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

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Abstract:

Vocational education plays a crucial role in preparing skilled workers amidst the demands of Industry 4.0; however, limited practical facilities often hinder the quality of learning. This study examines the impact of practical facilities on the quality of learning in State Vocational High Schools in Blora Regency, based on data indicating that approximately 38% of facilities in several vocational schools do not meet the standards. This quantitative study, employing an ex post facto approach, involved 196 teachers as respondents. Data were collected using a Likert scale questionnaire and analyzed through descriptive statistics, prerequisite tests, and simple and multiple linear regression analysis with the help of SPSS 29.0. The study's results showed that practical facilities had a positive and significant impact on learning quality, with a Pearson correlation coefficient of 0.926 (robust) and a determination coefficient (R^2) of 0.857, indicating that practical facilities explained 85.7% of the variance in learning quality. This study suggests that improving practical facilities can significantly enhance the quality of learning. Educational institutions are expected to provide adequate practical facilities, enabling them to create a more effective learning environment and support the improvement of student competence in relevant fields.

Keywords: *Practicum Facilities, Quality of Learning, Vocational Education, Competency*

Abstrak:

Pendidikan kejuruan memegang peran krusial dalam menyiapkan tenaga kerja terampil di tengah tuntutan Industri 4.0, namun kualitas pembelajaran sering terhambat oleh keterbatasan fasilitas praktikum. Penelitian ini mengkaji pengaruh fasilitas praktikum terhadap kualitas pembelajaran di sekolah SMK Negeri Kabupaten Blora, didorong oleh data yang menunjukkan sekitar 38% fasilitas di beberapa SMK belum memenuhi standar. Studi kuantitatif dengan pendekatan *ex post facto* ini melibatkan 196 guru sebagai responden. Data dikumpulkan menggunakan kuesioner skala Likert dan dianalisis melalui statistik deskriptif, uji prasyarat, serta analisis regresi linear sederhana dan berganda dengan bantuan SPSS 29.0. Hasil penelitian menunjukkan bahwa fasilitas praktikum memiliki pengaruh positif dan signifikan terhadap kualitas pembelajaran, dengan koefisien korelasi Pearson sebesar 0.926 (sangat kuat) dan koefisien determinasi (R2) sebesar 0.857, mengindikasikan 85.7% varians kualitas pembelajaran dijelaskan oleh fasilitas praktikum. Penelitian ini memberikan implikasi bahwa peningkatan fasilitas praktikum dapat secara signifikan meningkatkan kualitas pembelajaran. Lembaga pendidikan diharapkan untuk memperhatikan dan mengembangkan fasilitas praktikum yang memadai, sehingga dapat menciptakan lingkungan belajar yang lebih efektif dan mendukung peningkatan kompetensi siswa dalam bidang yang relevan.

Kata Kunci: *Fasilitas Praktikum, Kualitas Pembelajaran, Pendidikan Vokasi, Kompetensi*

INTRODUCTION

Vocational High Schools (SMK) in Indonesia play a crucial role in fostering a skilled workforce, but their effectiveness is often hindered by systemic challenges (Amrullah et al., 2025; Anwas et al., 2024; Wibowo et al., 2022). In particular, the quality of learning found in the field was consistently identified as suboptimal (Chen et al., 2023; Robinson et al., 2021; van Veen et al., 2023). The primary measurable factor contributing to this problem is the limited availability of practicum facilities (Ahmed et al., 2022; Dzulkifli et al., 2021; Mathrani et al., 2022). Several studies indicate that 38% of special learning spaces fail to meet standards due to insufficient minimum area and incomplete supporting infrastructure (Kaiser & Barstow, 2022; Mandirola et al., 2022; Winkelmann et al., 2022). These shortcomings directly affect the implementation of practicum learning methods, which often face obstacles such as insufficient tools, outdated technology, and limited laboratory space. As a result, students' opportunities to acquire essential practical skills are significantly reduced, directly affecting their readiness for the industrial sector (Bühler et al., 2022; L. Li, 2022; Siddique et al., 2022). Therefore, this study addresses this quantitative problem, seeking to provide empirical evidence of the definite influence of these facility limitations on observed learning quality deficiencies, thereby forming a critical basis for targeted educational reform.

Previous quantitative research has consistently explored the relationship between learning facilities and educational outcomes. Several studies have identified a positive correlation between learning facilities and social studies learning outcomes in elementary school students, revealing a direct relationship (Ma et al., 2022; Sariyatun et al., 2021; Tsang & Dewaele, 2023). Similarly, Wang et al. (2022) also conducted (2022)research that demonstrated the significant impact of adequate learning facilities on mathematics learning outcomes, reinforcing the importance of physical resources. In the vocational context, research conducted by Indrawati et al. (2022) demonstrates that comprehensive and modern practicum facilities significantly enhance the learning motivation and learning outcomes of vocational school students. Furthermore, research conducted by AlGerafi et al. (2023) revealed that integrating representative practicum facilities with contextual learning substantially improves students' technical competence. Although these studies generally establish a positive relationship, many are geographically limited or lack a specific quantitative analysis of *the level of* influence, especially in areas with limited resources, such as Blora. This leaves a gap for more precise measurements of direct causal impacts, especially regarding the magnitude of the contribution.

Although the importance of practicum facilities has been established, significant gaps remain in the quantitative literature regarding *the magnitude* of the impact of practicum facilities on learning quality, especially in specific regional contexts facing resource constraints. Although previous studies have shown positive associations, they often lack the detailed statistical details needed to

inform targeted policy interventions. The problem addressed in this research stems from the need to move beyond general correlations and build a robust, empirically driven understanding of direct contributions. Using *a quantitative ex post facto* design and rigorous statistical analysis, this study aims to fill this gap, provide precise impact measurement, and offer a stronger evidence base for education policy and resource allocation strategies in similar contexts, thus building on existing qualitative and general quantitative findings.

This research offers new insights by focusing specifically on State Vocational Schools in Blora Regency. In this context, detailed empirical analysis of the impact of practicum facilities on learning quality remains limited. Although previous studies have explored similar themes, this study distinguishes itself through precise quantitative measurements of the *degree* of influence, utilizing robust regression analysis to determine the determination coefficient (R^2) and direct regression coefficient (β). This methodological rigor enables a more detailed understanding of contributions, moving beyond mere correlations to establish quantifiable causal relationships. The use of a large sample size (196 teachers) further enhances the statistical power and generalization of findings in this specific regional context. By providing concrete numerical evidence, the study makes a significant contribution to the advancement of knowledge in vocational education, offering a data-driven basis for policy recommendations and resource allocation strategies tailored to the unique challenges of areas such as Blora, thereby filling a critical empirical gap.

This empirical study aims to quantitatively analyze the direct influence of practicum facilities on the quality of learning in State Vocational Schools throughout Blora Regency. Specifically, this study aims to measure the strength of the relationship between these two variables using Pearson correlation, determine the proportion of variance in the quality of learning attributed to the practicum facility through the determination coefficient (R^2), and investigate the nature and magnitude of this influence through simple linear regression analysis. Data will be collected from a sample of 196 vocational teachers using a Likert scale questionnaire, followed by rigorous hypothesis testing and statistical analysis using SPSS 29.0 for Windows. The primary objective is to provide robust, data-driven evidence that informs strategic interventions to enhance vocational education outcomes, thereby addressing the gaps in the empirical understanding of the quantitative impact of physical resources on learning quality in this specific regional context.

RESEARCH METHOD

The methodology section of this study provides a detailed description of the approach, design, context, and procedures for data collection and analysis employed in this study. A clear understanding of the research variables is fundamental; therefore, Table 1 below presents the operational definitions and indicators of the variables under study.

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, including infrastructure and equipment, such as practice rooms, furniture, practice materials, educational media, and other tools used to support the implementation of practical learning in schools, both directly and indirectly.	The number of practice facilities should be determined according to curriculum needs, the availability of adequate supporting tools and materials, and the latest practice facilities in line with technological developments. The specifications of practice tools should align with industry standards, and facilities should be able 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, and the Integration of practice facilities in the learning process

This research is situated at the State Vocational High School (SMK) of Blora Regency, a context that was strategically chosen due to its vital role in producing a skilled workforce ready to compete in the industrial world. The selection of this location is relevant, considering that initial observations indicate challenges in the quality of learning, as evidenced by the limitations of the practicum facilities. The population of this study comprises all teachers of State Vocational Schools in Blora Regency, totaling 383 individuals, from which a sample of 196 teachers was selected using the *proportional random sampling* technique to ensure accurate representation (Li et al., 2021; Shetty et al., 2021; Zhao et al., 2023). The research approach employed is quantitative, specifically an *ex post facto* design (Bosone et al., 2021; de la Fuente et al., 2021; García-Rivera et al., 2022). This design was chosen because it allows researchers to examine the relationships between variables that have occurred naturally, without direct manipulation by the researcher, in order to analyze the influence of existing practicum facilities on the quality of learning.

The data collection method in this study employs a questionnaire designed with a five-point Likert scale. The choice of this method was based on its efficiency in collecting perceptual data from a relatively large sample (196 respondents), which is essential for quantitative statistical analysis. This questionnaire was designed to measure teachers' perceptions of the variables of Practicum Facilities

and Learning Quality, producing numerical data that reflected the level of agreement or experience of respondents. The data collected included quantified responses regarding the availability, suitability, maintenance, and utilization of practicum facilities, as well as dimensions of learning quality such as teacher performance, learning facilities, classroom climate, student attitudes, and learning motivation. The relevance of this data lies in its ability to directly measure both independent and dependent variables, allowing for the identification of patterns, relationships, and generalizations of statistically significant results (Bae & Lai, 2020; Jamaludin et al., 2020; Nicmanis, 2024).

The data analysis process is carried out comprehensively, beginning with descriptive analysis to provide an overview of the data's characteristics and respondents' perceptions. Furthermore, a series of prerequisite tests of analysis were performed, including normality, linearity, multicollinearity, and heteroscedasticity tests, to ensure that the data met the assumptions required for the inferential statistical model (García-Rivera et al., 2022; Pisică et al., 2022; Valdés-Souto & Naranjo-Albarrán, 2021). This step is crucial to ensure the validity and reliability of the regression analysis results. The research hypothesis was tested using simple linear regression analysis and multiple regression analysis, which allowed the identification of the strength and direction of the influence of the Practicum Facility on the Quality of Learning. The entire process of data processing and analysis is effectively facilitated using the Statistical Package for the Social Sciences (SPSS) software version 29.0 for Windows, which enables complex statistical calculations and the accurate interpretation of results, thereby supporting empirical evidence-based conclusions.

RESULT AND DISCUSSION

Result

Data description is a concise presentation of the data results obtained from the research variables, based on respondents' answers collected through research instruments. In this study, the respondents were teachers of State Vocational High Schools (SMK) in Blora Regency. The description of this variable aims to indicate the general direction or tendency of the entire respondent's answers to each statement item in the variable under study, providing a preliminary understanding of the data's characteristics. The variables analyzed included the quality of learning and practicum facilities. The entire data processing process was carried out using SPSS Version 29 program for Windows. The descriptive statistical test data are presented in Table 2.

Table 2. Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Practicum Facilities	196	66	99	165	138,83	14,539
Learning Quality	196	64	106	170	143,15	14,354
Valid N (listwise)	196					

Departing from the exposure of Table 1. Descriptive statistics provide an initial picture regarding the perception of State Vocational School teachers in Blora Regency towards Practicum Facilities and Learning Quality. With the number of

respondents (N) as many as 196, the data shows that the average score of the Practicum Facility is 138.83, while the Quality of Learning is slightly higher with an average of 143.15. The relatively high average numbers for these two variables indicate that, in general, practicum facilities are considered quite good, and the quality of learning is also in the good category. Furthermore, the relatively small standard deviation values, namely 14.539 for Practicum Facilities and 14.354 for Learning Quality, indicate a reasonably high consistency in the respondents' perceptions. This means that the teachers' answers do not spread too far from the average score, indicating a similarity of views between them. The recorded range also provides information about the distribution of scores, from minimum to maximum, indicating variation in assessment, although it tends to be concentrated around the average. Overall, this descriptive data provides a strong foundation that both aspects practicum facilities and learning quality are positively perceived by teachers in the region. Additionally, the frequency distribution of respondents' perception scores on learning quality is presented in Table 3.

Table 3. 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%**

Departing from the presentation of Table 3, which presents the Frequency Distribution of Respondents' Perception Scores on Learning Quality (Y), it can be seen that out of a total of 196 respondents, the majority of the perceptions of State Vocational Teachers in Blora Regency tend to be positive. A total of 31.12% of respondents stated that the quality of learning was in the "Good" category (61 people), followed by 30.10% who considered it "Quite Good" (59 people). Although there were 16.33% who rated "Very Good" (32 people), the largest proportion was concentrated in the good and quite good categories. The implication is that even though the quality of learning is not dominated by the "Very Good" category, most teachers feel that the learning process has been running adequately or well. However, there is still room for improvement, considering that 18.37% of respondents rated it "Not Good" and 4.08% even "Not Good". This suggests that efforts to improve the quality of learning need to be focused on improving from the "Good" and "Poor" categories to "Good" or "Excellent", which can be achieved through relevant interventions. Furthermore, the frequency distribution of respondents' perception scores of practical facilities is as shown in Table 4.

Table 4. 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%**

Table 4, showing the Frequency Distribution of Respondents' Perception Scores of Practicum Facilities (X), it can be observed that the majority of respondents have a positive view. A total of 36.73% of teachers (72 people) categorized practicum facilities as "Good", and 20.92% (41 people) even rated "Very Good". This shows that more than half of the respondents (57.65%) have a strong and positive perception of the availability and quality of practicum facilities. However, there were 26.53% of respondents who considered the facilities "Quite Good" and 11.22% "Not Good", and 4.59% "Not Good". This indicates that although, in general, practicum facilities are considered good, there are still some respondents who feel that there are shortcomings or inconsistencies. Efforts to improve practicum facilities must continue, focusing on areas that are still considered "Good" or "Not Good" to achieve more equitable and optimal standards in all State Vocational Schools in Blora. In addition, the results of dimensional testing on the Learning Quality variable are shown in Table 5.

Table 5. 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

Table 5 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.

(6) 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; (7) 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. Furthermore, the results of the dimension test on the practical facility variable are as Table 6.

Table 6. 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

Departing from Table 6, the results of the variable dimension test of the Practicum Facility show the contribution of each dimension to the effectiveness of the facility. The availability of practicum facilities (0.864) and conformity with industry standards (0.807) have a strong influence on practice-based learning and student adaptation in the world of work. However, Practicum Facility Maintenance and Management stands out with the highest extraction value (0.916), confirming its crucial role in maintaining the sustainability and optimal functioning of the facility. In addition, the Utilization of Practicum Facilities (0.884) is also very important because the effectiveness of the facility depends on its maximum use. In summary, to improve the quality of hands-on learning, educational institutions must prioritize the maintenance, management, and optimal utilization of facilities while ensuring availability and compliance with industry standards.

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, with a value of 0.916. At the same time, 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 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 practice-based learning in State Vocational High Schools in Blora Regency, where this will certainly be able to improve the quality of learning. The next step is to perform the Correlation Test as shown in Table 7.

Table 7. Correlation Test Result

		Quality of Learning	Practical Facilities
Quality of Learning	Pearson Correlation	1	,926**
	Sig. (2-tailed)		<,001
	N	196	196
Practical Facilities	Pearson Correlation	,926**	1
	Sig. (2-tailed)	<,001	
	N	196	196

**. Correlation is significant at the o,o1 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 (X3), and the dependent variable, Learning Quality (Y), is at a coefficient ratio of 0.80 - 1,000, namely the level of relationship is "Strong". After conducting the correlation test, the next step is to perform a determination test, as shown in Table 8.

Table 8. Determination Test Result

Model	R	R Square	Adjusted RSquare	Std. Error of theEstimate
1	.926[a]	.857	.857	5.435

The output result of the X3 Determination Test against Y in the table above, R-squared is 0.857. Thus, the coefficient of determination value of 0.857 is obtained, which indicates that the variable (X3) has an influence of 85.7% on the variable (Y). The coefficient of determination of 85.7% means that there is a very high influence of the independent variable of Practical Facilities (X3) on the dependent variable of Learning Quality (Y), with an effective contribution (SE) of Practical Facilities (X3) to Learning Quality of 84.54% and a relative contribution (SR) of 98.42%. After going through the determination test as shown in the table above, the next step is to perform a regression test as shown in Table 9.

Table 9. Regression Test

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

Departing from the exposure of the Regression Test Table, it is clear that the significant influence of the Practicum Facility variable (X) on Learning Quality (Y) is clearly visible. The resulting multiple linear regression equation, Y^=16.233+0.914X, indicates a strong positive relationship. A and B coefficient of 0.914 indicates that every one unit increase in the Practicum Facility will directly increase the Learning Quality by 0.914 units, assuming other factors are constant. The implication is that the improvement or addition of practicum facilities will have a direct and substantial impact on improving the quality of the teaching and learning process. A partial t-test further confirms this significance with a T-Count value of 34,147, which is much greater than the T-Table 1.96, and a significance level (Sig.) <0.001, which is well below the threshold of 0.05; the H3 hypothesis (the existence of significant influence) is accepted. This strengthens the finding that practicum facilities not only have a correlation, but also make a positive and significant causal contribution to the quality of learning.

Discussion

This research was conducted with the primary objective of quantitatively evaluating the impact of practicum facilities on the quality of learning in State Vocational High Schools (SMK) of Blora Regency. This context becomes particularly relevant considering the strategic role of vocational schools as educational institutions responsible for producing a competent workforce, ready to face the challenges of industrial dynamics. The quality of practicum facilities is often identified as a crucial factor that determines the effectiveness of skills-based learning, which is at the core of vocational education. The significance of this study lies in providing strong and measurable empirical evidence regarding the causal relationship between practicum facilities and learning quality, particularly in areas that may face challenges in resource provision. The results of this research are expected to provide a substantial basis for the formulation of more adaptive and effective education policies, as well as sustainable strategies for improving the quality of vocational education.

The results of the partial regression test consistently and clearly show that the Practicum Facility variable (X) has a significant and positive influence on the Quality of Learning (Y). The resulting multiple linear regression equation is Y = 16.233 + 0.914X. A positive regression coefficient (B=0.914) indicates that every one unit increase in the Practicum Facility will directly improve the Quality of Learning by 0.914 units, assuming other factors are considered constant. These findings are expected results and confirm the initial hypothesis of the study, based on the pedagogical logic that adequate facilities will support a more effective learning process, particularly in a practical context. The strength of this relationship is emphasized by the Pearson correlation value of 0.926, which

indicates a "Very Strong" relationship between the two variables. In addition, a determination coefficient (R2) of 0.857 indicates that the Practicum Facility can explain 85.7% of the variance in Learning Quality. This very high proportion of variance confirms the dominant role of facilities as predictors of learning quality. There were no unexpected results in these key findings, which instead reinforced the conceptual validity of the study.

The findings of this study are very consistent and support the Experiential Learning Theory (ELT) framework developed by Kolb (1984). This theory emphasizes that the most effective learning occurs when individuals engage in cycles of concrete experience, reflective observation, abstract conceptualization, and active experimentation (Al Issa et al., 2025; Ehlert & Brennan, 2025; Mayombe, 2024). Adequate practicum facilities inherently provide an environment that allows for such "concrete experiences" and "active experimentation," thereby directly facilitating Kolb's learning cycle and accelerating effective skill acquisition. For example, in a well-equipped laboratory, students can directly test hypotheses, observe phenomena, and manipulate variables, which is the essence of concrete experiences.

These results are also in line with various previous studies in the vocational education literature. In some research, one of which was conveyed by Ole, Ahmed et al. (2022), found that the availability of complete and modern practical facilities was significantly positively correlated with increased motivation and learning outcomes of vocational school students. Similarly, Dzulkifli et al. (2021) found that integrating representative practice facilities with contextual learning approaches can substantially improve students' technical competence. Research by Suryani et al. (2021) also corroborates that learning facilities have a positive and significant influence on students' learning interests. As such, the study provides strong empirical support and enriches existing understanding of the importance of the physical environment and resources in the vocational learning ecosystem.

The results of this study contribute to strengthening the argument that a learning environment equipped with relevant and cutting-edge physical facilities is a direct mediator of the quality of learning outcomes. This demonstrates that investment in practicum infrastructure and equipment is not merely complementary or supportive, but is a fundamental component and essential prerequisite for an effective vocational learning ecosystem. The quality of the facilities not only facilitates the application of theory but also enables students to develop practical skills relevant to industry needs, thereby bridging the gap between theory and practice. These findings empirically support and expand the understanding of the crucial role of facilities in the context of experiential learning, confirming that the availability and quality of facilities are the foundation for meaningful vocational learning.

Practically, the contribution of this research is very significant for education policymakers, especially at the district level, such as Blora, as well as for school managers and principals. These findings suggest that adequate budget allocation for the procurement of modern equipment, regular maintenance of existing equipment, and expansion of practicum spaces will directly contribute to improving the quality of learning and, in turn, the readiness of graduates to enter

the workforce. As a concrete example, the availability of an automotive workshop complete with the latest diagnostic equipment, advanced simulators, and the latest vehicle accessories allows students not only to conceptually understand machine theory but also to directly practice complex diagnosis and repair. This creates an immersive and relevant learning experience, enabling them to graduate with cutting-edge, ready-to-use technical skills that align with the demands of today's automotive industry. Similarly, in other majors, such as gastronomy, a practice kitchen equipped with industry-standard equipment will enable students to master the necessary cooking and hygiene techniques required for a five-star restaurant or hotel, thereby increasing their competitiveness in the job market.

CONCLUSION

Given the challenges in preparing a competent workforce and ready to face industrial demands, especially in Vocational High Schools (SMK) Blora Regency where the quality of learning still needs to be improved due to the limitations of practicum facilities, this study seeks to quantitatively examine the influence of practicum facilities on the quality of learning. Key findings indicate a positive and significant impact of practicum facilities on learning quality, accounting for 85.7% of the contribution. These results underscore that improving practice facilities is a fundamental step for the effectiveness and sustainability of vocational education. The implication is that priority on the maintenance and management of practicum facilities, as well as their optimal utilization, is crucial in shaping the quality of graduates who are competitive in the global job market. Future research may further explore facility maintenance models and their long-term impact on graduate uptake.

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