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THE INFLUENCE OF LEARNING FACILITIES ON STUDENT SATISFACTION AT BATAM TOURISM POLYTECHNIC

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ABSTRAK

Penelitian ini menggunakan metodologi penelitian deskriptif kuantitatif untuk menilai dampak fasilitas pembelajaran terhadap kepuasan mahasiswa pada program Manajemen Divisi Kamar di Politeknik Pariwisata Batam. Data dikumpulkan melalui kuesioner yang diberikan kepada mahasiswa dan dianalisis menggunakan metode statistik deskriptif dan inferensial. Instrumen yang digunakan telah divalidasi dan dapat diandalkan untuk memastikan bahwa temuan pengukuran akurat dan konsisten. Analisis data dilakukan secara sistematis, meliputi reduksi data, display data, dan penarikan kesimpulan. Metode ini berupaya memberikan gambaran yang jelas mengenai hubungan antara fasilitas belajar dan tingkat kepuasan mahasiswa, serta menghasilkan temuan yang dapat dipercaya dan bermanfaat bagi pengembangan fasilitas pendidikan di institusi terkait. Temuan penelitian menunjukkan bahwa fasilitas belajar (X) memiliki pengaruh yang substansial terhadap kepuasan mahasiswa (Y), dengan nilai t-value sebesar 19,321, lebih besar dari nilai t-tabel sebesar 1,664. Koefisien regresi sebesar 1,178 mengukur besarnya pengaruh ini.

Keywords:
Learning Facilities, Student Satisfaction, Quantitative Descriptive Research

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ABSTRACT

This study used a quantitative descriptive research methodology to assess the impact of learning facilities on student satisfaction in the Room Division Management program at Batam Tourism Polytechnic. Data were gathered via a questionnaire issued to students and analyzed using descriptive and inferential statistical methods. The instruments utilized were validated and reliable to ensure that the measurement findings were accurate and consistent. Data analysis was carried out systematically, including data reduction, data display, and conclusion drafting. This method seeks to provide a clear image of the relationship between learning facilities and student satisfaction levels, as well as to generate trustworthy and helpful findings for educational facility development at the relevant institution. The study's findings indicate that learning facilities (X) have a substantial effect on student satisfaction (Y), with a t-value of 19.321, more than the t-table value of 1.664. The regression coefficient of 1.178 measures the magnitude of this influence.

INTRODUCTION

National education is critical to developing potential and shaping the identity of the Indonesian. Education is more than just an approach of teaching and learning in schools; it is also the foundation for shaping personality, intelligence, and the quality of persons in society. Education is not just about the transfer of knowledge but also a process of transforming values that build individual character and intellect. Through education, individuals are prepared to think better, possess high emotional

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intelligence, and become members of society who can meet the needs and expectations of the community (Soeprapto, 2013).

In developed countries, tourism is no longer a new concept; in fact, traveling for leisure has become a fundamental human need (Kandou et al., 2019). To optimize the potential of this tourism sector, high-quality and skilled human resources in the field of tourism are (Rusmiati et al., 2022). The government also provides incentives and assistance to educational institutions offering tourism programs to improve education standards and expand access to tourism education for the community (Rohayati & Karim, 2022).

The importance of student satisfaction is substantial. When students are satisfied with the services provided by a higher education institution, the relationship between the institution and the students becomes more harmonious. Additionally, student satisfaction can offer other benefits, such as providing positive information or recommendations to prospective students through word of mouth, which is advantageous for the institution. Satisfied students can indirectly become effective promotional tools for the higher education institution (Sulastri, 2016).

In the era of globalization and increasing competition, the quality of learning facilities has become a crucial factor in attracting prospective students and ensuring their satisfaction and success throughout their studies (Kurnia & Deviyantoro, 2023). By ensuring that hospitality knowledge is effectively delivered to students, they will become professional hoteliers (Lubis et al., 2024). Currently, the utilization of technology, especially information and communication technology, is very important in supporting various activities, including education (Simeru & Lubis, 2022). One of the prominent fields of study at Batam Tourism Polytechnic is Room Division Management, which prepares students to enter the rapidly growing tourism and hospitality industry. Batam Tourism Polytechnic has become one of the leading higher education institutions in the Batam region of Indonesia. As part of its efforts to provide quality education, particularly in the Room Division Management program, the campus is committed to delivering an excellent learning experience.

In the context of the Room Division Management program, the need for modern and up-to-date learning facilities becomes increasingly relevant. The use of AR can help visualize abstract concepts and object model structures more effectively, this improves students' comprehension (Adi et al., 2024). Student satisfaction with the learning facilities in the Room Division Management program not only includes the presence of physical facilities but also the availability of resources necessary to support the learning process. Additionally, the impact of learning facilities on student satisfaction can also be influenced by other factors, such as the availability of supporting facilities (e.g., libraries, laboratories, and computer centers), the presence of qualified teaching staff, and support

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from the program management (Hidayana, 2021).

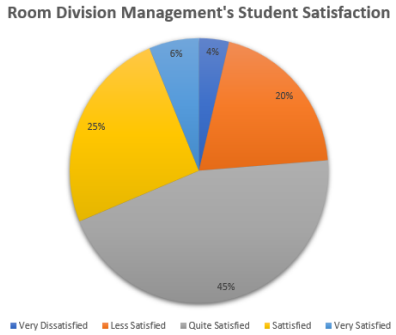

Figure 1. Student Satisfaction in The Room Division Management Program at Batam Tourism Polytechnic
Resource: Data Processed in 2024

RESEARCH METHOD

The design referenced in this study is a descriptive design. Given that the data used are quantitative, the researcher employs a questionnaire as the instrument to collect data on student satisfaction with learning facilities on campus. The quantitative research method involves using numerical data with a focus on measuring objective outcomes and statistical analysis. The numbers used in statistical analysis come from objective measurement scales of the unit of analysis, known as variables. There are four types of measurement scales: nominal, ordinal, ratio, and interval. Data to explain a phenomenon can be collected through surveys using instruments that require numerical input or direct measurement of parameters characteristic of the subjects under investigation (Balaka, 2022). In this study, the researcher serves as the principal instrument. Data is collected using purposive and snowball sampling approaches. Data gathering strategies include triangulation (the use of many methodologies), and data analysis is inductive/qualitative. Qualitative research outcomes stress significance over simplification (Abdullah et al., 2021). These assertions suggest that quantitative research is utilized to study a specific population or sample by gathering data with research instruments. The population for this study is made up of students from the Room Division Management program, divided into three cohorts: semesters two, four, and six. Because the population is less than 100, the sample for this study encompasses the entire population. As a result, the researcher adopts total sampling because the population size is less than 100, with only 80 people participating in the study.

Data gathering for this study includes distributing questionnaires and observing students in the Room Division Management program to measure their satisfaction with Batam Tourism Polytechnic. Data is gathered from surveys answered by Room Division Management students at Batam Tourism Polytechnic. The data is then evaluated quantitatively and inferentially to gain a better understanding of how learning facilities affect the satisfaction of students in the Room Division Management diploma program at Batam Tourism Polytechnic.

RESEARCH RESULT

Data Description or Result

Based on this study, there are 80 respondents who are students at Batam Tourism Polytechnic. Several characteristics highlighted in this research include gender, age, and semester.

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- Gender: The majority of respondents are female, with 57 female students (71.3%), while there are 23 male students (28.7%).
- Age: Most respondents are in the age range of 18-25 years, with 78 students (97.5%). The remaining 2 students (2.5%) are under 18 years old.
- Semester: The distribution of respondents by semester is as follows: 30 students (37.5%) are in semester 4, 27 students (33.8%) are in semester 2, and 23 students (28.7%) are in semester 6.

Table 1. Validity Test Results

Indicator	No Item Question	*Correlation Pearson*	R_{tabel} (Sig. 0.05)	Description
Learning Enviroment	X1	0,688	0,183	Valid
	X2	0,620	0,183	Valid
	X3	0,774	0,183	Valid
	X4	0,727	0,183	Valid
	X5	0,658	0,183	Valid
Learning Equipment	X6	0,672	0,183	Valid
	X7	0,594	0,183	Valid
	X8	0,793	0,183	Valid
	X9	0,827	0,183	Valid
	X10	0,803	0,183	Valid
Learning Furniture	X11	0,599	0,183	Valid
	X12	0,690	0,183	Valid
	X13	0,645	0,183	Valid
	X14	0,668	0,183	Valid
	X15	0,688	0,183	Valid
Learning Resources	X16	0,632	0,183	Valid
	X17	0,679	0,183	Valid
	X18	0,691	0,183	Valid
	X19	0,672	0,183	Valid
	X20	0,608	0,183	Valid

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The Validation Test indicates if a measurement tool precisely measures what it is designed to measure. An instrument's validity determines how precise it is in measuring data. This validity assessment is critical to ensure that the issues that are asked do not yield data that differs from the original depiction of the variables (Amanda et al., 2019). An item is considered valid if the result of the Pearson correlation calculation is greater than the critical value from the correlation table (r_{tabel}) (sig.0,05). The value of the critical r (r_{tabel}) at a significance level of 0.05 can be found in the product moment r table for a data set (N) of 80. Based on the product moment r table with a significance level of 5%, the critical r (rtabel) is 0.183. Therefore, each item on the satisfaction scale, consisting of 20 questions, is considered valid. Based on the product moment r table with a significance level of 5%, it is known that the critical r (r_{tabel}) is 0.183. Therefore, each item on the satisfaction scale, consisting of 25 questions, is considered valid.

Table 2. Relitability Test Results

Reliability Statistics

Cronbach's Alpha	N of Items
.938	20

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The reliability test is an assessment to determine how trustworthy or dependable a measuring instrument is. An instrument is considered reliable if it produces consistent results even when the measurement is repeated multiple times (Amanda et al., 2019). A Cronbach's Alpha value of 0,938 was obtained from 20 statement items. Since this Cronbach's Alpha value is greater than 0,70 (0,938 > 0,70), it can be concluded that the statement items in the student satisfaction questionnaire have a high level of reliability. It is known that the Cronbach's Alpha value for the reliability indicator is 0,907 from 5 statement items. Since this value is greater than 0,70 (0,907 > 0,70), it can be concluded that the statement items in the student satisfaction questionnaire have a high

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level of reliability. The responsiveness indicator has a value of 0,906 from 5 statement items. Since this value is also greater than 0,70 (0,906 > 0,70), the statement items in the questionnaire also have a high level of reliability. For the assurance indicator, the Cronbach's Alpha value is 0,904 from 5 statement items. With a value greater than 0,70 (0,904 > 0,70), the statement items in the questionnaire are considered to have a high level of reliability. The empathy indicator has a value of 0,917 from 5 statement items. Since this value is greater than 0,70 (0,917 > 0,70), it can be concluded that the statement items in the questionnaire have a high level of reliability. Lastly, the tangibles indicator has a value of 0,826 from 5 statement items. Since this value is greater than 0,70 (0,826 > 0,70), the statement items in the questionnaire are considered to have a high level of reliability.

Discussion

Batam Tourism Polytechnic was founded on September 15, 2014, by Decree of the Minister of National Education of the Republic of Indonesia Number 192/E/O/2014. The campus has three study programs: Food and Beverage Management, Culinary Management, and Room Division Management. The Batam Tourism Polytechnic is located at Jl. Gajah Mada, Tiban Lama, Sekupang District, Batam City, Riau Islands.

Table 3. Student Satisfaction Data

Parameter	Nilai	
	X	Y
Nilai Maksimum	100	125
Nilai Minimum	26	27
Rata-rata	70,68	91,88
Standar Deviasi	12,853	16,642
Varians	165,209	276,946

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Table 3 shows that the highest value for variable X is 100, while the minimum value is 26. The standard deviation of this variable is 12.853. The highest value for variable Y is 125, and the minimum is 27. The average or mean, calculated as the total sum of data divided by the number of data points, is 91.88. Additionally, the standard deviation and variance are presented. The standard deviation, or degree of data dispersion from the mean value, is 16.642. The variance, or the mean of the squared deviations of each data point from the mean, is 276.946.

The test for normality determines whether or not a data set's distribution reflects a normal distribution pattern. This test is applicable to data having nominal, ordinal, interval, or ratio scales (Handayani & Subakti, 2020). The normality test in this study is performed using the Kolmogorov-Smirnov test with a significance level of 0.05 and SPSS 27 for Windows.

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Table 4. Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		80
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	6.91851247
Most Extreme Differences	Absolute	.070
	Positive	.054
	Negative	-.070
Test Statistic		.070
Asymp. Sig. (2-tailed)[c]		.200[d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

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According to Table 4, for the entire study data, the Asymp. Sig. (2-tailed) value is 0.200, which is greater than 0.05. As a result, we can conclude that the information's distribution is normal. The linearity test determines whether there is a substantial straight connection among two or more variables that are being examined.

Table 5. Linearity Test Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.652	4.377		1.977	.052
	fasilitas belajar	1.178	.061	.909	19.321	.000

a. Dependent Variable: kepuasan mahasiswa

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According to Table 5, the linearity test resulted in a value of significance of 0.240, which is greater than 0.05. As a result, we may conclude that the learning facilities variable (X) has a significant linear association with the student satisfaction variable (Y).

After confirming that the data meet the assumptions of normality and linearity, the next analysis is hypothesis testing. Hypothesis testing is performed to determine the validity of the hypotheses proposed in this study. Simple Linear Regression was employed in this work to test hypotheses. The hypotheses offered in this study are the following:

- (H0) Null Hypothesis: There is no effect of learning facilities on the satisfaction of Room Division Management students.
- (Ha) Alternative Hypothesis: There is an effect of learning facilities on the satisfaction of Room Division Management students.

In regression analysis, the significance value (Sig) is examined as follows to inform decision-making:

Table 6. Simple Linear Regression Test Results

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Kepuasan Mahasiswa * Fasilitas Pembelajaran	80	100.0%	0	0.0%	80	100.0%

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If the statistically significant value (Sig) is less than 0.05, it indicates that learning facilities (X) have an impact on student satisfaction. In contrast, a significant value (Sig) greater than 0.05 indicates that learning facilities (X) have no effect on student satisfaction (Y). Determinant analysis is a method for determining how much the variable X contributes to the variable Y. This study is effective for evaluating the percentage of contribution from the combined impact of various independent variables on the variable that is dependent (Mardiatmoko, 2020).

Table 7. Determinant Test Results (Model Summary)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.909[a]	.827	.825	6.963

a. Predictors: (Constant), fasilitas belajar

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According to Table 7, the R Squared value is 0.909. This means that in this regression model, the variable that is independent (X) adds 0.909 to the variable that is dependent (Y).

Table 8. Anova Test Results

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18097.351	1	18097.351	373.299	.000[b]
	Residual	3781.399	78	48.479		
	Total	21878.750	79			

a. Dependent Variable: kepuasan mahasiswa

b. Predictors: (Constant), fasilitas belajar

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According to Table 8, the computed F value is 373.299, with a significance level of 0.000, which is less than 0.05. Thus, a simple linear regression model can be employed to forecast the participation variable. According to the output results, the coefficient values of the basic linear regression equation used in this study are the following:

Y = a + bX

Description:

X = Learning Facility

Y = Student Satisfaction

From the results of the simple linear regression table output "Coefficients[a]," the following equation is obtained:

Y = 8,652 + 1,178X

From the coefficients in the simple linear regression equation, the constant is 8.652. This indicates that if the learning facilities variable (X) has a value of 0, then the student satisfaction (Y) will have a negative value of 8.652. The simple linear regression coefficient for the learning facilities variable (X) is 1.178, which means that each unit increase in the learning facilities variable will result in an increase in student satisfaction (Y) of 1.178.

Based on the significance test results using the t-test, which tries to evaluate if the learning facilities variable (X) has a significant effect on student satisfaction (Y), Table 8 indicates a t-value of 19.321 for the learning facilities variable with degrees of freedom df = N-2 = 80-2 = 78. The essential t-value is 1.664. The estimated t-value (19.321) exceeds the necessary t-value (1.664), so H0 is rejected and Ha is allowed, suggesting that the learning facilities variable has a significant effect on student satisfaction. Furthermore, the significance value (Sig) of 0.000, which is less than 0.05, indicates that H0 has been dismissed and Ha is approved, confirming a significant link between the learning facilities variable (X) and student satisfaction (Y).

In addition to presenting the analysis results, it is important to provide recommendations for Batam Tourism Polytechnic (BTP) to enhance learning facilities. Based on this study's findings, it is recommended that BTP continuously improve existing learning facilities for both theoretical and practical classes. A key recommendation is to enhance the quality and quantity of learning equipment, such as projectors, computers, and laboratory equipment, which are crucial for supporting effective teaching and learning processes.

Furthermore, the acquisition of more modern and up-to-date facilities is necessary to keep pace with technological advancements and the evolving needs of the tourism industry. Implementing educational technologies such as

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e-learning and digital simulations, for instance, can provide students with a more interactive and practical learning experience. Improving the quality of the learning environment, including lighting, ventilation, and room layout, is also important as these factors affect student comfort and concentration during the learning process. By implementing these recommendations, it is hoped that student satisfaction will improve, thereby enhancing the quality of education and the competitiveness of BTP graduates in the tourism industry.

CONCLUSIONS

Based on the analysis and discussion of data processing in the study "The Effect of Learning Facilities on Student Satisfaction at Batam Tourism Polytechnic," several conclusions have been drawn. First, the descriptive statistical analysis reveals that the learning facilities at Batam Tourism Polytechnic have an average score of 70.68 on a scale of 0 to 100. This score indicates that the facilities provided by the campus are generally perceived as complete, well-maintained, and in good condition. The positive state of these facilities reflects the institution's commitment to offering an optimal learning environment for its students.

Furthermore, the results of the basic linear regression test demonstrate that the learning facilities variable (X) significantly impacts student satisfaction (Y). The analysis yielded a t-value of 19.321, which is well above the critical t-value of 1.664, underscoring the strength of this relationship. The regression coefficient of 1.178 suggests that for every unit increase in the quality of learning facilities, student satisfaction increases by 1.178 units. Additionally, the R Square value of 0.909 indicates that 90.9% of the variation in student satisfaction can be explained by differences in the quality of learning facilities.

This finding aligns with previous research that states good learning facilities are one of the key factors influencing student satisfaction. The development of learning media can be a solution to increase students' motivation and enthusiasm for learning (Adi et al., 2021). Supportive facilities not only facilitate the teaching and learning process but also provide comfort and additional motivation for students to be more actively engaged in the academic process. These facilities are not only supportive but also a key factor in the success of a child's learning (Cynthia et al., 2015). In the context of Batam Tourism Polytechnic, these results emphasize the importance of maintaining and improving learning facilities as a strategic effort to enhance student satisfaction, which in turn can contribute to academic achievement and student loyalty to the institution.

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