Investigations into Professional Practice
Learning from Action Research Projects
Australia & Southeast Asia

Edited by
Kevin Laws, Lesley Harbon & Christabel Wescombe

Developing Educational Professionals in Southeast Asia
DEPISA
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Enhancing Learning Effectiveness through the Promotion of Student Satisfaction towards Learning Facilities

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Abstract

This research was conducted to determine the correlation between student satisfaction and learning facilities for learning achievement. The correlation between the two variables is useful to see how learning facilities might be used as a tool to measure learning effectiveness. For that purpose, an instrument measuring students’ satisfaction towards learning facilities has been developed and validated ($r = 0.60$).

The research reveals that student satisfaction towards learning facilities and learning achievement are significantly correlated ($r_{\text{obs}} 0.585 > r_{\text{tab}} 0.333$). In addition, students who are satisfied with the learning facilities get high scores of grade point average (GPA) ($t_{\text{obs}} 4.147 > t_{\text{tab}} 1.697$).

Introduction

In any educational institution good learning facilities appear to be an important pre-condition as far as student satisfaction is concerned. Decaying environmental conditions such as peeling paint, crumbling plaster, non-functioning toilets, poor lighting, and inadequate ventilation, can affect learning as well as the health and the morale of staff and students. Such conditions, in turn, might affect students’ achievement (O’Sullivan, 2006).

There is little research dealing solely with the relationship between school facilities and student satisfaction in learning. Some however, have investigated school facilities focusing on building conditions in relation to other intermediate factors, such as a student’s attendance, health, or behaviour, and related them with learning achievement (Cash, 1993; Chan, 1980 & 1996; Earthman, Cash & Berkum, 1995). Recent research data are showing that physical facilities are fundamentally important to both a student’s attendance and achievement (Schneider, 2002). In addition, other aspects of college life such as an adequate number of staff and funds remain important to students.

Uka (2014) writes that satisfaction with physical facilities is important to note as far as learning achievement is concerned. Duran–Narucki (2008) reported that students studying in schools with poor facilities attended less days on average, and had lower scores on standardised tests in English language arts and mathematics. Similarly, Earthman (2002) claimed that students who received instruction in buildings with good environmental conditions achieve test scores up to 17% higher than scores for students in substandard buildings. In addition, Boese and Shaw (2005) who investigated school facilities and suspension due to students’ health and attendance, reported that schools with better building conditions have up to a 14% lower student suspension rate.
With regard to the discussion above, some generic questions raised are:

1. What is meant by learning facilities?
2. What is satisfaction?
3. What is the mechanism that explains how learning facilities and satisfaction relate to achievement?

**Learning facilities**

‘Learning facilities’ refers to tools that can be used to perform, develop and or achieve learning goals (Arum, 2006). Similarly, Arikunto (1987) defined learning facilities as facilities needed and used during the teaching-learning process, so that the learning goals can be achieved in an orderly, smooth, effective and efficient kind of way. In line with these two definitions, there is a formal consensus commonly practised by secondary schools in Indonesia to define learning facilities. This is a legal requirement published in documents by the Directorate-General of Secondary Schools. In this regard, learning facility in general is defined as all facilities that support the whole teaching-learning process in order to achieve the learning goals as stated in the curriculum. This definition seems to limit the meaning of learning facilities to supporting tools in the process of learning to achieve learning goals.

Schlossberg (1989) stated that five criteria must be fulfilled as far as learning facilities and student satisfaction are concerned. These are:

1. Learning-orientedness
2. Learner-centeredness
3. Flexibility
4. Collaboration
5. Community-building

Learner centeredness focuses on student needs, preferences and work patterns. Flexibility means being responsive to the changing needs learners have for resources and support. Collaboration deals with the integration of different learning support areas in the college. Community-building relates to a hub or center for physical and virtual interaction for staff and students.

Based on the above criteria, learning facilities in this context is defined as tools or facilities that can be accessed by both students and teachers to support the learning process in such a way so as to ensure that learning goals can be achieved.

**Satisfaction**

To define student satisfaction in learning, it is possible to refer to a definition of consumer satisfaction in the field of marketing management. Satisfaction in this context can be defined as circumstances felt by a person who has experienced a performance that has fulfilled his/her expectations (Kotler & Clarke, 1987). It might be conceptualised as either an emotional or cognitive response (Giese & Cote, 2002). In addition, Lounon (1988) more specifically explains that satisfaction as a kind of stepping away from an experience of one or some similar performance and evaluating it. This definition explains that satisfaction is a holistic process that involves feelings, needs, and expectations related to experiences.

How are the three factors, satisfaction, learning facilities, and learning achievement related to each other?
A research finding on job satisfaction and motivation noted that motivation and satisfaction play similar important roles as the driver of the whole process of learning. Motivation increases with the increase of learning satisfaction. This is to say that motivation and satisfaction are positively correlated (Singh & Tisari, 2011).

Based on the above discussion, a specification for learning facilities that might create student satisfaction could be made as presented in Table 1 below:

Table 1. Specification of student satisfaction towards learning facilities and indicators

<table>
<thead>
<tr>
<th>No.</th>
<th>Component</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tangibility</td>
<td>Physical notion of the facilities been good; infrastructure is available.</td>
</tr>
<tr>
<td>2</td>
<td>Utility</td>
<td>Useful to fulfill student’s need; effective to produce best outcomes.</td>
</tr>
<tr>
<td>3</td>
<td>Accessibility</td>
<td>Accessible for every student; location is reachable.</td>
</tr>
<tr>
<td>4</td>
<td>Flexibility</td>
<td>Responsive to the changing needs.</td>
</tr>
<tr>
<td>5</td>
<td>Safety</td>
<td>Equipment is safe and secured.</td>
</tr>
<tr>
<td>6</td>
<td>Comfort</td>
<td>The structure, and the conditions are comfortable.</td>
</tr>
<tr>
<td>7</td>
<td>Learning</td>
<td>Focuses on student needs, preferences, and work patterns.</td>
</tr>
<tr>
<td></td>
<td>orientedness</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Learner</td>
<td>Focuses on student needs, preferences and work patterns.</td>
</tr>
<tr>
<td></td>
<td>centeredness</td>
<td></td>
</tr>
</tbody>
</table>

Methodology

Using the above components, a questionnaire of student satisfaction towards learning facilities was developed using the Likert Scale. Included were five options for respondents to choose from, ranging from, Strongly Agree down to Strongly Disagree. Initially there were 39 items but after theoretical validation through a panel discussion six of them were deleted. The 33 item questionnaire was then empirically validated using Factor Analysis methods. The study confirms that the attributes are all valid.

In the validation two factors were extracted based on the exploratory method of Principle Component Analysis (PCA) with cumulative percentage 84%. This means that 84% of total variance was generated from the two extracted factors.

The internal consistency of reliability was assessed using Cronbach's Alpha formula and it obtained an index of reliability of 0.60, which means the factors are significantly reliable. Therefore, the components of the two extracted factors can be used as the core components of the questionnaire to measure the degree of student satisfaction with learning facilities.

The questionnaires were distributed to 40 students randomly chosen from five classes in the Department of English and Literature at Universitas Negeri Jakarta.

To determine the correlation between student satisfaction with learning facilities and learning achievement a Pearson Product Moment formula was used. In addition, to find out the
difference in learning achievement between students with high satisfaction towards learning facilities and those with low satisfaction, a t-test was used.

**Results and discussion**

This research confirms that the null hypothesis could be rejected ($r_{obs} 0.585 > r_{tab} 0.333$). It means that there is a positive correlation between student satisfaction with learning facilities and learning achievement. In addition, students who are highly satisfied with the learning facilities in the English Department of Universitas Negeri Jakarta show higher achievement than those with low satisfaction ($t_{obs} 4.147 > t_{tab} 1.697$).

The results suggest that student satisfaction is very powerful in raising students’ motivation to learn and therefore plays an important role in learning achievement.

In this research eight characteristics (Table 1.) associated with learning facilities were commented on by students. It should be noted that it is not necessary for facilities in an education institution to be modern, high tech, or of a high quality for student achievement or satisfaction to occur.

The characteristics of satisfaction may vary, but satisfaction with learning facilities (as well as academic life and institutional services) is of prime importance to students. This is the reason why learning facilities were chosen for this particular research.

**References**


Annual Meeting of the Council of Educational Facility Planners, International, Dallas, Texas.


Appendix

Please put a cross (X) in the column in response to each statement below based on your personal impression. The description of acronyms is listed in the legend below.

Legend

SDA = Strongly Disagree  DA = Disagree  DB = Doubtful  AA = Agree  SA = Strongly Agree

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Your response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It is comfortable for me to study in the classrooms available in English Department (ED)</td>
<td>SDA DA DB AA SA</td>
</tr>
<tr>
<td>2</td>
<td>Rooms in ED are built in a proper location to reach</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Physically learning facilities in ED appear to be modern and up to date</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Physically learning facilities in ED create learning atmosphere</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>It is easy to reach the locations of learning facilities available in ED</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The classrooms in ED are old fashioned and out of date</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Learning facilities in classrooms are bad and cannot be utilized</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I feel secured to utilize learning facilities in ED</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Collection of books and other printed materials as well as learning media are sufficient and complete</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Collection of books and other printed materials as well as learning media are useful</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Collection of books and other printed materials as well as learning media are up to date in line with learning development</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I can use the learning facilities in ED any time in line with my learning schedule</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>The classrooms in ED are dirty</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>The atmosphere and the supporting infrastructure of learning facilities are secured</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>The media and apparatus in the learning facilities are in a good condition</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Rooms are inadequate to support learning process</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>I feel uncomfortable to study in the rooms available in ED</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Infrastructure and apparatus in the laboratories are not secured for students</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>The apparatus in the laboratories are in bad condition therefore cannot be used</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>The learning facilities in ED are beneficial and useful</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>The apparatus in the laboratories are old and out of date, therefore, cannot be used.</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>The temperature in rooms is not suitable to study</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>The paint of the rooms is blur and bad</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>The rooms in ED are noisy, therefore it is not comfortable</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>The cables and sockets that support the electrical devices in the laboratories are dangerous for students</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>The utilization of learning facilities in ED are specifically arranged to satisfy ED students</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Learning facilities in ED are continuously updated to respond to the advancement of modern technologies</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Learning facilities in ED give significant contribution for me to finish my tasks in learning</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Learning facilities in ED are specifically designed to fulfill student needs in learning</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Special requirements are needed to utilize learning facilities in ED</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>I do not see significant advancement of devices in the laboratories</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>I do not see significant cares contributed by ED management to satisfy student needs in learning</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Learning facilities in ED significantly support learning process</td>
<td></td>
</tr>
</tbody>
</table>