



THE INFLUENCE OF LEARNING FACILITIES ON THE QUALITY OF EDUCATIONAL SERVICES

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Abstract

This research aims to investigate the influence of learning facilities on the quality of education services in SMA N 1 Kalirejo. Optimal learning facilities are identified as a critical factor in enhancing students' learning experiences and overall education quality. Through a quantitative research approach, data were collected from students, educators, and support staff through surveys and interviews. Regression analysis was employed to measure the relationship between learning facility variables and indicators of education service quality. The research results are expected to provide a profound understanding of the extent to which learning facilities affect the quality of education services, as well as recommendations for improving infrastructure and institutional education policies. This study has the potential to contribute valuable insights for the development of improvement strategies and the management of learning facilities to enhance the quality of education services in the future.

Keywords: Learning Facilities, School, Education Quality

INTRODUCTION

In improving school quality, there is a need for continuous improvements, both physical and non-physical. Infrastructure, curriculum, and teacher competencies are crucial components that can support success in school learning. The end result of a good learning process is the assurance of students' academic achievements and the improvement of school quality. The Republic of Indonesia Law No. 20 of 2003 on the National Education System regulates the provision of facilities and infrastructure to support the education process, stating, "Every formal and non-formal education unit provides facilities and infrastructure that meet the educational needs according to the physical, intellectual, social, emotional, and obligations of learners' growth and development." To support the learning process, educational institutions must provide facilities and infrastructure

that prioritize the needs of students. Effective management of procurement and management of facilities and infrastructure is necessary.

Learning facilities include equipment and infrastructure that support the teaching and learning process, both movable and immovable, to ensure the smooth, orderly, effective, and efficient achievement of educational goals (Muhroji, 2004). Educational facilities are tools and equipment directly used to support the education process (Mulyasa, 2009). Learning facilities include textbooks, reading books, school laboratory equipment, and various other learning media (Dimiyati, 2009). Meanwhile, learning infrastructure includes all components that directly support the implementation of the learning process in schools (Aunurahman, 2010). Learning infrastructure in schools includes school buildings, classrooms, sports fields, places of worship, art rooms, and sports equipment. According to the Minister of National Education Regulation No. 24 of 2007, facilities are movable learning equipment, and infrastructure is the basic facility for carrying out the functions of a school or madrasah.

The quality of education services provided by educational institutions is one of the components that influences the quality of a school. The absence of face-to-face learning directly due to the Covid-19 pandemic will affect the quality of education services received by students. The quality of education services in schools can be seen during the learning process and will ultimately affect the learning outcomes of students. The quality of education services is the perceived quality of learning by students. This includes the quality of teachers in teaching, the smoothness of services, feedback, daily services, the comfort of classroom arrangement, and the final results of students' learning processes. Measuring the quality of education services is an essential element to provide optimal education services, emphasizing aspects of goodness, efficiency, and effectiveness. The quality of education services must prioritize the needs of students, who are consumers of an educational institution, in this case, the school as an education service provider, leading to positive perceptions from students regarding the education services provided by the school. Schools have autonomy in utilizing, managing, and organizing facilities and infrastructure, and their optimal use can be achieved through managerial processes by stakeholders from the school, including the school principal, educators, and students as school members (Awaluddin & Saputra, 2016).

According to Mustari (2014), the utilization of school facilities and infrastructure is one indicator that measures the level of the quality of services provided by the school to students. Effective use of facilities and infrastructure is the usage that is adjusted to needs, and there are four objectives of effective use of facilities and infrastructure: (1) achieving goals, (2) relevant use between media and discussion of material, (3) available facilities and infrastructure, and (4) student characteristics. Meanwhile, according to Siti (2017) in her journal, the role of the school principal is essential in efforts to improve the quality of education services, including: (1) managing facilities and infrastructure, (2) nurturing, guiding, and motivating subordinates, (3) implementing the curriculum. The influence of learning facilities on the quality of education services is a critical aspect of educational management. Research has shown that the quality of service

facilities significantly impacts student satisfaction and loyalty (Chandra et al., 2019). For instance, a study on the relationship between perceived service quality and satisfaction in sports facilities among students revealed that service quality factors have a direct influence on student satisfaction (Azmi et al., 2022). Moreover, the availability and utilization of educational facilities have been identified as crucial factors in ensuring the quality of education, especially during challenging times such as the COVID-19 pandemic (Puteri & Sugiyono, 2022). Additionally, the role of principal leadership in improving the quality of education has been emphasized, with initiatives such as upgrading assignments and workshops contributing to enhancing the overall educational experience (Widodo et al., 2021).

Furthermore, the quality and value of higher education facilities have been the subject of comparative studies, highlighting the subjective nature of value and the incorporation of diverse perspectives from various interest groups (Vidalakis et al., 2013). This underscores the multifaceted nature of assessing the impact of facilities on educational quality. Additionally, the use of information technology, such as smartphone applications connected to computer systems, has been proposed to evaluate services in schools, indicating the potential for technology to support the management of educational facilities and enhance the quality of education (Managas et al., 2021).

Research on the influence of learning facilities on the quality of education services is crucial because, based on previous research, learning facilities have a significant impact on students' learning experiences and overall education quality. Through this research, areas that need improvement or enhancement can be identified to enhance the quality of education services and create an optimal learning environment for both students and educational staff.

RESEARCH METHOD

According to Sugiyono (2012:14), quantitative research is a research method based on positivism philosophy. This method is called quantitative because research data are in the form of numbers, and the analysis uses statistics. Based on this opinion, this research adopts a quantitative research approach. The data collection technique in this research uses research instruments, and the data analysis is quantitative with the aim of testing the established hypotheses. The data analysis technique in this research uses regression analysis to measure the influence of learning facilities and students' independence on students' learning achievements. Data collection technique is the most strategic step in research because the main goal of research is to obtain data. Without knowing the data collection technique, researchers will not obtain data that meets the standards set by Sugiyono (2012:193). The data collection technique used in this research includes observation, questionnaire, and interviews.

RESULT AND DISCUSSION

This research employs two regression analyses, namely simple linear regression analysis and multiple linear regression analysis. Regression analysis in this research is used to determine the influence of two variables: the variable of learning facilities (X_1) on the variable of the quality of education services during

the Covid-19 pandemic (Y) and the variable of professional teacher competence (X2) on the variable of the quality of education services during the Covid-19 pandemic (Y). The determination of the significant influence of independent variables on dependent variables is proven by comparing the significance score with the score $\alpha = 0.05$. If the sig.t score < 0.05 , it means there is a significant influence between independent variables and dependent variables. In this conducted research, regression analysis calculations were performed using SPSS version 25. The results of the analysis of the learning facility variable on the learning service can be seen in Table 4.1 below:

Table 4.1. Results of Analysis of Learning Facilities on Quality of Education Services

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.660 ^a	.436	.433	7.246		
a. Predictors: (Constant), Learning Facilities						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	28.384	5.553		5.111	.000
	Learning Facilities	.865	.075	.660	11.596	.000
a. Dependent Variable: Learning Services						

Based on Table 4.1, it is known that the regression coefficient score for the learning facility variable (X1) on the quality of education services during the Covid-19 pandemic (Y) is 0.685, and the constant value is 28.384. The regression equation formed is $Y = 28.384 + 0.685X1$. This means that if the learning facilities are 0 or the score is nonexistent, then the quality of education services has a score of 28.384. Furthermore, if the learning facilities increase by 1 point, the quality of education services will increase by 0.685. The coefficient of the learning facility is positive, meaning that between the learning facility variable (X1) and the quality of education services during the Covid-19 pandemic (Y), there is a positive influence. Based on the table above, the coefficient of determination score is 0.436, meaning that 43.6% of learning facilities have an impact on the quality of education services, and the remaining 56.4% is influenced by other variables.

The correlation coefficient obtained between learning facilities and the quality of education services is 0.660. This means that learning facilities have a strong influence on the quality of education services. The regression coefficient for the learning facility variable (X1) has a significant effect on the quality of education services. This is evidenced by the probability score obtained, Sig.t1 = 0.000 (less than 0.05). Therefore, it can be concluded that learning facilities have an impact on the quality of education services. The regression analysis results show that the

learning facility variable has a significant effect on the quality of education services during the Covid-19 pandemic at SMA Negeri 1 Kalirejo. The indicators of learning facilities that must be present to support learning, especially during this pandemic, are: Learning Media, e-Learning Applications, Student Learning Environment, and Communication Tools.

Learning facilities become a basic need in both online and offline learning. Adequate learning facilities will affect the level of quality of education services during the Covid-19 pandemic. This aligns with the findings of the research by Tri Firmansyah, Achmad Supriyanto, Agus Timan (2018), "Effectiveness of Facility and Infrastructure Utilization in Improving Service Quality." This is in line with various subsequent research: The influence of learning facilities on the quality of education services is a multifaceted and crucial aspect of educational management. Research has shown that the availability and quality of learning facilities significantly impact the overall quality of education services. For instance, the quality and value of higher education facilities have been the subject of comparative studies, highlighting the importance of achieving improved value for money from facilities to enhance the student experience (Vidalakis et al., 2013). Additionally, the availability and utilization of educational facilities have been identified as crucial factors in ensuring the quality of education, especially during challenging times such as the COVID-19 pandemic. The method of digitalization in education during the pandemic has been shown to have advantages such as saving time and providing flexibility, contributing to the overall quality of education services (Babacan & Yuvarlakbas, 2021).

Moreover, the relationship between perceived service quality and satisfaction in various educational facilities, such as sports facilities, has been extensively studied, emphasizing the direct influence of service quality factors on student satisfaction. Furthermore, the impact of learning facilities on the productivity of vocational schools and the achievement of vocational competencies has been investigated, highlighting the role of facilities and infrastructure in supporting educational programs and student achievement (Sobandi et al., 2020). The use of information technology, such as e-learning websites and digital services, has also been explored in relation to the quality of education services, indicating the potential for technology to enhance the efficiency and effectiveness of educational facilities. Additionally, the assessment of students' satisfaction with facility service quality in private universities has been a subject of research, emphasizing the importance of facility service quality in ensuring student satisfaction and overall educational experience (Le et al., 2021).

CONCLUSSION

Learning facilities have a significant impact on the quality of education services during the Covid-19 pandemic at SMA Negeri 1 Kalirejo. The indicators of learning facilities in this research are: (1) Learning Media, (2) e-Learning Applications, (3) Student Learning Environment, and (4) Communication Tools. Based on the indicators of learning facilities, it can be interpreted that an improvement in learning facilities can enhance the quality of education services during the Covid-19 pandemic at SMA Negeri 1 Kalirejo. The research indicates that learning facilities play a crucial role in shaping the quality of education

services. The availability, quality, and utilization of educational facilities, along with the integration of technology, have been shown to significantly impact student satisfaction, productivity, and the overall educational experience.

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