



## The Influence of the Quality of Learning Services and Learning Facilities in Schools on Learning Outcomes of Class VII Students of SMP Advent 6 Pandu in Mathematics

Jacqueline Angle Wokas, Beatrix J. Podung, Marthinus M. Krowin, Shely DM Sumual

Study Program (S2) Education Management, Manado State University Postgraduate Program

**Abstract:** Education is very important for humans because by getting education, people are created who have good quality for their lives, have noble character, have intellectual abilities and can even avoid stupidity. The state has also regulated the right of every Indonesian citizen to receive education as a means to increase knowledge and quality of life. For this type of research, the method referenced in this study is quantitative research. This quantitative research method, as stated by Sugiyono (2011: 8), namely: "Research methods based on positive philosophy, which can be used to conduct research on certain populations or samples, in collecting data the authors use research instruments, where the data analysis will be quantitative or statistical in nature, which aims to test the hypotheses that have been previously determined. These results indicate that some aspects of student learning outcomes can be explained or influenced by the quality of learning services. In other words, the better or higher the student's perception of the quality of learning services, the higher student learning outcomes will be. These results indicate that some aspects of student learning outcomes can be explained or influenced by the quality of learning services. In other words, the better or higher the student's perception of the quality of learning services, the higher student learning outcomes will be. These results indicate that some aspects of student learning outcomes can be explained or influenced by the quality of learning services. In other words, the better or higher the student's perception of the quality of learning services, the higher student learning outcomes will be.

**Keywords:** Quality, Learning services, Learning facilities

### INTRODUCTION

#### A. Background of the problem

Development in education today, which is still being driven by the government and society, aims to prepare reliable Human Resources (HR) in the process of national development. Coordination and harmonization of school resources is carried out automatically (independently) through several management inputs to achieve school goals within the framework of national education by involving all interest groups directly related to schools in the decision-making process. This effort continues to be made to create students who have superior and professional abilities as members of society. In addition, they are expected to have a leadership spirit that is responsive to development needs, has competent competence in the field of science and technology, serves sincerely, and have a sense of responsibility for the future of Indonesia Slamet (Shely Sumual, 2021: 612). Development in the field of education has an important part of the strategy to achieve the expected goals. Educational development must involve all available resources to maximize output so that it can have a positive

and profound impact on Novitasari et al's stakeholders (Shelty Sumual, 2021: 612).

Education is very important for humans because by getting education, people are created who have good quality for their lives, have noble character, have intellectual abilities and can even avoid stupidity. The state has also regulated the right of every Indonesian citizen to receive education as a means to increase knowledge and quality of life. Humans who are educated or knowledgeable will certainly be different from humans who are uneducated or unknowledgeable. This can be distinguished from the way he behaves, speaks, thinks and maintains his emotions in living his life. Education is very closely related to efforts to advance the nation. Along with the development of increasingly advanced science and knowledge, it will also produce quality human resources. Especially in Indonesia, education is expected to bring everyone in this country to have a high spirit of nationalism towards the nation and state(<https://www.kompasiana.com/srisusisusanti3964/5d9823f7097f36484d6e1ac2/pentingnya-education-for-humans>).

Improving the quality of education is something that should always be done by the government and implementers who are directly involved in the world of education. One way to improve education is to continuously improve education systems and programs. This must be done comprehensively and holistically, covering all elements of the educational organization. In addition, the way of teaching and learning must also be adapted to the conditions of the times that continue to advance and develop. To prepare competent human resources to face the 21st century, learning must refer to the learning concept proclaimed by UNESCO in the form of the four pillars of education, namely learning to know, learning to do something (learning to do), learn to be yourself (learning to be), and learn to live together (learning to live together), as a basis for participating and working with others in all human life activities (Sitiatava Rizema Putra; 2013). In improving the quality of human resources, education is the most valuable investment. In accordance with national education goals, the output of an educational institution. Organizing quality in education that produces intelligent individuals with good character,

Even though 2020 was a tough and challenging year, the Ministry of Education and Culture and Research and Technology has done many things to improve the quality of education in this country. Among them, as explained on the [mendikbud.go.id](http://mendikbud.go.id) page, the Ministry of Education and Culture and Research and Technology has made a breakthrough with the Merdeka Learning program from episode one to six. In the first episode, the Ministry of Education and Culture made four main education policy programs, namely removing the USBN (National Standard School Examination), replacing the National Examination (UN), simplifying the RPP (Learning Implementation Plan) and rearranging the PPDB (New Student Acceptance). The four main programs of the education policy will become future learning directions that focus on improving the quality of human resources. Furthermore, on November 3, 2020, The Ministry of Education and Culture and Research and Technology launched the sixth episode of the Merdeka Learning program. This policy was created in order to support the President's vision in realizing superior Human Resources (HR). One of them is through the transformation of higher education in order to be able to produce more talents who are able to compete at the world level(<https://freelearning.kemdikbud.go.id/>).

However, data on children who are not in school or studying according to the census of the Central Statistics Agency (BPS) for 2019-2020 shows that there are still children who should be studying but cannot attend school as expected. This is reflected in the results of the BPS census according to the following levels:

**Table 1.1 Census of Numbers of Children Out of School by Education Level and Gender**

Gender Number	Number of Children Out of School by Education Level and Gender								
	SD / Equivalent			Middle School / Equivalent			High School / Equivalent		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Man	1.00	0.72	0.75	7.59	8.42	7.56	25.17	23.57	23.14
Woman	0.69	0.52	0.55	6.22	6.08	5.96	22.24	21.00	19.76
Boy + Girl	0.85	0.62	0.65	6.92	7.29	6.77	23.75	22.31	21.47

Source: Susenas, BPS

Source Urls: <https://www.bps.go.id/indicator/28/1986/1/angka-anak-tidak-school-according-jenjang-education-dan-tipe-kelamin.html>

Teachers are educational actors who have an active role in carrying out teaching and learning activities effectively. Teachers have the responsibility to meet all the needs of their students, so teachers must have the skills and competencies needed to be able to educate students in a professional manner. Without the active participation of teachers, education becomes meaningless, its material and essence will be lost. In particular, if there is a team of innovative teachers who can support a good system, then the quality of the educational institution will improve. Especially if the teacher does not master the content of teaching materials, lesson plans and motivates students to achieve higher learning achievements, then all efforts to improve the quality and quality of education will not get maximum results. (Danim S, 2003).

The role of the teacher in question is related to the role of the teacher in the learning process. The teacher is a very dominant determining factor in education in general, because the teacher plays a role in the learning process, where the learning process is the core of the whole educational process. The role of the teacher includes many things, namely the teacher can act as a teacher, class leader, mentor, regulator of the learning environment, lesson planner, supervisor, motivator and as an evaluator. Teachers as part of the educational staff, have a very important position in achieving education in schools. Basically the teacher must be able to help the difficulties faced by their students in the learning process, for this reason the teacher is required to know more closely the personality of his students. The process of assessing or estimating the student's condition is the first step to find out more about the student's condition to then be evaluated so that it is more concrete and close to being precise in understanding the student's condition. students so that as students become happy, feel comfortable in learning, diligent and tenacious in facing assignments so that in the end students feel there is satisfaction in learning for themselves. The level of satisfaction of learning services carried out by a teacher towards a student is a feeling of pleasure in a subject and in the achievement of the material provided and even a feeling of satisfaction in the achievement of learning outcomes.

Thus the level of satisfaction can be measured from various angles, including from the point of view of curriculum and learning materials, quality can be seen from how relevant the curriculum and learning materials are as well as providing various stimuli and learning facilities in a diversified way (by diversifying the application of several ways, differences). From the aspect of learning climate, quality can be seen from how much the learning atmosphere supports the creation of interesting, challenging, fun and meaningful learning activities for the formation of educational professionalism. In terms of learning planning, quality can be seen from how effectively learning plans are used by teachers to increase student learning intensity. From the standpoint of learning facilities, quality can be seen from how contributive (donating) physical facilities to the creation of a safe and comfortable

learning situation. Meanwhile, from the material aspect, quality can be seen from its suitability with the objectives and competencies that must be mastered by students. Therefore the operational quality of learning can be interpreted as the intensity of the systematic and synergistic linkages of teachers, students, curriculum and teaching materials, media, facilities and learning systems in producing optimal learning processes and outcomes in accordance with the demands of the curriculum.

The low quality of education can be seen from several indicators, one of which can be seen from the position of Indonesia's Human Development Index (IPM). One measure for assessing the quality and quality of an educational unit is to pay attention to the level of accreditation achieved by the educational unit or in other words that the level of progress of a school can also be measured by the level of accreditation achieved by the school. This is possible because in measuring the level of school accreditation it measures the following: curriculum, human resources, facilities and amenities, school management, education financing and leadership.

Learning facilities cannot be separated in teaching and learning activities. People who study without assistance and are equipped with facilities will experience obstacles in completing their teaching and learning activities. Learning facilities are one of the external factors that support student learning outcomes at school. Therefore, the existence of learning facilities will be one of the determinants of learning success so that the lack of learning infrastructure facilities in schools will be the cause of learning problems. In the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System article 45 paragraph 1 explains that every formal and non-formal education unit provides facilities and infrastructure that meet educational needs in accordance with the growth and development of physical potential, intellectual intelligence,

Facilities are learning tools that must be available both at school and at home to support the needs of students. Students can learn well and have fun, if a school can provide all the needs of students. The process of teaching and learning in schools will run smoothly and effectively if it is supported by adequate facilities, both in number, condition, and completeness. Learning facilities are very important in the learning process to support teaching activities. Teaching and learning activities require facilities so that these activities run smoothly and regularly. Facilities in teaching and learning activities include classrooms, libraries, laboratories, stationery, notebooks, reading books, material delivery media and so on. (Faisal Y. Habsyi,

## RESEARCH METHODS

### A. Types of research

For this type of research, the method referenced in this study is quantitative research. This quantitative research method, as stated by Sugiyono (2011: 8), namely: "Research methods based on positive philosophy, which can be used to conduct research on certain populations or samples, in collecting data the author uses research instruments, where data analysis will be quantitative or statistical in nature, which aims to test the hypotheses that have been set previously"

### B. Research design

In this study, researchers carried out a survey using a quantitative research approach with the type of associative research. Simple regression analysis which aims to test how much influence the variable X has on variable Y. The variable with this analysis technique is the choice of researchers to find out how much influence learning services (X1) and learning facilities at school (X2) have on student learning outcomes in class VII Adventist Middle School 6 Pandu in mathematics (Y).

## CONCLUSION

Based on the results of research data analysis and discussion it can be concluded as follows:

1. There is a significant influence on the quality of learning services on the mathematics learning outcomes of class VII students at SMP Advent 6 Pandu. These results indicate that some aspects of

student learning outcomes can be explained or influenced by the quality of learning services. In other words, the better or higher the student's perception of the quality of learning services, the higher student learning outcomes will be.

2. There is a significant influence of school learning facilities on the learning outcomes of students in class VII SMP Advent 6 Pandu. This indicates that some aspects of student learning outcomes can be explained or influenced by learning facilities at school. In other words, the better the learning facilities at school, the student learning outcomes will also increase.

3. There is a significant influence on the quality of learning services and learning facilities at school together on the mathematics learning outcomes of class VII students at SMP Advent 6 Pandu. From the results of this study it can be concluded that some aspects of student learning outcomes can be explained or influenced by the quality of learning services and learning facilities in schools. In other words, the higher the quality of learning services and learning facilities in schools, the higher student learning outcomes will be. In addition, it can also be concluded that efforts to improve learning outcomes must pay attention to aspects of the quality of learning services and learning facilities in schools together.

### A. Suggestion

Based on the research results obtained, the following suggestions are proposed:

1. To the foundation to be able to increase the proportion of priority budget allocations for improving the quality of learning services, including improving the quality of human resources (teachers), as well as improving school facilities/infrastructure to support higher quality learning activities.
2. To the school to pay intensive attention to improving existing learning facilities in schools in a comprehensive manner to improve the quality of the implementation of education in schools, especially in terms of improving student learning outcomes. Not only infrastructure in the form of buildings and classrooms, but also facilities supporting the implementation of learning, such as representative classrooms, provision of adequate laboratories and libraries. This effort can be carried out through synergy, coordination and good cooperation with all relevant stakeholders, in order to find strategic solutions, especially in terms of budget.
3. For teachers to be able to improve work competence and professionalism in order to achieve optimal quality of learning services. Efforts to improve the quality of learning services in schools do not only concern adequate facilities and infrastructure, but what is most important is the awareness and willingness of teachers to improve teaching abilities and skills effectively and efficiently.
4. For researchers who will conduct further research to carry out similar follow-up research, both in terms of replication and development on a broader and more complex scale, both in the form of comparative and associative studies, taking into account factors or variables other than the quality of learning services and learning facilities in schools. Further research can also be carried out by modifying the relationship between variables, for example by using one of the variables as a mediator or intervening variable, to obtain more comprehensive research results.

### BIBLIOGRAPHY

1. Abdul Wahhab Solichin. 2015. Policy Analysis From Formulation to Compilation of Public Policy Implementation Models, Jakarta: PT Bumi Aksara.
2. Aldi, Y., & Susanti, F. 2019. The Effect of Work Stress and Work Motivation on Employee Performance at PT. Frisian Flag Indonesia Padang Region.
3. Ardilla, Ayu & Suryo Hartanto, 2017. Factors Affecting the Low Mathematics Learning Outcomes of MTs Iskandar Muda Batam Students. *PYTHAGORAS*, 6(2): 175 – 186 October

2017. <https://www.journal.unrika.ac.id/index.php/jurnalphythagoras/article/view/966/839>.

Accessed October 12, 2022.

4. Arikunto, S. 2013. *Research Procedure, A Practice Approach*. Jakarta: Rineka Cipta.
5. Armistead, CG, & Clark, G. 1999. *Customer Service and Support: Implementing Effective Strategies*. (MK Djunaedi, Trans.) Jakarta: PT Elex Media Komputindo.
6. Arshad, Azhar. 2016. *Learning Media*. Jakarta: Raja Grafindo Persada. Parasuraman, Valarie A. Zeithaml, and Leonard L. Berry. 1988. "SERVQUAL: A Multiple-Item Scale for Measuring Consumer Perceptions of Service Quality". *Journal of Retailing*. Vol 64 (1) pp 12- 37.
7. Barnawi and M. Arifin, 2013. *Managing Entrepreneurship-Based Schools*. Yogyakarta: Ar Ruzz Media
8. Cristina Widya Utami. 2006. *Retail Management (Strategy and Retail Implementation. Modern;* Jakarta: Salemba Empat.
9. Commander, Sudarwan. 2003. *Leadership Motivation & Group Effectiveness*. Jakarta: PT Rineka Cipta.
10. Ministry of National Education. 2003. Republic of Indonesia Law No. 20 of 2003. Concerning the national education system.
11. Djamarah, Syaiful Bahri. 2012. *Learning Psychology*. Jakarta: Rineka Cipta.
12. Ghozali, Imam. 2013. *Application of Multivariate Analysis with the IBM SPSS Update PLS Regression Program*. Semarang: Diponegoro University Publishing Agency.
13. Habsy, FY 2020. The Influence of Learning Facilities on Learning Achievement of Nusantara Tauro High School Students. *Journal of Education and Economics (JUPEK)*, <https://scholar.google.co.id/citations?view>. Accessed September 12, 2022
14. Haksever, Cengiz., Render, Barry., Russell, Roberta S., Murdick, Robert G. (2000). *Service Management and Operations*. New Jersey : Prentice-Hall, Inc.
15. Helmawati. 2018. *Educating Children with Achievement Through 10 Intelligences*. Bandung: Rosdakarya.
16. Dalam, I., Sastra, P., & Kunci, K. (n.d.). *Analisis nilai pendidikan pada film keluarga cemara dan implikasinya dalam pembelajaran sastra*. 1279–1288.
17. Heruman. 2007. *Mathematical Learning Model*, (Bandung: PT Remaja Rosdakarya.
18. <https://www.kompasiana.com/srisusisusanti3964/5d9823f7097f36484d6e1ac2/pentingnya-education-for-humans>. Retrieved September 12, 2022.
19. <https://merdekabelajar.kemdikbud.go.id/> Accessed on 12 September 2021
20. <https://www.bps.go.id/indicator/28/1986/1/angka-anak-tidak-school-according-jenjang-education-dan-tipe-kelamin.html>. Retrieved 12 September 2022.
21. <https://jurnal.stkipkieraha.ac.id/index.php/jupek/article/download/121/75/>. Retrieved September 14, 2022.
22. <https://dapo.kemdikbud.go.id/school/3690DD253721DC986C27#recapitulation> Retrieved September 14, 2022
23. Inayah, Ridaul, Trisno Martono, and Hery Sawiji. 2013. The Influence of Teacher Competence, Learning Motivation and Learning Facilities on Learning Achievement in Economics Subject in Class XI SMA Negeri 1 Lasem Central Java Academic Year 2011/2012. *Independent Insan Education Journal* 1, no. 1, pp: 1-12. <https://jurnal.uns.ac.id/jpim/article/view/19638/15450>
24. Iyam Maryati & Nanang Priatna. (2017). "Integration of Mathematical Character Values Through Contextual Learning". *Journal "Mosharafa"*. 6(3): 333-344.

25. Jumardiah, 2017. Analysis of Teacher Learning Quality in Relation to Student Learning Outcomes at SMP Negeri 1 Liliraja, Soppeng Regency. <https://osf.io/r8puq/download/?format=pdf>. Retrieved October 27, 2022.
26. Cashmere. 2017. Excellent Customer Service: Theory and Practice. PT Raja Grafindo Persada: Jakarta.
27. Lovelock and Wright. 2002. Principles of Service Marketing and Management, 2nd edition, Prentice Hall.
28. Manangkalangi, Vicky Viktor. 2023. The Influence of the Learning Environment and Learning Motivation on Students' Science Learning Outcomes at St. Catholic Middle School. Francis Xavier Kema. Manado State University thesis.
29. Maryati and Priatna. 2017. Real Mathematics & Logic. Jakarta: AR-Ruzz Media.
30. Moch Masykur Ag and Abdul Halim Fathani. 2007. Mathematical Intelligence: Smart Ways to Train the Brain and Overcome Learning Difficulties, Jogjakarta, Ar-Ruzz Media.
31. Mukroni, Siti. 2017. The Effect of Economics Teacher Learning Quality on Student Satisfaction at SMA Negeri 2 Sentajo Raya. Riau University Master of Economic Education Study Program.
32. Rawis, Joulanda & Frankie JH Taroreh. 2022. Organizing Quality in Education. Wunong of Educational Research. Education Management Study Program (S3) UNIMA Postgraduate Program Volume 1, Number 3, pp. 1-6(2022). <http://ejurnal.unima.ac.id/index.php/wunong>. Accessed October 27, 2022
33. Razak, Ahmad. 2014. Teacher Science. Bandung: Alfabeta
34. Riduwan, 2012. Methods & Techniques for Preparing Research Proposals. Bandung: Alfabeta.
35. Rosyid, Moh. Zaiful, et al. 2019. Learning Achievement. East Java: Archipelago Literacy.
36. R. Soejadi. 1998. Tips for Mathematics Education in Indonesia: Configuration of the Present Condition Towards Future Hopes. Jakarta: Ministry of National Education.
37. Rusman. 2012. Learning and Computer-Based Learning: Developing 21st Century Teacher Professionalism. Bandung: Alfabeta.
38. Rusydi. 2017. Customer Excellence, Yogyakarta: Gosyen Publishing.
39. Satri, Meita. 2016. The Influence of Learning Facilities, Learning Styles and Learning Interests on Learning Outcomes of Economics Class X IIS Class Students of SMA Negeri 1 Seyegan. Faculty of Economics, Volume 6 Number 5 2016 (1-8) (online) Yogyakarta State University. E-mail: [meythasathree@gmail.com](mailto:meythasathree@gmail.com). accessed 2 November 2022
40. Shely Deity M Sumual. 2021. The Effect of Educational Funding Sources on Increasing Student Learning Outcomes at SMA Negeri 7 Manado. e-journal of the Faculty of Economics, Manado State University.
41. Siti Mukroni. 2017. The Influence of Economics Teacher Learning Quality on Student Satisfaction at Sentajo Raya 2 Public High School. e-journal of the Riau University Master of Economics Study Program
42. Siatatava, Rizema Putra. 2013. Science-Based Creative Teaching and Learning Design. Yogyakarta: Diva Press
43. Slameto, 2013. Learning and the Factors That Influence It. Jakarta: PT Rineka Cipta.
44. Sopiadin, Popi. 2010. Student Satisfaction-Based Learning Management. Bogor: Ghalia Indonesia.
45. Sudarwan, Danim. 2007. New Philosophy of Integrated Quality Management in the 21st century. Jakarta: Earth Script

46. Sudjana, 2005. Assessment of Teaching and Learning Process Results. Bandung: PT. Rosdakarya youth
47. \_\_\_\_\_. 2012. Statistical Method, Bandung: Tarsito
48. Sugiyono, 2011. Educational Research Methods. Bandung: Alfabeta
49. \_\_\_\_\_. 2016. Quantitative, Qualitative and R&D Research Methods. Bandung: Alfabeta
50. \_\_\_\_\_. 2018. Educational Research Methods (Quantitative, Qualitative, and R&D Approaches). Bandung: Alfabeta
51. Superlan, 2010. Character Education and Intelligence <http://www.suparlan.com/pages/posts/character-education-an-intelligence-288.php> accessed on December 3, 2022.
52. Sutikno. Sobry. 2013. Learning and Learning: Creative Efforts in Creating Successful Learning. Lombok: Holistica
53. Tjiptono, Fandy. 2008. Marketing Strategy. Yogyakarta: Andi Offset