THE INFLUENCE OF LEARNING FACILITIES AND LEARNING ENVIRONMENT ON ACADEMIC ACHIEVEMENT IN CREATIVE PRODUCTS AND ENTREPRENEURSHIP SUBJECTS AT SMK SILIWANGI MANDIRI BOGOR

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ABSTRACT

This study aims to: 1) To determine whether or not there is a significant influence between learning facilities on the learning achievement of economics of grade XI.1 XI.2 and XII students of SMK Siliwangi Mandiri Bogor; 2) To determine whether or not there is a significant influence between the learning environment on the learning achievement of creative products and entrepreneurship of grade XI.1 XI.2 and XII students of SMK Siliwangi Mandiri Bogor; and 3) To determine whether or not there is a significant influence between learning facilities and the learning environment on the learning achievement of grade XI.1 XI.2 and XII students of SMK Siliwangi Mandiri Bogor. This research uses a quantitative approach with data collection conducted through observation, questionnaire completion, interviews, and documentation. The results of this study indicate that: 1) There is a significant influence between learning facilities on learning achievement, 2) There is a significant influence of the learning environment on learning achievement, and 3) Learning facilities and learning environments have a major influence on the achievement of creative product learning and entrepreneurship at SMK Siliwangi Mandiri Bogor.

Keywords: Learning Facilities, Learning Environment, Learning Achievement.

INTRODUCTION

Learning is one of the essential needs of human life in their efforts to sustain life and develop themselves within society and the nation. Learning is perceived as an important effort and necessity due to the rapid advancement of science and technology, which causes changes impacting all aspects of human life and livelihood. Without learning, humans will face difficulties in adapting to their environment and the demands of life, which are constantly changing. Therefore, learning becomes a necessity that must be fulfilled throughout human life, from birth to the end of life (Legiman, 2015).

Learning, in essence, is a conscious effort made by an individual that results in behavioral changes within themselves, whether in the form of knowledge, new skills, or positive attitudes and values. According to humanistic theory, the purpose of education is to help everyone recognize themselves as unique beings and assist them in realizing their inherent potential. A humanistic teacher treats students with these principles in mind (Handoyo, 2021).

Education is a platform to equip students with various skills and train them to master the competencies needed for future life. The learning model for the subject of Creative Products and Entrepreneurship is expected to provide meaningful and beneficial lessons for students. This subject is considered to play an important role in expanding students' knowledge, as it involves learning about creative products and entrepreneurial activities that are commonly practiced in daily life. Often unconsciously, students engage in activities closely related to the values of creative products and entrepreneurship, such as crafting. Through this subject, students are expected to gain broader knowledge, encouraging them to think logically, rationally, critically, carefully, effectively, and efficiently. Thus, the competencies expected in Creative Products and Entrepreneurship are crucial and beneficial for daily activities (Sribbr Taringan, 2020).

Education is a conscious and planned effort to create a learning environment and process that allows learners to actively develop their potential to acquire spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills required for themselves, society, the nation, and the state. This statement emphasizes that education is obtained through planned efforts to create an active learning environment, enabling students to develop their potential (Kursa, 2022). Therefore, teachers must actively position themselves as professionals in response to evolving societal demands. Teachers are not just educators but also mentors who provide direction and guidance in learning (Kursa, 2022).

Academic achievement refers to the level of success students achieve in meeting the goals set within a program. According to Fierza (2018), "academic achievement is an accomplishment of instructional goals indicated by the enhancement of students' mental abilities." The impacts of instruction are measurable outcomes, such as grades on report cards, diploma scores, or improved physical abilities after practice. Meanwhile, incidental impacts include the application of knowledge and skills in other fields, representing a transfer of learning.

Tu'u (2015) defines academic achievement as the mastery of knowledge or skills developed through subjects, typically indicated by test scores or grades assigned by teachers. Based on these explanations, academic achievement can be synthesized as the grades students achieve during the learning process.

According to Djaali (2017), two main factors influence students' academic achievement: internal and external factors. Internal factors arise from within the students themselves, such as intelligence, motivation, health, study habits, and discipline. External factors, on the other hand, originate from outside the students, including family, school, and community environments.

Wingkel (2019) explains that the learning environment is a place where knowledge, understanding, skills, and attitudes that lead to students' maturity are acquired. Djati (2018) states that the learning environment is closely related to the learning process in schools because it plays a significant role in creating a pleasant learning atmosphere, thereby increasing learning activity.

Moreover, schools need to provide learning facilities to support educational processes and improve education quality. These facilities include infrastructure that assists students in accessing necessary knowledge, such as classrooms, principal's office, teachers' lounge, library, and sports fields.

Faisal (2020) emphasizes that facilities are learning resources that must be available both at school and at home to meet students' needs. Students can learn effectively and enjoyably when schools provide all their necessary resources. Teaching and learning processes in schools will run smoothly and effectively if supported by adequate facilities, both in quantity and quality. Learning facilities are crucial for supporting teaching activities, as they ensure these activities proceed efficiently and orderly

From the explanations above, it is evident that adequate learning facilities are essential to support teaching and learning activities or KBM. For example, this can be seen in the availability of textbooks and student worksheets for each student, which serve as sufficient learning resources. However, students should also have access to other reference books to broaden their knowledge beyond the main textbooks and improve their academic performance.

The learning environment is one of the external factors that influence the academic performance of students in Creative Products and Entrepreneurship in grades XII, XI.1, and XI.2. It is a place where students carry out learning activities and interact with others in that

environment. Schools are formal educational settings in Indonesia and can be considered learning environments.

A conducive school environment positively influences learning motivation, leading to better academic outcomes. Conversely, a less conducive school environment makes students uncomfortable during learning activities, affecting their performance. Environmental factors include both social and non-social elements. Non-social factors include the place, tools, atmosphere, lighting, and learning resources. Social factors include peers, family, teachers, staff, and interactions within the school. These learning situations occur in the family, school, and home (Syah, 2020).

METHODS

This research is a quantitative study. According to Sugiyono (2019), "The quantitative approach is a research method based on positivism philosophy, used to study specific populations or samples, with data collection using research instruments, and data analysis being quantitative/statistical in nature, aimed at testing predetermined hypotheses." The research method used in this study employs the associative method.

The data collection techniques used include observation, questionnaires, interviews, and documentation. Observation is conducted through direct observation of the research object. In addition, questionnaires are used to gather data on the variables (X), namely learning facilities as (X1) and the learning environment as (X2). The distribution of questionnaires was carried out to all students who were part of the sample from three classes under study, namely Class XII Marketing, Class XI.1 Marketing, and Class XI.2 Marketing at SMK Siliwangi Mandiri Bogor.

Another data collection technique is documentation. Documentation involves processes carried out to provide various documents, one of which is recording tangible evidence from information sources. In this study, documentation of final grades for entrepreneurship subjects from the classes under study was used. This was done to assess students' academic performance based on their final grades. Additionally, the interview technique was used to collect data for identifying the problems to be studied and to gain deeper insights from the respondents.

Data analysis in this study utilized descriptive statistical techniques and quantitative statistical techniques. Data analysis was used to categorize data based on variables and types

of respondents, tabulate data according to the studied variables, perform calculations to answer the research problems, and conduct calculations to test the proposed hypotheses.

Prerequisite tests used include normality test, linearity test, multicollinearity test, heteroscedasticity test, and autocorrelation test. The next stage is hypothesis testing, conducted after the prerequisite tests are completed. In this research, simple linear regression analysis and multiple linear regression analysis were used for hypothesis testing.

RESULTS AND DISCUSSION

Results

Table 1. Simple Linear Regression Test with t Test (X_1 -Y)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.895[a]	.800	.798	5.163

a. Predictors: (Constant), Fasilitas Belajar

Based on the output summary model above, it can be seen that the learning facilities variable (X_1) contributes 0.800 or 80.0% to the learning achievement variable (Y).

Table 2. Simple Linear Regression Test with t Test (X_2-Y)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.998[a]	.996	.996	.744

a. Predictors: (Constant), Lingkungan Belajar

Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	1.669	.456		3.657	.000
	Lingkungan Belajar	.995	.007	.998	137.832	.000

Based on the output, the calculated t-count is 137.832, which is greater than the critical t-table of 1.99045, with a significance value of 0.000 < 0.05. Therefore, H_2 is accepted, meaning there is a significant influence of the learning environment on learning achievement in the subject of Creative Products and Entrepreneurship for classes XI.1, XI.2, and XII at SMK Siliwangi Mandiri Bogor. Besides, for the output summary model above, it

can be observed that the learning environment variable (X_2) contributes 0.996 or 99.6% to the learning achievement variable.

Table 3. Multiple Linear Regression Test with F Test

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.998[a]	.996	.996	.745

a. Predictors: (Constant), Lingkungan Belajar, Fasilitas Belajar

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10506.894	2	5253.447	9468.131	.000[b]
	Residual	43.279	78	.555		
	Total	10550.173	80			

a. Dependent Variable: Prestasi Belajar

b. Predictors: (Constant), Lingkungan Belajar, Fasilitas Belajar

Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	1.609	.462		3.481	.001
	Fasilitas Belajar	.013	.015	.014	.861	.392
	Lingkungan Belajar	.982	.016	.985	60.968	.000

a. Dependent Variable: Prestasi Belajar

From the output summary model above, it can be concluded that the contribution of the influence of learning facilities (X_1) and the learning environment (X_2) is 0.996 or 99.6% to the learning achievement variable (Y). Based on the output, the calculated F-count is 9468.131, which is greater than the critical F-table of 3.11, with a significance value of 0.000 < 0.05. Therefore, H_3 is accepted, indicating a significant influence of learning facilities and the learning environment on learning achievement in the subject of Creative Products and Entrepreneurship for students of classes XI.1, XI.2, and XII at SMK Siliwangi Mandiri Bogor.

Discussion

The Influence of Learning Facilities on Learning Achievement in the Subject of Creative Products and Entrepreneurship at SMK Siliwangi Mandiri Bogor

Based on the research results and data analysis from the learning facilities questionnaire, it was found that learning facilities have a significant influence on learning achievement. The research results show that the learning facilities variable (X_1) had a calculated t-count of 17.799 > critical t-table of 1.99045 with a significance value of 0.000 < 0.05 as the significance level, and a determination coefficient of 0.800 or 80.0%. This indicates that the learning facilities variable significantly contributes to learning achievement. The regression equation is $Y = 10.137 + 0.836 X_1$, which means the contribution of influences outside X_1 to Y is constantly 10.137. An increase of one unit in X_1 will result in an increase of 0.836 in Y. This means that H_0 is rejected and H_1 is accepted, leading to the conclusion that there is a significant influence of learning facilities on learning achievement in Creative Products and Entrepreneurship among students of classes XI.1, XI.2, and XII at SMK Siliwangi Mandiri Bogor.

In this study, problems were identified regarding the school building facilities for students, which were found to be incomplete. Based on the questionnaire results, questions about school buildings—specifically the second and third questions—received the highest scores. These questions pertain to statements such as "The school does not have complete building facilities" and "I feel uncomfortable using the school toilet." This leads to the conclusion that, according to the students, learning facilities are still incomplete, such as insufficient school buildings for learning purposes and uncomfortable school toilets. These issues contribute to a decline in student achievement at SMK Siliwangi Mandiri Bogor.

Regarding the indicators of classroom conditions for students, it was found that some classrooms were not suitable or usable. Based on the questionnaire results, questions about classroom conditions—specifically the seventh and ninth questions—received the highest scores. These questions relate to statements such as "I study in a classroom that is not comfortable or beautiful" and "I study using chairs and desks that are in poor condition." This leads to the conclusion that, according to the students, learning facilities are still inadequate or unsuitable, such as chairs and desks that are in poor condition. Some students also feel uncomfortable during the learning process in the classroom. These issues cause students to lose focus during lessons and negatively impact their learning achievement at

SMK Siliwangi Mandiri Bogor.

Regarding the indicators of learning aids and media at the school, it was found that they were insufficient or unsuitable for use. Based on the questionnaire results, questions about learning aids and media—specifically the thirteenth and fourteenth questions—received the highest scores. These questions pertain to statements such as "I rarely use learning aids" and "The school only has one teaching aid, such as visual aids." This leads to the conclusion that, according to the students, learning facilities are still incomplete. The school only has one learning medium that must be shared with other classes whenever it is used. This causes students to feel unmotivated to learn due to the long wait for the learning medium, which in turn impacts their learning achievement at SMK Siliwangi Mandiri Bogor

Regarding the library indicators, it was found that the library facilities were insufficient for students. Based on the questionnaire results, questions about the library—specifically the sixteenth and seventeenth questions—received the highest scores. These questions pertain to statements such as "The books in the school library are not neatly arranged on the shelves" and "The school library is not comfortable for studying." This leads to the conclusion that, according to the students, library facilities are insufficient and inadequate because the books in the library are not neatly arranged. As a result, students feel reluctant to visit the school library. This impacts their learning achievement at SMK Siliwangi Mandiri Bogor.

These research findings are supported by previous research conducted by Damanik (2019) entitled "The Influence of Learning Facilities and Learning Environment on Learning Motivation." This study concluded that good and conducive learning facilities and environment increase learning motivation, whereas poor and unconducive learning facilities and environment reduce learning motivation.

The Influence of the Learning Environment on Learning Achievement in Creative Products and Entrepreneurship Subjects at SMK Siliwangi Mandiri Bogor

Based on the research results and data analysis from the learning environment questionnaire conducted by the researcher, it can be seen that the calculation results obtained a t-count of 137.832 > critical t-table of 1.99045 with a significance value of 0.000 < 0.05 as the significance level, and a determination coefficient of 0.996 or 99.6% towards the learning achievement variable (Y). Using the regression formula, $Y = 1.669 + 0.995 X_2$, which means the contribution of influences outside X_2 to Y is constantly 1.669. An increase of one unit in

X_2 will result in an increase of 0.995 in Y. This means that H_0 is rejected and H_2 is accepted, leading to the conclusion that there is a significant influence of the learning environment on learning achievement in Creative Products and Entrepreneurship subjects among students in classes XI.1, XI.2, and XII at SMK Siliwangi Mandiri Bogor.

In this study, problems were found because the school learning environment was not clean and not comfortable for students. Based on the questionnaire results, questions about the school environment—specifically the third and fourth questions—received the highest scores. These questions are related to statements such as "My classroom is not clean" and "The atmosphere in the classroom is uncomfortable during lessons." This leads to the conclusion that, according to the students, the learning environment is not clean and comfortable, as the classrooms are dirty, which causes a decline in student learning achievement at SMK Siliwangi Mandiri Bogor.

Regarding the community environment indicator, it was found to be less supportive of learning and lacking facilities. Based on the questionnaire results, questions about the community environment—specifically the fourteenth and fifteenth questions—received the highest scores. These questions are related to statements such as "The community does not provide facilities for us to learn" and "Sometimes my community does not hold meetings or gather children to study together." This leads to the conclusion that, according to the students, the learning environment is not supported by the surrounding community due to the lack of collective learning activities, which causes a decline in student achievement at SMK Siliwangi Mandiri Bogor.

Regarding the family environment indicator, it was found that the family environment does not fully support learning at home. Based on the questionnaire results, a question about the family environment—specifically the sixteenth question—received the highest score. This question pertains to the statement "My home situation is very busy, which does not support learning at home." This leads to the conclusion that, according to the students, the learning environment is not supported by the family because the home situation is noisy and busy, which causes a decline in student achievement at SMK Siliwangi Mandiri Bogor.

This finding is supported by the research of Hermawan, Suherti, and Gumilar (2020), titled "The Influence of Family, Campus, and Community Environments on Student Learning Achievement." This study concluded that families, especially parents, should play an active role in supporting their children's education, including supporting their learning at

home, so that children are more motivated to study, which will enhance their learning achievement.

The Influence of Learning Facilities and Learning Environment on Students' Learning Achievement at SMK Siliwangi Mandiri Bogor

Based on the research results on the learning achievement variable, it can be seen from the final scores in the 2023/2024 academic year that many students (51%) failed to meet the minimum passing score or KKM of 75. Therefore, variables X_1 (learning facilities) and X_2 (learning environment) significantly influence learning achievement. It can be concluded that there is a significant influence between learning facilities and the learning environment on the learning achievement in the Creative Products and Entrepreneurship subject for classes XI.1, XI.2, and XII at SMK Siliwangi Mandiri Bogor.

Based on the results of research and data analysis from the questionnaire, it is known that the value of Fcount is 9468.131 > Ftable 3.11 with a sig value of 0.000 < 0.05 with a coefficient of determination value of 0.99.6 or 99.6%. Learning facility and learning environment variables play a major role in influencing creative and entrepreneurial product learning performance, namely $Y = 1.609 + 0.013 X_1 + 0.982 X_2$, which means the contribution of influence outside X_1 and X_2 to Y is constantly equal to 1.609. For every unit increase in X_1 and X_2, there is a corresponding increase of 0.013 and 0.982 in Y, respectively. This indicates that H_0 is rejected, and H_3 is accepted, confirming that there is a significant influence between learning facilities, learning environment, and learning achievement in Creative Products and Entrepreneurship for students in classes XI.1, XI.2, and XII at SMK Siliwangi Mandiri Bogor.

This discussion is supported by the study conducted by Wulaningsih, Wahyuni, and Totalia (2018) titled *"The Influence of Motivation, Environment, and Facilities on Learning Achievement in Entrepreneurship Subjects at SMK Kristen 1 Surakarta."* The study concluded that there is a positive and significant influence between learning motivation, school learning environment, and learning facilities, both simultaneously and partially, on student learning achievement. Simultaneously, it demonstrated that learning facilities and the learning environment positively influence learning achievement. Thus, in improving students' learning achievement in Creative Products and Entrepreneurship, it is crucial for students to have adequate learning facilities and a conducive learning environment to boost their enthusiasm for better learning outcomes.

CONCLUSION

This research at Siliwangi Mandiri Bogor Vocational School can be concluded that there is a significant influence of learning facilities on students' academic achievement in creative products and entrepreneurship subjects, with an effect size of 80.0%. This is consistent with the condition of learning facilities at the school, which are still not conducive, such as desks, chairs, electricity, classroom doors, and others. Besides that, there is a significant influence of the learning environment on students' academic achievement in creative products and entrepreneurship subjects, with an effect size of 99.6%. This aligns with the condition of the learning environment, which remains dirty due to students frequently littering carelessly.

Furthermore, there is a significant influence of learning facilities and learning environment on students' academic achievement in creative products and entrepreneurship subjects, with an effect size of 99.6%. This corresponds to the state of learning facilities and environment, where the facilities are still not conducive, such as desks, chairs, and electricity. Additionally, the environment remains dirty due to students littering, which leads to low academic achievement because the learning facilities and environment are not conducive.

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