

THE INFLUENCE OF LEARNING FACILITIES, TEACHER TEACHING SKILLS, AND LEARNING MOTIVATION ON STUDENT LEARNING OUTCOMES

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Abstract

This research was conducted at SMK Negeri 48 East Jakarta to determine the effect of learning facilities, teacher teaching skills, and learning motivation on learning outcomes with a survey method using a questionnaire as a research instrument. The data used in this study used quantitative data using path analysis. The data analysis technique in this study used the SmartPLS application. The population of this study were class X, XII MPLB and XII OTKP students at SMKN 48 Jakarta, namely 108 students. The sample used was 85 students with. The use of a scale in this study is a Likert scale with the data analysis used is Structural Equational Modeling-Partial Least Square (SEM-PLS) for the software used SmartPLS version 4.0. The results of this study are that there is a positive and significant influence between the learning facilities variable on student learning outcomes followed by t-statistics, namely $2.356 > 1.662$, and has a p-value of $0.019 < 0.05$. There is a positive and significant influence between the variable of teacher teaching skills on learning outcomes with t-statistics, namely $4.320 > 1.662$, and has a p-value of $0.000 < 0.05$. and There is a positive and significant influence between the learning motivation variable on learning outcomes with t-statistics, namely $0.474 > 1.662$, and has a p-value of $0.000 < 0.05$.

Abstrak

Penelitian ini dilakukan di SMK Negeri 48 Jakarta Timur bertujuan untuk mengetahui pengaruh Learning Facilities, Teacher's Teaching Skills, dan Learning Motivation terhadap Learning Outcomes dengan metode *survey* menggunakan kuesioner sebagai instrumen penelitian. Data yang digunakan dalam penelitian ini menggunakan data kuantitatif dengan menggunakan analisis jalur (*path analysis*). Teknik analisis data dalam penelitian ini menggunakan aplikasi *SmartPLS*. Populasi penelitian ini yaitu siswa kelas X, XII MPLB and XII OTKP di SMKN 48 Jakarta yaitu sejumlah 108 siswa. Sampel yang digunakan sebanyak 85 siswa dengan. Penggunaan skala dalam penelitian ini yaitu skala likert dengan analisis data yang digunakan adalah Structural Equational Modeling-Partial Least Square (SEM-PLS) untuk software yang digunakan SmartPLS versi 4.0. Hasil dari Penelitian ini adalah terdapat pengaruh positif dan signifikan antara variabel Learning Facilities terhadap Learning Outcomes siswa diikuti dengan t-statistics yaitu $2.356 > 1.662$, dan memiliki nilai p-value sebesar $0.019 < 0.05$. Terdapat pengaruh positif dan signifikan antara variabel Teacher's Teaching Skills terhadap Learning Outcomes dengan t-statistics yaitu $4.320 > 1.662$, dan memiliki nilai p-value sebesar $0.000 < 0.05$. dan Terdapat pengaruh positif dan signifikan antara variabel Learning Motivation terhadap Learning Outcomes dengan t-statistics yaitu $0.474 > 1.662$, dan memiliki nilai p-value sebesar $0.000 < 0.05$.

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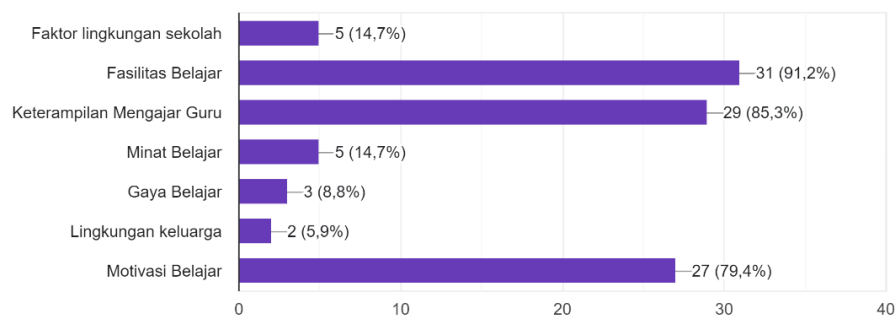
INTRODUCTION

Education is a fundamental aspect in the formation of individuals and society. In general, education can be defined as a process that aims to transfer knowledge, skills, values and norms to new generations through various learning methods and strategies. Improving human resources is a must for the Indonesian nation, especially in the era of globalization which demands the readiness of every nation to compete freely. In the era of globalization, only high quality nations can compete.

Knowing how important the role of education is in the era of globalization in a country, the government pays attention to the education process so that it is of high quality and produces quality human resources. Launching data from the Indonesian Ministry of Education and Culture is indicated by the existence of Minimum Service Standards for Education (SPM) which is a government effort regarding the type and quality of basic education services which are mandatory government affairs that every Learner is entitled to obtain at a minimum. Such as improving and training teacher skills, improving learning facilities such as educational facilities and infrastructure, procuring printed books, and so on.

Based on the results of the third daily test pre-survey in the Office Management subject elements of office communication and office technology Phase F MPLB in the odd semester at SMKN 48 Jakarta, as many as 4 students whose scores still do not meet the specified kkm which is 86. Pre-research conducted by researchers at SMKN 48 Jakarta on students in class XI MPLB showed several factors that according to them affect the value of current learning outcomes. The following are the results of the pre-research that has been conducted.

Menurut anda, Faktor-faktor apa yang mempengaruhi hasil belajar. *Pilih tiga.
34 jawaban



The results of the figure above, show that 34 students out of 36 students from SMKN 48 Jakarta majoring in Office Management and Business Services chose the school environment factor as much as 14.7%, learning facilities as much as 91.2%, teacher teaching skills as much as 85.3%, learning interest as much as 14.7%, learning style as much as 8.8%, family environment as much as 5.9% and learning motivation. Because of this, the researcher is interested in examining the factors chosen by the most students in influencing their learning outcomes, namely learning facilities, teacher teaching skills and learning motivation as factors that influence student learning outcomes at SMKN 48 Jakarta.

The first factor that influences learning outcomes in this study is learning facilities. According to (Chayani & Januardi, 2019) Facilities are something that can facilitate and facilitate all activities in our lives. The second factor is the teacher's teaching skills, in previous research conducted by Reni Aggraeni, (2023) stated that the magnitude of the influence of teacher teaching skills on student learning outcomes is quite strong. Furthermore, the last factor in this study is learning motivation, the presence of motivation will encourage the spirit of learning, and conversely the lack of motivation will weaken the spirit of learning. Motivation is an absolute requirement in learning, a student who learns without motivation or lack of motivation will not succeed optimally (Junita et al., 2019).

Based on the background and Pre-Research above, these three factors must be optimized in learning activities both in students, educators, or local governments so that learning activities can produce good education. So that researchers are interested in conducting

research with these three factors to find out how the influence of learning facilities, teacher teaching skills, and learning motivation on student learning outcomes.

LITERATURE REVIEW

Learning Outcomes

Learning outcomes refer to a person's level of achievement and understanding after following a course of study. It includes all forms of knowledge, skills, attitudes, and behavioral changes that can be measured after attending an education or training program. According to Novianti et al. (2020) Learning outcomes or achievement are the realization or expansion of potential abilities or capacities that a person has. Furthermore, researchers Chayani & Januardi (2019) Learning outcomes are changes in behavior in that person, for example from not knowing to knowing, and from not understanding to understanding. Through the learning process, humans can develop the potential they carry from birth. In line with research Nasrah (2020) defines learning outcomes as a person's ability after learning. In other words, learning outcomes are the achievements that a person has after carrying out the learning process.

According to Moore in Fauhah & Rosy (2021) there are 3 domains of learning outcome indicators, namely (1) Cognitive domain, (2) Effective domain, including acceptance, answering, and determining values; and (3). In a study conducted by Marlina (2021) According to Slameto, the factors within students (internal factors) include physical and psychological factors. Meanwhile, factors outside the student include family, school and community factors. Internal factors are factors that come from within the individual itself in achieving learning goals. Internal factors include physiological (physical) factors and psychological (psychiatric) factors.

Learning Facilities

Learning facilities are a support in learning activities at school and at home. In learning activities, learning facilities such as stationery, notebooks, print books or books for learning, and other needs are needed. According to Hendra (2019) Complete learning facilities can make it easier for students to understand the material, so that students not only need it when they are at school but at home students also need learning facilities. In research conducted by Dwi Handayani et al. (2021) Stating that learning facilities are used in the process of teaching and learning activities. stating that learning facilities are the most important tool used in learning. Learning facilities can be everything that can facilitate the teaching and learning process at school or can be said to be learning facilities (Febri, 2021) Learning facilities have a fairly important function in learning activities.

Indicators of learning facilities according to Gie in research conducted by Ika Rahmawati & Rosy (2021) including: a good study room, adequate study furniture, appropriate learning equipment, sufficient lighting. Indicators of learning facilities according to other opinions are: learning resources, learning place, learning furniture, learning aids. So, the researcher concluded that the indicators of learning facilities are: place to study, efficient learning equipment, and learning furniture.

Teacher's Teaching Skills

Teacher teaching skills are the ability to deliver learning materials effectively, understand student needs, and create a learning environment that supports student development in order to obtain good learning outcomes. According to Arsana (2019) Teaching skills are the foundation or basis of teachers in carrying out teaching and learning activities. In research conducted by Riska (2019) According to Kunandar, states that teaching skills are a number of

teacher competencies that display their performance professionally. Then, according to Yanti et al. (2021) A learning process is said to be successful if the teacher has good classroom management skills, because a good class is one that can create a positive and productive learning atmosphere.

Indicators of teacher teaching skills according to Yanti et al. (2021) are: (1) Skills to Open and Close Learning; (2) Skills to Explain Lessons; (3) Questioning Skills; (4) Skills to Provide Reinforcement; (5) Variety Skills; (6) Skills to Guide Small Group and Individual Discussions; (7) Classroom Management Skills; and (8) Assessment Skills.

Learning Motivation

Motivation is important and must be possessed by every student so that a student is enthusiastic about learning. Atkinson states that motivation is a term that leads to a tendency to act to produce one or more effects (Marlina, 2021) In research conducted by Laras & Rifai (2019) according to Sadirman A.M. said that learning motivation is a non-intellectual psychic factor. Its distinctive role is in terms of growing passion, feeling happy and enthusiasm for learning. Furthermore, in Andeni & Hermita (2019) research, it is stated that learning motivation is needed in order to achieve optimal learning outcomes. To foster learning motivation, the role of a teacher is needed here to provide the right learning motivation.

According to Sardiman (2018) indicators of learning motivation include: (1) persevere in facing tasks; (2) resilient in the face of difficulties; (3) show interest in various problems for adults; (4) prefer to work independently; (5) get bored quickly on routine tasks; (6) can defend his opinion; (7) not easily let go of things that are believed; (8) enjoy looking for and solving problem problems.

METHOD

This type of research is quantitative research using descriptive correlational methods. To find out and obtain data or information about how the influence of learning facilities, teacher teaching skills, and learning motivation on student learning outcomes. In addition to using descriptive methods, researchers also use survey research methods. The population in this study were Office Management and Business Services students at SMKN 48 Jakarta, totaling 108 students. Determination in taking the number of samples in this study is using the Probability Sampling technique approach of the Stratified Random Sampling type and with the Slovin formula, the sample required is 85 students.

The indicators used as a questionnaire instrument statement on the learning facility variable are: (1) Learning Places, (2) Furniture or learning equipment, and (3) Learning resources. (Gie 2011; Slameto 2013; Hendra et al., 2019). Then, the indicators used as questionnaire statements on the teacher teaching skills variable are: (1) opening and closing skills, (2) lesson explanation skills (3) reinforcement skills, (4) variety skills, and (5) class management skills. (Arsana, 2019; Fitriani et al., 2022; Mariah, 2022) Furthermore, the indicators used as questionnaire statements on the Learning Motivation variable are: (1) Persevere in facing tasks, (2) Endure difficulties, (3) Prefer to work independently, and (4) Get bored quickly with routine tasks (Uno 2014; Sardiman 2018; Fatikah Sari et al., 2023) And

finally learning outcomes using daily test scores. The following below figure 2 is a picture of the results of the hypothesis that has been formulated

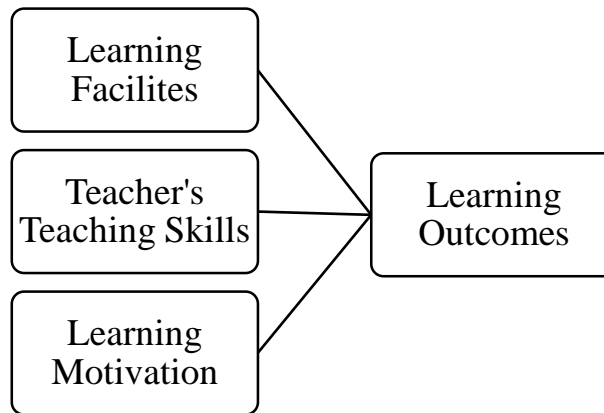


Figure 2. Reasearch Model

Source : Data processed by Researcher (2024)

RESULTS AND DISCUSSION

Results

Profile Respondent

In the results of research data collection conducted on 85 respondents, namely class X, XI MPLB and XII OTKP students at SMKN 48 Jakarta, a grouping of samples by gender was obtained. The following is a table 1 of each sample based on gender, from the diagram below, 94.3% are female and the remaining 5.7% or 4 students are male.

Respondent Indentity	Category	Amount	Percentage (%)
Gender	Man	4	5,7%
	Woman	81	94,3%
Total		85	100%

Table 1 respondent profile based on the gender

Source: Data processed by researchers (2024)

Based on the results of research data collection to 85 respondents of class X MPLB, XI MPLB and XII OTKP students at SMKN 48 Jakarta, it can be seen that the sample grouping is based on student classes with table 2 as follows:

Respondent Indentity	Category	Amount
Class	Phase E MPLB	28
	Phase F MPLB	29
	12 OTKP	28
Total		85

Table 2 respondent profile based on study program

Source: Data processed by researchers (2024)

Convergent Validity

In this study, Convergent Validity was carried out to determine the validity of each indicator relationship with its construct or latent variable. The expected value is > 0.7 .

	Fasilitas Belajar (X1)	Hasil Belajar (Y)	Keterampilan Mengajar Guru (X2)	Motivasi Belajar (X3)
X1.1	0.857			
X1.2	0.842			
X1.3	0.891			
X1.4	0.888			
X1.5	0.839			
X1.6	0.787			
X1.7	0.707			
X1.8	0.729			
X2.1			0.891	
X2.10			0.928	
X2.11			0.918	
X2.12			0.930	
X2.13			0.898	
X2.14			0.927	
X2.2			0.834	
X2.3			0.882	
X2.4			0.830	
X2.5			0.913	
X2.6			0.927	
X2.7			0.906	
X2.8			0.814	
	Fasilitas Belajar (X1)	Hasil Belajar (Y)	Keterampilan Mengajar Guru (X2)	Motivasi Belajar (X3)
X2.9			0.814	
X3.1				0.834
X3.10				0.768
X3.2				0.895
X3.3				0.905
X3.4				0.930
X3.5				0.898
X3.6				0.812
X3.7				0.910
X3.8				0.886
X3.9				0.831
Y1.3		0.929		
Y1.4		0.914		

Table 3 Result of Descriptive Analysis of Learning Facilities

Source: Data processed by researchers (2024)

Based on the outer loading table in table 3, it shows that each indicator has a correlation between the indicator and its construct, which shows a value > 0.7 so that it can be accepted.

Cronbach’s Alpha and Average Variance Extracted (AVE)

To measure construct reliability with a composite reliability value. In this study, apart from composite reliability, it also uses Cronbach's Alpha and Average Variance Extracted (AVE). the following are the results of the reliability test in this study:

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Fasilitas Belajar (X1)	0.933	0.953	0.942	0.672
Hasil Belajar (Y)	0.823	0.827	0.918	0.849
Keterampilan Mengajar Guru (X2)	0.979	0.986	0.981	0.788
Motivasi Belajar (X3)	0.963	0.971	0.968	0.754

Table 4 Result of Cronbach’s Alpha and Average Variance Extracted (AVE)
Source: Data processed by researchers (2024)

Judging from the results of table 4 above, it can be concluded that each variable has a good value. Because the Cronbach's Alpha and Composite Reliability values have a value > 0.70 and the Average Variance Extracted (AVE) value has a value > 0.50. Thus, the variables in this study meet the requirements that the construct can be said to be reliable.

Variance Inflation Factor

The results of table 5 are carried out to determine whether there is a large correlation in the independent variables in the study. The following are the results of the multicollinearity test from this study:

	VIF
Fasilitas Belajar (X1) -> Hasil Belajar (Y1)	1.034
Keterampilan Mengajar Guru (X2) -> Hasil Belajar (Y1)	1.106
Motivasi Belajar (X3) -> Hasil Belajar (Y1)	1.125

Table 5 Results of Variance Inflation Factor
Source: Data processed by researchers (2024)

The results of the variance inflation factor above can be said to be valid.

R Square

	R-square	R-square adjusted	Kriteria
Hasil Belajar (Y1)	0.443	0.422	Moderat

Table 6 Result of R Square

Source: Data processed by researchers (2024)

Based on the results of table 6, it shows that the Learning Outcome has an R-Square value of 0.443. It can be explained that the exogenous constructs (X1, X2, X3) simultaneously affect the endogenous construct (X) $0.443 \times 100 = 44.3\%$ (moderate), then the effect of exogenous constructs X1, X2, X3 on Y is considered moderate.

Q Square

VARIABEL	Q ² (=1-SSE/SSO)
HASIL BELAJAR	0.331

Table 7 Result of Q Square

Source: Data processed by researchers (2024)

Through the data in table 7 above, it explains that the Q Square value obtained by the Learning Outcomes variable is 0.331. It can be seen that the Learning Outcome variable has a Q Square value from the Blindfolding results > 0 , it can be stated that the existing variables have good predictive relevance.

Path Coefficient

Variabel	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ((O/STDEV))	P values
Learning Facilities (X1) -> Learning Outcomes (Y1)	0.217	0.247	0.092	2.356	0.019
Teacher's Teaching Skills (X2) -> Learning Outcomes (Y1)	0.272	0.272	0.063	4.320	0.000
Learning Motivation (X3) -> Learning Outcomes (Y1)	0.474	0.447	0.100	4.720	0.000

Table 6 Results of Path Coefficient

Source: Data processed by researchers (2024)

Based on the results in table 7, that all learning facility variables on learning outcomes, teacher teaching skills on learning outcomes, and learning motivation on learning outcomes have positive and significant results, which have P Values <0.05 and T Statistics > 1.662 .

Discussion

The first hypothesis (H1) shows results with an original sample of 0.217, followed by t-statistics of $2.356 > 1.662$, and has a p-value of $0.019 < 0.05$. So it can be concluded that there is a positive and significant effect on the learning facility variable on the learning outcomes of students of SMK Negeri 48 Jakarta and the hypothesis is accepted. So it can be concluded that there is a positive and significant effect on the learning facility variable on the learning outcomes of students of SMK Negeri 48 Jakarta and the hypothesis can be accepted. The second hypothesis (H2) shows results with an original sample of 0.272, followed by t-statistics of $4.320 > 1.662$, and has a p-value of $0.000 < 0.05$. So it can be concluded that there is a positive and significant influence on the variable teaching skills of teachers on the learning outcomes of students of SMK Negeri 48 Jakarta and the hypothesis can be accepted. The third hypothesis (H3) shows results with an original sample of 0.314, followed by t-statistics of $0.474 > 1.662$, and has a p-value of $0.000 < 0.05$. So it can be concluded that there is a positive and significant influence on the learning motivation variable on the learning outcomes of students of SMK Negeri 48 Jakarta and the hypothesis can be accepted.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the results of previous research and discussions regarding the influence of learning facilities, teacher teaching skills and learning motivation on student learning outcomes, : (1) There is a positive and significant influence between the learning facility variables on student learning outcomes. (2) There is a positive and significant influence between the teacher's teaching skill variables on learning outcomes. (3) There is a positive and significant influence between learning motivation variables on learning outcomes.

Recommendation

Recommendations for future researchers so that further research is better is to use or add other variables that affect learning outcomes to find out the greater influence and it is advisable to take respondents from other parties at school besides students such as principals, teachers, and parents.

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