

The Impact of Learning Facilities and Learning Interest on Learning Outcome

Budi Satria¹, Yasri², Marwan³

¹Universitas Negeri Padang, Padang, Indonesia, ✉ budi29satria72@gmail.com

²Universitas Negeri Padang, Padang, Indonesia, ✉ yasri@gmail.com

³Universitas Negeri Padang, Padang, Indonesia, ✉ marwan@fe.unp.ac.id

Abstract

This study aims to analyze the effect of learning facilities and the interest of learning on learning outcomes of economics subject for 10th grade mathematical science students of MAN 2 Padang. The populations of this study are 212 students. 139 Samples are taken by using cluster proportional random sampling technique. The results of this study showed that learning facilities had significant effect on the interest in learning economics, learning facilities have a significant effect on the economic learning outcomes and the interest in learning has a significant effect on the economic learning outcomes

Keywords: learning outcome, learning interest, learning facility

Introduction

Education is very important in a person's life both in the family, community, and country. School as a part of the national education systems, uses curriculum as the reference in education. Related to the curriculum amendment in education that uses the reference of curriculum 2013, there are some amendments done at the level of high school (SMA) or Madrasah Aliyah (MA). One of the amendments is the distribution and the placement of the students on cross-major programs.

The cross-major program in the Curriculum 2013 is a new program and a new policy from the government. In the program of group of elective science, the students can choose subjects that are related to the program of group of elective social science. Economic subject can be studied and selected in the cross-major the program of group of elective science that depends on the students' interest on Economic subject. In this case, the students are given the freedom to choose the subjects from other elective groups so that the students will have experience and knowledge for their future.

In education, to find out to what extent the performance of the students in understanding the teaching and learning process is done from learning outcomes tests. Learning outcomes test is a test used to assess the results that have been given by the teacher to his students, within a certain period According (Harjanto: 2011). Learning outcomes are very important for the students, the teachers and parents of students. The benefits of learning outcomes are not just to find out to what extend the performance of the students understand the subject matter, but also to determine what methods should be taken by the teachers, the students and the parents for the learning process in the future.

One of the factors that influence learning outcome that causes from students external factor is learning facility (Muhibbin Shah, 2008; Vina, 2009; Amanullah & Adeeb, 2014 and Suryabrata in Risnayeli, 2011). Learning facility is everything that can facilitate and expedite the implementation of the learning effort (Suharsini: 2011). Teaching and learning activities need facilities that allow these activities to run smoothly and regularly. Facilities in teaching and learning activities include: good learning space or place, complete learning, and efficient equipment (Gie: 2002). Learning facilities are very important in learning process to support the

learning activities (Syaiful: 2002) and encourage learning interest.

(Slameto: 2013) so that it has positive impact on learning outcomes (Muhibbin Shah: 2008; Lee, et al.,: 2011; and Ignatius & Zein: 2017).

Other factor that also influence students' learning outcome that comes from students' internal is interest in learning (Muhibbin Syah, 2008; Sobri, 2013; and Kpolovie, 2010a; Krap, Schiefele & Winteler, 2009). Interest in learning is the tendency of a student to pay attention to the subject (Slameto: 2010). The subjects that students interested in are constantly gave the attention that followed with pleasure. The indicators of motivation in learning (Djamarah: 2011) are: feelings of pleasure, students' interest, students' participation, and students' attention

Based on the background and theory above, the hypothesis can be formulated as follows:

H1: Learning facilities has positive and significant effect on learning interest.

H2: Learning facilities has positive and significant effect of learning outcome

H3: Learning interest has positive and significant effect on learning outcome

Methods

The design of this research was confirmatory study. Data collection in the research used questionnaires. The questionnaire in this research was given personally (self-administrated survey). The research design in this research included the objectives, unit of analysis, and type of data. The purpose of this research was to test the hypotheses. Population of this study were all mathematical science students of 10th grade at MAN 2 Padang. The sampling technique in this research used cluster proportional random sampling. Path Analysis were used to analyse the data.

Results and Discussion

Table 1 Path Coefficient Sub-Structure 1

Model	Coefficients ^a				Sig.	
	Unstandardized Coefficients		Standardized Coefficients	T		
	B	Std. Error	Beta			
	(Constant)	20,946	4,238		4,943	,000
1	Learning Facilities (X1)	,728	,084	,597	8,719	,000

a. Dependent Variable: Learning Interest (X2)

Based on the output on the table above, it was achieved regression coefficient of learning facilities positively in the amount of 0.597 with significance value 0,000. If the significance value is compared with the significant level of alpha ($\alpha = 0.05$), it is proved that the significance value is less than the significant level used ($0.000 < 0.05$), then learning facilities influenced toward learning interest significantly.

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Table 2 Path Coefficient Sub-Structure 2

Model	Coefficients ^a					
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	18,534	4,902		3,781	,000
	Learning Facilities (X1)	,897	,111	,597	8,085	,000
	Learning Interest (X2)	,228	,091	,185	2,506	,003

a. Dependent Variable: Learning Outcome(Y)

Based on the output on the table above, it was achieved regression coefficient of learning interest positively in the amount of 0.597 with significance value 0,000. If the significance value is compared with the significant level of alpha ($\alpha = 0.05$), it is proved that the significance value is less than the significant level used ($0.000 < 0.05$), so learning facilities influenced toward learning outcome significantly.

Based on the output on the table above, it was achieved regression coefficient of learning interest positively in the amount of 0.185 with significance value 0,000. If the significance value is compared with the significant level of alpha ($\alpha = 0.05$), it is proved that the significance value is less than the significant level used ($0.003 < 0.05$), so learning interest influenced toward learning outcome significantly.

Based on the data above, the structure of this study can be described as follows:

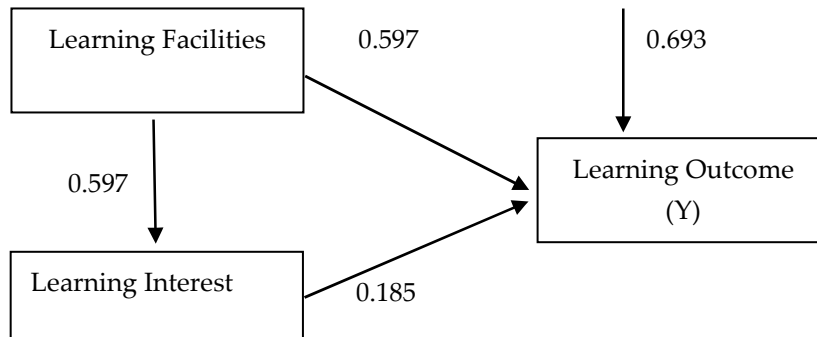


Figure 1 The Result of Structure Path Analysis

Table 3 F Test ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4451,178	2	2225,589	74,519	,000 ^b
	Residual	4061,757	136	29,866		
	Total	8512,935	138			

a. Dependent Variable: Learning outcome (Y)

b. Predictors: (Constant), Learning Interest (X2), Learning Facility (X1)

Based on the ANOVA output above, it can be seen the sig value. < 0.05 , it means that simultaneous learning facilities (X1) and motivation in learning (X2) are able to explain the changes in learning outcomes (Y) or it can be said the models are fit. Table 4 is to see the direct impact, indirect and total effects among variables based on the results that have been obtained on the analysis of sub-structures 1 and 2.

Table 4 Path Coeffisien Decomposition Summary

No	Keterangan	%	%
1.	The Impact of X1 on Y directly	35.64	
2.	The Indirect impact of X1 and X2 on Y	6.59	
3.	The direct impact of X2 on Y	3.42	
	Total direct and indirect impact		45.65
	Impact of other variabels		54.35
	Total		100

The table above shows the direct impact of learning facilities on learning outcomes by 35.64% greater than the indirect impact (6.59%). This shows that the learning facility variable has more roles in impacting the learning outcomes. While the total impacts of learning facilities on learning outcomes both directly and indirectly get 42.23%. So that, it can be concluded that the availability of adequate learning facilities can lead to interest in learning so that it can improve learning outcomes. The results of the calculation of the total impact of 45.65% indicates that the contribution of the model to explain the structural relationship of the three variables is 45.65% and the remaining 54.35% is explained by other variables that is not included in this research model.

Based on the results of the study, testing the hypothesis that learning facilities has a significant effect on learning interest is supported, which means that effect learning facilities can show an issue to the student learning interest. The results of this study are consistent with the results of research conducted by Slamento (2013) which explains that learning facilities is positively and significantly related to Learning inter-set.

Furthermore, hypothesis 2 which states that learning facilities has a significant effect on learning outcome is supported. These results indicate that the more complete the learning facilities the higher students' learning outcomes. The results of the study were supported by the research of Muhibbin Syah (2008); Vina (2009); dan Amanullah & Adeeb (2014) which stated that learning facilities was considered to have a positive and significant influence on learning outcome.

Finally, hypothesis 3 states that learning interest has a significance effect on learning outcome on being supported. The results of the analysis showed that learning interest had a significant effect on learning outcome. This is supported by research conducted by Muhibbin Syah (2008); Sobri, (2013; and Kpolovie, 2010a; Krap, Schiefele & Winteler, (2009).

Conclusions

The results of this study conclude that learning facilities have significant effect on learning interest, learning facilities has a significance effect of learning outcome and learning interest has a significance effect of learning outcome. In addition, the direct effect of learning facilities on learning outcomes is greater than its indirect influence. This shows that the learning facility variable has more roles in influencing learning outcomes.

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