

FACILITIES AND INFRASTRUCTURE MANAGEMENT IN IMPROVING THE QUALITY OF EDUCATION IN SDN KARANGJAYA 01 BEKASI REGENCY

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ABSTRAK

Manajemen sarana dan prasarana memainkan peran kunci dalam upaya meningkatkan kualitas pendidikan. Penelitian ini bertujuan untuk mengeksplorasi strategi manajemen yang efektif dalam optimalisasi sarana dan prasarana sekolah guna meningkatkan mutu pendidikan. Metodologi penelitian ini melibatkan analisis literatur serta studi kasus yang melibatkan berbagai lembaga pendidikan. Hasil penelitian menunjukkan bahwa manajemen yang efektif dalam pengelolaan sarana dan prasarana memerlukan pendekatan yang holistik dan berkelanjutan. Ini meliputi pengelolaan anggaran yang transparan dan efisien, pemeliharaan rutin dan perbaikan yang tepat waktu terhadap fasilitas fisik, serta peningkatan akses terhadap teknologi pendidikan. Rekomendasi dari penelitian ini mencakup perlunya penguatan kapasitas manajerial bagi kepala sekolah dan staf administrasi dalam merencanakan, melaksanakan, dan memonitor program manajemen sarana dan prasarana. Selain itu, partisipasi aktif dari semua pemangku kepentingan, termasuk guru, siswa, orang tua, dan masyarakat lokal, juga penting untuk memastikan kesinambungan dan keberhasilan program manajemen sarana dan prasarana. Dengan menerapkan strategi manajemen yang tepat, diharapkan dapat tercapai lingkungan belajar yang kondusif dan kualitas pendidikan yang lebih baik bagi generasi masa depan.

Kata Kunci: manajemen, sarana dan prasarana, manajemen sarana dan prasarana

ABSTRACT

Facilities and infrastructure management plays a key role in efforts to improve the quality of education. This research aims to explore effective management strategies in optimizing school facilities and infrastructure to improve the quality of education. The methodology of this research involves literature analysis as well as case studies involving various educational institutions. The results show that

effective management in the management of facilities and infrastructure requires a holistic and sustainable approach. This includes transparent and efficient budget management, regular maintenance and timely repairs to physical facilities, and increased access to educational technology. The recommendations from this study include the need to strengthen managerial capacity for school principals and administrative staff in planning, implementing, and monitoring facilities and infrastructure management programs. In addition, the active participation of all stakeholders, including teachers, students, parents, and local communities, is also important to ensure the continuity and success of facilities and infrastructure management programs. By implementing the right management strategy, it is hoped that a conducive learning environment and better quality of education can be achieved for future generations.

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

INTRODUCTION

Education is an effort made by humans to create quality human resources and be able to improve their abilities and knowledge. The goal is none other than to increase insight and knowledge. Education is also a means of supporting the progress of a nation and preventing humans from ignorance and slavery, the higher the level of education a person, the wider the knowledge obtained.

Talking about education, of course, cannot be separated from the National Education Standards (SNP) which consists of eight standards, one of which is the standard of facilities and infrastructure. The importance of facilities and infrastructure to support the process of implementing education is also stated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System which reads "*every formal and non-formal education unit provides facilities and infrastructure that meet the needs of education in accordance with the growth and development of physical potential, intellectual, social, emotional intelligence and obligations of students.*" Government Regulation of the Republic of Indonesia No. 19 of 2005 has also explained the National Education Standards in Chapter VII Article 42 paragraphs 1 and 2 which reads that "*every educational unit must have facilities that include furniture, educational equipment, books and other*

learning resources, consumables and equipment needed to support an orderly and sustainable learning process."

Standards for facilities and infrastructure have also been stipulated in the Regulation of the Minister of National Education Number 24 of 2007 concerning facilities and infrastructure for Elementary Schools/Madrasah Ibtidaiyah (SD/MI), Junior High Schools or Madrasah Tsanawiyah (SMP/MTs) and Senior High Schools/Madrasah Aliyah (SMA/MA) in the regulation it is explained that the standards of facilities and infrastructure are national standards of education related to the minimum criteria regarding learning rooms and sports venues, places of worship, libraries, laboratories, workshops, playgrounds, places for creation and recreation and other learning resources needed to support the learning process including the use of Information and Communication Technology (ICT). Various juridical levels above can be concluded that the process of optimizing learning support facilities and infrastructure has a great influence on the process of implementing education.

To manage the substance of school facilities or infrastructure, a specific administrative approach is used, also known as educational facility management (Fajarani et al., 2021; Fathurrahman & Putri Dewi, 2019). Management itself is the process of utilizing all resources to achieve predetermined goals. Utilization goes through a process stage that includes planning, organizing, directing, and supervising (Fajarani et al., 2021; Robbani & Rosmansyah, 2023). Educational facilities are all facilities needed in the teaching and learning process, both mobile and stationary, so that the achievement of educational goals can proceed smoothly, orderly, effectively, and efficiently.

Facilities and infrastructure management can be defined as the process of cooperation in the management of all educational facilities and infrastructure effectively and efficiently. This shows that facilities and infrastructure in the teaching and learning process need to be used and managed for the benefit of the learning process in schools. This management aims to use facilities and infrastructure to run well (Fajarani et al., 2021).

Lack of costs is also one of the inhibiting factors in the management and procurement of educational facilities and infrastructure (Sinta, 2019). The results of

previous research on the management of educational facilities and infrastructure show that educational facilities and infrastructure are very important to be managed properly to support the implementation of learning in schools so that educational goals can be achieved effectively and efficiently. This article discusses in detail the management of educational facilities and infrastructure. The results of this article review were carried out by reviewing several literature so that it is hoped that 4 can be a solution to overcome the problems and challenges of schools or educational institutions related to the management of educational facilities and infrastructure. The achievement of educational goals can run smoothly, regularly, effectively, and efficiently.

Some of the problems related to the management of educational facilities and infrastructure include the lack of educational facilities and infrastructure (Aristo, 2019), the imbalance between needs and facilities available in schools (Asmanto et al., 2017), incomplete inventory, difficulties in eliminating facilities and infrastructure, and unpreparedness of human resources in using facilities and infrastructure, and limited human resource capabilities in dealing with technological developments (Marzuqi & July, 2020). The availability of educational facilities and services between schools in urban areas and schools in rural areas causes educational gaps to be reviewed from facilities and infrastructure (Vito & Krisnani, 2015).

Lack of costs is also one of the inhibiting factors in the management and procurement of educational facilities and infrastructure (Sinta, 2019). The results of previous research on the management of educational facilities and infrastructure show that educational facilities and infrastructure are very important to be managed properly to support the implementation of learning in schools so that educational goals can be achieved effectively and efficiently. This journal discusses in detail the management of educational facilities and infrastructure. The results of this journal review are carried out by reviewing several literature so that it is expected to be a solution to overcome the problems and challenges of schools or educational institutions related to the management of educational facilities and infrastructure.

Based on the results of observations at SDN Karangjaya 01 which is located at jl. Karangkaya Village, Pebayuran District, Bekasi Regency, West Java, Postal Code 17710 there are a total of 341 students, namely 173 girls and 168 boys, the

number of teachers is 10 teachers at SDN Karangjaya 01, and for infrastructure facilities at SDN Karangjaya 01 there are 1 teacher's room, 10 classrooms, principal's room, canteen, toilet 2, sink, field, dangudang. Based on the results of the researcher's initial observations, it was explained that there are still problems at SDN Karangjaya 01 regarding the management of educational facilities and infrastructure so that learning is not effective and efficient. Starting from the lack of classrooms which has an impact on the accumulation of students in one learning class so as to interfere with the learning process, the absence of a reading room or library, there are several classrooms that are less than ideal such as leaky roofs, lack of lighting, poor air circulation, and less clean school environment. So that the researcher draws a conclusion about a good management strategy for educational facilities and infrastructure through research with literature study procedures.

Therefore, the urgency of resolving this problem cannot be ignored. The urgency to overcome barriers to infrastructure in quality education is essential to achieve sustainable development. Quality education is a long-term investment that will bring great benefits to the future of the nation. By improving educational infrastructure, such as improving school infrastructure and providing wider access to technology, and by providing adequate training and support for teachers, we can ensure that every child has an equal opportunity to receive a quality education.

METHOD

This research is a type of research based on Systematic Literature Review and was directly observed to SDN Karangjaya 01. is a type of research that is conducted to collect data and information about an event or problem in depth by using various literature, books, notes, magazines, previous research results, journals and various references to find answers in accordance with the research focus (Tersiana, 2018).

DISCUSSION

Facilities and infrastructure are one of the necessary and very important educational resources to be managed properly and are an inseparable part of education management. Such as buildings, land, administrative equipment to facilities that are used directly in the teaching and learning process in the classroom.

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 "Every formal and non-formal education unit provides facilities and infrastructure that meet the needs of education in accordance with the growth and development of the physical potential, intellectual, social, emotional, and obligations of students" (Law of the Republic of Indonesia of 2003). Also Government Regulation of the Republic of Indonesia No. 19 of 2005 concerning National Education Standards Chapter VII article 42 paragraphs 1 and 2:

1. Each educational unit must have facilities that include: furniture, educational equipment, books and other learning resources, consumables and equipment needed to support an orderly and continuous learning process.
2. Each educational unit includes: land, classrooms, leadership rooms, teachers' rooms, library rooms, laboratory rooms, canteens, sports and places of worship, playgrounds, recreation places, and other places needed to support an orderly and sustainable learning process. (PP RI Year 2005)

The success or failure of the teaching and learning process is influenced by good management (Yaqin, 2016), complete facilities and infrastructure, human resources with integrity, effective teaching, and so on. The provision of these facilities can create a maximal learning system. Therefore, the management of these facilities must be emphasized in educational institutions, and there must be someone responsible for managing them.

According to (Novita, 2017), educational facilities, both movable and immovable, have everything needed for teaching and learning to achieve educational goals smoothly, effectively, and conducively. Sri Minarti also cited examples of educational facilities used in learning, including tables and chairs, classrooms, and teaching aids. Educational infrastructure is an indirect support structure for the educational process, such as yards, fields, gardens, and so on (Fatmawati et al., 2019).

Facilities and infrastructure management can be defined as the collaborative process of managing all educational facilities and infrastructure effectively and efficiently. This demonstrates that facilities and infrastructure in the teaching and

learning process need to be utilized and managed for the benefit of the learning process at school. This management aims to ensure the proper use of facilities and infrastructure (Ellong, 2018).

Facilities and infrastructure management is responsible for managing and maintaining them to maximize the impact on the teaching and learning process. This management includes planning, procurement, supervision, inventory storage, disposal, and organization. This facility and infrastructure management aims to create a comfortable and pleasing learning process at school, thus creating a pleasant and comfortable environment for both teachers and students (Indrawan, 2015).

Facilities and infrastructure management ensures the effective and efficient learning process in Islamic education. Work and infrastructure management is carried out through procurement, distribution, use and maintenance, investment, and disposal.

Steps for Managing Facilities and Infrastructure

To achieve a good quality of Islamic learning by implementing the process of managing facilities and infrastructure, it is necessary to refer to a process that involves certain steps systematically, the process involves among others:

1. Planning

Planning is the process of considering and deciding what activities or programs will be carried out in the future to achieve a specific goal (Winarti, 2022). The equipment planning procedure at SDN Karangjaya 01 is carried out by the administrator and teachers. The teacher's task is to report to the administrator about the learning resources needed, then the administrator considers the school's finances. Through the reported learning resource needs, the school plans the facilities to be procured, of course, adjusted to the school's finances. This planning is carried out continuously throughout the school year, usually at the end of each school year. In this planning, there must be good cooperation between the principal, teachers, and administration (TU) to facilitate planning for what materials or equipment the school will need. Planning for these facilities and infrastructure should not be too close to the time of use of the equipment, because the budget submission procedure cannot be done at any

time; therefore, planning must be adjusted to the specified time. Kompri (2015:19) states that the most important planning is decision-making, which is the process of preparing everything needed in making plans for changes towards predetermined goals. In every plan that is carried out, there must be an agreement and cooperation between the PAUD principal and teachers, so that the planning that is carried out can run smoothly. This planning is an activity that is carried out at the end of the school year, to prepare everything that will be needed, both repairing all the tables and chairs and so on.

2. Procurement

Procurement is a variety of activities to provide the educational infrastructure needed to achieve the goal of improving learning in Islamic education. Procurement is the embodiment of a previously planned plan, where the goal is to support the educational process so that it can be implemented efficiently and effectively in accordance with its objectives (Erwinsyah, 2017). Procurement of facilities and infrastructure carried out in schools is by purchasing all books, teacher guide allowances for teaching and preparing the learning curriculum for teachers, this procurement is carried out by the principal himself. Mustari (2014: 120) procurement of school facilities and infrastructure through a careful and thorough planning and procurement system, so that schools have facilities and infrastructure according to needs. Meanwhile, according to Arikunto (1993: 82) that the procurement of learning equipment is not as easy as procuring tables and chairs that only consider taste and available funds, the process of procuring learning equipment requires more consideration, and all of it is educational.

3. Distribution

Distribution of facilities and infrastructure is an activity of moving goods and distributing facilities and infrastructure to people who need it (Zohriah, 2015)

4. Use and Maintenance

According to (Novita, 2017) The use and maintenance of facilities and infrastructure that support the improvement of Islamic education learning is directly related to the use of learning tools such as office stationery, buildings, and so on that need maintenance and maintenance to maintain the quality of the facilities and infrastructure used. The maintenance of facilities and infrastructure

is carried out by the Principal, teachers and students, such as school cleanliness, building paint care, fences, garden arrangement and play equipment after use, the teacher invites the children to jointly store or clean up toys in their original place so that they can be used for a long time. Maintenance is carried out every day to carry out maintenance for all school residents involved in the maintenance of movable and immovable goods, but in each of these maintenance there are people who are dedicated to carrying out maintenance. Based on this opinion, it can be concluded that maintenance is the activity of maintaining, maintaining and storing goods according to the type of goods, so that they remain durable and durable, in carrying out this maintenance all school residents are involved in both movable and immovable goods, in this maintenance there are also people who are dedicated to doing it, so that it can improve the school's performance in the maintenance of goods.

5. Inventory

It is an activity in the management of facilities and infrastructure, namely by recording all the goods owned as a form of inventory of educational equipment. Where this activity is a continuous process. The inventory carried out in PAUD is to record and register school-owned goods in an orderly and orderly inventory list. The purpose of recording these items is to know the amount of equipment available and each existing facility is given a code so that it is not easily lost. This inventory is used to record all goods obtained for school so that they can be recorded neatly arranged in the form of goods that have been received. The inventory carried out is, such as recording goods and compiling a list of goods that belong to the school, the purpose is for administrative order. Inventory is a document where the types of goods that have been included in the inventory list are stored, both movable and immovable goods.

6. Elimination or destruction of infrastructure

Goods that are no longer suitable for use can be destroyed but through recording first so that if the goods are questioned they will have a clear track record. During inventory supervision, officers sometimes see significant damage to facilities and infrastructure. If the entire item is abandoned or stored, the cost of its maintenance and use will be technically as well as economically unbalanced.

Thus, the entire structure and infrastructure needs to be dismantled (Erwinsyah, 2017).

Objectives of Facilities and Infrastructure Management

With good management of facilities and infrastructure, it is hoped that it can create a clean, neat, and beautiful school, so as to create pleasant conditions both for teachers and for being in the school environment. The purpose of managing school facilities and infrastructure is to provide professional services related to educational facilities and infrastructure so that the learning process can take place effectively.

So in general, the purpose of managing educational facilities and infrastructure is to provide professional services in the field of educational facilities and infrastructure in order to carry out the educational process effectively and efficiently. In detail, the objectives are as follows:

- a. To strive for the procurement of educational facilities and infrastructure through a careful and careful planning and procurement system. With this word, through the management of educational facilities and infrastructure, it is hoped that all equipment obtained by schools is high-quality facilities and infrastructure, in accordance with the needs of the school, and with efficient funds.
- b. To strive for the use of facilities and infrastructure appropriately and efficiently.
- c. To strive for the maintenance of school facilities and infrastructure, so that its existence is always in a ready-to-use condition whenever needed by all school personnel. Educational facilities and infrastructure, especially land, buildings and school equipment should describe the school's educational program or curriculum. Because the school building and equipment are held based on the applicable curriculum or educational program, so that the conformity allows the existing facilities to really support the course of the educational process. The management of educational facilities and infrastructure is a process to organize and supervise educational infrastructure facilities and in the procurement of educational facilities in educational institutions to achieve certain goals.

Solutions Regarding Facilities and Infrastructure Problems

There are several solutions that can be implemented to overcome the problem of poor infrastructure (infrastructure) in elementary schools:

- a. **Increased Infrastructure Investment:** The government needs to increase budget allocation for the construction and renovation of school buildings. Adequate funds are needed to improve the physical condition of the building, such as repairing leaky roofs, replacing damaged windows, and expanding classrooms to make them more comfortable and safe for students and teachers. **New Rehabilitation and Development Programs:** Through new rehabilitation and development programs, schools that are in very poor condition can be repaired or rebuilt. The urgent school selection process to receive special attention and proper allocation of funds is key in this program.
- b. **Improvement of Learning Support Facilities:** Facilities such as well-equipped libraries, science laboratories equipped with modern equipment, and adequate sports facilities need to be improved. This will help improve the student learning experience and support a more effective learning process.
- c. **Development of Technology Access:** Providing internet access and computer devices in primary schools is an important step in dealing with technological developments. With this access, students can access more information and teachers can use technology in presenting more interesting and interactive learning materials.
- d. **Community Participation:** Involving local communities in improving school infrastructure can be an effective solution. Through mutual cooperation or voluntary programs, the community can help in the construction or renovation of schools, thereby strengthening their sense of ownership and responsibility for education in their environment.

By implementing these solutions together, it is hoped that the condition of infrastructure in elementary schools can be significantly improved, provide a better learning environment for students and teachers, and support the creation of quality education.

CONCLUSION

Poor infrastructure in elementary schools is a serious problem that affects the quality of education as a whole. From the analysis that has been carried out, it can be concluded that the inadequate physical condition of school buildings, the lack of learning support facilities, and the lack of access to technology are some of the main problems that need to be addressed immediately. Improving infrastructure in primary schools is not only important to improve students' learning experience, but also to create a learning environment conducive to the development of their potential. Good infrastructure not only includes the physical aspects of school buildings, but also learning support facilities such as libraries, laboratories, and adequate sports facilities. Concrete measures such as increased infrastructure investment, rehabilitation and new development programs, improved learning support facilities, development of technology access, and active participation of local communities are solutions that need to be seriously implemented to address the problem of infrastructure facilities in elementary schools. By improving primary school infrastructure, we not only provide better access to education for the younger generation, but also help create a solid foundation for the nation's future progress. Therefore, joint efforts from the government, the community, and other related parties are very important in achieving the goal of quality and equitable education for all Indonesian children.

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