

Effect of Learning Facilities on Class XI Students' Results SMA Negeri 2 Jambi City

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Effect of Learning Facilities toward Students' Results

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Abstract— Learning outcomes are the main benchmark to know the success of one's learning. A high learning result can be said that he has succeeded in learning. This study aims to determine the learning facilities of class XI of SMAN 2 of Jambi City, to find out the results of student learning, the economic subjects of class XI in SMAN 2 of Jambi, and to determine the effect of learning facilities on student learning on economic subjects class XI of SMAN 2 of Jambi. The population in this study was the students of class XI IPS of SMAN 2 of Jambi which amounted to 203 students. Sampling using sample random sampling which amounted to 50 students. The data collection tool used in this research is questionnaire and documentation. The data collected were analyzed by descriptive simple regression analysis. Through regression analysis is known $t_{count} = 4.55$ with significance t of 0.000. In this study using t significance level 0.05, then the significance of t of 0.000 indicates smaller than 0.05. H_0 is rejected and H_a accepted, so the hypothesis that states there is a positive and significant influence between learning facilities on student learning outcomes on the subjects of economy class XI of SMAN 2 of Jambi acceptable. The school needs to provide adequate student learning facilities, to students in order to take advantage of learning facilities that have been available, for further research in order to do research with variables and a wider subject.

Keywords: - Learning Facilities and Learning Outcomes.

I. INTRODUCTION

Education is basically an effort to educate the life of the nation. In relation to education can be viewed as a public that can be enjoyed by all levels of society. In the context of education development serves as a provider of human resources (HR) quality as labor inputs in development activities so that educational results can spur productivity in development.

Good education will give birth to individual-individuals who have competence and can be utilized for nation-building, one of which is through school. School as one of the institutions in charge of forming and expected to produce qualified human resources have a number of missions to make students as young intellectuals who have the vision and mission to advance the nation certainly has a great responsibility.

As stated [1] the goal of education is a component of the education system that occupies the position and function of the central. Thus the learning outcome is very important to know whether the goal of education has been achieved optimally.

Educational objectives are arranged in stages, ranging from broad and general educational objectives to specific and operational educational objectives, namely National Education Objectives, Institutional Objectives, Curriculum Objectives and Learning Objectives. The purpose of education is said to be achieved if the learning outcomes of students experience development and improvement. If the meaning of learning is a process of changing the behavior of individuals through interaction with the environment [1]. While the results of learning is the result of learning efforts undertaken students.

In formal education is always followed by measurement and assessment, as well as in proses teaching and learning activities, knowing the results of learning can be known position of students who are smart, moderate or slow. Student learning outcomes report can be seen from the results of repetition and submitted in a certain period in the form of report cards. In an effort to achieve an optimal learning outcome of the learning process a student is connected by internal and external factors. Internal factors are factors that arise from within the students themselves, including physical circumstances, intelligence, talent, interests and attention, emotional state and discipline. While external factors are factors that arise from outside the student self among teachers, friends, parents, learning facilities and others.

To improve education, there is a need for related education components such as curriculum, learning facilities, and the role of teachers which is an educational component that directly relates to students in teaching and learning process. In this case the teacher is involved in the development of student learning activities in achieving the learning objectives. Learning objectives can be achieved if teaching and learning activities are implemented properly. Each course of learning activities always expects maximum learning outcomes. Therefore the ability of teachers in managing adequate school facilities can improve student learning outcomes.

Similarly, adequate school facilities also provide great opportunities for students to learn better and fun. Schools need to provide school facilities that can support the implementation of educational processes and improving the quality of education. School facilities are a means and infrastructure that support and can help learners to find the several of knowledge required also encourage learners to be actively involved in the learning process. The role of school facilities is increasingly important, because adequate school facilities will help understanding in learning to achieve

learning objectives which are expected. However, the existence of school facilities often overlooked. This is evidenced by the frequent news in both print and electronic media about the blurred portrait of education in the country. In the news often complained of a school building that collapsed or damaged [3].

It certainly will greatly hamper the learning process because the learning process cannot proceed well and smoothly as expected. If the learning process cannot proceed well and smoothly, then the purpose of learning also will not be achieved well.

Learning facilities play a role in facilitating and accelerate student learning activities. Various kinds of learning facilities are such as learning places, stationery, learning media, and other facilities. Learning facilities facilitate students in solving problems that arise while learning and understanding the lessons or tasks assigned by the teacher. For example, a student does the task given by the teacher, whereas the student is lacking or does not have a learning facility that supports to do the task which is likely to hamper the completion of the task. Conversely, if students have complete learning facilities, then the task of the teacher can be done well. So if students get a good learning facility and supported by the ability of students in utilizing it optimally expected to improve student achievement.

Furthermore, in the case of the fulfillment of the learning facilities stated by Nasution [2], he said that the books needed to make children lazy to learn and prevent them to learn better, because how to learn seriously if the books are needed as incomplete or non-existent supporting tools. Therefore parents need to think about completing their children's books. Likewise with stationery such as pencils, pens, notebooks and others that are very support the smoothness of learning itself. The above explanation shows that the learning facility is expected to have a significant influence on student achievement. However, the learning facilities have not been fully utilized by students.

Schools should provide learning facilities in accordance with the needs and development of students in order to grow develops themselves in accordance with the talents and abilities as a whole person. The complete of learning facilities will grow a sense of pride and belonging. Maintenance of learning facilities at school is the responsibility of all parties concerned. It is intended that the learning facility can be utilized according to its function and can survive with long period of time. The provision of learning facilities is very important for students and curriculum at the time.

Based on my observations are during the Field Teaching Practice (PPL) for six months (one semester) in SMAN 2 Kota Jambi, teachers who teach especially in the class of Economics Class XI IPS still less use of existing learning facilities in school. Economics teachers are only based on a single source of books and sometimes only use the Worksheet (LKS) to carry out learning activities, which teachers should be able to use existing facilities such as libraries, invocations, and other support tools to increase students' attractiveness to learn more actively. From the teaching and learning activities

found that the results of student learning on economic lessons, ranging from a very high score, moderate, enough even there are students who score below the average class. This problem of course comes from a variety of factors, and one of them comes from student learning facilities. Based on the odd semester test scores of students class XI IPS shows the average value of the acquisition of the odd semester exam has not reached the Minimum Exhaustiveness Criteria (KKM) on economic subjects that can be seen in the following table:

TABLE 1. AVERAGE SCORE OF GRADUATE SEMESTER GANJIL STUDENT GRADE XI IPS ECONOMIC SUBJECT

Year Study	Average Score	Minimum Exhaustiveness Criteria
2011/2012	60	75
2012/2013	64	75
2013/2014	66	75

Source: Guru SMA N 2 Kota Jambi

According to [3] many students fail or do not know the effective ways of learning, they mostly just try to memorize lessons. This is in accordance with the interviews of some students in the class XI IPS, it is known that there are still students who learn more often only [13] held daily test or semester exam, so that the impact on the achievement of student learning outcomes that indicate the existence of differences with each other.

Based on the background of the problem formulation that has been described above, then the issues to be studied is:

1. How do student learning facilities on economic subjects class XI IPS in SMAN 2 Jambi City?
2. How do students' learning outcomes on the economic subjects of class XI IPS in SMAN 2 Jambi City?
3. Is there any effect of learning facilities on student learning outcomes in economic subjects of class XI in SMAN 2 Jambi City?

II. RESEARCH METHODS

A. Research Design

This research is included in quantitative research. Ref [4] defines the method of quantitative research as a research method based on positivism philosophy, used to examine the population or particular samples, sampling techniques [26] generally done in total sampling or population research, data collection using research instruments, quantitative / statistical in order to test the hypothesis that has been applied.

B. Place and Time of Research

The place of study is SMAN 2 of Jambi which is located at Pangeran Antasari Street no. 50 Talang Banjar, Jambi. The study was conducted on March, 2014.

C. Population Research

The population in this study is all students of class XI IPS SMAN 2 Kota Jambi.

TABLE 2. NUMBER OF STUDENTS CLASS XI IPS

No	Class	Total
1	XI IPS 1	39
2	XI IPS 2	41
28	XI IPS 3	40
4	XI IPS 4	40
5	XI IPS 5	41
Total		201

Source: Administrative Office of SMAN of Jambi City

D. Research Sample

According [5] if the subject of research is more than 100 then can be sampled by 10-15% or more depending on the ability of researchers viewed from time and funds. The sample of this study was taken as much as 25% of the total population. So the sample size is 25% of the total population ($25\% \times 201 = 50.25$ rounded to 50) from the above sample size calculation, the sample of this study is 50.25 (rounded to 50).

TABEL 3. CALCULATION OF SAMPLE PROPORTION FROM EACH CLASS REPRESENTATIVE

No	Class	Population	Sample	Number of sample
1.	XI IPS1	39	$\frac{39}{201} \times 50 = 9.70$	10
2.	XI IPS 2	41	$\frac{41}{201} \times 50 = 10.19$	10
3.	XI IPS 3	40	$\frac{40}{201} \times 50 = 9.95$	10
4.	XI IPS 4	40	$\frac{40}{201} \times 50 = 9.95$	10
5.	XI IPS 5	41	$\frac{41}{201} \times 50 = 10.19$	10
Total				50

Sampling technique in this research is taken by using random sampling (random technique). This technique is very popular and widely recommended its use in the research process. Student name assignments to be sampled are drawn (randomly), at first each student's name is written on a small piece of paper and rolled, then put in a drawing glass and scrambled or shuffled. The writer takes the paper rolls the name of the student at random as much as the desired number of samples.

III. RESULT AND DISCUSSION

In this chapter, we will describe the results of research and discussion about the influence of learning facilities on student learning outcomes in the economic subjects of class XI IPS SMA N 2 Kota Jambi. Research section will be described on the description of data, prerequisite test and hypothesis testing. Meanwhile, in the discussion will be described on the results of the study as a whole.

A. Research Results

This research was conducted in SMA N 2 Kota Jambi in grade XI IPS students. Samples taken as many as 50 students

from the existing population. In this study, the instruments used were questionnaires and documentation. Previously the questionnaire was tested first. This is done to determine whether the questionnaire is feasible or not used as a research instrument. As in this section will be described data obtained from the measurement of 2 (two) variables, namely Learning Facility (X), and Learning (Y).

32 Variable Data Description Learning facilities (X)

Based on the results of the analysis of respondents' answers, for learning facility variables (X) measured using a questionnaire of 24 questions with five indicators. The minimum score is 66.00 while the maximum score is 102.00. The results of the calculation of the scores distribution yielded an average score of 81.72, variance of 65.634, and standard deviation of 8.102. This can be seen in table 4.1 below.

TABLE 4. DESCRIPTIVE STATISTICS

	N	Min	Max	Mean	Std. Deviation	Variance
Learning facility	50	66.00	102.00	81.72	8.1015	65.634

To know the high level of learning facility, obtained by level of variable category as follows:

TABLE 5. CATEGORY OF LEARNING FACILITY LEVEL

Interval	Category
24 - 47	Very Not good
48 - 71	Not good
72 - 95	Middle
96 - 199	Good
120	Very good

Based on the average value (mean) is known the average value of learning facility variables of 81.72 are on the scale of 72 - 95, which means learning facilities are categorized quite well.

2) Description Data Variable Learning Outcomes (Y)

To find out the results of student learning class XI IPS SMA N 2 Kota Jambi researchers take the results of the odd semester test subjects Economics subjects from 50 students sampled. The minimum and maximum scores achieved from this variable.

Minimum score is 55.00 while the maximum score is 85.00. The results of the calculation of the scores distribution yielded an average score of 70.20, variance of 54.041, and standard deviation of 7.35. For more details can be seen in table 6.

TABLE 6. DESCRIPTIVE STATISTICS

	N	Min	Max	Mean	Std. Deviation	Variance
Learning outcomes	50	55.00	85.00	70.2000	7.35125	54.041

Based on table 6 can be seen that the average value of student learning outcomes on Economic subjects of 70.20. This average value has not reached the minimum completeness criterion (KKM).

B. Test of Preparation Regression Assumption

Before performing hypothesis testing, the assumptions underlying the use of statistical techniques should be tested first as described in the research method. The assumptions underlying the use of regression tests are as simple as the assumptions of normality, homogeneity and linearity.

C. Normality Test

The data that has been collected is data about the effect of learning facilities on learning outcomes. The collected data is analyzed. To analyze whether the data is normal or not, in this case used the formula Kolmogorov Smirnov through SPSS computer application. Based on the calculation, it can be said that the data obtained is normal. This can be seen in the following table.

TABLE 7. TEST OF NORMALITY: LEARNING FACILITY (X)

One-Sample Kolmogorov-Smirnov Test		Hasil_Belajar
N		50
Normal Parameters ^a		
	Mean	70.2000
	Std. Deviation	7.35125
Most Extreme Differences	Absolute	.160
	Positive	.160
	Negative	-.103
Kolmogorov-Smirnov Z		1.134
Asymp. Sig. (2-tailed)		.153

a. Test distribution is Normal.

Based on the above table shows that the calculation of significance data (sig. = 0.797) is greater when compared with alpha ($\alpha = 0.05$). So it can be concluded that the data obtained in the learning facility variables normal distribution.

In addition to Kolmogorov Smirnov, the normality of data can be seen from the normal chart of P.P Plot with the help of SPSS release 6.7.0 program. If the points approach the diagonal line, it can be concluded that the data is normally distributed.

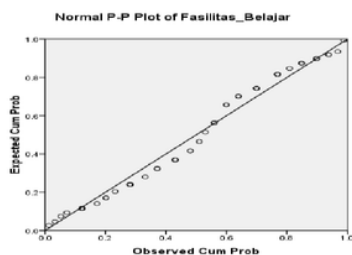


Fig.1. Normal P.P Plot of Learning Facility

The picture above shows that the dots are formed close to the diagonal line. This means that the data of learning facilities in this study is normally distributed.

Furthermore, on the learning result variable, to analyze the normal data or not also used the formula Kolmogorov Smirnov through SPSS application. Based on the calculation,

it can be said that the data obtained is normal. For more details can be seen in the following table.

TABLE 8. TESTS OF NORMALITY: LEARNING OUTCOMES (Y)

One-Sample Kolmogorov-Smirnov Test		Fasilitas_Belajar
N		50
Normal Parameters ^a		
	Mean	81.7200
	Std. Deviation	8.10150
Most Extreme Differences	Absolute	.091
	Positive	.091
	Negative	-.083
Kolmogorov-Smirnov Z		.647
Asymp. Sig. (2-tailed)		.797

a. Test distribution is Normal.

Based on the above table shows that the calculation of significance data (sig. = 0.153) is greater when compared with alpha ($\alpha = 0.05$). So it can be concluded that the data obtained on the learning result variable is normally distributed.

In addition to Kolmogorov Smirnov, the normality of data can be seen from the normal chart of P.P Plot with the help of SPSS release 6.8.0 program. If the points approach the diagonal line, it can be concluded that the data is normally distributed.

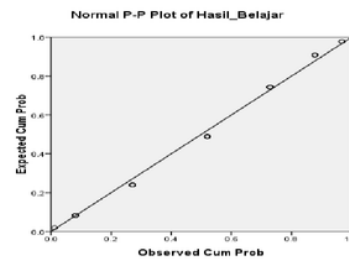


Fig 2 Normal P.P Plot Study Result

The picture above shows that the dots are formed close to the diagonal line. This means that the data of learning outcomes in this study is normally distributed.

D. Homogeneity Test

Data homogeneity test is done to see whether the data used has the same variant or not. From homogeneity test analysis by using F test, in both variables obtained $F_{hitung} = 1.21$ and $F_{tabel} = 4.04$. Since $F_{count} < F_{table}$ ($1.21 < 4.04$) it can be concluded that both homogeneous variance, for calculation can be seen in the appendix.

In addition to using the F test, homogeneity testing can also use SPSS 18.0 assistance. Homogeneity test results can be seen in the following table summary 9:

TABLE 9. HOMOGENEITY TEST RESULTS

Levene Statistic	df1	df2	Sig.
2.445	13	24	.28

The terms of the data are said to be homogeneous or the same if the value of sig (significance) or probability > 0.05. Based on the above data, the significance value of 0.28 > 0.05 is correct and acceptable. The data is homogeneity.

3.5 Linearity Test
To find out whether the linear model is correct or not, then the linearity test is done first. Linearity test aims to determine whether two variables have a linear relationship or not significantly. This test is usually used as a prerequisite in linear regression analysis.

In this research to perform linearity test using SPSS release 17.0. The use of linear model is said to be precise and can be used probability value (on table Anova written Sig) with real level (0.05 or 0.01). If probability > 0.05 then the model is rejected and if probability < 0.05 then the model is accepted. The summary of linearity test results in this study can be seen in the following table:

TABLE 10. RESULTS OF LINEARITY TEST USING ANOVA TABLE

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	798.789	1	798.789	20.734	.000 ^a
Residual	1849.211	48	38.525		
Total	2648.000	49			

a. Predictors: (Constant), Fasilitas Belajar

b. Dependent Variable: Hasil Belajar

The above table explains that F.count = 20.734 and the probability value 0.000 so it can be concluded that the form of linear equation $\hat{Y} = a + bX$ is correct and acceptable. This is in accordance with the requirement of linearity test that is if probability value < 0.05 (from table explain probability value = 0.000 < 0.05)

E. Hypothesis Testing

Statistical analysis in this study using simple regression analysis, intended to test the correctness of the research hypothesis. Simple regression is based on the functional or causal relationship of one independent variable with one dependent variable. The equation of a simple linear regression formula is:

$$\hat{Y} = a + bX$$

In connection with hypothesis testing, the following is presented the results of regression analysis using SPSS help, can be seen in Table 11 as follows:

TABLE 11 RESULTS OF REGRESSION ANALYSIS

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		

TABLE 11. cont.

1	(Constant)	29.473	8.987		3.279	.002
	Learning facility	.498	.109	.549	4.553	.000

a. Dependent Variable: Hasil Belajar

After the prices of a and b are found, simple linear regression equations can be constructed. Regression equation of value of learning facility and learning result are as follows: $\hat{Y} = 29.473 + 0.498X$.

Based on the mathematical relationship explains that If the influence of learning facilities increases then student learning outcomes will increase based on the value coefficient. From the regression equation above can be interpreted that, if study facility increase 1%, will be followed by increase of result equal to 0.498 or 49.8% if result of study is assumed fixed.

Furthermore, to know the significance of the influence between the independent variables (learning facilities) on the dependent variable (learning outcomes), so it is known whether the existing hypotheses can be accepted or rejected used t test value.

Based on the calculation of SPSS version 18.0 obtained value t arithmetic = 4.55 with significance t of 0.000. In this study using a significance level 0.05 then the significance of t of 0.000 shows smaller than 0.05. Thus H_0 is rejected and H_a accepted, so the hypothesis that there is a positive and significant influence between the learning facilities (X) on learning outcomes (Y) is acceptable.

F. Coefficient of Determination

The percentage of influence of all independent variables on the dependent variable is indicated by the magnitude of the coefficient of determination (R^2). The coefficient of determination (R^2) shows how much influence the independent variable to dependent or found and is expressed in percent (%). For more details described in the following table:

TABLE 12. COEFFICIENT OF DETERMINATION

Model Summary ^a				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.549 ^a	.302	.287	6.20687

a. Predictors: (Constant), Learning Facility

b. Dependent Variable: Learning Outcomes

From the table above, R (regression coefficient) between Learning Facility to Learning Outcome that is equal to 0.549. While the coefficient of determination $r^2 = 0.302$, this means the value of learning outcomes of 30.2% is determined by the learning facilities provided, through the regression equation $\hat{Y} = 29.473 + 0.498X$. The remaining 69.8% is influenced by other factors not examined.

Based on hypothesis test results conducted with the help of SPSS program obtained regression coefficient between Learning Facility to Learning Outcome that is equal to 0.549. While the coefficient of determination $r^2 = 0.302$, this means

the value of learning outcomes of 30.2% is determined by the learning facilities provided, through the regression equation $\hat{Y} = 29.473 + 0.498X$. The remaining 69.8% is influenced by other factors not examined. This means that H_0 is rejected and H_1 accepted or there is a positive and significant influence between learning facilities on student learning outcomes on economic subjects class XI IPS SMA N 2 Kota Jambi.

Thus it can be concluded that the better the learning facility, the higher the student learning outcomes and vice versa. This statement concurred with the statement written by the [6] states that learning tools is a factor that is considered to determine the level of student learning success. Therefore, learning facilities have an influence on learning outcomes. According to [7] learning facility is a completeness that supports learning in school students. Thus learning facilities are all the needs required by learners in order to facilitate, smooth and support in learning activities both at home and at school. To be more effective and efficient that the learners can learn with maximum and satisfactory learning outcomes.

Completeness of learning facilities owned by students will certainly make students more passion and diligent in learning. This will further impact on students' learning spirit which will be better.

IV. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusion

Based on the results of research and discussion that has been done, the conclusion is obtained as follows:

The average value of learning facilities is 81.72 which are on the scale of 75 - 92 which means learning facilities with good enough category. The average score of learning outcomes is 70.20, which means that the average score of student learning outcomes in Economic subjects has not reached the minimum completeness criteria (KKM). From the results of hypothesis testing obtained the contribution of learning facilities to the learning result of 30.2%, so it can be concluded there is influence between learning facilities on learning outcomes.

B. Suggestion

Based on the results of research that has been done, then in this opportunity the authors provide advice to:

To the students to be more active in learning and utilizing the available learning facilities.

To the school side to be able to provide adequate learning facilities in an effort to improve student learning outcomes.

To further researchers need to be held further research on other factors that also affect the improvement of student learning outcomes.

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