

The Influence of the Level of Understanding on Student Behavior in the Use and Maintenance of Learning Facilities at the Vocational Faculty, Yogyakarta State University

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ABSTRACT

This research reveals how much influence the level of understanding has on student behavior in the use and maintenance of infrastructure. The objectives are: (1) To find out the level of understanding of vocational faculty students in the use and maintenance of existing learning infrastructure in the faculty environment; (2) Knowing the description of the behavior of vocational faculty students in using and maintaining learning infrastructure; (3) Knowing the influence of the level of understanding on the behavior of vocational faculty students in using and maintaining learning infrastructure. This research uses a descriptive method with a quantitative approach to describe the level of understanding and behavior of students in the use and maintenance of infrastructure. Furthermore, to determine the effect of the level of understanding on student behavior in the use and maintenance of learning infrastructure using the Theil method of non-parametric analysis techniques. Respondents were students from the UNY vocational faculty. Data collection for the variable level of student understanding in the use and maintenance of learning infrastructure used multiple choice questions and student behavior variables in the use and maintenance of learning infrastructure using a questionnaire. The research results obtained show that the description of the level of student understanding in the use and maintenance of learning infrastructure is in the moderate category and the description of student behavior in the use and maintenance of learning infrastructure is in the poor category. From the results of the hypothesis test it can be concluded that there is no influence from the level of understanding on student behavior in the use and maintenance of learning facilities and infrastructure at the Vocational Faculty.

Kata Kunci: *infrastructure, use, maintenance*