

The Effect of Learning Facilities and Learning Disciplines on Entrepreneurship Learning Outcomes of Marketing Expertise Program

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Abstract

This study aims to: 1) To find out whether there is a significant influence between learning facilities on student entrepreneurship learning outcomes at SMK PGRI 3 Depok. 2) To find out whether there is a significant influence between learning disciplines on student entrepreneurship learning outcomes at SMK PGRI 3 Depok. 3) To find out whether there is a significant influence between learning facilities and learning discipline on student entrepreneurship learning outcomes at SMK PGRI 3 Depok. Approach This research is quantitative research. The population in this study were all students at SMK PGRI 3 Depok majoring in marketing, totaling 111 students. The sampling technique used is probability sampling using simple random sampling with a total of 87 students. Collecting data using questionnaires, interviews and documentation. Data analysis techniques using simple regression analysis and multiple regression. The results of this study indicate that: 1) There is a significant effect between learning facilities on learning outcomes with a probability value of $0.000 < 0.05$. 2) There is a positive and significant influence between learning disciplines on learning outcomes with a probability value of $0.000 < 0.05$. 3) there is a significant effect between learning facilities and learning disciplines simultaneously on learning outcomes with a probability value of $0.000 < 0.05$ with multiple linear regression equations: $Y = 8.501 + 0.478X_1 + 0.349X_2$. Based on the coefficient of determination test, the R^2 value is 0.522, which means that the contribution / contribution of the influence of learning facilities and learning discipline to learning outcomes is 52.2%.

Key words: Learning Facilities, Learning Disciplines, Learning Outcomes

INTRODUCTION

Education plays a very important role in supporting human life, because education can improve the quality of human life itself. Education also has a very important contribution in determining the quality of a nation. The development and progress of a nation's civilization is closely related to education, so to improve the quality of human resources, it is necessary to have quality education. Based on the Law on the National Education System Number 20 of 2003 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, society, nation

and state. Education can be done through formal and informal education. Schools are formal institutions that provide education. Formal education is a structured and tiered education consisting of elementary school (SD), junior high school (SMP), high school (SMA) or vocational high school (SMK) and higher education. School is a place where students can learn and study. Learning is a process carried out by a person so that a complete change in behavior is obtained, as a result of his experience in interaction with his environment (Slameto, 2012: 35).

One way to determine the success of the learning process in schools is through student learning outcomes. Based on Sudjana's opinion (2016:22) learning outcomes are abilities or skills possessed by students after participating in learning. Meanwhile, Dimiyati and Mudjiono (2013: 3) suggest that learning outcomes are the result of a relationship between acts of learning and acts of teaching. From the teacher's point of view, the act of teaching ends with the process of evaluating learning outcomes and from the student's side, learning outcomes are the end of the fragment and the culmination of the learning process. Based on observations made on August 16, 2021 at SMK PGRI 3 Depok, it can be seen that in the learning outcomes obtained by students of the marketing skills program class X, XI and XII in entrepreneurship subjects, there are still many students who get a score below the KKM (Minimum Completeness Criteria) which is below 78.

According to Slameto (2013: 54) there are several factors that influence student learning outcomes, namely external factors (factors from outside) and internal factors (factors from within students). External factors consist of the learning environment, learning facilities, socioeconomic status of parents, etc. While the internal factors consist of learning motivation, interest in learning, intelligence, discipline and learning independence. Based on this explanation, it can be seen that one of the external factors that affect student learning outcomes is learning facilities. According to Daryanto (in Muzdalifatuz, 2017: 19) the etymological meaning of the word facility consists of learning facilities and infrastructure, learning facilities are tools used to achieve educational goals, such as locations or places, buildings and others. Meanwhile, according to Dalyono (2012: 59) learning facilities are the state of schools and places of learning that affect student success in learning. However, based on initial observations, it is known that students are not supported by the facilities or facilities available at home, due to the implementation of online learning at SMK PGRI 3 which is carried out through the learning media of google meet, google classroom, and whatsapp, so that during the learning process several obstacles were encountered. students at SMK PGRI 3 Depok, such as a poor network, no internet quota, inadequate online media (mobile phones and laptops) used by students, and incomplete student learning resources.

In addition to external factors, other factors that affect student learning outcomes are internal factors. Based on the opinion according to Slameto (2013: 54) one of the internal factors that affect student learning outcomes is learning discipline. According to Prijodarminto in Winanti (2017: 199) discipline is a condition that is formed through behavior that shows obedience, obedience, order, and order. Meanwhile, Daryanto and Darmiatun (2013: 49) argue that discipline is a responsible social behavior on the basis of the ability to manage or control, motivate and self-independence. With a disciplined attitude will be able to keep students from deviant behavior or things that can interfere with the learning process of students. Based on the results of interviews with entrepreneurship teachers, information was obtained that the level of discipline of students at SMK PGRI 3 Depok is still relatively low, many students at SMK PGRI 3 Depok are lacking

discipline and lack of awareness in carrying out their learning obligations. Students show a lack of awareness in learning entrepreneurship as there are some students whose attendance percentage is less because they do not follow the lesson and are late for class. Students also lack discipline in learning, during the learning process students often do not pay attention to the teacher and do not listen to the teacher while explaining the material or students do other things while studying.

This low student discipline ultimately affects student learning outcomes. This is in line with the results of research conducted by Yussi Anggraini, Syaad Patmanthara and Purnomo (2017) where his research found that there was a positive and significant influence between the learning environment and learning discipline on student learning outcomes of industrial electronics expertise competencies at SMK Se-Malang Raya. . Another study was also conducted by Ita Dwi Arista (2018) where the results of his research showed that there was a significant influence of learning discipline and peers on student learning outcomes. Based on the description of the background above, the researcher will conduct a study with the title "The Effect of Learning Facilities and Learning Disciplines on Student Entrepreneurship Learning Outcomes in the Marketing Expertise Program at SMK PGRI 3 Depok.". This study aims to: 1) To find out whether there is a significant influence between learning facilities on student entrepreneurship learning outcomes at SMK PGRI 3 Depok. 2) To find out whether there is a significant influence between learning disciplines on student entrepreneurship learning outcomes at SMK PGRI 3 Depok. 3) To find out whether there is a significant influence between learning facilities and learning discipline on student entrepreneurship learning outcomes at SMK PGRI 3 Depok.

RESEARCH METHOD

Make sure that work can be repeated according to the details provided. It contains technical information of the study presented clearly. Therefore, readers can conduct research based on the techniques presented. Materials and equipment specifications are necessary. Approaches or procedures of study together with data analysis methods must be presented. Suharsimi (2013: 173) that the population is the entire research subject to be studied. The population in this study were all students of the Marketing Expertise Program at SMK PGRI 3 Depok consisting of classes X, XI-1, XI-2 and XII with a total population of 111 students. Determination of the number of samples in this study using the Slovin formula with simple random sampling totaling 87 students. Data collection techniques through interviews, questionnaires, and documentation. Scoring guidelines in the questionnaire use a Likert scale. The data analysis technique used statistical and inferential analysis where the tests carried out consisted of prerequisite tests and hypothesis testing (simple and multiple linear regression).

RESULTS AND DISCUSSION

The effect of the variable learning facilities on learning outcomes

Table 1. Output Anova Variable Learning Facilities on Learning Outcomes

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4595,298	1	4595,298	68,476	,000 ^b
	Residual	5704,219	85	67,108		
	Total	10299,517	86			

a. Dependent Variable: Learning Outcomes

b. Predictors: (Constant), Learning Facilities

Source: data processed by researchers (2021)

Based on the results of the output of the ANOVA model, information on the value of sig is 0.000 < 0.05 (5%) then H1 is accepted and H0 is rejected, so it can be concluded that there is a significant influence between learning facilities on learning outcomes. To determine the magnitude of the influence between variables obtained the following results:

Table 2. Determination Test Output Between Learning Facilities Variables on Learning Outcomes

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,668 ^a	,446	,440	8,192

a. Predictors: (Constant), Learning Facilities

Source: data processed by researchers (2021)

Based on the output in the table above, the large contribution / contribution of the influence of learning facilities on learning outcomes by 44.6% and 55.4% influenced by other factors. To find the regression equation with the help of SPSS, the following results are obtained:

Table 3. Output Coefficient Between Learning Facilities Variables on Learning Outcomes

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17,915	6,900		2,596	,011
	Fasilitas Belajar	,719	,087	,668	8,275	,000

a. Dependent Variable: Learning Outcomes

Source: data processed by researchers (2021)

Based on the output coefficient, the regression equation is $Y = a + bX = 17.915 + 0.719X_1$. This means that there is a positive relationship between learning facilities (X_1) and learning outcomes (Y). The constant value of 17.915 means that without learning facilities (X_1), the learning outcomes (Y) are 17.915. Then the value of 0.719 means that the average criterion score of Y will experience a change of 0.719 for every change that occurs in X .

The results of the analysis of the influence of learning facilities on learning outcomes are in accordance with the theory according to Arikunto (2009: 16) that facilities are everything that can facilitate and expedite all the implementation of a business. From this theory, it indicates that learning facilities can help and facilitate students in learning. With more complete and adequate home learning facilities owned by students, it will make it easier for students to study and do assignments at home, because with complete facilities it will motivate students more, so students will also be more enthusiastic and active in learning. Learning facilities at home affect student learning outcomes. Learning outcomes will increase or decrease according to the availability of learning facilities at home. The increase in the level of learning facilities is accompanied by an increase in learning outcomes. So that the higher the level of learning facilities owned by students, it can improve student learning outcomes for the better. On the other hand, incomplete and inadequate facilities will hinder the learning process and hinder students from achieving achievement. The results of this study are in accordance with research conducted by Sitaman Said (2019) with the title "The Effect of Home Study Facilities on Learning Achievement in Integrated Social Studies Subjects of State Junior High School Students". The results of the study indicate that there is a positive and significant influence between learning facilities at home on learning achievement of Integrated Social Studies subjects for Class VIII students of SMP Negeri 5 Bima City in the 2017/2018 academic year. The results of this study are also in accordance with research conducted by Lela Camellia Cynthia, Trisno Martono & Mintasih Indriayu with the title "The Influence of Learning Facilities and Learning Motivation Against Learning Achievement in Economics Subjects of Class XI IIS at SMAN 5 Surakarta in the 2015/2016 Academic Year". The results showed that there was a significant influence between learning facilities and learning motivation partially and simultaneously on economic learning achievement in class XI IIS SMA Negeri 5 Surakarta.

The effect of the variable learning disciplines on learning outcomes

Table 4. Output Anova Variable Learning Disciplines on Learning Outcomes

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4151,645	1	4151,645	57,400	,000 ^b
	Residual	6147,872	85	72,328		
	Total	10299,517	86			

a. Dependent Variable: Learning Outcomes

b. Predictors: (Constant), Learning Discipline

Source: data processed by researchers (2021)

Based on the results of the output of the ANOVA model, information on the value of sig is $0.000 < 0.05$ (5%) then H1 is accepted and H0 is rejected, so it can be concluded that there is a significant influence between learning disciplines on learning outcomes. To determine the magnitude of the influence between variables obtained the following results:

Table 5. Determination Test Output Between Learning Disciplines Variables on Learning Outcomes

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,635 ^a	,403	,396	8,505

a. Predictors: (Constant), Learning Discipline

Source: data processed by researchers (2021)

Based on the output in the table above, the large contribution / contribution of the influence of learning disciplines on learning outcomes by 40.4% and 59.6% influenced by other factors. To find the regression equation with the help of SPSS, the following results are obtained:

Table 6. Output Coefficient Between Learning Disciplines Variables on Learning Outcomes

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	23,668	6,778		3,492	,001
Disiplin Belajar	,625	,082	,635	7,576	,000

a. Dependent Variable: Learning Outcomes

Source: data processed by researchers (2021)

Based on the output coefficient, the regression equation is $Y = a + bX = 23.668 + 0.625X_2$. This means that there is a positive relationship between learning discipline (X1) and learning outcomes (Y). The constant value of 23.668 means that without learning discipline (X1), the learning outcome (Y) is 23.668. Then the value of 0.625 means that the average criterion score of Y will experience a change of 0.625 for every change that occurs in X.

This is in accordance with the opinion expressed by Sumantri (2010:122) learning discipline is the obedience of students to carry out the obligation to learn consciously so that changes are obtained in him, whether it be in the form of knowledge, actions or attitudes, whether it is studying at home or studying at school. This means that discipline will bring up students' self-awareness in learning. Learning discipline is very important for a student to make it more orderly and organized. If a student has high discipline, learning will be much more optimal so that it can affect his learning outcomes and can improve his achievement. Vice versa, if students have low discipline, the lower their learning outcomes. The results of this study are reinforced by research conducted by Yussi Anggraini, Syaad Patmanthara, and Purnomo with the title "The Effect of Learning Environment and Learning Discipline on Learning Outcomes of Industrial Electronics Expertise Competence in Vocational High Schools". The results showed that (1) there was an influence between the learning environment and learning discipline on learning outcomes of 0.541. (2) The influence of the learning environment on learning outcomes significantly with a coefficient of determination of 0.573. (3) There is a significant influence of learning discipline on learning outcomes of 0.444.

The effect of the variable learning facilities and learning disciplines on learning outcomes

Table 7. Output of Anova Variable Facilities and Learning Discipline on Learning Outcomes

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5371,979	2	2685,989	45,788	,000 ^b
	Residual	4927,538	84	58,661		
	Total	10299,51	86			
		7				

a. Dependent Variable: Learning Outcomes

b. Predictors: (Constant), Learning Discipline, Learning Facilities

Source: data processed by researchers (2021)

Based on the results of the output of the ANOVA model, information on the value of sig $0.000 < 0.05$ (5%) is obtained, then H1 is accepted and H0 is rejected, so it can be concluded that there is a significant influence between learning facilities and learning discipline simultaneously on learning outcomes. To determine the magnitude of the influence between variables obtained the following results:

Table 8. Determination Test Output Between Facilities and Learning Discipline Variables on Learning Outcomes

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,722 ^a	,522	,510	7,659

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

a. Predictors: (Constant), Learning Discipline, Learning Facilities

Source: data processed by researchers (2021)

Based on the results of the summary model output, it is known that the value of $R = 0.722$ means the level of the relationship is strong, R Square of 0.522 means that the contribution of learning facilities and learning discipline to learning outcomes is 52.2% and 47.8% is influenced by other factors. To find the regression equation with the help of SPSS, the following results are obtained:

Table 9. Output Coefficient Between Learning Facilities and Learning Discipline Variables on Learning Outcomes

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8,501	6,951		1,223	,225
	Fasilitas Belajar	,478	,105	,444	4,561	,000
	Disiplin Belajar	,349	,096	,354	3,639	,000

a. Dependent Variable: Learning Outcomes

Source: data processed by researchers (2021)

Based on the output coefficient, the following multiple linear regression equation is $Y = a + bX_1 + bX_2 = 8.501 + 0.478X_1 + 0.349X_2$. This means that there is a positive relationship between learning facilities (X_1) and learning discipline (X_2) on learning outcomes (Y). The constant a value of 8.501 means that without learning facilities (X_1) and learning discipline (X_2), the learning outcomes (Y) are 8.501. Then the value of 0.478 means that if the learning facilities (X_1) increase by one unit, the learning outcomes (Y) will increase by 0.478. While the value of 0.349 means that if the learning discipline (X_2) increases by one unit, the learning outcomes (Y) will increase by 0.349.

CONCLUSION

Based on the results of research on the effect of learning facilities and learning discipline on learning outcomes, the following conclusions can be drawn as there is a significant positive effect between learning facilities on learning outcomes, seen from the significance value of $0.000 < 0.05$ and the level of the relationship between the two variables is strong and the contribution of the influence of learning facilities to learning outcomes is 44.6% ; There is a significant positive effect between learning discipline on learning outcomes, seen from the significance value of $0.000 < 0.05$ and the level of the relationship between the two variables is strong and the contribution of the influence of learning discipline to learning outcomes is 40.3% and ; There is a significant positive effect between learning facilities and learning discipline simultaneously on learning outcomes, seen from the significance value of $0.000 < 0.05$ and the level of the relationship between the three variables is strong and the contribution / contribution of the influence of learning facilities and learning discipline to the results learning by 52.2%.

There are suggestions that researchers can convey as follows for students, it is hoped that students can apply good study discipline, be serious in learning, not delay in doing assignments and not be absent, and it is hoped that students will be able to take advantage of the learning facilities at home optimally, not wasting existing facilities. and caring for and maintaining the learning facilities owned, so that learning outcomes are much better. For parents, are expected to give attention and affection and facilitate the learning needs of children, so that children can be more enthusiastic in learning to support the learning process and improve learning outcomes.

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