



## ANALYSIS OF STIE GANESHA CAMPUS FACILITY NEEDS BASED ON THE VIEWS OF STUDENTS AND LECTURERS

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**Abstract.** *The purpose of this study is to evaluate the deficiencies in the learning of accounting software at STIE Ganesha. This study will concentrate on factors that potentially hinder the integration of accounting software into the college curriculum. This research started in October 2024. Accounting students at STIE Ganesha are the research subjects. Qualitative research was conducted and data was collected through in-depth interviews. The results showed that learning accounting software has several problems. One of them is the lack of supporting resources and lack of technological infrastructure. In addition, students face difficulties in understanding and accessing accounting software required to meet the needs of the working world. To produce more efficient accounting software learning, this research emphasizes increasing resource capacity and improving supporting infrastructure. This research is expected to help STIE Ganesha develop methods to improve software-based accounting learning.*

**Keywords :** *Accounting Software Learning, STIE Ganesha, Constraint Evaluation, Curriculum Development*

### INTRODUCTION

Campus facilities play a crucial role in supporting the success of the teaching and learning process in higher education institutions (Agustina et al., 2023). The quality and availability of facilities are closely linked to increased motivation and usage decisions, ultimately having a positive impact on learning outcomes. In the modern era, educational institutions continue to innovate and improve their facilities to ensure a comfortable and effective learning experience (Larasati et al., 2022).

Various studies have shown that adequate campus facilities significantly influence the productivity of both students and lecturers (Arda et al., 2024). A conducive physical learning environment, including sufficient facilities, contributes to improved academic performance. Therefore, analyzing campus facilities is an essential step to understand the extent to which user needs are met and to identify areas requiring improvement (Briyantoro et al., 2023).

At STIE Ganesha, an analysis of facility needs from the perspective of students and lecturers is necessary to identify gaps between existing facilities and actual user

needs. Initial observations indicate that several facilities, such as classrooms, laboratories, libraries, and technological resources, require further development to meet user expectations (Saksana, 2024). This study aims to provide actionable recommendations for more effective campus facility development (Irlana, 2023).

## **LITERATURE REVIEW**

Educational institutions play a crucial role in supporting the effectiveness of learning and improving the quality of higher education. The quality of a facility's physical environment has a direct impact on students' academic success, influencing both their comfort and academic productivity (Victor & Selvia, 2023). Adequate facilities, such as classrooms, laboratories, and libraries, foster better interaction between students and educators while creating an engaging and enjoyable learning atmosphere (Icshan et al., 2024).

The importance of physical facilities in higher education significantly affects both lecturers' and students' perceptions of the quality of education provided (HARSI, 2023). The perceptions of students and lecturers, as the primary users of campus facilities, are vital in assessing the effectiveness and quality of these facilities. A positive perception of campus facilities enhances students' engagement and participation in learning activities (Muzakki et al., 2019). Users' perception of facilities, including access to technology and the comfort of learning spaces, directly influences satisfaction and motivation (Sukandi, 2010). Understanding user perceptions is critical for identifying areas requiring improvement, enabling school administrators to allocate resources effectively to meet the needs of students and lecturers (Hendriana & Pratama, 2022).

Essential components of campus facilities include comfortable classrooms, well-equipped laboratories, libraries with extensive access to resources, and information technology that supports the learning process. Facilities that are thoughtfully designed can reduce academic stress and enhance learning outcomes.

Therefore, the evaluation and continuous development of campus facilities are essential to maintaining the overall effectiveness of educational activities (Ambartiasari et al., 2018). Institutions must prioritize the regular assessment of facilities to ensure they

meet the evolving needs of users and sustain an environment conducive to high-quality education.

Several previous studies have explored the role of campus facilities in higher education. For instance, (Irlana, 2023) highlighted that adequate infrastructure significantly enhances students' readiness for the workforce. Similarly, (Briyantoro et al., 2023) found that students perceive existing facilities as insufficient to fully support their learning activities. (Larasati et al., 2022) observed that classrooms are often underutilized, suggesting inefficiencies in their use, (Novriavani et al., 2022) emphasized that learning facilities directly influence student satisfaction, while (Kurbani, 2017) demonstrated that the availability of well-equipped facilities contributes to improved academic performance. These studies collectively underline the importance of adequate and well-maintained campus facilities in supporting students' academic success, satisfaction, and readiness for professional challenges.

## **METHODS**

The research approach employed in this study is descriptive and qualitative, aiming to provide an in-depth understanding of the views and perceptions of STIE Ganesha students and lecturers regarding campus facilities (Suprayitno et al., 2024).

The study will be conducted during the odd semester of the 2024/2025 academic year, with data collection spanning two months. The focus of the survey is the campus facilities at STIE Ganesha, including classrooms, libraries, laboratories, sports facilities, and other supporting amenities. A selected group of students and lecturers will participate in the study, chosen through a targeted sampling method.

Data will be gathered using a questionnaire featuring both open-ended and close-ended questions as the primary instrument. The survey will be distributed directly to respondents on campus or through online platforms to ensure accessibility. Before data collection begins, the validity and clarity of the questionnaire will be tested to ensure its reliability.

The collected data will be analyzed using thematic analysis techniques. The first step involves coding the data based on themes or patterns identified from the survey responses and categorizing the results accordingly. Researchers will follow the thematic

data processing approach outlined by (Larasati et al., 2022). To enhance the depth of the findings, data will be enriched through source triangulation. This involves comparing survey results from students and lecturers and corroborating the findings through interviews with campus administrators (Langoday, 2024). This comprehensive approach ensures a holistic understanding of the state of campus facilities and their impact on the educational experience at STIE Ganesha.

## **RESULTS**

The campus facilities at STIE Ganesha highlight the need for infrastructure development and upgrades. Findings reveal that key facilities, such as classrooms and laboratories, are perceived as inadequate to support the learning process effectively (Sutariyono et al., 2020).

Interviews with students identified a common concern: the lack of essential laboratory equipment. Complaints frequently mentioned outdated computers and the absence of the latest accounting and management software. Additionally, lecturers emphasized that the available facilities do not sufficiently support interactive and practical teaching approaches. For instance, there is a limited number of projectors and audiovisual devices, many rooms lack modern technology, and the library is understocked with essential books.

To enhance the quality of education, it is crucial for the campus to provide comprehensive facilities. This study suggests that contemporary laboratories, air-conditioned and comfortable study spaces, and a well-stocked library could significantly aid students in achieving better academic outcomes. The findings demonstrate that at STIE Ganesha, inadequate facilities have a substantial impact on students' learning experiences and the teaching effectiveness of lecturers (Hidayatullah et al., 2024).

For example, respondents shared that students often have to seek alternative spaces or facilities outside the campus, which not only disrupts their study routines but also incurs additional costs. Limited access to campus facilities has been shown to reduce students' productivity and increase academic stress. Moreover, lecturers noted that

resource limitations compel them to adopt less effective teaching methods, such as relying heavily on lectures rather than engaging, interactive approaches.

These findings underscore the need for STIE Ganesha to prioritize facility improvements to create an environment conducive to effective learning and teaching. Addressing these issues will not only enhance academic experiences but also support the institution's long-term goal of fostering excellence in education.

## CONCLUSION

This study highlights that STIE Ganesha's campus facilities are inadequate to fully support effective learning and teaching. Students expressed dissatisfaction with the limitations of laboratories and libraries, while lecturers reported difficulties in employing interactive teaching methods due to a lack of sufficient supporting resources. Previous research has shown that the availability of modern facilities significantly enhances learning effectiveness, student motivation, and academic satisfaction. These findings underscore the critical need for campus improvement and development to elevate the quality of education and better prepare students for the workforce. The results of this study align with prior research, emphasizing that STIE Ganesha's current facilities fall short of meeting the requirements for effective learning and teaching. Addressing these gaps is essential to create a more conducive educational environment for both students and faculty.

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