The Influence of Facilities, Motivation, and Learning Culture on the Learning Outcomes of the Party Dress Making Competency of Grade XI Students of Fashion Design Vocational Schools in Bima Regency

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ABSTRACT

The purpose of this study is to determine the partial and simultaneous influence, as well as the magnitude of the contribution of learning facilities, learning culture, and learning motivation to the learning outcomes of class XI students of Fashion Design Vocational High Schools in Bima Regency. The data analysis technique used multiple linear regression analysis, instrument testing (validity test and reliability test), classical assumption test, F test, t test, and Coefficient of Determination test. This study involved 47 class XI students of Fashion Design from three vocational high schools in Bima Regency (SMKN 1 Donggo, SMKN 1 Monta, and SMKN 1 Bolo), which were determined as samples using total sampling technique. The results of the analysis showed that there was a positive influence both partially and simultaneously on facilities, culture, and learning motivation on student learning outcomes. The results of the descriptive analysis, all research variables obtained sufficient to good categories. Partially showed that each independent variable had a significant effect on student learning outcomes. The results of the multiple regression analysis, the three independent variables of learning facilities, learning culture, and learning motivation simultaneously had a significant effect on student learning outcomes. Simultaneously, the three variables had a significant influence, with a calculated F value of 524.955 and an adjusted R^2 of 97.3%. Thus, these three factors influence learning outcomes. The findings of this study need to be interpreted with caution given the limitations of sample size and research design.

Keywords: Culture, Facilities, Learning Outcomes, Competencies, Motivation

INTRODUCTION

Vocational education plays a crucial role in developing human resources with practical skills relevant to the needs of the workplace. One competency that demands high precision and creativity is the creation of party dresses in the Fashion Design program at Vocational High Schools (SMK). The success of this competency is largely determined by the support of learning facilities, a learning culture, and student motivation.

In the context of vocational education, the role of Vocational High Schools (SMK) is highly strategic, as they equip graduates with practical skills needed by industry. SMKs are believed to produce highly creative and productive graduates, thereby improving the community's economic well-being (Putri, 2020). Specifically, in the Fashion Design major, mastering the competency of making prom dresses is a crucial core skill, as this skill is not only a technical practice but also a means of creative expression that supports the growth of the fashion industry.

Vocational education issues are not only related to curriculum relevance and industry needs, but also to the internal conditions of schools. One crucial issue is the limited availability of practical facilities. Learning facilities are crucial for supporting a smooth learning process. Practical facilities are divided into two categories: practical equipment and the workshop environment where education and training activities are carried out. Learning activities in vocational schools emphasize students' psychomotor abilities and skills, making practical learning activities crucial. Palupi et al., (2022) found that 63% of vocational schools in remote areas have inadequate practical facilities.

In addition to facilities, psychological aspects such as learning motivation also play a role in determining success. Eccles & Wigfield (2020) expectancy-value theory explains that a person's intrinsic motivation is

influenced by expectations of success and perceived task value. Expectations of success reflect an individual's belief in their ability to complete a task, while task value reflects the extent to which a person views learning activities as important, useful, or interesting. Therefore, the greater a student's belief in and appreciation of learning activities, the stronger their intrinsic drive to achieve optimal learning outcomes.

Learning success is also greatly influenced by the learning culture that develops in schools. Teachers are not only learning facilitators but also agents in shaping a learning culture rooted in local wisdom yet open to global developments (Azzahra et al., 2025). Learning culture encompasses the values, habits, and norms that shape students' learning behavior. Fitri & Putra (2019) explain that learning culture reflects the norms, values, and practices that support learning in the educational environment.

Thus, it can be understood that the success of the learning process of making party dresses at Vocational High Schools of Fashion Design is not only determined by the individual abilities of students, but also greatly influenced by supporting factors such as learning facilities, learning culture, and learning motivation. Adequate facilities can create a conducive learning environment, a positive learning culture can shape a disciplined and responsible learning character, while learning motivation becomes an internal driver for students to achieve optimal results.

LITERATURE REVIEW

Learning Facilities

Learning facilities are crucial factors in supporting a smooth learning process. Learning facilities are infrastructure used to increase the effectiveness of the learning process (Palupi dkk, 2022). According to Muhamad et al., (2019), adequate learning facilities will assist students in learning, while a lack of learning devices or facilities will hinder their learning progress. Adequate facilities can create a conducive learning environment and increase student motivation to excel (Daulay et al., 2022). Poni Lestari et al. (2023) emphasize that learning facilities function as a primary support for achieving learning objectives. Adequate facilities, such as practice rooms, equipment, teaching materials, and supporting technology, can increase learning effectiveness.

Learning Culture

Learning culture refers to the norms, values, and habits that shape learning behavior in an educational environment. Fitri & Putra (2019) define learning culture as a reflection of the quality of academic life that grows from the enthusiasm and positive values upheld by educational institutions. This culture encompasses discipline, responsibility, and cooperation in learning. Learning culture also plays a vital role in shaping students' character and learning habits. Hodner Kuanine et al., (2023) define culture as a collection of skills and routines that humans have developed throughout their social lives. Fitri & Putra (2019) explain that learning culture reflects the norms, values, and practices that support learning in an educational environment.

Motivation to Learn

Learning motivation is a crucial factor in encouraging students to achieve optimal performance in educational programs (Romadhoni dkk, 2019). Meanwhile, Amanah et al., (2018) found that adequate facilities can also increase learning motivation by creating a comfortable and supportive learning environment. Romadhoni dkk (2019) found that without learning motivation, the knowledge taught by each teacher cannot be absorbed by students.

Learning Outcomes

Learning outcomes reflect students' achievements after participating in the learning process, which encompasses cognitive, affective, and psychomotor aspects (Bloom, 1956). Similarly, Javentdo dkk (2021) argue that learning outcomes are the results achieved by students in the form of behavioral changes: cognitive, affective, and psychomotor after completing the learning process. Various studies have shown that learning outcomes are influenced by internal factors such as motivation, and external factors such as learning facilities and culture (Nugraha & Ambiyar, 2018).

RESEARCH METHODS

This study uses a quantitative approach with an associative design to determine the effect of learning facilities, learning culture, and learning motivation on the learning outcomes of the competence of making party dresses for students of Fashion Design Vocational Schools in Bima Regency. The study population was all 11th grade students from three Fashion Design Vocational Schools, namely SMKN 1 Donggo, SMKN 1 Bolo, and SMKN 1 Monta, totaling 47 students and also used as samples with a total sampling technique.

Learning outcomes were measured in this study using a questionnaire instrument that had been tested for validity and reliability. This instrument was used to capture students' perceptions of learning achievement in the fashion design subject, specifically sewing skills.

Data were collected through a Likert-scale questionnaire, observation, and documentation. The research instrument was tested for validity and reliability, with all items declared valid and reliable ($\alpha = 0.901 > 0.05$). Data were analyzed using descriptive statistics and simple and multiple linear regression. Although this study used a saturated (non-parametric) sample, the results of the assumption test indicated that the data were normally distributed, linearly distributed, and homogeneous, thus parametric analysis was appropriate.

RESEARCH RESULTS

Variable Description Analysis

Descriptive analysis was conducted to provide an overview of the level of learning facilities, learning culture, learning motivation, and learning outcomes of students in the fashion design competency program at Vocational High Schools in Bima Regency. This analysis aimed to determine data trends based on the average (mean), category, and percentage of achievement for each variable. The results of the descriptive analysis are presented in Table 1 below.

Table 1. Analysis Results Descriptive

Variables	Mean	Variables	Percentage
Learning Facilities	3,84	Good	26,4%
Learning Culture	3,82	Good	26,2%
Learning Motivation	3,90	Good	26,8%
Learning Outcomes	3,00	Enough	20,6%

Based on Table 1, it can be seen that the three independent variables, namely learning facilities, learning culture, and learning motivation, are each in the "good" category, with average values ranging from 3.82 to 3.90, and the achievement percentage ranges from 26.2% to 26.8%. Meanwhile, the learning outcome variable has an average of 3.00 including in the "sufficient" category with a percentage of 20.6%, which indicates that the achievement of party dress making competency still needs to be improved.

Results of Classical Assumptions

Normality Test

Table 2. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		47
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	1.86941950
Most Extreme Differences	Absolute	.167
	Positive	.167

	Negative	-.147
Test Statistic		.167
A symp. Sig. (2-tailed)		.120[c]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance CoCSection.		

The results of the normality test using the Kolmogorov-Smirnov method showed a significance value of 0.120 (>0.05). Thus, the research data were declared normally distributed and met the requirements for parametric regression analysis.

Multicollinearity Test

Table 3. Multicollinearity Test Results

Variable Independent	Tolerance	VIF
Learning Facilities	.027	37.203
Learning Culture	.027	36.962
Learning Motivation	.214	4.672

The results of the multicollinearity test are presented in Table 3, learning facilities and school culture exhibit very low tolerance values and very high VIF values, whereas learning motivation remains within acceptable limits. This indicates a strong interrelationship between learning facilities and school culture within the regression model.

Simple Regression Analysis

Table 4. Simple Regression Test Results (Partial Effect)

Variables	ß	R^2	Sig.	Influence
Learning facilities (X1)	1,379	0,420	0,000	significance
Learning culture (X2)	1,227	0,409	0,000	significance
Learning motivation (X3)	1,877	0,387	0,000	significance

Based on the results of simple regression analysis, the learning facilities variable (β = 1.379; Sig. = 0.000; R^2 = 0.420) with a percentage of 42%, followed by learning culture (β = 1.227; Sig. = 0.000; R^2 = 0.409) with a percentage of 40.9%, and learning motivation (β = 1.877; Sig. = 0.000; R^2 = 0.387) with a percentage of 38.7%. The significance value of all variables is below 0.05, this indicates that the three variables have a real influence on improving learning outcomes.

Multiple Regression Analysis Test

Tabel 5. Multiple Regression Test Results

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Erorr	Beta		
1	(Constant)	5.838	1.902		3.069	.004
	Learning Facilities	.323	.128	.383	2.525	.015
	Learning Culture	.299	.125	.361	2.386	.021
	Learning Motivation	.321	.064	.268	4.990	.000
a. Dependent Variable: learning outcomes						
b. Predictors: (Constant), Motivation, Culture, Facilities						

The regression coefficient values are 0.323 for learning facilities (Sig. = 0.015), 0.299 for learning culture (Sig. = 0.021), and 0.321 for learning motivation (Sig. = 0.000). The results of the multiple regression equation calculation are: $Y = 5.838 + 0.323X_1 + 0.299X_2 + 0.321X_3$. Thus, the better the facilities, culture, and learning motivation of students, the higher the learning outcomes fashion party.

Simple and Multiple Regression Analysis Test

Table 6. Results of Simple Regression Analysis dan Double

Variables	B	Beta (β)	t	Sig. (<0,05)	Decision	Percentage
Learning Facilities (X_1)	0,323	0,383	2,525	0,015	Sig	42,0%
Learning Culture (X_2)	0,299	0,361	2,386	0,021	Sig	40,9%
Learning Motivation (X_3)	0,321	0,268	4,990	0,000	Sig	38,7%
Simultaneous (X_1, X_2, X_3)	R = 0,986	R^2 = 0,972	F = 524,9	0,000	Sig	97,2%

The analysis shows that learning facilities, learning culture, and learning motivation have a positive and significant influence on student learning success. Partially, learning facilities contributed 42.0%, learning culture 40.9%, and learning motivation 38.7%. Simultaneously, all three had a strong influence with R^2 = 0.972 (97.2%). This means that improving these three factors together can significantly improve student learning outcomes.

Hypothesis Testing

F test

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5887.711	3	1962.570	524.955	.000[b]
	Residual	160.758	43	3.739		
	Amount	6048.468	46			

Table 7. F Test Results

The results of the ANOVA (Analysis of Variance) test showed a calculated F value of 524.955 with a significance level of 0.000 (<0.05). This means that the multiple regression model is suitable for use and the three independent variables, learning facilities, learning culture, and learning motivation, together have a positive and significant influence on student learning outcomes.

t test

a. Based on a simple regression analysis, the influence of learning facilities on the learning outcomes of class XI Fashion Design students is 0.15 < 0.05, which means that learning facilities have a significant influence on the learning outcomes of class XI Fashion Design students.

b. Based on a simple regression analysis, the influence of learning culture on the learning outcomes of class XI Fashion Design students is 0.21 < 0.05, which means that learning culture has a significant influence on the learning outcomes of class XI Fashion Design students.

c. Based on a simple regression analysis, the influence of learning motivation on the learning outcomes of class XI Fashion Design students is 0.000 < 0.05, which means that learning motivation has a significant influence on the learning outcomes of class XI Fashion Design students.

d. The results of the multiple regression test show that the simultaneous influence of learning facilities, learning culture, and learning motivation on the learning outcomes of class X Fashion Design students has a significance value of 0.000 < 0.05. This shows that the three variables are together have a significant influence on student learning success.

Test of the Coefficient of Determination

Table 8. Coefficient of Determination

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. ECSor of the Estimate
1	.987[a]	.973	.972	1.934

Based on the analysis results, the R square figure is 0.973, which indicates that the learning environment, learning culture and learning motivation together are able to explain 97.2% of the variation in student learning success, while the remaining 2.8% is influenced by other factors that have not been studied.

DISCUSSION

Based on the research results, the following can be implemented:

Profile of Learning Facilities, Learning Culture, Learning Motivation, and Learning Outcomes

Based on the results of descriptive analysis of four research variables including learning facilities, learning culture, learning motivation, and student learning outcomes, a general description is obtained as presented in Table 1. Overall, the average (mean) value of each variable falls into the "good" category, except for the learning outcome variable which falls into the "sufficient" category.

Learning Facilities

Learning facilities received a mean score of 3.84, categorized as good, with a percentage of 26.4%. These results indicate that the learning facilities available at the school optimally support student learning, both in terms of the availability of facilities, the comfort of the learning spaces, and the completeness of practical equipment. Adequate learning facilities and infrastructure in good condition aim to facilitate the learning process that takes place in schools (Cynthia et al., 2015). In line with this, Wijaya et al. (2018) stated that complete learning facilities will help students in learning, and the lack of learning tools or facilities will hinder student learning progress. This condition indicates that students feel positive benefits from the facilities provided in supporting learning activities, especially in learning fashion design practices. Another opinion by Poni Lestari et al. (2023) when classroom facilities are well maintained and adequate, children can focus better and learn better, which in turn improves their learning outcomes.

Learning Culture

The learning culture has a mean value of 3.82, categorized as good, with a percentage of 26.2%. This implies that students' learning culture has been sufficiently well-formed. Habibulloh & Musnandar (2024) explain that school strategies and collaboration between the school, teachers, students, families, and the community support the formation of an effective learning culture. Students demonstrate positive learning habits, such as discipline in following learning, active participation, and a supportive attitude in group learning activities. Learning models that implement aspects of a positive learning culture, such as discipline, responsibility, and cooperation, greatly support students' work readiness (Lukman Affandi, Mintasih Indriayu, 2025). This good learning culture is an important factor in building a productive and conducive learning environment. Hodner Kuanine et al., (2023) emphasize that a positive learning culture can foster student motivation and character, especially in project-based learning such as sewing.

Learning Motivation

Learning motivation obtained a mean value of 3.90, categorized as good, with a percentage of 26.8%, the highest value among the three independent variables. These results indicate that students have a fairly high level of motivation towards the learning process, both from themselves and from their environment. In line with this, Utari et al., (2021) stated that motivation functions as the main driving force in the learning process because it can generate, underlie, and drive students' learning behavior. This motivation can stem from the desire to achieve, support from teachers and the school environment, and interest in the field of expertise being studied. As the results of research by Poni Lestari et al., (2023), learning motivation plays an important role in student learning outcomes. This high level of learning motivation has the potential to make a positive contribution to improving student learning outcomes. Motivated students tend to strive hard to achieve learning outcomes (Tairas et al., 2024).

Learning Outcomes

Learning outcomes showed a mean score of 3.00, categorized as sufficient, with a percentage of 20.6%. These results indicate that student competency achievement is still at a sufficient level and not yet optimal. Although facilities, culture, and learning motivation are in the good category, the still-sufficient learning outcomes indicate that other factors are contributing. Influence, such as teacher learning strategies, intensity of practical exercises, and student learning time management. This is in line with research Kurniawan dkk (2018) state that external factors that influence learning include teaching methods. Teaching methods are ways of presenting learning materials to students so that learning objectives can be achieved optimally. In addition to external factors, internal factors also influence learning outcomes. As explained by Suyedi & Idrus (2019), internal factors that influence learning outcomes are divided into: physical (health and physical disabilities), psychological factors (intelligence, attention, interest, talent, motive, maturity and readiness) as well as fatigue factors and external factors which are divided into family factors, school factors and community factors. Thus, improving the quality of learning needs to be directed not only at providing facilities and creating a learning culture, but also at increasing the effectiveness of the learning process so that it has a real impact on student learning outcomes.

The Influence of Each (Partial) Facilities, Culture, and Learning Motivation on Learning Outcomes

Based on the results of simple regression analysis and t-test, each independent variable, namely, learning facilities (X_1), learning culture (X_2) and learning motivation (X_3), showed a significant positive influence on student learning success. The results of the simple regression test showed that:

a. Learning facilities have a regression coefficient (β) of 1.379, R^2 value = 0.420, and Sig. = 0.000 < 0.05. This means that learning facilities contribute 42.0% to learning outcomes. This indicates that the more complete and adequate the learning facilities used by students, the higher the learning outcomes achieved. These findings are supported by research conducted by Alfiantama et al., (2024) that there is a positive and significant influence of learning facilities on learning outcomes. In addition, research by Azma (2019) found that learning facilities have a significant influence on student learning outcomes. The results of the study from Sawaluddin et al., (2025) that learning facilities have a significant positive influence on student learning outcomes.

b. Learning culture shows a regression coefficient (β) value of 1.227, R^2 = 0.409, and Sig. = 0.000 < 0.05, with a contribution of 40.9%. This finding confirms that positive learning habits, discipline, and the support of a conducive learning environment have a significant influence on improving learning outcomes. Lestari et al., (2021) stated that a positive culture, such as discipline, cooperation, and responsibility, can foster a productive learning attitude.

c. Learning motivation has a regression coefficient (β) of 1.877, R^2 = 0.387, and Sig. = 0.000 < 0.05, meaning it has a significant effect with a contribution of 38.7% to learning outcomes. These results show that the higher the students' internal and external motivation, the better their achievements. In line with this, the results of research by Anggryawan (2019) research results show that students' learning motivation can have a positive and significant influence on improving students' learning outcomes. Budiariawan (2019) found a positive and significant relationship between students' learning motivation and learning outcomes.

Furthermore, Azma (2019) research revealed that students' learning motivation has a significant influence on student learning outcomes, the better the student's learning motivation, the higher the learning outcomes.

Thus, all independent variables partially have a significant positive impact on learning outcomes. Of the three variables, learning facilities have the largest contribution (42%), followed by learning culture (40.9%), and learning motivation (38.7%).

The Simultaneous Influence of Facilities, Culture, and Motivation on Learning Outcomes

Simultaneously, it is proven that learning facilities, learning culture, and learning motivation provide a positive and significant contribution to student learning success. This is proven by the results of the F test (ANOVA) with a calculated F value = 524.955 and a significance of 0.000 < 0.05. This means that the regression model used is appropriate and valid to explain the relationship between the three independent variables and learning outcomes. The regression equation obtained is: $Y = 5.838 + 0.323X_1 + 0.299X_2 + 0.321X_3$.

This equation shows that every increase in learning facilities, learning culture, and learning motivation will be followed by a proportional increase in student learning outcomes. In line with this, the results of research by Palupi et al., (2022) showed that there is an influence of learning facilities on learning outcomes. All regression coefficients are positive, so the more optimal the three factors are, the higher the learning outcomes achieved by students. In addition, the R^2 value = 0.972 (97.2%) indicates that changes in learning outcomes of 97.2% can be explained by these factors, while the other 2.8% is influenced by other factors not included in the study, such as teacher teaching strategies, family environment, and the intensity of student practical training. This indicates that certain aspects of learning facilities are considered very supportive of the student learning process. Another study conducted by Sawaluddin (2025) with the findings of his study that learning facilities and learning motivation, both when considered together and separately, were proven to have a positive and significant effect on learning outcomes.

The Large Partial and Simultaneous Influence of Facilities, Culture, and Motivation on Learning Outcomes

Based on the calculations in Table 6, the results of the simple and multiple regression analyses show that the partial influence of the three variables significantly impacts learning outcomes, contributing between 38.7% and 42%, while their combined influence simultaneously reaches 97.2%. This figure indicates that facilities, culture, and learning motivation are very dominant factors in determining the learning outcomes of 11th-grade Fashion Design students.

The very high adjusted R^2 value should be interpreted with caution. The multicollinearity test results indicate strong shared variance between the learning facilities and school culture variables, potentially contributing to the high coefficient of determination and limiting the interpretation of the unique contribution of each variable.

Thus, progress in student learning outcomes can be achieved through strengthening learning facilities that support practical activities. Research by Fathoni & Sobandi (2020) found that learning facilities are an aspect that plays a role in influencing student learning outcomes. Establishing a positive learning culture is an important aspect in this regard. Creating a conducive educational environment. In line with this, research by Azma (2019) found that learning motivation has a positive and significant impact on learning outcomes. Furthermore, a good learning culture not only reflects student discipline and responsibility in the learning process but also becomes a foundation, a key factor in continuously improving learning outcomes, as well as increasing students' intrinsic and extrinsic motivation. A good learning culture will enable students to complete their assignments on time (Sukarni et al., 2022).

Research Limitations

This study is limited by a relatively small sample size of 47 students and a restricted research setting involving only three schools within one regency, which limits the generalizability of the findings. In addition, high multicollinearity among several independent variables limits the stability of the regression model and the interpretation of individual predictor effects.

CONCLUSION

6.1 Profile of Learning Facilities, Learning Culture, Learning Motivation, and Learning Outcomes

The results showed that all study variables were in the good to excellent category. Learning facilities were deemed adequate and suitable for use, students' learning culture was strong, and their motivation to learn was high. Meanwhile, student learning outcomes in the party dress-making competency were considered satisfactory.

6.2 The Influence of Each Variable of Facilities, Culture, and Motivation on Learning Outcomes

Partially, this study found that learning facilities, learning culture, and learning motivation significantly influenced student learning outcomes. Learning facilities contributed the most, at 42%, followed by learning culture at 40.9%, and learning motivation at 38.7%.

6.3 The Simultaneous Influence of Facilities, Culture, and Motivation on Learning Outcomes

The results of multiple regression analysis show that simultaneously learning facilities, learning culture, and learning motivation provide a significant contribution to student learning outcomes, with an F value of 524.955 and a significance of $p < 0.001$, greater than the F table value of 2.83 at a significance level of 5% ($\alpha = 0.05$).

6.4 The Large Partial and Simultaneous Influence of Facilities, Culture, and Motivation on Learning Outcomes

The results of the study indicate that, both partially and simultaneously, learning facilities, learning culture, and learning motivation have a positive and significant influence on student learning outcomes. Partially, learning facilities have the largest influence at 42%, followed by learning culture at 40.9%, and learning motivation at 38.7%. Simultaneously, these three variables contribute 97.2% to the improvement in learning outcomes in the competency of making party dresses.

Overall, it can be concluded that learning facilities, school culture, and learning motivation are related to student learning outcomes in fashion design. These findings suggest that the learning environment and students' internal factors play a role in supporting learning achievement. However, the findings of this study are contextual and require careful interpretation, taking into account the limitations of the sample size, the scope of the study location, and the characteristics of the analytical model used.

Suggestion

Based on the limitations of this study, future research is encouraged to incorporate objective performance assessments, such as standardized practical examinations or portfolio evaluations, to obtain a more comprehensive measure of learning outcomes. In addition, longitudinal or experimental designs are recommended to strengthen the understanding of causal relationships among learning facilities, school culture, learning motivation, and student learning outcomes. Future studies are also advised to involve larger samples and broader research settings to enhance generalizability.

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