

IMPACTS OF ENVIRONMENT AND SCHOOL FACILITIES ON STUDENT LEARNING ACHIEVEMENT IN SECONDARY SCHOOL

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ABSTRACT

The object of this research to discover and analyze the partial, simultaneously impact of environment and Facilities School of student learning achievement. It utilized a Quantitative method with 180 population are taken from all student grade 10. The sample comprised of 64 students from science and technology at the academic year 2018. The data collection instrument established by research with expert adjustment and field tests by analyzing exploratory and factor analysis to test validity and reliability. The Alpha Cronbach = 0.65 and KMO = 0.84. The result of the research showed that value of the multiple regression linear was $Y = 10,528 + (-0,038 X_1) + 0,689 X_2$. Environment and School facilities are partially influence of student learning achievement with value of tcount of school environment = $-0,324 < t_{table} = 1,6702$ and the value of tcount of school facilities are $t_{count} = 5,790 > t_{table} = 1,6702$. Furthermore, simultaneously school environment and school facilities influence on student learning achievement by $F_{count} = 17,968 > F_{table} = 2,76$. It means the school facilities dominantly influenced student learning achievement is 68.9%. The contribution of the school environment on student learning achievement is 37,1%.

INTRODUCTION

The process of elevating the quality of human resources is through a qualified education system. The education quality in Timor Leste becomes urgent and priority for each Timorese. Because, it becomes an essential element to increase human

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resources through formal school (Carlson & Lambie, 2012; Jia, Jia, & Karau, 2013; Hooi & Ngui, 2014). School provides a place and opportunity for each student to learn according to the constitution of the Republic Democratic of Timor Leste (RDTL). The article 59 emphasizes education and culture. Paragraph 2 each explained that each Timorese has the same right and opportunity to get an education and professional formation (Government of Timor-Leste, 2014). It means the government has to support supplying the school facilities and create a favorable school environment at all schools

. Timor Leste as the newest country in Asia; It expected each citizen to involve and to contribute to the development of the education sector. It shows the government encourages all Timorese need to learn science and technology. It will enable Timorese to compete with other skills in various fields inside and outside of the country. In general, the education process formed and developed personal capacity and character to become a qualified human being to contribute to the progression of society and the country. To obtain this purpose government need to create and to establish a favorable school environment for each student. Furthermore, the student was facilitated to increase their ability in systematic and critical thinking (Roper, 2014; Salary et al., 2018).

School environment defines as every surrounding that existed in school (Saroni, 2006) that influences on the learning process, including student's attitudes and life. Unsafe the school environment influence on learning achievement. Therefore, teachers have to teach the student in a safe environment. Ramli et al., 2018) defines the school environment as the extent to which school settings promote student safety and health. It includes topics of the physical plant, the academic environment, physical and mental health supports. The relevant research support discipline procedures (Durmuş, 2016) to increase learning achievement. Moreover, the result of previous research showed that a significant difference between rural schools and the urban school environment (Wei et al., 2011; Johnson & Ruiter, 2013). The environment is as surrounding that relates to all aspects of human life. It shows that the environment influenced human development and the sense of education (Wei et al., 2011; Brown, Rich, & Holtham, 2014).

Based on the research through observation and questionnaire in General Secondary School of Nicolau Lobato, Dili showed that the school environment is not favorable for the learning process, because the community stays in the schoolyard. In addition, the school position is closer to the main road. This unfavorable environment also became the result of the confrontation.

When the environment of a school becomes public space, many ordinary people are move around. It impacts students learning the process. The learning process may be going unwell and also may impact on the school's facilities. The school facilities are every instrument that the teacher uses in the learning process. Using that instrument to encourage the student to grasp learning achievement. The school facilities composed of all the tools that schools used to foster student interest to obtain learning achievement (Somlyay et al., 2012; Johnson & Ruiter, 2013)

The learning process supposes to going well needs the support of learning facilities in and outside the classroom. Those instruments help teachers to teach students efficiently so that students learn effectively. If teachers use complete

facilities in the classroom, the student will study well in learning new skills. Furthermore, the completeness of school facilities in the classroom enables the student to achieve optimal learning achievement (Da Costa et al., 2017).

Learning achievement is the study result that students obtained in the learning process, especially in every moment of examing. Learning achievement is understood as a result of the exam that student obtains in their middle and final exam (Handford, 2012; (Da Costa et al., 2017; DA COSTA, 2018). The learning achievement expresses in behavior change to be a good student (Syah, 2008). It indicates that learning achievement as a result of the evaluation of student academic ability during a semester(Caprara et al., 2013).

Based on the observation on the result of the national exam every year showed that student that graduate at that school is not obtained optimal achievement if compare with a student that graduate from the private school in the same city. Also, the student from that student less brave to answer their teachers' questions, even though the teacher formulates question-based on a topic that been explained a few moments before.

Mirroring of the above indication, researcher interest to discover more to know the reality behind that phenomenon. The researcher conducts data collection at the Nicolau Lobato General secondary school in 2018. The result of final academic achievement at the final exam of the grade 11 student become one of the research variables.

LITERATURE REVIEW

Environment

Clay (2005) formulates the environment as a place that everyone uses to actualize activities and interactions with the family and society by direct or indirect. Soylu & Akkoyunlu, (2009) defined the environment as everything that exists which impacts each individual. The environment is understood as the circumstances of this world. The place human stands which various models that influence on our attitude, development (Murphy & de Jongh, 2011). Human needs capacity to develop human knowledge through experience. Experience happens through interaction between society and environment; social and physical environment. It means the place to conduct an education name education environment that is classified into three classifications such as family, school and community environment. The education classifies into three such as formal, informal and no formal. Informal education conducts in a family environment based on nature and culture. School becomes a formal education environment because based on regulation. Then, society's environment becomes no formal education because it is running without expectation and level education. The indicator of level skill and knowledge expressed in academic achievement (Sogunro, 2014; Mesidor & Sly, 2016).

Student Learning achievement is the accumulation of the result of the middle and final exams. Learning achievement becomes an indicator of student skills. The learning process forms student knowledge. Learning achievement formed in the number that the teacher gives to the student. Learning achievement indicated the academic capacity of each student. It becomes an indicator of skill and knowledge that student obtaining (Seirup & Rose, 2011; Jefferson et al., 2014; Adams, 2014;

Gilavand & Jamshidnezhad, 2016; Gilavand, 2016; Costa, Hanurawan, Atmoko, & Hitipeuw, 2019). Then, society's environment becomes a nonformal education because it is running without expectation and level education. The indicator of level skill and knowledge expressed in academic achievement.

Based on the description above, research formulated that the environment combined many aspects such as instruments, conditions, and situations that surrounding humans and creatures to interact with each other.

School Facilities

Facilities are defined as everything to make easy and to accelerate every work. Furthermore, facilities were understood as an instrument to accelerate the work. Facilities also become an expression of capacity as infrastructure and environment conditions that indicate existence to the external such as physic such as house or office. The function of the facilities is to complete learning necessary (Baker, 2012; Lavy & Nixon, 2017; Salary et al., 2018). Facilities become an instrument to make different education programs from one competence to another. These school facilities include two important aspects such as facilities and infrastructure. Educational installation composes of everything that equips learning, student and learning equipment and teachers (Limon, 2016).

The existence of educational facilities for instance: table, chair, blackboard, laptop, computers and images, video and audio, books, etc. The mentioning education facilities and infrastructure should be available in every school, including the school in Timor Leste. Those IT equipment need a special room and manual to operate.

The classroom becomes an important place in conducting the learning process. The classroom needs to fulfill safe conditions for learning. The classroom must have a favorable condition because it supports learning activities going properly. The school needs compose of a table, chair, blackboard and cupboard, laptop and LCD. These types of equipment need to be installing in each classroom. The school needs a library to facilitate the student in learning. Those facilities used to foster student interest to optimize their ability to learning because these school provisions encourage the student to choose faculties according to their interests and talent. It means the school's facilities help a student to learn properly for elevating their human resources through increasing skills and knowledge (Nooruddin & Baig, 2013; Acharya & Maharjan, 2018).

Based on the above concept can be formulated that facilities mean all the instrument to facilitate and to accelerate the learning process in school. Facilities are understood as all the instruments that teachers used to convey the skills and knowledge to the student. Facilities become a bridge to connect students and teachers in the learning process.

3. Learning Achievement

Winkel (1997) defined learning achievement has become an indicator of the level capacity of students that expression in academic value that been obtained. Moreover, Nasution (1987) formulated that learning achievement is student accomplishing in three aspects such as cognitive, affective and psychomotor. It

means learning achievement becomes an indicator of grasping the objective of learning (Shevalier & McKenzie, 2012; Roper, 2014; Carolan & Wasserman, 2015; Costa et al., 2019).

Academic achievement is the specified level of obtainment in academic work. It is evaluated by the teachers using the number or letter (Analisis, 2010). Furthermore, learning achievement is defined as the knowledge and skills developed in school subjects. In generally indicated by marks obtained in middle and final tests (Somlyay et al., 2012; Guan, Luo, & Tang, 2015). Achievement contributes strongly to student self-confidence. High achievers have difficulty in interpersonal relationships with peers and more selfish, and independent. On the other side, underachievers are more floating anxiety, low self-confidence and dependent and good in teamwork (Bobakova et al., 2015).

Student learning achievement testified through the result of the evaluation conducted by the teacher on student academic work. Learning achievement becomes an integral part of the learning activities because learning is a process of obtaining the academic objective. Therefore learning achievement becomes a result of the study. Kpolovie, Joe, & Okoto, (2014) defined that student learning achievement in this study as the aggregate of each student's demonstrated learning, knowledge, skills, ability, and indeed cognitive, affective and psychomotor domains in their subjects as measured by the student's grade 10 in 2018.

Cleary et al., (2016) divided learning achievement into five meaning such as first, indicators of qualitative and quantitative of skills student obtain; second, a symbol of the satisfaction of the willingness to know more including needs in education; third, as information material of innovation; fourth, as internal and external indicator of the education institution; Finally, as indicator of the knowledge and skills level (McInerney & King, 2013).

Based on the description above, it can be formulated that learning achievement as a result of the learning efforts. Efforts that student is done by the individual and in the group. Finally, learning achievement as a result of every academic work that student obtains in the middle and the final exam of the academic year. It shows the result of the academic evaluation conducted by teachers.

METHOD

This research is a correlation study in a quantitative framework (Ismail et al., 2018). This research was done in the Senior High School of Nicolau Lobato Tasi Tolu, situated in Tasi-Tolu, Comoro, Dili. The population of this research composed of 180 students. The sample of this research is 64 students from grade 10 from science and technology to determine the sample use technique random sampling (Ewetan & Ewetan, 2015). The data collection uses the scale Likert organized by research through expert and field testing. The result of the validity and reliability test show that the lowest Alpha Cronbach values = 0.65 and KMO = 0.84. The researchers utilized multiple linear regressions to analyze the data. The analysis conducts through the classic assumption test. It composed of normality, heteroscedasticity, autocorrelation, and multicollinearity test. If the result fulfills the criteria of the classic assumption test, then continue to the principle test. The principle test describes as follows:

a. Coefficient Correlation Analysis

A coefficient correlation analysis is a statistical method used to determine the level of linear correlation between two or more variables. If relation linearity is a right or direct line, mean the relation between two or more variables is strong. The medium of level relation is named coefficient correlation. This coefficient shows that the level of relationship that happens between the independent variable (X_1, X_2, \dots, X_n) simultaneously on dependent variable (Y). Value R interval variant between 0 - 1; when value increase closer to 1, it shows that the relationship that exists is strong. In contradiction, if the value is closer to the 0, show that the relationship is weak.

b. Analysis Multiple Linear Regression Test

Analysis of multiple linear regression test is utilized in this research. This technique used to determine accurate prediction from all the independent variables toward the dependent variable. The purpose is to discover the influence among school environment and school facilities on student learning achievement. It implements the formulation of general multiple linear regression such as $Y = a + b_1X_1 + b_2X_2$.

c. Hypothesis Test

1). Partial Hypothesis Test

Partial hypothesis test utilizes to analyze the result of the multiple regression model.

$H_0: b_1 = b_2 = 0$, means independent variable partialy influence not significant on dependend variable.

$H_a: \beta_1 \neq \beta_2 \neq 0$, means independent variable partialy significantly influence on dependend variable.

The value T_{count} is summed as follows:

$$T_{count} = \frac{\beta_i}{s_e \beta_i}$$

If T_{table} determine with significant level $\alpha > 5\%$ and $df = (n-1)$, means:

If $T_{count} > T_{table}$ or significant $T < 5\%$ means reject hypothesis zero (H_0) and receive an alternative hypothesis (H_a) means has influence.

If $T_{count} < T_{table}$ or significant $T > 5\%$ means receive hypothesis zero (H_0) and means reject the alternative hypothesis (H_a) means no influence.

2). Simultaneous Hypothesis Test

Simultaneous hypothesis tests utilized to test the independent variable that simultaneously influences the dependent variable.

The formulation of H_0 as follows:

$H_0: \beta_1 = \beta_2 = 0$, means simultaneously independent variable has no significant influence on dependent variable.

$H_a: \beta_1 \neq \beta_2 \neq 0$, means simultaneously independent variable influence on variable dependent.

By level significant $\alpha = 5\%$ with degree of freedom (K) and (n-k-1). The value of F_{count} that formulate as follows:

$$F_{\text{count}} = \frac{R^2 / K}{(1 - R^2) / (n - k)}$$

Meanwhile, F_{table} determine with significant level $\alpha > 5\%$ and $df = (n-1)$, therefore:

If $F_{\text{count}} > F_{\text{table}}$ or significant $F < 5\%$ means reject hypothesis zero (I_0) and receive alternative hypothesis (I_a) means has influence

If $F_{\text{count}} < F_{\text{table}}$ or significant $F > 5\%$ of men receive zero hypotheses (I_0) and reject alternative hypothesis Alternativa (I_a) means there is no influence.

3). Dominant Hypótesis Test

This utilizes to test the independent variable that influences more dominant on the variable dependent. By formulating as follows:

$I_0: \beta_1 = \beta_2 = 0$, Zero Hypothesis (I_0) means independent variable has no dominant influence on dependent variable.

I_a : coefficient one $\neq 0$, alternative hypothesis (I_a) means that between these two independent variables that dominant influence dependent variable. Between these two independent variables the which regression value coefficient (R) bigger, means that variable becomes the dominant variable on the dependent variable.

d. Determinant Coefficient Test

To determine the contribution from independent variable (X) or school environment and school facilities on student learning achievement, it needs to find the determinant coefficient entire precise discover coefficient determination (R^2) and dominant coefficient formulation/contribution is $DC = (R \times 100\%)$.

RESULT

1. Coefficient Correlation Analysis

The result of data analysis demonstrates in table 1.

Table 1 Teste Corelasaun

		Learning Achievement	School Environment	School Facilities
Pearson Correlation	Learning Achievement	1,000	-,158	,608
	School Environment	-,158	1,000	-,206
	School Facilities	,608	-,206	1,000
Sig. (unilateral)	Learning Achievement	.	,107	,000
	School Environment	,107	.	,051
	School Facilities	,000	,051	.
N	Learning Achievement	64	64	64
	School Environment	64	64	64
	School Facilities	64	64	64

Source: OutPut SPSS, 2019

Table 1 showed that the correlation value of the school environment on learning achievement is $-0,158$ less than the value of $r_{count} = 0,252$ by significant level 5%) it means that relation is negative between school environment and learning achievement. A correlation value of school facilities and learning achievement is $0,608$ bigger than the value of $r_{count} = 0,252$ with a significant level of 5%. It showed that the relation between school facilities and learning achievement is strong and positive. The Correlation value of the school environment and school facilities is $-0,206$ with significant value is $0,051$. It showed that school facilities and school environments have a negative correlation.

2. Multiple Linear Regression Analysis Test

Using this analysis to product attitude that happens so one needs to anticipate in the future. Furthermore, to know the relation and influence among the independent variable and to the dependent variable. The result of the multiple linear regression among the independent variable (X1 & X2) and the dependent variable demonstrate as follows.:

Table 2. Result of Multiple Linear Regression Analysis
Coefficient

Modelo	Coeficient non padronizados		Coeficient padronizados	t	Sig.
	B	Erro Padrão	Beta		
1 (Constante)	10,528	4,653		2,263	,027
School Environment	-,038	,117	-,034	-,324	,747
School Facilities	,689	,119	,601	5,790	,000

a. Variáblel Dependent: Learning achievement

Table 2 showed that value of multiple linear regression is $Y=10,528+(-0,038)+0.689$. It interprets that:

a) Values of Constanta 10,528 showed that the values of the independent variable that compose of the school environment and school facilities are zero, therefore values of learning achievement are 10,528.

b) The values of the coefficient school environment are -0.038 . It shows that coefficient with a negative mark, It proved that there is no influence of the school environment on learning achievement.

c) The values of coefficient school facilities are $0,68$. It means the values are positive, strong and significant. Moreover to increase the learning achievement school needs to complete the school facilities.

3. Hypothesis Test

a) Hypothesis Partial Test (T_{test})

The result of T test is demonstrated at the net table.

Table 3 Teste t
Coeficientes^a

Model		Coeficient non padronizados	Coeficient padronizados		
		B	Error Padrão	Beta	t
1	(Constant)	10,528	4,653		2,263
	School Environment	-,038	,117	-,034	-,324
	School Facilities	,689	,119	,601	5,790

a. Variável Dependente: Learning achievement

Steps used to test the partial hypothesis as follows.

1). Test hypothesis influence of school environment Ambiente on student learning achievement:

- $I_0: \beta_1 = 0$, means variável school environment has no influence on student learning achievement in Ensino Secundário Geral Nicolau Lobato - Dili.
- $I_1: \beta_1 \neq 0$, means variável school environment influence on student learning achievement iha Ensino Secundário Geral Nicolau Lobato - Dili
- $0,05 / 3 \text{ no df } (n - 2 - 1) = 61 \quad t_{\text{table}} = 1.6702$
- Value t_{count} mak $-0,324$ level sig = $0,747$

2). Test hypothesis influence of school environment on student learning achivement.

- $I_0: \beta_1 = 0$, means, school facilities has no influence student learning achivement in Ensino Secundário Geral Nicolau Lobato - Dili
- $I_1: \beta_1 \neq 0$, means school facilities influence on student learning achivement in Ensino Secundário Geral Nicolau Lobato - Dili
- $0,05 / 3 \text{ no df } (n - 2 - 1) = 61 \quad t_{\text{table}} = 1.6702$
- Valór $t_{\text{count}} = 5,790$ vevel sig. = $0,000$

3) Hypothesis Test of Simultaneusly (F_{test})

Result of the analysis showed in following table:

Table 4 F_{test}
ANOVA^a

Modelo		Sums of table	gl	table Médium	F	Sig.
1	Regression	1501,446	2	750,723	17,968	,000 ^b
	Residual	2548,664	61	41,781		
	Total	4050,109	63			

a. Variável Dependente: Learning achievement

b. Predictors: (Constant), School Facilities, School Environment

Steps of interpretation of hypothesis simultáneously (F_{test})

$I_0: \beta_2 = 0$: There are no simultáneously influence of school environment and school facilities on student learning achievement in Ensino Secundário Geral Nicolau Lobato - Dili

$I_2: \beta_2 \neq 0$: has simultáneamente Influência of the school environment and school facilities on student learning achievement Ensino Secundário Geral Nicolau Lobato - Dili.

$F_{\text{tabela}} (N - 2 - 1) = (64 - 2 - 1) = 61 = 2,76$

$F_{\text{count}} = 17,968$, level signifkansasia $0,000$

Crítéria of accepting or reject hypothesis as follows:

- If $F_{\text{count}} > F_{\text{table}}$ means rejected hypothesis zero and accepts hypothesis alternative (Ia) means give simultaneously influence.
- If $F_{\text{count}} < F_{\text{table}}$ means accepts hypothesis zero (Io) and rejects the alternative hypothesis (Ia). It means there are no simultaneous significant.

c.) Dominant Test

The result of the partial correlation hypothesis test (T_{test}) showed that school facilities dominant in the influence of student learning achievement, with coefficient correlation values = 0,608 and $t_{\text{count}} = 5.790$. It bigger than coefficient correlation values = - 0,158 and values of $t_{\text{count}} = - 0.324$ from school environment.

4. Coefficient Determinant Test

The coefficient determinant (R^2) through model summary that analyzed with program SPSS 22.0 for windows as follows:

Table 5 Coefficient Determinant
Summary of Model^b

Model	R	R quadrado	R quadrado ajustado	Erro padrão da estimativa	Durbin-Watson Mudança de R quadrado
1	,609 ^a	,371	,350	6,464	,371

a. Predictors: (Constante), school facilities, school environment

b. Variable Dependent: learning achievement

Table 5 showed the value $R^2 = 0.371$. These values used to measure the contribution influence of the independent variable toward the dependent variable. Moreover, the value of $R^2 = 37.1\%$ indicates that student learning achievement contributes to the environment and school facilities.

DISCUSSION

Based on the result of the data analysis proved the value of the multiple linear regression that school facilities are influencing on the student learning achievement than the school environment. When school facilities are sufficient it elevates student learning achievement increases too. Even though the contribution of the school environment and school facilities influence on student learning achievement by 37,10%.

The result of this finding is different from the previous research because of the previous show that there was a positive impact on the school environment on learning achievement. The differences can assume because of three possibilities such as different situations, to the different populations or the instrument used in this research are different in validities and reliabilities.

In regards to influence the school facilities on student learning achievement, this research find that it has positive and significant influence. It showed the same result with the previous research that conducted by Ramli et al., (2018) that insignificant result is between classroom and student achievement (H3) ($\beta = 0.014$; $t = 0.264$). The results show a statistically significant and a positive relationship between teaching aid and student achievement. (H4) at p-value 0.01 ($\beta = 0.290$; $t = 5.675$). The library

has positive and significant (H5) at p-value = 0.01 ($\beta = 0.146$; $t = 3.203$). These showed all the independent variables of infrastructure have positive and significant results impacting student academic achievement, which is as follows: hostel to student academic achievement (H6) at p-value = 0.01 ($\beta = 0.243$; $t = 5.741$); sport facilities to academic achievement (H7) at p-value = 0.05 ($\beta = 0.149$; $t = 2.904$); and parking and transportation to student academic achievement (H8) at p-value 0.01 ($\beta = 0.161$; $t = 3.282$) (Ramli et al., 2018).

CONCLUSION

Existing influence of school environment and school facilities on student learning achievement with value of tcount, from school environment = -0,324 < value of ttable = 1,6702 showed a school environment influence significant on learning achievement, the values of tcount from school facilities is tcount = 5,790 > value of ttable = 1,6702. Having influence from school environment and school facilities simultaneously on student achievement with value Fcount = 17,968 with value of Fcount = 17,968 > values of Ftable = 2,76. It means the hypothesis was rejected, proved that the school environment and school facilities simultaneously influence on student learning achievement. Dominant influencing on student learning achievement between two independent variable is school facilities with coefficient correlation = 0,608 and value of tcount = 5.790 bigger than value of coefficient correlation = -0,158 no value of tsura = -0,324 from school environment. Moreover, the contribution of the school environment and school facilities on student learning achievement with value = 0.371 and .6290 the rest is influenced by other variables that not include in this research. This result is suggested to the Timorese Government, especially the Education ministry to complete the school facilities throughout the country. The suggestion is directed to the school principles, parent and all the students to create a favorable school environment in each school.

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