

Management of Facilities and Infrastructure

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Abstract: *The purpose of this study is to analyze and describe: 1. Planning; 2. Procurement; 3. Maintenance; 4. Inventory; and 5. Elimination of educational facilities and infrastructure in SMAN 1 Talang Padang. The method used in this study is qualitative with a case study design. The technique of collecting data uses interviews, observation and documentation. The sources of data from this study were 12 people with key informants from the principal and informants from deputy principals in the infrastructure, committees, treasurers, teachers, students, library heads and laboratory heads.*

The results of the study indicate that (1) planning of facilities and infrastructure is carried out at the beginning of each school year, (2) procurement of facilities and infrastructure using the budget derived from Bos, Dak, etc. (3) maintenance of facilities and infrastructure according to needs. (4) the inventory is carried out in accordance with the guidelines of the Directorate General of Quality Improvement of Teachers and Education Personnel of the Ministry of National Education regarding management of school-based education facilities and infrastructure, (5) elimination of facilities and infrastructure for damaged and unused facilities and infrastructure.

Keywords : *school management, facilities and infrastructure, school supplies*

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I. Introduction

The success of educational goals through learning activities in schools is influenced by many factors, one of which is the availability of educational facilities and infrastructure in accordance with the National Education Standards (SNP). Education facilities and infrastructure is one of the important parts in supporting the learning process in school. Research conducted by Yamin and Maisah (2009) shows that in improving the quality of learning there are several components that influence learning, one of which is education facilities and infrastructure.

This is reinforced by the results of a study by Baharuddin et al (2013) which shows that there is a positive and significant influence on the existence of school facilities and infrastructure on teacher performance. Ministry of Education and Culture (2010) also explained that educational facilities and infrastructure are very important to support the success of education in schools. The urgency of educational facilities and infrastructure is not only related to the level of school conduciveness associated with the learning of students, but also at the same time becomes an inseparable part of the overall operation of educational institutions. Bonafiditas education education, the image of an educational institution, image and public trust in an educational institution also related to the facilities and infrastructure it has.

In Government Regulation Number 19 of 2005 concerning National Education Standards which subsequently made changes to Government Regulation Number 32 Year 2013, standard facilities and infrastructure article 1 paragraph 8, namely standard facilities and infrastructure are national education standards relating to minimum criteria for study rooms, places to exercise , places of worship, libraries, laboratories, workshops, playgrounds, places for creation and recreation, as well as other learning resources, which are needed to support the learning process, including the use of information and communication technology.

The standard of facilities and infrastructure for SD / MI, SMP / MTs and SMA / MA, includes the minimum criteria for facilities and minimum criteria for infrastructure. This is clearly stated in Permendiknas Number 24 of 2007 concerning Standards for Facilities and Infrastructure for SD / MI, SMP / MTS, and SMA / MA, with this standard that everything related to the learning process in schools should be available, functioning, sufficient in number and meet the specifications to support the learning process. .

Regarding the issuance of Minister of Education and Culture Regulation No. 23 of 2013 concerning Basic Education Minimum Service Standards in Districts / Cities, it is increasingly clear the need for management of educational facilities and infrastructure because educational facilities and infrastructure are included in aspects required to achieve Minimum Basic Education Service Standards.

Various Government policies reinforce that educational facilities and infrastructure must continue to be recorded and improved conditions to gradually meet the standards because the functioning or absence of educational facilities and infrastructure greatly determines the success of the learning process in school. Rohiat

(2008: 90) argues that the target of developing educational facilities and infrastructure is the realization of educational facilities and infrastructure in schools that comply with national education standards so that potential school guidance programs become national standard schools need to be developed to utilize existing funds and / or seek breakthroughs others in the addition of funds to achieve national education standards.

The management of facilities and infrastructure should be carried out by schools, from planning, procurement, maintenance and repair, to development. This is based on the fact that schools that are most aware of the needs of facilities and infrastructure, both adequacy, suitability and sophistication, especially facilities and infrastructure are closely related to the learning process.

In fact, there are still many educational facilities and infrastructure that are owned by schools that are accepted as assistance, both from the government and the community, which are not optimal in their use and can no longer be used according to their functions. This is caused by a lack of understanding of the applicable regulations / laws in managing / managing state / regional assets, as well as a lack of knowledge on how to manage school facilities and infrastructure, consequently the quality of school facilities and infrastructure is still very varied. not safe for users and often land is not owned by schools or education services. Finally all of this becomes an obstacle to improving the quality of learning, it also has an impact on budget waste that is not small and the problem of budget distribution that is uneven and not in accordance with the allocation.

Activity preliminary observations made by the author related to the educational facilities in high school memberikan general overview Talang Padang 1 Public High School is a school have complete and adequate educational facilities and infrastructure in Talang Padang Subdistrict, having the most number of teachers and students in Talang Padang Subdistrict, having achievements in various competitions held at the Sub-District, District and Provincial levels, and becoming a sub-high school in Talang Padang sub-district.

Talang Padang 1 Public High School stands on an area of 12,550 m². The SMA located in Banjarsari village, Talang Padang sub-district, Tanggamus district has a distance of about 1 km from the subdistrict capital, while the district capital is approximately 15 km. SMA, who obtained the operational permit SK in 1983, in the 2017/2018 academic year had 977 students, divided into 30 study groups, and utilized 30 classrooms available with morning to evening learning activities. In addition to classrooms, the facilities available at the MA include teacher rooms, headroom space, TU room, hall, prayer room, library, UKS, parking lots, school guard rooms and bathrooms. From the results of the initial interview with the headmaster, information was obtained that SMA Negeri 1 Talang Padang was the SMA which had the most number of students in Talangpadang sub-district, with 71 teachers and education staff with composition of 51 civil servants and 20 honorary status. For school operational activities, School Operational Assistance (BOS) is the main source of income for schools.

Meanwhile, based on the initial interview with the board of teachers and treasurer of the goods, additional information was obtained that the facilities and infrastructure in this MA increase from year to year, given the large number of students and board of teachers available. The increase in the number of infrastructure facilities was obtained by purchasing, assistance from the government and companies and the community through proposals. However, according to treasurer of goods related to its management, not all have gone well because of limited funds and human resource capabilities.

Based on the explanation above, the purpose of this study is to analyze and describe the planning, procurement, maintenance, inventory and elimination of educational facilities and infrastructure in SMAN 1 Talang Padang.

II. Method

The research approach used in this study is qualitative with a case study design. According to Moleong (2013) qualitative research is research that intends to understand the phenomenon of what is experienced by research subjects. The reason for using a qualitative approach as an approach to this research is because researchers see the nature of the problem under study can develop naturally in accordance with the conditions and situations in the field. The subjects in this study were SMA 1 Talang Padang, while the objects in this study were facilities and infrastructure in SMA 1 Talang Padang. Data collection techniques are carried out by observation, interviews and documentation.

III. Results And Discussion

The results of the research on the management of educational facilities and infrastructure at SMA 1 Talang Padang consisted of the planning of educational facilities and infrastructure, provision of educational facilities and infrastructure, maintenance of educational facilities and infrastructure, inventory of educational facilities and infrastructure, and the elimination of educational facilities and infrastructure. The following is the explanation of the discussion on the management of educational facilities and infrastructure in SMA 1 Talang Padang.

1. Educational Facilities and Infrastructure Planning

Planning education facilities and infrastructure is the first step in the management of educational facilities and infrastructure. Educational facilities and infrastructure planning is the preparation of procurement activities through a series of mature calculation processes. The process of planning educational facilities and infrastructure is carried out so that the needs of facilities and infrastructure can be fulfilled effectively and efficiently. The planning of educational facilities and infrastructure at SMA 1 Talang Padang starts from:

a. Education Facility and Infrastructure Planning Committee

The planning of program facilities and infrastructure at SMA 1 Talang Padang begins with the existence of an infrastructure planning committee involving the principal, facilities and infrastructure, administration and do not forget the field coordinator at SMA 1 Talang Padang.

After that, the team will carry out planning with the basic capital planned for school activities and submissions from each coordinator. Based on the results of interviews conducted by researchers, both research subjects and informants convey the same thing that planning facilities and infrastructure involve these parties. Based on the explanation above, the author can state that the planning of facilities and infrastructure at SMA 1 Talang Padang has been carried out well and according to procedures and has involved parties who should take part in the planning.

b. Analysis of the needs of facilities and infrastructure

In terms of analyzing the needs of educational facilities and infrastructure at SMA 1 Talang Padang, the school adjusted all planned needs with the available budget. In accordance with the interview conducted with the Waka Sarpras, the author can convey that an analysis of the planning of facilities and infrastructure is carried out by considering various elements including the availability of funds and also the need for program activities. This must be done because facilities and infrastructure are one of the eight national education standards that are related to one another. So that the accuracy in carrying out the analysis will make the implementation of activities for the next 1 year more smooth and directed.

c. Compilation of a list of facilities and infrastructure needs

Compiling a list of needs is one of the stages in planning planning and education infrastructure. Likewise that was carried out at SMA 1 Talang Padang. As stated by Waka Facilities and infrastructure and can be understood here that in the preparation of a list of facilities and infrastructure needs of the school involved the field coordinator. It is intended that whatever will be included in the list of infrastructure facilities is indeed in accordance with their actual needs.

d. Determination of priority facilities and infrastructure

In determining the priority scale of planning facilities and infrastructure at SMA 1 Talang Padang, based on the results of interviews, priority scale adjusted to the needs and available funds. It can be said that one of the determinants of facilities and infrastructure becomes a priority scale or not is how necessary these facilities and infrastructure are and their suitability with the standard facilities and infrastructure that have been set.

The determination of priority scale is needed in the planning of educational facilities and infrastructure which one of the objectives is so that the planned facilities and infrastructure are in accordance with the standard types, quality and quantity of educational facilities and not less important so that educational infrastructure is planned available budget.

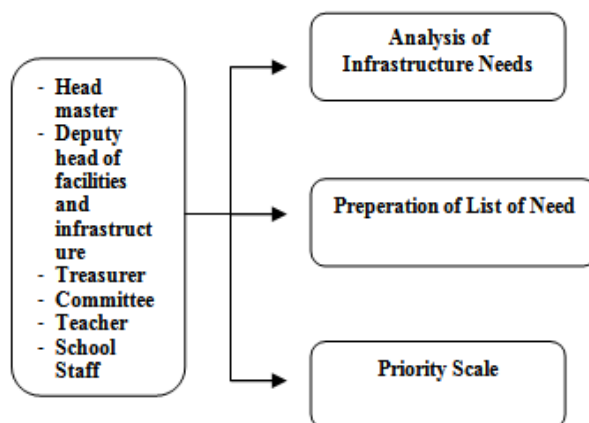


Figure 4.1 Context Diagram of Educational Infrastructure Planning

2. Procurement of Education Facilities and Infrastructure

The procurement of educational facilities and infrastructure is carried out after a series of planning processes for the needs of facilities and infrastructure. The procurement of educational facilities and infrastructure is an embodiment of the results of planning for the needs and infrastructure of the right and measurable.

a. The Process of Determining Procurement of Facilities and Infrastructure

Based on a statement from the Principal of SMAN 1 Talang, researchers can that, the procurement of facilities and infrastructure is carried out after going through the planning stage involving various parties. According to researchers, that is what should be done in an activity. Planning is the starting point in carrying out any activity. Good management starts from good planning so that the expected results will be good also in accordance with existing plans.

b. Proposal for Procurement of Facilities and Infrastructure

Based on the results of the research, the proposal for the provision of educational facilities and infrastructure is one of the conditions in the procurement of infrastructure. This is intended so that the procurement of educational facilities and infrastructure is well planned, submitted in the form of proposals and approved until the procurement of goods or infrastructure for education can be carried out.

c. How to Procure Facilities and Infrastructure

the way to procure educational facilities and infrastructure consists of several ways, including purchasing, self-production, receiving grants, leasing, borrowing, and reconditioning / rehabilitation. The way to procure facilities and infrastructure carried out at 1 Talang Padang High School include Purchases, self-production, auctions, receipt of grants / assistance and renovations.

The results of the study showed that the capacity of SMA 1 Talang Padang as a sub-rayon school which had many students certainly had more and more facilities and infrastructure needed and always had to procure educational facilities and infrastructure in various ways.

d. Control / control of facilities and infrastructure

Regarding recording the entry and exit of goods 1 Talang Padang Public High School has its own application that regulates the educational facilities and infrastructure which indeed have been handled by people who understand about the application.

The existence of control / control in this case the recording of the entry and exit of goods in the procurement of educational facilities and infrastructure is very useful and should have been done so that educational facilities that have been maintained are of administrative order.

Based on the exposure of the research results, it can be found the research findings as illustrated in the context diagram as follows:

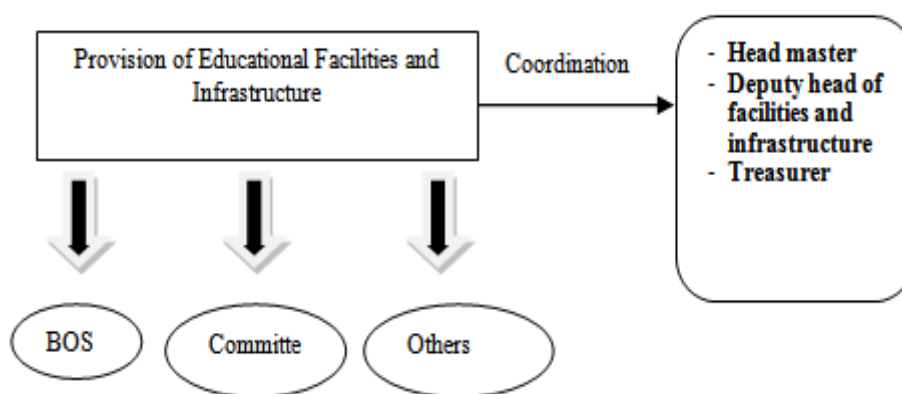


Figure 4.2 context diagram of Procurement of Education Facilities and Infrastructure

3. Maintenance of Educational Facilities and Infrastructure

Maintenance of educational facilities and infrastructure is an effort made so that facilities and infrastructure can be used at any time needed in good condition. Talang Padang 1 Public High School carries out maintenance of facilities and infrastructure with different handling between maintenance of school facilities and maintenance of school infrastructure.

a. Maintenance of School Infrastructure

Maintenance of educational infrastructure at SMA 1 Talang Padang is done by periodic checking, repairs based on the condition of the building. Periodic checking of school infrastructure for prevention of heavy damage or unwanted accidents. Periodic checks are carried out to check school facilities and infrastructure. Furthermore, maintenance based on building conditions is carried out to improve the quality and quality of buildings that are considered to be less than optimal in supporting teaching and learning activities.

b. Maintenance of School Facilities

Maintenance of school facilities at SMA 1 Talang Padang is maintenance of school facilities so that they can be used in teaching and learning activities with good conditions. Maintenance of school facilities is the responsibility of each guarantor

Based on the explanation results of the research, it can be presented the research findings as in the following context diagram:

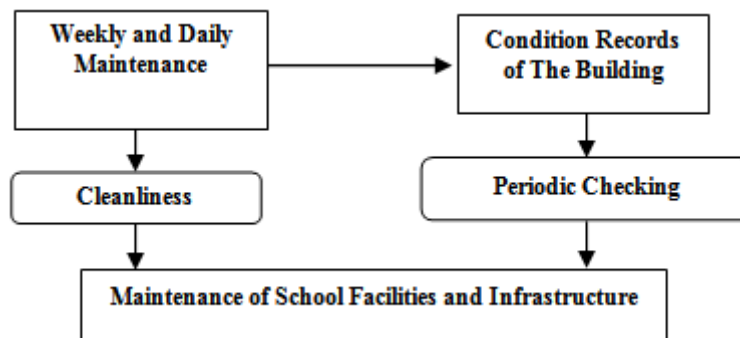


Figure 4.3 Maintenance of Education Facilities and Infrastructure

4. Inventory of Educational Facilities and Infrastructure

Inventory of educational facilities and infrastructure is carried out so that the facilities and infrastructure owned can be known in writing about the number and condition of the goods. Inventory of educational facilities and infrastructure in schools is very important as information on ownership, needs, and conditions of school facilities and infrastructure.

The inventory of educational facilities and infrastructure at SMA 1 Talang Padang will be carried out in accordance with the Directorate General of Quality Improvement of Teachers and Education Personnel of the National Education Department in 2007, regarding Management of School-Based School Education Facilities and Infrastructures because the inventory only counted the number of goods and conditions to be reported to the service education and government. Inventory of educational facilities and infrastructure in SMA 1 Talang Padang at the stage of data collection of facilities and infrastructure owned. SMA 1 Talang Padang has facilities that are physically unique. Some of the school classrooms are built by Alip mountain. Teaching aids and learning tools keep adjusting to minimum service standards in order to support a learning process that is flexible and prioritizes students as the main subject. The officer responsible for the inventory of educational facilities and infrastructure at SMA 1 Talang Padang is the Deputy Head for Infrastructure Facilities. The limited number of officers managing inventory of educational facilities and infrastructure affects the longer management time.

Inventory of educational facilities and infrastructure in SMA 1 Talang Padang has been carried out in accordance with the theory. The process carried out is at the stage of data collection of facilities and infrastructure owned. Furthermore, the existing facilities and infrastructure will be carried out for the coding of goods, classification of goods, and administration such as the inventory master book. Reporting on inventory of SMA 1 Talang Padang at the education office is currently related to the number and condition of facilities and infrastructure.

Based on the explanation results above, the findings can be presented with the context diagram as follows:

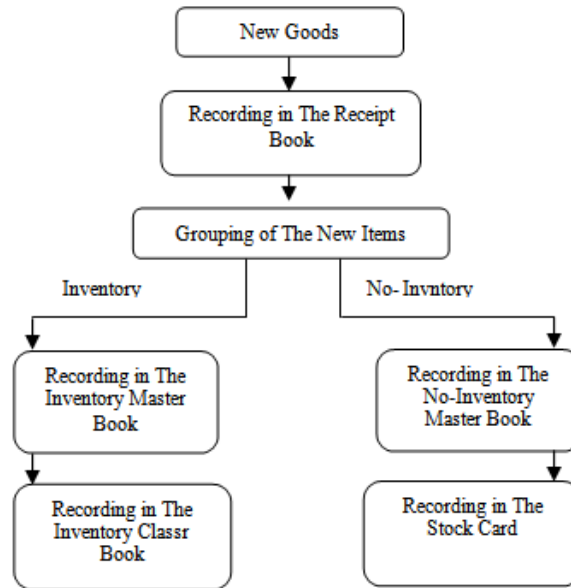


Figure 4.4 Context Diagram of Inventory of Facilities and Infrastructure

5. The Elimination of Educational Facilities and Infrastructure

The elimination of educational facilities and infrastructure is carried out so that unused goods are removed from the inventory list by means of being destroyed or auctioned off. Deleting facilities and infrastructure are assets that have not been used and are not utilized because they have been severely damaged or there are already better substitute goods, deletions will be made. The elimination of educational facilities and infrastructure at SMA 1 Talang Padang was carried out in accordance with the conditions of the items that were not used so it will not to fill the place. The process of removing facilities and infrastructure at SMA 1 Talang Padang through a series of stages, namely the selection of goods, the sale of goods / auction of goods. The stages of elimination of goods at SMA 1 Talang Padang are as follows.

a. Selection of Goods

The selection of items to be deleted at SMA 1 Talang Padang is the selection of damaged goods and unused items for removal. The selection of goods is carried out by the Deputy Head for Infrastructure with the approval of the head master.

b. Tender of Deletion Goods

The tender of deletion items at SMA 1 Talang Padang by selling goods through the state tender office. By establishing a sales committee by the head of the education office, implementing it according to the tender procedure, payment of tender money which deposited to the state treasury no later than 3 days.

Whereas for the sale of deleting goods at SMA 1 Talang Padang whose funds originating from the committee will be carried out by the committee and the funds will be returned to the committee's cash.

Based on the research results exposure, the context diagram can be described as follows:

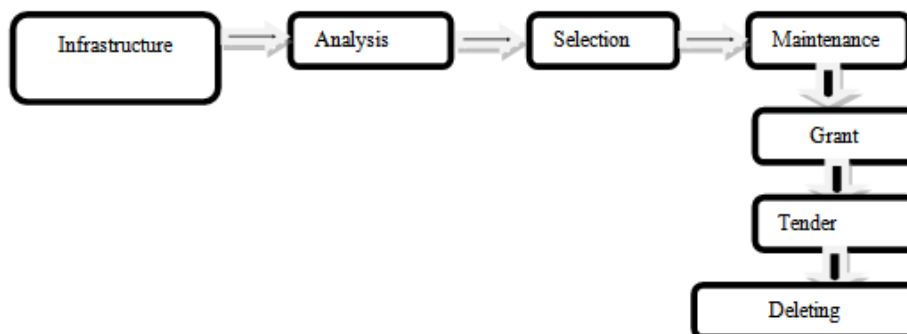


Figure 4.5 Context Diagram for the Deleting of Educational Infrastructure

IV. Conclusions And Suggestions

Conclusion

Based on the results of the research and discussion regarding the management of educational facilities and infrastructure in SMA 1 Talang Padang , it was concluded that:

1. Planning of educational facilities and infrastructure in SMA 1 Talang Padang starting with the existence of school facilities and infrastructure committees, analyzing the needs of facilities and infrastructure, compiling a list of facilities and infrastructure needs and then doing priority scale needs of advice and infrastructure.
2. The procurement of educational infrastructure facilities at SMA 1 Talang Padang through the stages of determining the procurement of facilities and infrastructure, then making proposals for the procurement of infrastructure, how to procure and control / control facilities and infrastructure.
3. Maintenance of educational infrastructure at SMA 1 Talang Padang is carried out regularly and periodically.
4. The inventory of educational facilities and infrastructure at SMA 1 Talang Padang was carried out in accordance with the guidelines of the Directorate General of Quality Improvement of Teachers and Education Personnel of the Ministry of National Education in 2007 concerning School-Based School Education Facilities and Infrastructure Management.
5. The elimination of educational facilities and infrastructure at SMA 1 Talang Padang was carried out on damaged goods and unused items.

Suggestion

Based on the results of the study, some suggestions can be given as follows:

1. The school needs a procurement team for facilities and infrastructure specifically in addition to the sarpras field office, and the treasurer is not directly related to the implementation of the provision of educational facilities and infrastructure.
2. Activities to maintain educational facilities and infrastructure need to be formed by a special team to be carried out properly and efficiently.

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