
STUDENTS' PERCEPTION ABOUT FACILITY OF THE LEARNING PROCESS : A Case Study in Ensino Secundário Geral Kristy Sword Gusmão Laleia

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ABSTRACT

The aim to achieve in this research is to analyse and describe the perceptions of students about the facilities for participation in the learning process at Kristy Sword Gusmão High School, Laleia. A sample of 50 students in this research comprised of Grade 10 students are 15, Grade 11 students are 18, and grade 12 students are 17. The technical analysis of data in this research is the descriptive technical analysis with the support of SPSS programs. Research findings show that the participation of students in the learning process is successful and not impacted by facilities to motivate students. And also, students like to attend classes of all subjects throughout the learning process, but 62% of respondents agreed with the impact of facilities to wish for students to learn during the learning process, and 72% agreed with the impacts of facilities to be active in extracurricular activities during the learning process. However, speaking of participation in the learning process went well because the majority of respondents agreed.

INTRODUCTION

Education is one of the efforts of the state to empower quality human resources to achieve the defined development goals. The objective of this education process is to increase the human resources capacity through the school learning process (Imhangbe et al., 2020). The learning process to make students active in learning must be well planned and systematically done. Slameto (2010) states that to

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achieve the objective of education we should depend more on the students in the learning process. Meaning the students have significant progress and development. Informal education, the capacity, and progress of one student are always thorough examination and evaluation (Costa, 2016). The learning process is always influenced by two factors as internal and external factors.

Internal factors are factors that are in students themselves such as physical condition, intelligence, skills, discipline, will, and attention; however, external factors that influence students like parentage, teachers, facilities, classroom conditions, etc. (Standards et al., 2014). School facilities are an increasingly influential external factor in student progress in the school learning process (Olufemioladebinu et al., 2018). To strengthen the results of the studies for good students and motivate them to participate in learning education, they need adequate facilities to attract students following the scheduled classes. Learning facilities play an important role in facilitating and improving students' activities.

Learning facilities are also the center of the learning process (Da Costa et al., 2017). School facilities are everything that teachers use directly in school to undertake learning processes as well as facilitate students to do certain jobs or motivate students to study for a better provision. According to Muhroji (2004: 49), facilities are all necessary for the learning process, so that they can run smoothly, structured, effective, and efficiently. According to Widjaya (1994: 92) that the learning process is going well requires complete support in the classroom so that teachers can be used to teach students. Likewise, it is necessary to have a dignified and safe school environment to motivate students to be calm and participate in the learning process.

Active students in school activities will change themselves as attitudes and privacy that are of good conduct, good customs, and intelligence. Assets Feasibility studies create interaction between situations that stimulate the memory of each person, and therefore students' behavior will change from previous attitudes and be new behaviors that may arise concerning stimulating existing practices (Pujiati & Sonhaji, 2018).

Sardiman (2001) states that students are active as physical characters and mental or psychological activities. However, the reality is that in High School Kristy Sword Gusmão Laleia said that the condition of schools and facilities are unfavorable to students to teach well and comfortable learning. Conditions such as schools' distance which is too close to the community could be difficult for the teachers to transfer information properly and so many facilities can cause damage or loss due to the attitudes of the community or the population in this area.

With poor conditions in schools, particularly unsafe facilities, it is difficult to achieve the learning objectives that lead to the influence on the participation of students in teaching and not to provide better results for students in their assessment (Lubis et al., 2019). With these attitudes, we need good and clear information to improve our current situation and conditions to improve your students' learning outcomes. It is, therefore, necessary for researchers to look deeper into problems around the country and inform them throughout Timor-Leste to diminish and prevent the situation and attitudes that impact the learning process so that we can improve the educational system in Timor-Leste (Government of Timor-Leste, 2014).

LITERATURE REVIEW

Facilities

Bafadal (2004) defines that all study facilities are equipment, materials, and furniture used directly in the learning process in school". From this definition, summarize that the study facilities are all the needs of the students to facilitate, accelerate and support the meaning of learning activities in schools. According to Djamarah (2006), facilities are everything that can facilitate students. Study facilities that support student learning activities are going well and can result in the expected outcomes.

Gia (2002) states that a good study model requires adequate facilities such as room or space to study well, goods or equipment which are adequate and efficient. Therefore, the principle of the study facilities is to facilitate learning processes. The equipment related to the learning process requires maintenance and supervision of classrooms, libraries, and classrooms for practice. Schneider (2005) said those involved in school planning see this as an opportunity to enhance academic outcomes by creating better academic learning environments" that they are involved in school planning projects, see this as an opportunity to improve or increase the results of studies through increasing environmental studies.

According to Gie (2002), the diverse learning facilities are as follows: (1) good study space: An adequate study room is a requirement for the learning process to go smoothly with adequate and comfortable space for students to study and get better results. A good place is: (a) Light from the day; a good light will not imply their expectations so that they can study well, and (b) Circulation of wind: The place of study requires sound air circulation and exit from two locations. (2) Complete feasibility study mobilizers required in the learning process are tables, chairs, and wardrobes, etc. that may be necessary to improve learning activities, (3) Efficient study equipment, study equipment is part of the system that should be available so that the learning process can run smoothly and under the set of objectives that have been determined. Lack of goods or goods not fully complete reduces the effectiveness of teaching and learning or stops learning processes, (4) Other criteria are like books. According to Bafalda (2004), facilities are classified into 2 groups. They are educational facilities and educational infrastructure.

Participation

Participation means taking part or as part of it, (Suryosubroto, 2002). Sursubroto (2002) says that participation is a mental involvement and emotion of a person to achieve people's goals or objectives and take responsibility there. According to him, the partnership is a form of mental inclusion and emotion of a person within a group that encourages them to increase their ideas and feelings towards achieving their goals, jointly accountable to this purpose.

Participation is the key to this idea of mental engagement and emotion (Abu Nasra & Arar, 2020). Therefore, participation is a democratic system, which is part of the planning and execution process and also a sharing of responsibilities following the maturity and level of obligations. It is like this study that is interested between students and their environment. Accordingly, achieving the ideal study results requires the involvement or participation of students in education and learning. The involvement of students is important to determine successful learning.

Yamin (2007) classified participation activities in the learning process, including regular activities (reading, seeing the images, observing the experiments, demonstrations, and observation of others working or play), oral activities (suggested facts or principles, connection to express questions, making recommendations, ideas, interviews, discussions, and interruptions). The hearing activities or irregularities are hearing the presentation of materials, speaking or group discussion, listening to game radio. Written activities were including writing stories, reports, reductions, copied materials, making a summary, doing tests, and filling out, and questionnaires. The painting activity or designing were making designs, graphic design, letter, map diagram, standard or model. The metrical activities consisted of making experiments, choosing instruments, exhibition, dance, and farming. The mental activity consisted of meditation, remembering, problem resolution, analysis of factors, consultations, and decision-making. The emotional activities were consisting of interests, differences, courage tranquility, and others.

Suryusubroto (2002) explained that student participation in learning seems to have the following activities: (a) do something to understand learning materials with confidence, (b) study, explore, and discover how this situation can be overcome alone, (c) feel themselves how teachers provide the services, (d) study in groups, (e) try making concepts, (f) communicate ideas, discoveries, and value-added value through oral or research.

The participation of students is a student in the learning process that covers both physical and psychological aspects to achieve this goal is the result of a satisfactory study (Willis, 2020). The participation of students in the classroom will influence the learning process itself, with high participation to create effective learning environments. Participation of students in learning can be used by students to gain significant knowledge.

The participation of students will play an important role in the progress of themselves, leading to independence and how to interact in society. Teachers can improve students' participation through the different planned activities (Curry & Milsom, 2018). Often students' participation is not active because they don't have their initiative, so they need to be stimulated and supported by teachers through properly prepared methods. Therefore, the creativity and commitment of teachers must support them so that students can be proactive in the learning process.

Learning Process

Essentially, learning is an intense activity that results in change, particularly in terms of knowledge, skills, attitudes, and values, (Hamzah, 2009). According to Hamalik (2005), learning is a good behavior change due to training and experience. Learning According to Suparno (2001) is one of the activities that result more permanently through our efforts. Teaching is the creation of an available environmental system for the learning process, (Hasibuan & Moedrable, 2002: 3).

According to Suryosubroto (2002) teaching generally is a learning activity, so that the learning process can be carried out effectively and efficiently. He also added that the learning process covers the activities carried out by the teacher since planning, the implication of activities to evaluate, and continuing programs in educational conditions to achieve specific learning objectives. This leads to a real

situation of teachers to exercise their role under the concepts of the theory above, to improve teaching.

Therefore, the author concluded that the learning process is the process that students and teachers will follow through learning activities so that they can achieve the objectives that a person can hope and achieve. Teaching is a system, which means a set of components that relate to and interact between them to achieve the goals or objectives of determining to learn (Oemar Hamalik, 2003:77).

METHOD

This research was utilizing quantitative methods (Levitt et al., 2018). It was conducted at Kristy Sword Gusmão High School Laleia, Administrative Post of Laleia, Municipality of Manatuto. Sample in this research was about active students who are at Kristy Sword Gusmão High School Laleia whom the researcher met at the school hall with their age requirements starting from grade 10 to grade 12 are in total of 50 (Fifty).

Independent variables in this research are school facilities (X) and dependent variables on the participation of students/a in the learning process (Y). This indicator is based on the following table.

Tabel 3.1 Research Indicators

Variable	Definition	Indicator and Measurement
School Facilities (X)	Study facilities are all equipment, materials, and furniture used directly in the school learning process	Learning Room, Media to teach, Laboratory, Library, tables, and Chairs or Seats
Participation of Students (Y)	Participation is a mental involvement and emotion of a person towards achieving goals or objectives and taking responsibility.	According to the learning activity, active and happy, willing to attend the classes of all subjects, willing to learn, and active in extracurricular activities.

The technical analysis of data in this research is a descriptive percentage analysis, used to determine the variable results of school facilities for students' participation in the education and learning process carried out in the Kristy Sword Gusmão General Secondary School Laleia. The analysis was used with a table model and total value to clarify the descriptive variables. To calculate the percentage of descriptions in this research, the following formula is used as follows:

$$\% = \frac{n}{N} \times 100 \%$$

In addition, quantitative data in this research are information obtained from respondents about the general situation in Kristy Sword Gusmão High School and school director. The quantitative data used in this research are the result of questionnaires distribution with optional numerical responses that respondents selected based on their perceptions and observations during the learning process at Kristy Sword Gusmão High School, Laleia.

Technical Data Analysis used in this research was a descriptive quantitative and qualitative measure with instrument data analysis using the SPSS statistic programs with the approximate results based on the Likert Scale measurement with

its dimension and the expected outcomes are the following (Sekaran and Bougie: 2009):

$$\frac{\text{Greater value} - \text{Smaller value}}{\text{Total Categories}} = 0,8$$

$$\frac{5-1}{5} = 0,8$$

RESULTS

The Distribution of Respondent Students About the Classrooms at Kristy Sword Gusmão High School are Sufficient

Table 1 Classrooms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LKL	2	4.0	4.0	4.0
	LK	12	24.0	24.0	28.0
	KL	36	72.0	72.0	36
	Total	50	100.0	100.0	

From the table above, it shows that a total of 50 respondents which composed of grade 10 to Grade 12, it shows that two respondent students with their percentage 4% disagreed with the classrooms that are there, 12 (24%) respondents showed their responses that they just agreed, with the answer, 36 respondents who agreed with the classrooms. Therefore, this means that the classrooms in Kristy Sword Gusmão High School are the majority of students responded very well and can say that there are sufficient classrooms for students to do the learning process.

Distribution of Respondent Students on Media Teaching Instruments at Kristy Sword Gusmão High School That Are Sufficient

Table 2 Media tools to teach subjects

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	LKL	6	12.0	12.0	12.0
	K	21	42.0	42.0	54.0
	KL	23	46.0	46.0	100.0
	Total	50	100.0	100.0	

The table above shows that a total of 50 respondents from Grade 10 to Grade 12. Research shows that 6 respondents (12%) did not agree that teachers use media instruments to teach, 21 (42%) agreed that teachers use media instruments to teach, 23 (46%) responded very well. This means that students at Kristy Sword Gusmão High School responded that the majority agreed with the teachers to use the media instruments to teach.

Distribution of Respondent Students with the Use of Kristy Sword Gusmão High School Laboratory

Table 3 Use of Laboratory

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LKL	2	4.0	4.0	4.0
	N	8	16.0	16.0	20.0
	K	24	48.0	48.0	68.0
	KL	16	32.0	32.0	100.0
	Total	50	100.0	100.0	

From this research, it was indicated that 2 (4%) respondents said that they didn't agree with the use of Kristy Sword Gusmão High School Laboratory, 8 or 16% responded neutrally, 24 (48%) responded that they agreed, 16 (32%) also responded that they agreed with the use of Kristy Sword Gusmão High School Laboratory. This means that majority of students who responded to laboratory use to do the learning process are 24 people (48%) who answered they agreed.

Distribution of Respondent Students with the Use of the Library at Kristy Sword Gusmão High School

Table 4. Library

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LKL	2	4.0	4.0	4.0
	LK	5	10.0	10.0	14.0
	N	10	20.0	20.0	34.0
	KL	33	66.0	66.0	100.0
	Total	50	100.0	100.0	

The results of the research show that 2 or 4% of respondents said they did not agree with the use of Library at Kristy Sword Gusmão High School, 5 (10%) answered they did not agree, 10 or 20% responded to Neutral use of the Library, and 33 people (66%) responded more agreed. This means that respondents who responded to the students using the Library at Kristy Sword Gusmão High School during the learning process majority agreed more than 33 people (66%).

Distribution of Respondent Students about the facilities of Tables and Chairs at Kristy Sword Gusmão High School

Table 5 Tables no Chairs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LKL	2	4.0	4.0	4.0
	N	19	38.0	38.0	42.0
	KL	29	58.0	58.0	100.0
	Total	50	100.0	100.0	

From the results of the research, it shows that 2 or 4% of respondents answered that they did not agree with the use of Tables and Chairs at Kristy Sword Gusmão High School, 19 (38%) answered Neutral about the use of tables and chairs in the same school, 29 persons (58%) of respondent agreed about the use of tables and chairs at Kristy Sword Gusmão High School. This means that the majority of students responded that they agreed were 29 or 58% of respondents answered that

they agreed thoroughly with the use of tables and chairs at the school that is already mentioned.

Distribution of Respondent Students on the impact of facilities to motivate students under the Learning Activity at Kristy Sword Gusmão High School

Table 6: Impact of Facilities to Motivate Participating Learning Activities

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	LKL	2	4.0	4.0	4.0
	N	6	12.0	12.0	16.0
	K	11	22.0	22.0	38.0
	KL	29	58.0	58.0	96.0
	LK	2	4.0	4.0	100.0
	Total	50	100.0	100.0	

Based on the result analysis, it was found that 2 or (4%) respondents responded that they did not agree with the impact of facilities to motivate students to participate in the learning activities at Kristy Sword Gusmão High School, 6 or (12%) respondents responded Neutral about the impact of facilities to motivate students to participate the learning activities, 11 or 22% responded they just agreed with the impact of facilities to motivate students to participate Learning Activity, so 29 people (58%) responded that they agreed and 2 people (4%) did not agree. This means that most respondents responded that they agreed because were 29 or (58%) responded that the facilities could motivate students/a groups to participate in the learning activities at Kristy Sword Gusmão High School.

Distribution of Respondent Students about the Impact of Facilities to Motivate Students who are Always Active and Happy to Attend the Learning Process at Kristy Sword Gusmão High School

Table 7: Happy to Participate in the Leaning Process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LKL	2	4.0	4.0	4.0
	LK	26	52.0	52.0	56.0
	KL	22	44.0	44.0	100.0
	Total	50	100.0	100.0	

The results of the research show that 2 or (4%) students did not agree about the impact of facilities to motivate students to be active and happy always to participate in the learning process, 26 or (52%) did not agree on the impact of facilities to motivate students to be active and happy to participate in the learning process, 22 or (44%) responded that they agreed Good about the impact of the facilities to motivate students to be active and happy in participating the learning process. This means that most students who responded did not agree that there was an impact of facilities to motivate students to be active and happy in participating in the learning process at Kristy Sword Gusmão High School, with a total number of 26 people (52%).

Distribution of Respondent Students about the Impact of Facilities to Motivate Students who Love to Attend Classes of all Subjects During the Learning Process at Kristy Sword Gusmão High School

Table 8 Love to Participate, Classes of all Subjects,

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LKL	2	4.0	4.0	4.0
	LK	10	20.0	20.0	24.0
	K	38	76.0	76.0	100.0
	Total	50	100.0	100.0	

The research findings show that 2 or (4%) respondents who responded they didn't agree with the impact of facilities to motivate students to love in participating classes of all subjects during the learning process, 10 or (10%) respondents who responded did not agree about the impact of the facilities to motivate students to enjoy the classes of all subjects during the learning process, 38 or (78%) of respondents said that they agreed on the impacts of the facilities to motivate students to enjoy or love attending classes of all subjects during the learning process. This means that most respondents agreed that there was an impact on facilities that motivated students to learn more about all subjects during the learning process at Kristy Sword Gusmão High School, with 38 respondents (52%).

Distribution of Respondent Students about the Impact of Facilities to Wish the Students to Learn During the Learning Process at Kristy Sword Gusmão High School

Table 9 Willingness of Students to Learn

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LKL	4	8.0	8.0	8.0
	LK	15	30.0	30.0	38.0
	KL	31	62.0	62.0	100.0
	Total	50	100.0	100.0	

A result of the research revealed that 4 respondents (8%) who responded did not agree with the impact of facilities to wish the students to learn during the learning process, 15 respondents (30%) who responded did not agree about the impact of the facilities to wish the students to learn during the learning process, 31 people (62%) said that respondents who responded agreed about the impact of facilities to wish the students to learn during the learning process. This means that most respondents who responded agreed with the impact of facilities to wish the students to learn during the learning process at Kristy Sword Gusmão High School with the total of 31 people (62%) but they need to pay more attention to the cumulative value that it has not achieved yet 100%.

DISCUSSION

Based on research findings, 29 or (58%) respondents who responded agreed with the impact on the facilities to motivate students to participate in learning activities, and 26 respondents (52%) who did not agree on the impact of the facilities to motivate students who were always active and happy in participating the learning process, and the respondents for a total of 38 people (78%) who responded agreed on the impact of the facilities to motivate students to enjoy attending classes of all subjects during the learning process.

In addition, 31 or (62%) respondents who responded agreed on the impact of facilities to wish the students to learn during the learning process and another 36 respondents (72%) said they agreed thoroughly about the impact of facilities to be active in extracurricular activities during the learning process. Hence, the school is a formal institution that holds an important key to increasing and improving the quality of human resources, and a school is also a place for the learning process itself.

That is why the learning process is the result of activities taking place at the core or as a center for students. Therefore, the learning process can have a good result from the observation and investigation of the indicators that the school is preparing and offering them to the students who see from the abstract perspective as well as non-abstract factor is 90% contribution from the infrastructure conditions, and facilities that support the learning process itself. These processes contribute directly to the provision of students who are attending the learning process in school (Rachmawati et al., 2021).

In addition, speaking of students' participation in the learning process indicated that 29 or 58% agreed and 2 people (4%) did not agree, but 26 or 52% did not agree on the impact of the facility to motivate students to be active and happy always in participating in the learning process.

In the same way, 38 respondents or (78%) agreed on the impacts of facilities to motivate students to enjoy attending classes of all the subjects during the learning process. And 31 or 62% of respondents agreed on the impact of facilities to wish for students to learn during the learning process, but 36 respondents (72%) agreed about the impacts of facilities that were used to activate in extracurricular activities during the learning process.

Based on the elaboration of these research findings, it indicates that majority of 80% of the respondent students who attend or participate in the learning process at Kristy Sword Gusmão High School in the academic year of 2018 shows their positive perception of the facility and the conditions in which the school has, but on the other hand, there is a real observation which shows that there are facilities that are not available or still lacking to meet the standards of the schools in other locations, in comparison with the school in Dili capital, but because of the condition and the situation faced by the school is to give the priority and attention in the future to better conditions and facilities. This study also demonstrates that facilities such as laboratory sites are not yet available although there are already some tools for practice related to natural science that is being supported by the government but are not yet highly organized.

CONCLUSION

Based on the elaborated analysis and explanation above, the researchers concluded that the participation of students in the learning process showed that 29 (58%) people agreed and 2 (4%) did not agree, but 26 (52%) did not agree on the impact of the facilities to motivate students to be active and happy always in participating in the learning process. Also, 38 respondents (78%) agreed about the impact of the facility to motivate students to enjoy attending classes of all the subjects during the learning process. And 31 (62%) respondents agreed about the impact of the facilities to wish for students to learn during the learning process, but 36 respondents (72%) agreed about the impact of the facilities to be active in extracurricular activities during the learning process.

In addition, also, 29 respondents (58%) agreed with the impact of facilities to motivate students to participate in learning activities, as well as 26 respondents (52%) disagreed with the impact of facilities to motivate students to be active and happy always in participating in the learning process, and 38 respondents (78%) agreed on the impact of the facility to motivate students to attend classes of all the subjects throughout the learning process.

Also, 31 (62%) agreed about the impact of facilities to wish for students to learn during the learning process and 36 respondents (72%) agreed about the impacts of facilities to be active in extracurricular activities during the learning process.

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