

Management of Educational Facilities and Infrastructure in Improving the Quality of Learning at Widoro State Primary School

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ARTICLE INFO

Keyword

Infrastructure; Education;
Quality of learning

ABSTRACT

Management is an activity carried out together and through people and groups to achieve organizational goals. Improving the quality of education will be achieved if the teaching and learning process carried out in the classroom is truly effective and useful for achieving the expected knowledge, attitudes, and skills. Because basically, the teaching and learning process is the core of the overall educational process, among which the teacher is one of the important factors in determining the success of the teaching and learning process in the classroom. The function of managing facilities and infrastructure is very fundamental in improving the quality of learning, creating a socio-emotional climate, and managing group processes, so that the success of teachers in creating enabling conditions, and indicators of the teaching and learning process take place effectively. The study in this article provides an understanding to readers about the management of educational infrastructure, the educational infrastructure used by teachers in the learning process, and the management of the utilization of educational infrastructure in improving the quality of learning.

Introduction

Development in the field of education is a process of human investment which has an important role and function in the framework of global or comprehensive national development. Education as a system that most influences, depends, coordinates and is systematic in achieving educational goals in accordance with efforts to educate the nation is the main goal of an educational institution. Whether or not the process of achieving these goals is successful is influenced, among other things, by good management, adequate facilities and infrastructure, quality human resources, effectiveness of learning and so on. Likewise, human abilities to think and behave are obtained through a learning process carried out through formal, informal and non-formal educational activities. Formally, educational activities are held in schools starting from pre-school, elementary school, high school level, and so on. Up to college with each level having a specific goal. However, in general, providing education as an effort to make the nation smarter is the main goal of every educational institution. Management of educational facilities and infrastructure is very important, because by managing the facilities and infrastructure in educational institutions, their use will be maintained and clear. In managing the school, the school must be responsible for the infrastructure, especially the school principal who directly handles the management of the infrastructure. By managing infrastructure, school heads can plan and record what types and forms of infrastructure should be used in the school. If all management steps have gone well as expected, it will have a positive impact on students in the teaching and learning process and so that educational goals can be achieved effectively and efficiently, then education administrators, be it the government, school principals, teachers, other school personnel and society need to strive to continuously improve the quality of education in accordance with the demands of the times. The importance of facilities and infrastructure to support the educational process is regulated by Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, Chapter XII article 45 (1) Each formal and non-formal

education unit provides facilities and infrastructure that meet educational needs in accordance with the growth and development of physical potential, intellectual intelligence, social, emotional and student obligations; And (2) Provisions regarding the provision of educational facilities and infrastructure in all educational units as intended in paragraph (1). Especially those related to mastery of material, development of teaching methods, and evaluation systems. Likewise, parents are the people who are responsible for the smooth running of children's learning at home. Parental encouragement and motivation plays a very big role in the success of children and the smooth process of teaching and learning Islamic religious education at school. Community participation in schools has a huge influence on the success of the teaching and learning process of Islamic religious education in schools.

Facilities and infrastructure are one of the educational resources that are necessary and important to be managed well and are an inseparable part of educational management. Such as buildings, land, administrative equipment and facilities that are used directly in the teaching and learning process in the classroom. Educational facilities and infrastructure as one of the elements of educational management which have an important role in the teaching and learning process, educational facilities are something that should not be ignored because their role is to facilitate students' understanding of the material presented in the teaching and learning activity program to be more effective and efficient. Limited educational and teaching infrastructure in schools certainly affects student learning outcomes. In other words, the process of implementing education in schools and learning problems are not only faced by the teachers concerned, but are also supported by the existence and completeness of educational facilities and infrastructure. Facilities, often referred to as material administration, or equipment administration, are all structuring processes related to the procurement, utilization and management of educational facilities in order to achieve the stated goals effectively and efficiently. Educational activities that are classified as physical facilities or material facilities include: classroom furniture, administrative office furniture, laboratory furniture and equipment, library equipment, practice room equipment, and so on (Arikunto, 1993: 82). The Teaching and Learning Process (PBM) or Teaching and Learning Activities (KBM) will be more successful if it is supported by adequate educational infrastructure, so that the government always strives to continuously equip educational facilities and infrastructure for all levels and levels of education, so that physical wealth countries in the form of educational facilities and infrastructure have become very large (Gunawan 1996:114). Considering the important role of educational facilities and infrastructure for the smooth running of the teaching and learning process, it is necessary to make certain efforts towards the management, procurement, use and maintenance of educational facilities effectively and efficiently as well as objective and rational preparation. To answer the questions above, the author tries to carry out further research in scientific writing.

Research Methodology

This research uses a qualitative approach with the type of observational research. The research design used was interviews with related parties at SDN Widoro Pacitan to gain an in-depth understanding of the management of educational facilities and infrastructure in improving the quality of learning. In this research, observations were carried out directly in the Widoro Pacitan Elementary School environment. Observations were carried out by researchers by observing interactions between leaders of educational institutions, teachers, students and administrative staff. The data observed included the planning, organizing, controlling and evaluating processes in the context of educational management in the elementary school. Furthermore, a qualitative approach was used in this research to gain an in-depth understanding of the management of educational facilities and infrastructure in improving the quality of learning at SDN Widoro Pacitan. Interviews with relevant parties were conducted, including school principals, teachers and administrative staff. Interviews were conducted face to face using an interview guide that had been prepared previously. The interviews focused on experiences, views and practices related to the management of educational facilities and infrastructure in improving the quality of learning. This research aims to gain a comprehensive understanding of educational management at SDN Widoro Pacitan. By using qualitative observation and interview methods, it is hoped that an accurate picture of the planning, organizing, controlling and evaluating processes carried out in educational management in elementary schools can be revealed. It is hoped that the results of this research will provide useful insights and recommendations for the development of educational management in elementary schools and similar contexts.

Results and Discussion

Management of Educational Facilities and Infrastructure

Education is a very important thing in life. In education, of course, there are several supporting things that can build smooth running in an educational institution. One of them is educational facilities and infrastructure to improve the quality of learning at SDN Widoro Pacitan. This is a special concern for the government and all levels of society. In the Big Indonesian Dictionary, management is a process, method, act of managing, the process of carrying out certain activities by directing the energy of other people, a process that helps formulate organizational policies and goals. A process that provides oversight of all matters involved in implementing policies and achieving goals.

Management is the special ability and skills to carry out an activity either with other people or through other people in achieving organizational goals. So management is an activity carried out together and through people and groups with the aim of achieving organizational goals. Hamiseno, as quoted by Arikunto (1993: 8) stated that: "Management is the substantive of managing". Meanwhile, managing is an activity that starts from compiling data, planning, organizing, implementing, to monitoring and assessing. From the definition above, it can be concluded that management includes many activities and all of them together produce an end goal, which provides information for improving activities. Management is a part of management where there are management functions. As stated by management experts such as Siagian, they classify management functions into two main parts, namely organic and complementary functions. Organic functions are all management functions that must be absolutely implemented in management activities. If one function is not carried out then activities in the organization will be hampered or may fail. Complementary functions are parts of organic functions that can run efficiently and successfully. So what is meant by management of educational facilities is the process or method of carrying out the procurement of facilities and infrastructure as well as supervision and assessment to achieve a predetermined goal. Experts put forward various sequences of management functions, including as stated by Stoner, namely planning, which means that managers think about their activities before carrying them out.

These various activities are usually based on various methods, plans or logic, not just based on conjecture or hunch. Organizing managers coordinate the organization's human and material resources. The strength of an organization lies in its ability to organize its various resources to achieve a goal. Coordination is a vital part of a manager's job. Directing: managers direct, lead and influence subordinates. They don't just give orders, but create a climate that can help subordinates do their jobs best. Supervision means managers attempt to ensure that the organization moves toward its goals. If some parts of the organization are on the wrong track, managers must correct them (Handoko, 1985: 9). Management of educational facilities and infrastructure aims to provide tools or media in the teaching and learning process so that students can achieve maximum, effective and efficient learning goals. So as to be able to provide professional services in the field of educational infrastructure in order to carry out the educational process effectively and efficiently. Furthermore, Bafadal (2003:5) explains that the objectives of managing educational facilities and infrastructure include the following: (1) To strive for the procurement of educational facilities and infrastructure through a careful and thorough planning and procurement system, through the management of educational infrastructure equipment, it is hoped that all equipment obtained by the school will be high quality educational infrastructure, in accordance with the school's needs, and with funds efficient (2) To ensure appropriate and efficient use of school facilities and infrastructure, and (3) To strive to maintain school facilities and infrastructure, so that they are always in a ready-to-use condition whenever needed by all school parties. To support the implementation of education, supporting facilities are needed that are in accordance with the curriculum objectives. In managing facilities so that they have high benefits, clear rules are needed, as well as the knowledge and skills of school personnel in educational facilities and infrastructure.

Duties and Responsibilities of the School Principal

Types and Characteristics of Educational Facilities and Infrastructure Educational facilities and infrastructure are all movable and immovable objects, which are needed to support the implementation of the teaching and learning process, both directly and indirectly, so that it becomes the entire process of procurement, utilization and supervision of infrastructure and facilities. equipment used to support education so that the educational goals that have been set are achieved effectively and efficiently (Soetjipto, 2009:170). In the Big Indonesian Dictionary it is said that "Means are anything that is used as a tool to achieve a goal or objective. Meanwhile, infrastructure is a support for the implementation of a process (business, development, project, etc.)." Mulyasa, (2002:49) what is meant by educational facilities are: "Equipment and equipment that is directly used and supports the educational process, especially the teaching and learning process, such as buildings, classrooms, tables, chairs, as well as teaching tools and media" . What is meant by educational infrastructure is "facilities that indirectly support the running of the educational or teaching process". Based on the definition above, it can be concluded that infrastructure is an important component that must be present in the implementation of the teaching and learning process and has an influence on achieving predetermined educational goals. Something that is often forgotten in the procurement of educational facilities is the provision of storage space. So it often happens that new items don't find a place to store them. Therefore, this must be a concern so that the equipment that has been purchased will be maintained. According to Burhanuddin and Daryanto, namely: "Infrastructure is an indirect tool to achieve goals. In education, for example, location/place, school building, sports field and so on. Meanwhile, facilities are direct tools to achieve educational goals, for example rooms, books, libraries, laboratories, and so on" (Burhanudin, 1998: 76). Educational facilities consist of three large groups, namely: school buildings and furniture, learning tools consisting of bookkeeping and teaching aids and laboratories, and educational media which can be grouped into audiovisuals that use display equipment and media that do not use display tools. Meanwhile, those responsible for educational facilities are the

managers or the education administration department. From a micro (narrow) perspective, the school principal is responsible for this problem. There are several aspects related to the management and maintenance of school buildings and their equipment: (a) Expansion of existing buildings, (b) rehabilitation, (c) improving the aesthetic quality of learning spaces, (d) choosing furniture and equipment, (e) responsibility the existence of the school, (f) paying attention to sanitary conditions, (h) inspection, (i) proper storage of equipment, (j) organizing and maintaining classrooms, and (k) maintenance of the yard and playground (Daryanto, 2001:55- 61). Judging from the type, educational facilities can be divided into physical facilities and non-physical facilities. Physical facilities or material facilities are anything in the form of inanimate or tangible objects that have a role in facilitating or expediting a business, such as vehicles, writing machines, computers, furniture, props, models, media, and so on. Non-physical facilities are things that are not inanimate objects, or can be called objects or objects, which have a role in facilitating or expediting a business such as people, services, money (Gunawan, 1996: 115).

From the various factors in education, in terms of their form, they can be divided into two parts, namely: (a) Objects that function to assist the implementation of special education in schools are called educational facilities or teaching facilities, such as: school buildings or study rooms, study tables, chairs, boards. writing, books, maps and other teaching aids and tools, and (b) Educator's actions, can be in the form of actions or situations such as: teaching, advice, role models, rules, discipline, orders, prohibitions, threats, punishments and gift or reward. Educational actions by creating situations, for example: the walls of a house or school are painted with clean white paint so that children can easily see the dirt on the walls, with the aim of getting children to learn to be clean. The type of equipment and supplies provided in schools and the methods of administration have a major influence on the teaching and learning program. Insufficient and inadequate supplies will hinder the teaching and learning process. The role of supporting facilities in the teaching and learning process. There are two types of physical facilities, namely whiteboards and chairs. Both are included in physical facilities. In short, it can be said that facilities are anything that can facilitate and expedite the implementation of a business. Things that can make this business easier and smoother can be in the form of objects or money. So, facilities can be equated with facilities. Facilities or facilities can be divided into two types, namely: (1) Physical facilities: namely everything in the form of objects or objects that can be used, which have a role in facilitating and expediting a business. Physical facilities are also called material facilities. Examples: vehicles, stationery, communication tools, and so on. In the world of education, material facilities include: (a) classroom furniture, (b) TU office furniture, (c) laboratory, library and other practical room furniture, (d) learning tools, and (e) educational media and others; and (2) Money facilities, namely everything that facilitates an activity as a result of the operation of the value of money (Arikunto, 1987: 6-7). According to Nawawi (1981:25), explains that: "Educational facilities can be classified into several types, namely in terms of whether they are used up or not, whether they move or not when used, and their relationship to the teaching and learning process."

Management of Infrastructure to Improve the Quality of Learning

Management of educational facilities and infrastructure is the process of organizing and supervising educational facilities and providing educational facilities in educational institutions to help achieve certain goals. If educational facilities and infrastructure are adequate, the teaching and learning process will run effectively and efficiently. Educational facilities and infrastructure are supporting the teaching and learning process, so that the teaching and learning process can run well and smoothly. Management of educational facilities and infrastructure is very important in the management, procurement and supervision of educational facilities, the procurement of which has so far received little attention by educational institutions. Basically, management of facilities and infrastructure includes several things, including:

1. Planning

Educational planning is a continuous intellectual process of analyzing, formulating and weighing and deciding, with the decisions taken having to have internal consistency (obedience) and relate systematically to other decisions, both in the fields themselves and in planning, management functions as implementation guidelines and control. In planning, it must be determined what must be done, when it must be done, and what the process will be. Planning is something systematic so systematic steps are also needed. Apart from the planning function, there is also an organizing function. In his book, Suwartopun said that there are several points in the organizing process, namely formulating goals, determining main tasks, detailing activities, grouping strengths, departments, delegation of authority, staffing, and facilitating. After that, actuating action appears, which means a movement carried out to realize the plans that have been made. It is at this stage that interaction occurs between the subordinates and the superiors concerned. After that, there is supervision, which means controlling this is done so that a movement can proceed according to the initial plans and objectives. in other areas of development, and there is no time limit for one type of activity, and one activity does not always have to precede and be preceded by another activity. One aspect that should receive the main attention of every educational administrator is educational facilities and infrastructure.

Educational facilities generally include all equipment and supplies that are directly used and support the educational process, such as: buildings, study rooms/classrooms, educational tools/media, tables, chairs and so on. Meanwhile, what is meant by infrastructure is: Facilities that indirectly support the educational process, such as: courtyards, gardens/school parks, roads leading to school. Planning educational facilities and infrastructure is a complex job, because it must be integrated with national, regional and local development plans, this planning is an integrated planning system with development planning. planning the need for educational facilities and infrastructure depending on the type of educational program and the objectives set. It can be understood that planning is a process of thinking about activities and is the first step that must be taken before carrying out further activities in the future in an integrated and systematic manner, using basic principles and related data or information as well as using other resources in order to achieve previously set goals.

2. Procurement

Procurement of educational facilities and infrastructure can be done in various ways. For example, land acquisition can be done by purchasing, receiving a grant, receiving use rights, exchanging and so on. Procurement of buildings can be done by building new, buying, renting, receiving grants, or exchanging buildings. Procurement of school equipment or furniture can be done by purchasing. The furniture to be purchased can be ready-made or unfinished. Procurement of this equipment can also be done by making it yourself or receiving assistance from government agencies outside the Ministry of National Education, private agencies, communities, individuals and so on. When storing goods, you also need to pay attention to where the goods are stored. The warehouse should be placed in a location that is easy to reach, supporting facilities, such as: electricity, water, and so on. The warehouse must be in good condition. To guarantee the implementation of storage of goods or educational facilities, the following matters need to be taken into account: (a) applicable warehousing conditions, (b) nature of goods stored, (c) storage period, (d) tools or other facilities required for storage, (e) funds or costs for maintenance, and (f) storage work procedures that are clear and adapted to the nature of the goods being stored.

3. Utilization

School supplies and equipment are also a very important factor in improving learning and teaching efficiency. It is impossible for teachers to teach happily and enthusiastically with old and damaged equipment, incomplete equipment, etc. Therefore, school leaders must pay serious attention to school supplies and equipment. He must be able to encourage teachers to jointly pay attention to this problem. Quality education requires the availability of adequate infrastructure.

4. Maintenance

Facilities and infrastructure are supports for active teaching and learning processes. These items will not remain in good condition, but over time they will lead to damage, destruction and even extinction. However, so that these facilities and infrastructure are not quickly damaged or destroyed, good maintenance efforts are required on the part of the users. Maintenance is a continuous activity to ensure that existing educational facilities and infrastructure remain in good condition and ready to be used. According to Mamusung, maintenance is an activity with procurement costs which are included in the overall school budget and are intended for the continuity of "buildings", "equipment", and "furniture", including providing costs for repairs and restoration, as well as replacement. The need for good maintenance of buildings, furniture and school equipment is because damage actually started from the first day the building, furniture and equipment was received from the contractor, seller or buyer of the facilities, then followed by a process of extinction, even though good maintenance had been carried out on the facilities. during use. According to the timing of maintenance activities on buildings and school equipment and furniture can be divided into maintenance carried out every day and maintenance carried out periodically.

5. Supervision

Supervision of facilities and infrastructure is an activity of observing, examining and assessing the implementation of the administration of educational facilities and infrastructure in schools. This is to avoid deviation, embezzlement or misuse. Supervision is carried out to optimize the use of educational facilities and infrastructure. Supervision must be carried out objectively, meaning that supervision must be based on existing evidence. If from the results of the supervision/examination it turns out that there are deficiencies, then the school principal is obliged to take corrective actions and resolve them (Kosasi, 2009: 173).

Conclusion

In this research, we have discussed the importance of managing educational facilities and infrastructure in improving the quality of learning at SDN Widoro Pacitan. Adequate, efficient and sustainable facilities and infrastructure play a crucial role in creating a conducive learning environment for students and teaching staff.

Challenges in managing educational facilities and infrastructure, such as budget limitations, technological changes and infrastructure sustainability, are obstacles that need to be overcome. However, with effective management strategies, these challenges can be overcome and the quality of learning can be improved. Careful and integrated planning is an important basis for managing educational facilities and infrastructure. By carrying out careful planning, educational institutions can identify appropriate facilities and infrastructure needs and allocate resources efficiently. The use of information technology is also an important factor in managing educational facilities and infrastructure. By using the right technology, such as an integrated management system, educational institutions can increase efficiency in management and make it easier to collect data and monitor facilities and infrastructure. Efficient and sustainable resource management is an important aspect in maintaining the quality of learning. Through good management, educational institutions can maximize the use of existing resources and ensure proper maintenance of facilities and infrastructure. Collaboration with various stakeholders, including government, society and industry, is also an effective strategy in managing educational facilities and infrastructure. Through close collaboration, educational institutions can get additional support in managing facilities and infrastructure and expand access to necessary resources. In conclusion, good management of educational facilities and infrastructure can have a positive impact on the quality of learning. By ensuring adequate, efficient and sustainable facilities and infrastructure, educational institutions can create a conducive learning environment and encourage optimal student achievement. Therefore, it is important for educational institutions to adopt effective management strategies and be committed to continuing to improve the quality of learning through good management of educational facilities and infrastructure.

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