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The Influence of Practical Facilities on the Quality of Learning at State Vocational Schools

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Abstract

Background – Vocational High Schools (SMK) play a crucial role in preparing a competent workforce ready to meet industrial challenges. However, the implementation of practicum methods faces various obstacles, particularly in terms of limited facilities.
Purpose – This study aims to examine the extent to which practicum facilities influence the quality of learning in Vocational High Schools (SMK) in Blora Regency. It seeks to provide empirical evidence on the critical role of facility adequacy in shaping vocational competence and to offer data-based recommendations for educational stakeholders.
Method/Approach – This study quantitatively examines the impact of practicum facilities on learning quality at SMK Negeri in Blora Regency. Through a data-driven approach, it aims to provide concrete recommendations for policymakers in enhancing vocational education effectively and sustainably. Using a quantitative correlational and ex post facto research approach, the study involved 383 vocational school teachers, with a sample of 196 respondents. Data was collected through questionnaires and analyzed for validity, reliability, normality, linearity, multicollinearity, and heteroscedasticity.
Findings – The descriptive analysis shows that 20.92% of respondents rated the facilities as excellent, 36.73% as good, 26.53% as adequate, 11.22% as poor, and 4.59% as very poor. The findings indicate that 85.7% of learning quality variation is influenced by practicum facilities, with an effective contribution of 84.54% and a relative contribution of 98.42%.. These results highlight the significant role of practicum facilities in improving learning outcomes and ensuring graduates' readiness for industrial demands. Enhancing these facilities is essential for the effectiveness and sustainability of vocational education.
Conclusions – The study concludes that practicum facilities significantly affect the quality of learning in vocational education. With 85.7% of the learning quality variation explained by facility availability and quality, the research underscores that improving practicum infrastructure is vital to producing competent, industry-ready graduates. Therefore, strategic investment in practicum facilities is crucial to enhance the effectiveness and long-term sustainability of vocational education.
Novelty/Originality/Value – This study offers a comprehensive quantitative analysis of the correlation between practicum facilities and learning quality in vocational education, an area that has often lacked empirical focus. The high effective and relative contributions revealed in the findings provide robust evidence for policymakers to prioritize facility improvements. The study also fills a research gap by quantifying the practical impact of facilities on educational outcomes in rural vocational contexts.

Keywords: Practicum Facilities; Quality of Learning; Vocational; Competence

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INTRODUCTION

Vocational High Schools (SMK) have an important role in preparing a competent workforce that is ready to face industry challenges. One crucial aspect that determines the effectiveness of learning in SMK is the availability and quality of practical facilities. Adequate facilities allow students to gain more real-world learning experiences, hone technical skills, and deepen conceptual understanding relevant to the world of work. However, in addition to the facility factor, there are several other elements that contribute to improving the quality of learning in SMK. One of them is cooperation with the business world and industry (DUDI), which allows for updating facilities and aligning the curriculum with technological developments and job market needs (Zakiyawati & Trihantoyo, 2021; Nurulpaik et al., 2021; Rofiudin et al., 2024; Munthe & Mataputun, 2021).

This partnership also opens up opportunities for students to gain hands-on experience through internship programs or industrial work practices. In addition, the competence of productive teachers in vocational schools is also a determining factor. Teachers who have skills relevant to the industrial world and continue to develop their competence through training or certification can provide learning that is more in line with the demands of the world of work. The project-based learning approach is also an effective strategy in improving the quality of learning in vocational schools (Nikmah et al, 2023; Chusna et al, 2024). This method not only hones technical skills, but also develops critical thinking, problem-solving, creativity, and teamwork skills that are greatly needed in the industrial world.

In addition, the support of digital technology in the learning process is increasingly important, especially in the face of limited physical facilities. The use of computer-based simulations, virtual reality, or augmented reality can enrich students' learning experiences and provide a deeper picture of actual industrial practices. With these various factors, the quality of learning in vocational schools can continue to be improved so that the graduates produced not only have qualified technical skills, but are also able to adapt to the dynamics of the ever-evolving industrial world. Therefore, it is important for vocational schools to continue to innovate in providing facilities, improving educator competency, and strengthening cooperation with the industrial world in order to produce a workforce that is ready to compete in the world of work.

Practicums play an important role in the learning process because they provide real-world experiences that allow students to apply the theories they have learned in class to practical situations. According to Tong et al (2022), through practical activities, students can observe, measure, and conduct experiments that help them understand concepts more deeply. With this hands-on experience, students not only memorize theories, but are also able to see how academic principles can be applied in real contexts. This approach is in line with the findings of who stated that students who engage in practice-based learning tend to have higher levels of information retention compared to those who only receive theoretical learning (Sari et al, 2024). This shows that direct experience in manipulating tools, processing data, and facing challenges in experiments can strengthen students' understanding and memory of the material being studied.

However, although the benefits of practicums in improving students' understanding are widely known, their implementation still faces various challenges. Limited resources, both in terms of the availability of tools and materials and adequate facilities, are often the main obstacles in implementing effective practicums (Khan et al, 2024). In addition, teacher readiness and competence also play an important role in ensuring that practicums are not just additional activities, but actually contribute to achieving learning objectives. The curriculum that is not structured enough to support practice-based learning is also an obstacle that needs to be overcome. Therefore, in order for practicum experiences to provide optimal results, careful planning, adequate resource allocation, and ongoing evaluation are needed to ensure their effectiveness in improving students' skills and understanding. With a comprehensive approach and appropriate policy support, practicums can be a learning strategy that is not only effective, but also relevant to the demands of the industrial world and the development of science.

The practicum method is a learning approach that plays an important role in improving the quality of education, especially in the fields of science and vocational studies. Through practicum

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activities, students can connect theoretical concepts they have learned in class with real experiences in laboratories or workshops. This approach allows students to develop technical skills as well as deeper conceptual understanding, so that they are better prepared to face challenges in the world of work. However, the effectiveness of practicums is not only determined by the existence of programs in the curriculum, but also by various supporting factors, such as practicum designs that are in accordance with industry needs, the availability of facilities and infrastructure, the readiness of teaching staff, and a continuous evaluation system. If these aspects are not properly considered, practicums can become just additional activities that have little influence on improving student competence.

In Blora Regency, the implementation of the practicum method in Vocational High Schools (SMK) still faces various challenges, especially in terms of limited facilities. Several vocational schools still do not have adequate laboratories or practice workshops, both in terms of quantity and quality. The available facilities are often insufficient to accommodate all students, so that practice is carried out alternately in large groups, which reduces the effectiveness of learning. In addition, limited practice tools and minimal maintenance of facilities cause much of the equipment to be damaged or cannot be used optimally. The lack of teaching materials that support practice-based learning is also an obstacle, especially in keeping up with technological developments and changes in industry needs. Data from the Blora Regency Education Office shows that around 40% of State Vocational Schools in this area still experience limitations in providing facilities and infrastructure to support practical learning.

This condition has a direct impact on the quality of student learning, which ultimately contributes to the low work readiness of vocational school graduates in facing industry demands. As part of efforts to improve the quality of vocational education, the government has launched various programs to improve the condition of vocational schools, such as the Vocational School Revitalization program which aims to improve the quality and relevance of vocational education. In addition, the government has also allocated a Special Allocation Fund (DAK) to improve and complete the facilities and infrastructure for practice-based learning. In addition, cooperation between vocational schools and the industrial world is also continuously encouraged so that students gain learning experiences that are more relevant to the needs of the job market. However, although various policies have been implemented, there is still a gap between the ideal conditions expected and the reality in the field.

The main challenges still faced are budget constraints, uneven distribution of resources, and lack of monitoring and evaluation of the effectiveness of programs that have been implemented. Therefore, this study attempts to quantitatively examine the influence of practice facilities on the quality of learning at State Vocational High Schools in Blora Regency. With a data-based approach, it is hoped that this study can provide more concrete recommendations for policy makers in designing strategies to improve the quality of vocational education that are more effective and sustainable.

The quality of learning in Vocational High Schools (SMK) is highly dependent on the effectiveness of practice-based learning, where practical facilities play a crucial role in supporting students' learning experiences. As a vocational education institution, SMK aims to produce graduates who are ready to work with skills relevant to industry needs. In this context, adequate practical facilities allow students to apply the theories they have learned in real environments, develop important technical skills, and improve their conceptual understanding. The existence of laboratories, workshops, and practical equipment that meet industry standards can provide a more in-depth learning experience, so that SMK graduates have better competencies and are ready to compete in the world of work.

Various studies have highlighted the importance of learning facilities in improving the quality of vocational education. There is a positive correlation between the availability of complete practical facilities and student learning outcomes (Arifin, 2018). With adequate facilities, students can more easily understand the concepts taught, have a higher level of information retention, and are able to develop better practical skills compared to students who only receive theoretical learning. However, although these studies have provided an overview of the relationship between facilities and learning outcomes, the scope of the research conducted is

still geographically limited and has not specifically highlighted conditions in areas with limited educational facilities, such as Blora Regency.

In addition, many studies that have been conducted are still descriptive or qualitative, which only describe the condition of the facilities without conducting quantitative analysis that can measure the impact of practical facilities on the quality of learning more objectively. This approach makes it difficult to assess the extent to which the availability of facilities affects the improvement of students' skills and readiness to enter the workforce. In fact, data-based analysis is needed to provide empirical evidence that can be used as a basis for designing more effective vocational education policies. By considering the gaps in previous research, this study aims to conduct a quantitative analysis to evaluate the effect of practical facilities on the quality of learning in SMK Blora Regency. Through this approach, it is hoped that a deeper understanding can be obtained regarding the extent to which facility factors contribute to improving the quality of vocational education.

It is also expected that the results of this study can provide concrete recommendations for the government, schools, and other stakeholders in efforts to improve vocational education facilities and infrastructure, so that vocational school graduates have more competitive skills and are ready to face challenges in the world of work. The experience-based learning approach or Experiential Learning Theory developed by Kolb (1984) emphasizes that individuals gain a deeper understanding when they are actively involved in the learning process. In the context of vocational education, this theory highlights the crucial role of practical facilities as the main media that allows students to learn through real experiences. Not only functioning as a learning support, practical facilities also play a role in shaping student competencies so that they are better prepared to face the challenges of the world of work. Students who have access to complete practical facilities can more easily connect theoretical concepts with their application in the industrial world, so that learning becomes more meaningful and applicable

In the world of vocational education, educational facilities include various facilities and infrastructure used to support practice-based learning. Educational facilities include laboratories, workshops, practical tools, and teaching materials designed to enrich students' learning experiences (Jati & Boriboon, 2024). Without adequate facilities, the learning process can be less effective and limited to conceptual understanding without the practical skills needed in the industrial world. This shows that the quality of educational facilities not only affects the effectiveness of learning, but also the work readiness of vocational school graduates in facing competition in the world of work.

Empirical research further strengthens the importance of practical facilities in supporting the success of vocational learning. Learning facilities in schools must be adequate, because this can support and facilitate student learning activities, both academic and non-academic activities (Khan et al, 2024; Fasinro et al, 2024). Complete learning facilities, including school buildings and teaching aids and so on, can provide smooth learning (Muhamad, Efendi, & Basori, 2019). Considering the various research findings above, it can be concluded that the provision of adequate practical facilities in vocational schools is a fundamental aspect in improving the quality of vocational education. Therefore, the government, schools, and industry need to work together to provide facilities and infrastructure that are in line with technological developments and the needs of the world of work. Efforts to revitalize vocational education should not only focus on improving the curriculum, but also on providing a learning environment that supports direct practice.

Thus, vocational school graduates can have superior competence and be able to compete in an increasingly dynamic industrial era. This research is expected to provide contributions both theoretically and practically. Theoretically, this research will add insight into the relationship between practical facilities and learning quality in the context of vocational education. Practically, the results of this study can be a basis for policy makers in designing strategies to improve vocational school facilities and infrastructure, especially in Blora Regency. In addition, the results of this study can be a reference for principals and teachers in managing and optimizing existing practical facilities. Thus, this research not only provides academic contributions, but also provides real benefits for the development of vocational education in Indonesia. Based on the background

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and formulation of the problem that has been described, this study aims to analyze the extent to which practical facilities influence the quality of learning in State Vocational High Schools in Blora Regency.

In addition, this study also aims to provide empirical evidence regarding the importance of practical facilities in increasing the effectiveness of skills-based learning and provide recommendations for policy makers in efforts to improve the quality of learning facilities and infrastructure in vocational schools. With this study, it is expected to provide solutions for improving the quality of vocational education in Blora Regency and provide a positive impact on improving the competence of vocational school students in facing the challenges of an increasingly competitive world of work.

RESEARCH METHOD

This study uses a quantitative correlational research approach and an ex post facto research approach. The population of the study was 383 teachers of State Vocational High Schools in Blora Regency and the research sample was 196 teachers. The sampling technique used proportional random sampling. The research instrument used in data collection was a questionnaire. (Sugiyono, 2019) using a Likert scale, namely to measure teachers' opinions or perceptions of the problems that are research variables. The analysis of this study includes validity analysis, reliability, normality test, linearity test, multicollinearity test, and heteroscedasticity test. Hypothesis testing includes simple regression tests and multiple regression tests using SPSS Version 29.0 for Windows

Table 1. Variables, Definitions, Indicators

Variables	Definitions	Indicators
Learning Quality (Y)	A condition in which the learning process can achieve learning objectives in order to achieve the expected educational goals, and can measure the extent to which the learning objectives themselves have been achieved.	Mastery of material, teaching skills, feedback and professional improvement, availability of resources, classroom conditions, accessibility and work environment, open discussion, sense of safety, collaboration, respect for diversity, student engagement, interest in learning, resilience and independence.
Practical Facilities (X)	All facilities consisting of facilities and infrastructure including practice rooms, furniture, practice equipment/materials, educational media, and other equipment used to support the implementation of practical learning in schools, both directly and indirectly.	The number of practice facilities according to curriculum needs, the availability of adequate supporting tools and materials, the latest practice facilities according to technological developments, the specifications of practice tools according to industry standards, the ability of facilities to support simulations of real work conditions. Cooperation with industry in providing practice facilities, the process of monitoring the condition of practice facilities by a special team, the level of utilization of practice facilities by students and lecturers, the frequency of implementation of practice activities according to schedule, Integration of practice facilities in the learning process

RESULTS AND DISCUSSION

Based on descriptive analysis, it can be seen from the results of the Distribution of the Practical Facilities Variable Questionnaire above that the number of respondents is 196, the minimum value is 99, the maximum value is 165, the average is 138.83, and the standard deviation is 14.539. For the Y variable (Learning Quality) the number of respondents is 196, the minimum value is 106, the maximum value is 170, the average is 143.15, and the standard deviation is 14.354.

For the results of the questionnaire data, it is known that the highest number of answers from the sample assignment is statement number 16, namely "The school infrastructure is adequate to support teaching and learning activities". While the lowest number is statement no. 27, namely "Students follow the learning attentively." And for the practical facilities variable above, it is known that the highest number of answers from the sample assignment is statement number 16, namely "Collaboration with industry improves the quality of practical facilities in schools.". While the lowest number is statement no. 27 namely “Practical facilities are used routinely by all students and teachers.”

The results of descriptive analysis of respondents' perceptions of the research variables are as follows: Learning Quality is measured through 5 dimensions with 34 question items. From 196 respondents, the highest score was 170, the lowest score was 106, and the value range was 64. The data were classified into five categories, namely Very Good, Good, Fairly Good, Less Good, and Not Good. The interval class to determine the respondent's perception criteria by dividing the range: 5, namely 64/5 = 12.8 (Rounding 13).

Table 2. Frequency Distribution of Respondents' Perception Scores on Learning Quality (Y)

Interval	Category	Frequency	Percentage (%)
158 – 170	Very Good	32	16,33%
145 – 157	Good	61	31,12%
132 – 144	Fairly Good	59	30,10%
119 – 131	Less Good	36	18,37%
106 – 118	Not Good	8	4,08%
Amount		196	100,00%

Based on Table 2 above, it can be seen that the perception of 196 respondents on the variable of Learning Quality shows that those who stated very good were 32 people (16.33%), good were 61 people (31.12%), quite good were 59 people (30.10%), less good were 36 people (18.37%), and not good were 8 people (4.08%). With an average score of 143.15 (table 4.1). This value is included in the interval class 132 - 144 so that based on these data it can be concluded that the Learning Quality of State Vocational High Schools in Blora Regency is included in the category of "Fairly good".

Practical Facilities are measured through 4 dimensions with 33 valid items. From 196 respondents, the highest score was 165, the lowest score was 99, and the value range was 66. The data can be classified into five categories, namely Very Good, Good, Fairly Good, Less Good, and Not Good. Determination of interval classes to determine the respondent's perception criteria by dividing the range: 5, namely 66/5 = 13.2 rounded to 13.

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Table 3. Frequency Distribution of Respondents' Perception Scores of Practical Facilities (X)

Interval	Category	Frequency	Percentage (%)
151 – 164	Very Good	41	20,92%
138 – 150	Good	72	36,73%
125 – 137	Fairly Good	52	26,53%
112 – 124	Less Good	22	11,22%
99 – 111	Not Good	9	4,59%
Amount		196	100,00%

Based on Table 3 above, it can be seen that the perception of 196 respondents regarding the Practicum Facilities variable shows that those who stated very good were 41 people (20.92%), good were 72 people (36.73%), quite good were 52 people (26.53%), less good were 22 people (11.22%), and not good were 9 people (4.59%). With an average score of 138.83 (table 4.1), this value is included in the interval class 138 - 150 so that based on these data it can be concluded that the Practicum Facilities at State Vocational High Schools in Blora Regency are included in the "Good" category. The results of the dimension test on the Learning Quality variable are as follows:

Table 4. Results of the Dimension Test on the Learning Quality Variable

Dimentions	Initial	*Extraction*
Teacher Performance	1,000	.840
Learning Facilities	1,000	.809
Classroom Climate	1,000	.704
Student Attitudes	1,000	.937
Learning Motivation	1,000	.677

Extraction Method: Principal Component Analysis

Based on Table 4 shows the Initial and Extraction values of the five dimensions that form the Learning Quality variable. In the Initial column, each dimension has a value of 1,000, indicating that each variable initially has a full contribution to the analysis. Furthermore, the Extraction column shows the results of the Principal Component Analysis (PCA) method, which indicates how much of the proportion of variance from each dimension can be explained by the main factors formed in this analysis.

From the table results, it can be analyzed that: 1. Teacher Performance has an extraction value of 0.840, which indicates that this variable has a high contribution of 84% in forming the main factor of learning quality. This value indicates that the role of teachers in teaching greatly influences the improvement of the quality of learning in the classroom. 2. Learning Facilities obtained an extraction value of 0.809, which indicates that this factor also has a strong role of 80.9% in determining the quality of learning. The availability of adequate facilities and infrastructure can support a more effective learning process. 3. Class Climate has an extraction value of 0.704, which although lower than the two previous variables, still shows a significant contribution of 70.4% to the quality of learning. This confirms that a conducive, comfortable, and supportive classroom atmosphere plays a role in improving the effectiveness of student learning. 4. Student Attitude shows an extraction value of 0.937, which is the highest value among all dimensions, namely 93.7%. This means that student attitudes have a dominant contribution in shaping the quality of learning. A positive attitude towards learning, such as discipline, activeness, and involvement in the learning process, greatly determines their academic success. 5. Learning

Motivation has an extraction value of 0.677, which is the lowest value among all dimensions, namely 67.7%, but still in the significant category. High learning motivation still contributes to improving the quality of learning, although this factor has a relatively smaller influence compared to student attitudes and teacher performance.

Overall, the results of this analysis indicate that Student Attitudes provide the largest contribution, namely 0.937 and learning motivation provides the smallest contribution, namely 0.677, in determining the quality of learning based on the Principal Component Analysis (PCA) method. Therefore, in an effort to improve the quality of learning, more attention needs to be given to these factors, either through improving teacher competence, providing more adequate facilities, or building positive student attitudes towards the learning process. The results of the dimension test on the Practical Facilities variable are as follows:

Tabel 5. The results of the dimension test on the Practical Facilities variable

Dimentions	Initial	Extraction
Availability of Practical Facilities	1,000	.864
Compliance of Practical Facilities with Industry Standards	1,000	.807
Maintenance and Management of Practical Facilities	1,000	.916
Utilization of Practical Facilities	1,000	.884

Extraction Method: Principal Component Analysis

Based on the 5 above, it presents the Initial and Extraction values of the four dimensions that form the Practical Facilities variable. The Initial column shows that each dimension has a value of 1,000, which means that each variable initially has a full contribution to the analysis. Meanwhile, the Extraction column shows how much of the proportion of variance from each dimension can be explained by the main factors in this analysis

Based on the results of the analysis, it can be explained as follows: 1. Availability of Practice Facilities has an extraction value of 0.864, which indicates that the availability of facilities greatly influences the effectiveness of practice-based learning by 86.4%. Adequate facilities allow students to gain direct experience in accordance with the competencies being studied. 2. Suitability of Practice Facilities with Industry Standards shows an extraction value of 0.807, which means that the facilities used in the practicum process must meet industry standards so that students can adapt to the world of work by 80.7%. The more appropriate the facilities are with industry standards, the higher the effectiveness of learning and the readiness of graduates to enter the world of work. 3. Maintenance and Management of Practical Facilities has the highest extraction value, which is 0.916. This shows that the maintenance and management factors of practical facilities greatly determine the sustainability of the effectiveness of the facility, which is 91.6%. Without good maintenance, the available facilities may not function optimally and can hinder the learning process. Therefore, the maintenance aspect must be a priority in the management of practical facilities. 4. Utilization of Practical Facilities has an extraction value of 0.884, which indicates that although the facilities are available and in accordance with industry standards of 88.4%, their effectiveness still depends on how the facilities are utilized. Maximum utilization of facilities will improve the quality of practical learning and student skills.

Based on the results of the Principal Component Analysis (PCA), Maintenance and Management of Practical Facilities is the most dominant factor in determining the effectiveness of practical facilities, which is 0.916. While the dimension of Compliance of Practical Facilities with Industry Standards is 0.807. Therefore, in addition to ensuring the availability of facilities and their compliance with industry standards, educational institutions must also pay more attention to the maintenance and management system of facilities. In addition, the Utilization of Practical Facilities also has a high value, indicating that the available facilities must be used optimally to

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support the effectiveness of practical learning. Thus, it is recommended that educational institutions not only provide adequate facilities but also ensure that these facilities are managed, maintained, and utilized effectively to support improving the quality of practice-based learning in State Vocational High Schools in Blora Regency, where this will certainly be able to improve the quality of learning.

Regression Requirements Test Result Normality Test of Learning Quality Data (Y)

Table 6. Results of the Kolmogorov Smirnov Normality Test for the Learning Quality Variable (Y)

One-Sample Kolmogorov-Smirnov Test

				LEARNING QUALITY
N				196
Normal Parameters a.b	Mean			143,15
	Std. Deviation			14,354
	Absolute			,060
	Positive			,060
	Negative			-,058
Test Statistic				,060
Asymp. Sig. (2-tailed)c				,086
Monte Carlo Sig. (2-tailed)d	Sig.			,087
	99% Confidence Interval		Lower Bound	,080
			Upper Bound	,094

a. Test distribution is Normal
b. Calcuter from data
c. Lilliefors Significance Correction
d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 745618922

Based on Table 6 above, the results of the data normality test show that the Exact Sig. (2-tailed) significance value on the Y variable (Learning Quality) is 0.086, which means it is greater than 0.05 or 0.086 > 0.05, so it can be concluded that the Y data is normally distributed and meets the requirements for the regression test.

Data Normality Test X (Practical Facility)

Table 7. Results of the Kolmogorov Smirnov Normality Test for the Practical Facilities Variable (X)

One-Sample Kolmogorov-Smirnov Test

			FASILITAS PRAKTIKUM
N			196
Normal Parameters a.b	Mean		138,83
	Std. Deviation		14,539
	Absolute		,061
	Positive		,052
	Negative		-,061
Test Statistic			,061
Asymp. Sig. (2-tailed)c			,077
Monte Carlo Sig. (2-tailed)d	Sig.		,078
	99% Confidence Interval	Lower Bound	,071
		Upper Bound	,085

a. Test distribution is Normal
b. Calcuter from data
c. Lilliefors Significance Correction
d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 205597102

Based on Table 7 above, the results of the data normality test show that the Exact Sig. (2-tailed) significance value on the X variable (Practical Facilities) is 0.077, which means it is greater than 0.05 or 0.077 > 0.05, so it can be concluded that the X data (Practical Facilities) is normally distributed and meets the requirements for the regression test.

Linearity Test of Variable Y (Learning Quality) against X (Practical Facilities).

The linearity test of variable X (Practical Facilities) with variable Y (Learning Quality) uses deviation from linearity from the linear F test. The relationship between the independent variable and the dependent variable can be said to be linear if the Fcount value <Ftable or sig. value> 0.05, from the calculation using SPSS 29 variable X (Practical Facilities) against Y (Learning Quality) the results are as follows:

Table 8. Results of Linearity Test of Y (Learning Quality) against X (Practical Facilities)

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Learning quality* Practical facilities*	Between Groups	(Combined)	39568,075	187	211,594	2,769	,060
		Linearity	27138,749	1	27138,749	355,142	<,001
		Deviation from Linearity	12429,326	186	66,824	,874	,664
	Within Groups		611,333	8	76,417		
	Total		40179,409	195			

Based on Table 8 above, it shows that the variable X (Practical Facilities) against the variable Y (Learning Quality) obtained a calculated F of 0.874 with a significant value of 0.664 from the number of respondents 196, then the obtained f table is 2.65. So, because Fcount <Ftable which is 0.874 <2.65 and the significance value is 0.664> 0.05, the relationship between variable X3 (Practical Facilities) and variable Y (Learning Quality) is linear, meaning it can be used as a prerequisite, in correlation analysis or linear regression.

Hypothesis Test Results

Correlation test of variable X (Practical Facilities) against variable Y (Learning Quality)

Table 9. Correlation Test Results of Y with X

Correlations

		LEARNING QUALITY	PRACTICUM FACILITIES
LEARNING QUALITY	Pearson Correlation	1	,926**
	Sig. (2-tailed)		<,001
	N	196	196
PRACTICUM FACILITIES	Pearson Correlation	,926**	1
	Sig. (2-tailed)	<,001	
	N	196	196

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**. Correlation is significant at the 0,01 level (2-tailed).

Based on the correlation test of X with Y, the r count value is 0.926 with a significance level of <0.001. Therefore, the probability (0.001) is much smaller than 0.05 and the r table for N = 196 is 0.1402. Based on the comparison of r count and r table, r count 0.926> r table 0.1402, so there is a significant correlation between Practical Facilities and Learning Quality. From the results of the r count obtained, namely 0.926, it means that the level of relationship between the independent variable Practical Facilities (X) and the dependent variable Learning Quality (Y) is at a coefficient ratio of 0.80 - 1,000, namely the level of relationship is "STRONG".

2). Determination/Summary Test of Variable X (Practical Facilities) against Variable Y (Learning Quality)

Table 10. Results of Determination Test of X against Y

Model Summaryb

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.926a	.857	.857	5.435

a. Predictors: (Constant), FASILITAS PRAKTIKUM
b. Dependent Variable: KUALITAS PEMBELAJARAN

The output result of the X Determination Test against Y in the table above, R – Squared is 0.857. Thus, the coefficient of determination value is 0.857 which indicates that the variable (X) has an influence of 85.7% on the variable (Y). While 14.3% is influenced by other variables.

The results of the Anova Test of variable X (Practicum Facility) against Variable Y (Learning Quality) can be seen in the following table:

Tabel 11. Anova X Test Results on Y

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	34448,075	1	34448,075	1166,034	<,001[b]
	Residual	5731,333	194	29,543		
	Total	40179,408	195			

a. Dependent Variable: KUALITAS PEMBELAJARAN

b. Predictors: (Constant), FASILITAS PRAKTIKUM

Based on the Anova Test Results, it shows that the significance level is 0.001 and the F Calculation value is 1166.034. The significance level <0.05 and the F Calculation value 1166.034> 2.64. So it can be concluded that there is an influence between practicum facilities and the quality of learning.

The regression test of variable X (Practical Facilities) against variable Y (Learning Quality) can be seen in the following table.

Table 12 Results of Simple Regression Analysis of X and Y

Coefficientsa

Model		Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	16,233	3,737		4,344	<,001
	FASILITAS PRAKTIKUM	,914	,027	,926	34,147	<,001

a. Dependent Variable: KUALITAS PEMBELAJARAN

Based on the regression test, it shows that the constant value is 16.233 and the regression coefficient value is 0.914. From these results, the regression equation Y = 16.233 + 0.914 X is obtained. The results of the regression test also obtained a significance value of 0.001. The Sig. value is <0.05. The tcount value> ttable is 4.344> 1.653. So it can be concluded that there is a significant influence of practicum facilities on the quality of learning.

Maintenance and Management of Practical Facilities is the most dominant factor in determining the effectiveness of practical facilities. Therefore, in addition to ensuring the availability of facilities and their compliance with industry standards, educational institutions must also pay more attention to the maintenance and management system of facilities. In addition, the Utilization of Practical Facilities also has a high value, indicating that the available facilities must be used optimally to support the effectiveness of practical learning. Thus, it is recommended that educational institutions not only provide adequate facilities but also ensure that these facilities are managed, maintained, and utilized effectively to support improving the quality of practical learning.

In line with the research conducted by Jatiputri et al (2022), with the results of the study obtained that: a). There is a positive and significant influence between learning facilities on entrepreneurial interest t-count 2.164> t-table 1.97601, b). There is a positive and significant influence between innovation on entrepreneurial interest t-count 12.501> t-table 1.97601 and c). There is a joint influence between learning facilities (X1) and teacher competence (X2) on learning interest (Y). This means that if the learning facilities are adequate and the teacher's competence is good, student learning interest will arise and increase. Conversely, if the learning facilities are incomplete and the teacher's competence is poor, student learning interest will decrease. It can be seen from the F-count 82.051> F-table 3.06. This is in accordance with Hakim's theory (2019) which states that learning outcomes are influenced by the presence of competent teachers, consistent enforcement of school discipline, and adequate facilities. Therefore, good management of school laboratories is needed so that the use of laboratories can run effectively and efficiently (Najemah, 2020). Sometimes trivial things such as the lack of adequate facilities to develop student talents become inhibiting factors for students to excel. In addition, the lack of support from the family environment, teachers, and the quality of learning in the classroom are inhibiting factors for students in developing their talents to excel (Andriani & Rasto, 2019; Dakhi, 2020).

Based on the description above, it can be concluded that practice facilities include practice rooms, furniture, practice equipment/materials, educational media, and other equipment used to support the implementation of practical learning in schools, both directly and indirectly, which have a significant influence on improving the quality of learning..

CONCLUSION

The results of the correlation test show that the level of relationship between practicum facilities and the quality of learning at SMK Negeri Blora Regency is included in the "STRONG" category with a correlation value of 0.926. The results of the Anova test show that there is an influence of practicum facilities on the quality of learning. The results of the Summary Test show that the magnitude of the influence of practicum facilities on the quality of learning is 85.7%. The remaining 14.3% is influenced by other variables. The results of the regression test also prove

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that there is a significant influence of practicum facilities on the quality of learning with a t-value of 4.344. From the results of the research that have been presented, it can be concluded that H0 is rejected and Ha is accepted or there is an influence of practicum facilities on the quality of learning at State Vocational High Schools in Blora Regency. Based on the factor analysis test of the four dimensions that form the practicum facilities variable.

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