (Harahap, 2018). SEM is also considered as a combination of variable analysis and regression analysis built from one or more exogenous and endogenous variables. The stages in the data analysis using SEM model involve two stages, namely structural analysis model and measurement model, which aims to assess how strongly the manifest variables explain the latent variables, which also have several indicators obtained through variable studies (Hair et al., 2011).

The first stage carried out to analyze data using SEM model is the creation of a path diagram analysis aimed at interpreting the relationships between latent variables and indicators using PLS software. The next step is the measurement model to observe the outer loading values which aim to measure the construct variable with its manifest indicators. This is then followed by the inner model (structural model analysis). This is done by looking at the bootstrapping values which will be used to assess the results of the path coefficient estimation and its significance level.

Evaluation of the measurement model (outer model) is conducted through validity and reliability tests. Validity testing is performed by examining the Loading Factor and Average Variance Extracted (AVE). (Andreas et al., 2021) If the outer loading value is above 0.7, it is considered ideal (Andreas et al., 2021). Meanwhile, if the Average Variance Extracted (AVE) is above 0.5, It is said that there is convergent validity (Garson, 2018). Furthermore, for reliability testing, the composite reliability value should be greater than 0.7, although a value of 0.6 can be accepted. Meanwhile, for testing the inner model, the R-Square value is observed to assess the significance level of the relationship between latent variables (Andreas et al., 2021). The next step is to interpret the modeling results that have been analyzed using bootstrapping.

4. Discussion

4.1. Descriptive Analysis

In this study, the respondents were participants who had attended export training at PT. Nudira Learning Center, Bogor, with a sample size of 100 people. The characteristics of respondents recorded from the questionnaires are presented in the following Table 3. From the table, it can be identified that the majority of respondents who filled out the questionnaire are male, with a percentage of 73%, and females accounting for 27%. The majority of respondents are dominated by the age group of 24-39 years, with a percentage of 43%. Furthermore, out of all the respondents, entrepreneurs dominate with a percentage of 37%, followed by private employees at 35%. The percentage of respondents by province is dominated by West Java at 31%. Meanwhile, for the last level of education, respondents are dominated by bachelor's degree holders (S1) at 63%.

Table 3. Deskriptive Analysis

Characteristic	Class	Number (person)	Percentage
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Sex	Male	73	73%
	Female	27	27%
Age	18-23	9	9%
	24-39	43	43%
	40-55	42	42%
	56-60	4	4%
	>60	2	2%
Occupation	Accounting	1	1%
	Civil Servant	5	5%
	Digital Marketing	2	2%
	Eksporter	2	2%
	Businessman	37	37%
	Labor	3	3%
	Freelance	2	2%
	Housewife	5	5%
	Private staff	35	35%
	Student	5	5%
	Pension	3	3%
Provence	Aceh	2	2%
	Bali	1	1%
	Banten	7	7%
	DKI Jakarta	8	8%
	Jambi	3	3%
	Jawa Barat	31	31%
	Jawa Tengah	13	13%
	Jawa Timur	13	13%
	Kalimantan Barat	1	1%
	Kalimantan Selatan	5	5%
	Kalimantan Timur	1	1%
	Kepulauan Riau	6	6%
	Lampung	1	1%
	Maluku Utara	1	1%
	Papua Barat	1	1%
	Sulawesi Barat	4	4%
	Sulawesi Selatan	1	1%
	Sulawesi tenggara	1	1%
	Education	Highschool	20
D1/D3 (Vocational)		6	6%
S1 (Under graduate)		63	63%
S2 (Master)		11	11%

4.2. Measurement Model Test

4.2.1. Validity Test

Validity test is conducted with two tests, namely convergent validity test and discriminant validity test. Convergent Validity is measured by examining the outer loading value and AVE (Andreas et al., 2021). Generally, for an adequate reflective model, the outer loading must be greater than 0.70. Another rule is that indicators with loading in the range of 0.40 to 0.70 should be eliminated if removing them increases composite reliability. Based on Figure 2 below, it is greater than the value of 0.70.

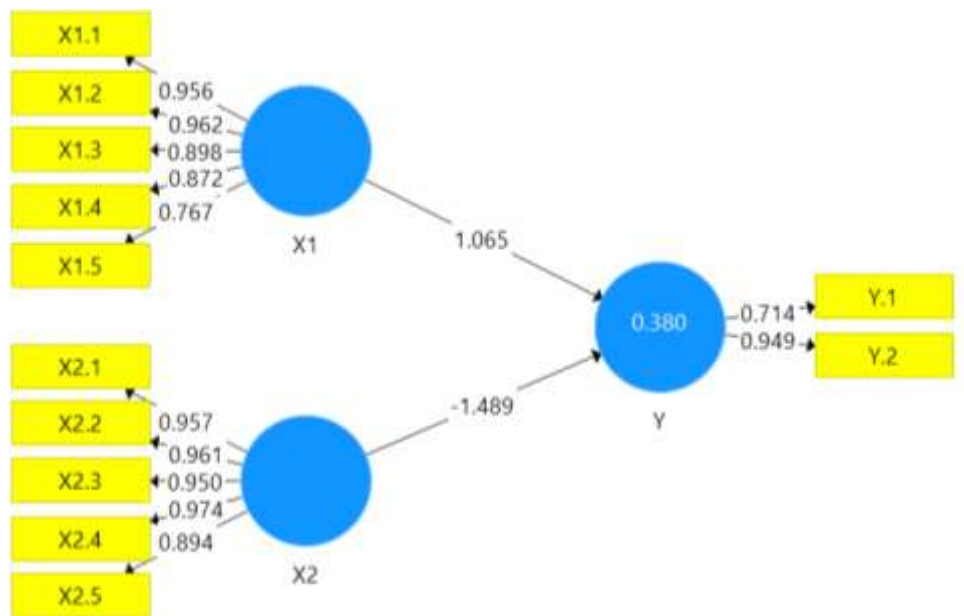


Figure 2. Measurement Model

From Table 4 can be concluded that all indicators have met the minimum requirements, so no indicators have been eliminated (Andreas et al., 2021).

Table 4. Value of Outer Loading

	X1	X2	Y
X1.1	0.956		
X1.2	0.962		
X1.3	0.898		
X1.4	0.872		
X1.5	0.767		
X2.1		0.957	
X2.2		0.961	
X2.3		0.95	
X2.4		0.974	
X2.5		0.894	
Y.1			0.714
Y.2			0.949

Table 5 demonstrates that the AVE value is greater than 0.5, indicating the measurement model is adequate (Garson, 2018). The discriminant validity test was continued using the Fornell-Larcker criterion: for each latent variable, the square root of the AVE must be higher than its correlation with other latent variables. This means that for each latent variable, the variance shared with its

indicator block is greater than the variance shared with other latent variables (Garson, 2018). Thus, it can be concluded from Table 6 that it is valid according to the provisions.

Table 5. Value of Average Variance Extracted (AVE)

	AVE
Export Curriculum (X1)	0.799
Tutor Quality (X2)	0.898
Interest in Participating Export Training (Y)	0.706

Table 6. Nilai Akar AVE dan Korelasi antar Variabel

	X1	X2	Y	Akar AVE
X1	1.000			0.893
X2	0.937	1.000		0.948
Y	0.331	0.492	1.000	0.840

4.2.2. Reliability Test

The reliability test is conducted by looking at the composite reliability value, which must be greater than 0.7 for a reliable model. In Table 5, it can be seen that all latent variables have a composite reliability value greater than 0.7, thus it can be concluded that the measurement model is valid.

Tabel 7. Nilai *Composite Reability*

	Composite Reability
Export Curriculum (X1)	0.952
Tutor Quality (X2)	0.978
Interest in Participating Export Training (Y) (Y)	0.825

4.2.3. Inner Model Test

The R-Square parameter is used to assess the influence of independent latent variables on dependent latent variables. The accuracy of the model can be determined from the value of the coefficient of determination (R-Square). Table 8 indicates that the R-Square value of the interest in participating in export training is 0.38, which indicates that independent variables such as the export curriculum and the quality of the tutors can explain 38% of the interest in participating in the training.

Tabel 8. Nilai R-Square

	R-Square
Interest in Participating Export Training (Y)	0.38

4.2.4. Bootstrapping Test

The structural model test aims to assess the significance of the predictive model. The assessment can be seen from the P-value and original sample values. If the P-value is less than 0.05 or 5%, then the relationship has a significant effect. Conversely, if the P-value is greater than 0.05 or 5%, then the relationship has no significant effect. The original sample shows the coefficient of influence. If the value is positive, then the relationship is positive, while if the value is negative, then the relationship is negative.

Tabel 9. Bootstrapping Test 1 Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics	P Values
X1 → Y	1.065	0.749	0.457	2.332	0.020
X2 → Y	-1.489	-1.172	0.519	2.867	0.004

Tabel 10. Bootstrapping Test 2 Results

Sum of Squares	df	Mean Square	F	Sig.
30.040	2	15.020	19.604	.000 ^b
74.320	97	.766		

104.360	99		
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4.2.5. Simultant Test

Discussion From the previous chapter, the framework of this research has been established with the development of hypotheses as follows: H1: Export curriculum has an influence on the interest in participating in export training H2: Tutor quality has an influence on the interest in participating in export training H3: Export curriculum and tutor quality have an influence on the interest in participating in export training. Based on the results of the research above, it can be concluded that H1, H2, and H3 are accepted with the following explanation:

a. The export curriculum has an influence on the interest in participating in export training.

This is based on the results of the statistical analysis in Table 9. In that table, it can be seen that the original sample value X1 or the export curriculum has a path coefficient value of 1.065, a P-Value of 0.020 (< 0.05), and a T-Statistic of 2.332 (> 1.96), which means that the export curriculum significantly influences the interest in participating in export training. The influence of the curriculum on the interest in participating in export training is in line with previous researchers' findings that interest in learning also has indicators within it, namely the existence of feelings of interest and enjoyment in learning, active participation, a tendency to pay attention and a high level of concentration, having a positive feeling and a continuously increasing willingness to learn, comfort during learning, and having the capacity to make decisions related to the learning process being undertaken (Yunitasari & Hanifah, 2020).

b. The quality of the tutor influences the interest in participating in export training.

This is based on the statistical analysis results in Table 9, where the original sample value X2 or tutor quality has a path coefficient value of -1.489, P-Value 0.004 (< 0.05), and T-Statistic of 2.867 (> 1.96), meaning that tutor quality significantly influences the interest in participating in export training. This aligns with the findings. This is in line with the results of a study conducted by Syarifa and Roesminingsih (2020). The study reveals that tutors at training institutions who have teaching competencies will support learning, although not fully. It is further stated that the dominant role of tutors in learning is as facilitators and motivators. The quality of learning will improve if supported by the tutor's teaching competencies.

c. The curriculum and the quality of tutors have an influence on the interest in participating in export training.

Based on table 9 above, it can be seen that the calculated F value is 19.604 with a significance probability of 0.000. This significance probability is lower than 0.05 and the calculated F value is greater than the F table ($19.604 > 2.698$), meaning that the export curriculum and tutor quality have a significant effect on the interest in participating in export training. This is in line with the opinion of Sudjana (2001) who states that in learning, there are elements that are related and determine the success of the teaching and learning process. The determining elements that influence the success of the learning process include the teacher (tutor), the learners (students), the curriculum, tests, and the environment.

5. Conclusion

Referring to the research objectives and problem formulation presented in the previous chapter, the conclusions that can be drawn from this research are as follows:

1. The export curriculum has an influence on the interest in participating in export training.
2. The quality of the tutors has an influence on the interest in participating in export training.
3. The curriculum and the quality of the tutors simultaneously have an influence on the interest in participating in export training.

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