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MANAGEMENT OF EDUCATION INFRASTRUCTURE IN KATINGAN DISTRICT ELEMENTARY SCHOOLS

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ABSTRACT

Educational facilities and infrastructure are all facilities used in the learning process, both mobile and immobile, so that the achievement of educational goals runs smoothly, regularly, effectively, and efficiently. School facilities and infrastructure will provide optimal benefits to students and teachers if their management is good. The management of facilities and infrastructure has to be carried out properly, services to all school members will increase in quality. Therefore, the management of facilities and infrastructure must be guided by existing references and practical problems faced by students and teachers. The headmaster is responsible for the existence of school facilities and infrastructure because it is directly related to the learning process in the school, while the manager is responsible for the organization and management of educational facilities and infrastructure. For the facilities and infrastructure to function optimally, it is necessary to manage both the management of buildings and equipment in schools.

Keywords: *facilities, infrastructure, management, education, elementary school*

INTRODUCTION

The success of educational programs through the teaching and learning process is strongly influenced by many factors, one of which is the availability of

adequate educational facilities and infrastructure along with optimal utilization and management. Educational facilities and infrastructure are one of the important and main resources in supporting the learning process in schools, for that it is necessary to increase their utilization and management so that the expected goals can be achieved. Today, it is often found that many educational facilities and infrastructure owned by schools that are received as assistance, both from the government and the community, are not optimally used and can no longer be used according to their functions. This is due to, among others, a lack of concern for the facilities and infrastructure owned and the absence of adequate management (Sion, 2016). The process of procurement, inventory, utilization, maintenance, and elimination of educational facilities and infrastructure at each type and level of education requires adjustments to the management of facilities and infrastructure. This is primarily aimed at improving the quality of education at all types and levels of education, particularly in primary and secondary education. To realize and regulate this, the government through Government Regulation No. 19 of 2005 concerning National Education Standards for educational facilities and infrastructure nationally. Means means equipment that supports and is directly related to the learning process. Meanwhile, infrastructure means basic facilities that have a long service life.

Educational facilities and infrastructure are an important component in education and become one of the eight National Education Standards. Such is the importance of educational facilities that every institution is competing to meet the standards of educational facilities and infrastructure to improve the quality of the learning process. Not only that, the completeness of educational infrastructure is one of the attractions for prospective students (Barmawi, 2012). According to Law Number 20 of 2003 concerning the National Education System. Every formal and non-formal education unit provides facilities and infrastructure that meet the needs following the growth and development of the physical, intellectual, social, emotional, and psychological potential of students. The management of educational facilities and infrastructure in schools should have been carried out by schools, starting from procurement, maintenance, and repair, to development. This is based on the fact that schools are the ones most aware of the need for facilities, both adequacy, suitability, and competence, especially facilities that are closely related to the teaching and learning process.

In general, the purpose of managing educational facilities and infrastructure is to provide professional services in the field of educational infrastructure in the context of implementing an effective and efficient education process so that educational programs can be achieved properly. Several principles must be considered in managing educational facilities and infrastructure in schools. These principles are the principle of achieving goals, the principle of efficiency, the

principle of administration, the principle of clarity of responsibility, and the principle of cohesiveness. Infrastructure facilities are supporting facilities that can support the process of teaching and learning activities in schools. However, the availability of infrastructure is not enough, because what is more important is the process of managing the infrastructure itself. The management process can affect the success or failure of an activation process. Availability and management are two things that cannot be separated because they greatly support the success of learning optimally.

The success of learning in schools is supported by the effective and efficient utilization of all educational facilities and infrastructure in schools. The existing facilities and infrastructure in these schools need to be utilized and managed for the benefit of the learning process in schools. This management is intended so that the use of facilities and infrastructure in schools can run effectively and efficiently. Management of facilities and infrastructure is a very important activity in schools because their existence will greatly support the success of the learning process in schools. Once the urgency of facilities and infrastructure in educational institutions in supporting the success of educational organizations in achieving educational goals, means and infrastructure become a part that educational facilities and infrastructure are one of the important and main resources in supporting the learning process in schools. For that, it is necessary to improve the utilization and management so that the expected goals can be achieved. To further analyze this management, it is important to study it more deeply through research activities.

EDUCATIONAL FACILITIES AND INFRASTRUCTURE

Definition

Humans need education in their lives. Education has been able to lead people to more civilized life. To advance the nation's intelligence, a qualified education is needed for all of society. The expected education, of course, does not necessarily carry out well. Many factors are needed to make this happen, including the factors of educators, students' factors, environmental factors, and infrastructure.

According to Arikunto (2008) "Educational Facilities are all the facilities needed in the teaching and learning process both moving and immobile so that the achievement of educational goals can run smoothly, orderly, effectively and efficiently. Meanwhile, according to Mulyasa (2003), educational facilities are "tools and equipment that are directly used and support the educational process, especially the teaching and learning process, such as classrooms, tables and chairs, props and teaching media.

Etymologically, facilities and infrastructure have different meanings but are often mentioned together. As in Law Number 20 of 2003 concerning the National

Education System in Chapter XII concerning Educational Facilities and Infrastructure article 45 (1), it is stated that every formal and non-formal education unit provides facilities and infrastructure that meet educational needs following the growth and development potential, physical, intellectual, social, emotional, and psychological intelligence of students. In addition to this, the mention of facilities and infrastructure as a unit of school facilities is as stated in Article 35 of the National Education System Law that "... the standard of educational facilities and infrastructure includes study rooms, sports places, places of worship, libraries, laboratories, workshops, playgrounds, a place for creation and recreation, and other learning resources needed to support the learning process, including the use of information and communication technology".

Types of facilities

Educational facilities when viewed from their function and role in the teaching and learning process, according to Arikunto (2008), educational facilities can be divided into:

1. Learning tools, learning tools are tools that are used directly in the teaching and learning process, for example, books, teaching aids, writing tools, and practical tools.
2. Visual aids, teaching aids are educational and teaching aids can be in the form of actions or objects that easily give understanding to students in succession from abstract to concrete.
3. Teaching media, teaching media are educational tools that are used as intermediaries in the teaching and learning process, to further enhance the effectiveness and efficiency in achieving educational goals. There are three types of media, namely audio media, visual media, and audiovisual media.

According to Minarti (2011), if it is viewed from the end or not used, there are two kinds of educational facilities, namely:

a) Education facilities that are used up

Educational facilities that are used up are all materials or tools that can run out in a relatively short time, such as chalk, markers, erasers, and chemicals used in science learning. Besides, several educational facilities have changed in shape, for example, wood, metal, and cardboard. All of these examples are educational facilities which, if used once or several times, can be used up or change in character.

b) Durable educational facilities

Durable educational facilities, namely all materials or tools that can be used continuously for a relatively long time, such as benches, chairs, writing machines, computers, and sports equipment.

Furthermore, according to Minarti (2011), if viewed from moving or not at the time of use, educational facilities consist of:

a) Mobile education facilities

Mobile educational facilities are educational facilities that can be moved or moved according to their needs, such as filing cabinets, benches, and chairs that can be moved or moved anywhere.

b) Educational facilities that do not move

Immovable educational facilities, namely all educational facilities that cannot or are relatively very difficult to move, such as land, buildings, walls, and water channels from the PDAM, which are relatively difficult to move to certain places.

Learning Facilities and Infrastructure

Based on Government Regulation Number 19 of 2005 concerning National Education Standards, Chapter VII standard of facilities and infrastructure, Article 42 emphasizes:

1. Every educational unit is obliged to have facilities that include furniture, educational equipment, educational media, books, and other learning resources, consumables, and other equipment needed to support an orderly and sustainable learning process.
2. Every educational unit is obliged to have infrastructure which includes land, classrooms, education unit leadership room, teacher room, administration room, library room, laboratory room, workshop room, production unit room, canteen room, power and service installation, sports, places of worship, places to play, places of creation, and other spaces/places needed to support an orderly and sustainable learning process.

Standardization of Facilities and Infrastructure

According to Barnawi (2012), standardization of school facilities and infrastructure can be interpreted as an adjustment of the form, both specifications, quality, and quantity of school facilities and infrastructure with the minimum criteria that have been set to achieve transparency and public accountability and improve the performance of school administrators.

Republic of Indonesia Government Regulation Number 19 of 2005 concerning National Education Standards. The regulation states that the National Education Standards are the minimum criteria for the education system in all jurisdictions of the Republic of Indonesia. The National Education Standards aim to guarantee the quality of national education to educate the nation's life and shape the character and civilization of the nation with dignity.

Educational facilities and infrastructure standards are national education standards relating to the minimum criteria for study rooms, places for sports,

places of worship, libraries, laboratories, workshops, places to play, places for creation and recreation, and other learning resources needed to support the learning process., including the use of information and communication technology.

The National Education Standards include content standards, process standards, graduate competency standards, teacher and education staff standards, facilities and infrastructure standards, management standards, financing standards, and educational assessment standards (Mulyasa, 2003). The standard for facilities and infrastructure was developed and stipulated by the Regulation of the Minister of National Education of the Republic of Indonesia Number 24 of 2007 concerning Facilities and Infrastructure for schools. Based on this, school facilities and infrastructure can be grouped into several infrastructures with a variety of facilities that complement them. Primary schools have at least 11 types of school infrastructure, which include (1) classrooms, (2) library rooms, (3) laboratory rooms, (4) leadership rooms, (5) teacher rooms, (6) prayer rooms, (7) health room, (8) latrine, (9) warehouse, (10) circulation room, (11) playing/sports area.

Role and Function

The condition of an educational facility can be seen both in terms of quality and quantity in terms of the function of the educational facilities in the learning process. The role or function is the criteria for a device that is determined to meet needs. The simple definition of the function is used that arises because of human needs. An object is said to be functional, not only defined as psychic things, for example, interested in actualizing oneself to take advantage of learning tools to develop their potential.

Furthermore, it is explained that the role or function of a device will be related to a system. A tool is formed by the existence of parts that are interrelated with each other that become a unit so that the function of an object or tool has certain characteristics, for example, a) process, which is thinking about the process of a tool, b) purpose, namely seeing from the objective side, c) the whole, means understanding the function of an object by knowing the use of all the objects, d) behavior, meaning understanding an object from all its parts behaving, e) relationships, meaning the relation of the object with abstract things.

The function of educational facilities in the form of learning tools, teaching aids, and educational media in the learning process is very important to achieve educational goals. These educational facilities are directly involved in the learning process so that they function as a tool that can facilitate and facilitate understanding in the interaction process between teachers and students. In certain circumstances, the function of educational facilities is crucial in the learning process. If the necessary facilities are not available, the learning process cannot go according to what is expected and the stated objectives will be difficult to achieve.

The existence of complete educational facilities will of course make it easier for teachers to convey the intended learning message to their students.

It can be concluded that educational facilities have functions, including a) as a tool that can clarify the delivery of information so that the learning process can run smoothly, b) as a tool that can increase and direct student attention, increase student direct interaction with the environment so that it is possible to be able to learn independently c) as a tool that can overcome problems due to limited space and time, d) as a tool that can provide a common experience about events that occur in the students' environment and e) as a tool that can help students to learn basic concepts that are correct, concrete, and realistic.

Scope

Educational facilities are tools or objects that function as support to assist the learning process in schools. The educational facilities are reviewed based on their type, function, and nature. Then in broad terms, when viewed from its type, educational facilities can be divided into two, namely educational facilities designed specifically for the benefit of learning and educational facilities that are already available in our environment in the form of finished goods used for learning purposes, for example, ancient relics times, rice fields, mosques, or other objects that can be displayed.

There are several types of educational facilities, namely (1) whether they are used up or not; (2) moving or not when used; and (3) its relationship with the teaching and learning process.

Educational facilities can also be seen in terms of their function or role in the learning process. According to Arikunto (1987), educational facilities in terms of their function and role in the learning process can be divided into three, namely: learning tools, teaching aids, and educational media.

a. Learning tools

What is meant by learning tools are tools or objects that are used directly by teachers and students in the teaching and learning process. School learning tools take the form of:

1. Books, both books in the library and books in the classroom as teachers' handbooks and student textbooks.
2. Teaching aids, which are used by the teacher at the time of teaching, both of which are durable and stored at school or which are held in real-time by the teacher during use hours
3. Practical tools, which are found in laboratories, workshops, and practice rooms (sports, arts, and so on).
4. Writing stationery, for example, blackboards, erasers, chalk, pencils, rubber erasers, and so on.

b. Props

What is meant by teaching aids is anything that is used by the teacher to demonstrate or clarify lessons.

The formulation made by Anwar Yassin in Arikunto (1987) is as follows: "props are educational and teaching aids, can be in the form of actions or objects that easily give understanding to consecutive students from actions. the abstract to the very concrete objects.

c. Teaching media

According to the meaning of the word, media is a means. Communication media is a means of making communication appearances such as newspapers, radio, and so on. Teaching media is a means used to present lessons. The broader definition is called educational media.

Educational facilities in terms of their function can be grouped into four types. Based on the four types of educational facilities, it can be concluded in general.

a. School physical facilities include; (1) school buildings, which consist of classrooms, teachers' rooms, principal's room, administration room, and others; (2) school furniture, including chairs, study desks, work desks, blackboards, and others; (3) educational administrative facilities, for example, student main books, report cards, stationery, and other office equipment.

b. Educational media includes (1) hardware or hardware, namely all kinds of electronic display tools to convey messages in learning activities, including overhead projectors, tape recorders, televisions, computers, and so on; (2) software or software, namely all types of teaching materials that are conveyed through the displayed tool in learning activities.

c. Teaching aids to include: (1) teaching aids used in learning activities as a means of clarifying and visualizing certain concepts, ideas, or definitions consisting of anatomical pictures, body frames, diagrams, globes, maps, and so on; (2) practical tools, namely tools that function as a means to practice achieving certain skills.

d. School bookkeeping includes various books that are used in the learning process.

Then when viewed from its nature, educational facilities can be divided into two, namely moving objects and immovable objects, all of which can support the implementation of learning activities. Furthermore, it is explained that objects that are not moving are of course only things that cannot be moved from their original position, for example, land, yards, and buildings. Movable objects are items that can be easily moved from their original position, for example, furniture, office equipment, books, and sports equipment.

The separation between learning tools, teaching aids, and educational media can be seen when the object or tool is used. It can be concluded that what is meant

employing learning is a tool that is used directly by teachers and students in the learning process both inside and outside the classroom to achieve specific educational goals.

MANAGEMENT OF FACILITIES AND INFRASTRUCTURE

Definition

The term management is almost the same as management, according to Arikunto (1987), management is a translation of the word management, because of developments in Indonesian, the term management becomes management. In the Big Indonesian Dictionary that management is:

- a. process, way, the act of managing
- b. the process of carrying out certain activities by mobilizing other people's energies
- c. The process helps formulate organizational policies and goals.
- d. A process that provides oversight on all matters involved in implementing policies and achieving goals.

This management includes many activities and together produce a useful result for the achievement of goals. The management of education or management of educational facilities is the entire process of planning, procurement, empowerment, and supervision of equipment used to support the achievement of predetermined educational goals. Management is the process of utilizing all resources to achieve predetermined goals. Utilization through the stages of a process includes planning, organizing, directing, and monitoring.

Based on the understanding of management above, it can be concluded that management is an ability that a person has to utilize all resources in achieving predetermined goals and following expectations. Thus, management refers to the process of processing existing resources and being able to carry out their duties and functions effectively.

Planning

The process that is carried out first in educational facility management is needs planning. This process is very important to avoid unexpected mistakes. Careful planning will make an activity can be carried out properly according to predetermined goals and make it easier for managers to know the budget that must be provided for the implementation of these activities. Good and careful planning will be based on an analysis of activity needs and a priority scale following the availability of funds.

According to Ibrahim Bafadal (2004) that planning can be defined as a process of thinking about and determining a program for procurement of facilities

in schools, both in the form of educational facilities and infrastructure in the future to achieve certain goals. The goal to be achieved by planning the procurement of this equipment is to meet the needs of the equipment. Therefore, the effectiveness of a school equipment procurement plan can be assessed or seen from the extent to which the procurement can meet the needs of the school in a certain period. If the procurement is following their needs, it means that the planning for the procurement of school supplies in schools has been effective.

Planning is essentially a decision-making process for some alternatives regarding targets and methods that will be implemented in the future to achieve the desired goals as well as monitoring and evaluating the results of its implementation, which are carried out systematically and continuously. The process is the relationship of three successive activities, namely assessing the current situation and conditions, formulating and determining the desired future situation and conditions, and determining what needs to be done to achieve the desired state (Ludang et al., 2011).

Sukarno in Ibrahim Bafadal (2004) outlines the steps for planning the provision of educational facilities in schools, which are as follows:

1. To accommodate all proposals for the procurement of school supplies submitted by each school work unit and or to make an inventory of school equipment shortages.
2. Develop plans for school equipment needs for a certain period, for example for a quarter or one school year.
3. Integrate the needs plan that has been prepared with the equipment that the school already has. One way is to read an inventory book or a master book of goods. Based on this integration, a plan for needs is not yet available in schools.
4. Integrate the planned needs with the available school funds or budgets. If the available funds are not sufficient for the procurement of all the equipment needs that have been planned, by looking at the urgency of each piece of equipment, all urgency is immediately listed.
5. Integrate the plan (list) of equipment needs with existing funds or budgets. If it turns out that it still exceeds the available budget, the election will be held again by making a priority scale.
6. Determination of the final procurement plan.

Based on the above opinion, it can be concluded that the steps in planning educational facilities consist of 1) analysis of the needs of subjects that require tools/media, 2) conducting an inventory and re-inventory of existing tools/media, 3) conducting the selection of tools/media, 4) calculating cost interpretation, 5) planning funding, and 6) appointing staff in charge of procuring the said tools/media.

Utilization

Utilization is an activity of educational facilities and infrastructure for the benefit of learning with a high sense of responsibility. The use of educational facilities and infrastructure in the learning process can also be directly and efficiently so that the effectiveness and efficiency of the learning process can be achieved optimally, and teachers are required to be more familiar with various types of educational media and can be used correctly and have optimal timeliness. adapted to the media used.

In terms of utilization according to Ibrahim Bafadal (2004), two principles must be considered, namely:

1. The principle of effectiveness, all the use of educational facilities and infrastructure must be demonstrated to facilitate the achievement of educational goals, either directly or indirectly.
2. The principle of efficiency, all the use of educational facilities and infrastructure must be carried out carefully so that the existing facilities and infrastructure are not easily damaged, exhausted, or lost.

Furthermore, based on the Law of the Republic of Indonesia. No. 20 of 2003 concerning the National Education System, Chapter XII article 45, provisions on the use of facilities and infrastructure for the importance of facilities and infrastructure to support the educational process are:

1. Every formal and non-formal education unit provides facilities and infrastructure that meet educational needs by the growth and development of physical potential, intellectual, social, emotional intelligence, and the obligations of students.
2. Provisions regarding the provision of educational facilities and infrastructure in all educational units as referred to in paragraph 1

Based on the quotation above, it can be understood that formal and non-formal education have the same facilities and infrastructure because the initial purpose is to educate students in such an institution.

Maintenance

Maintenance is a routine activity so that goods remain in good condition and can function properly. Maintenance is carried out by the person in charge. In this case, maintenance includes all efforts continue to ensure that the facilities remain in good condition (Ludang, 2010). According to Ibrahim Bafadal (2004), there are several types of maintenance of educational facilities and infrastructure in schools when viewed from a perspective, namely:

- a) Judging from its nature
 - 1. Checking maintenance
 - 2. Preventive maintenance
 - 3. Maintenance that is minor repairs
 - 4. Heavy repair maintenance

- b) In terms of improvement
 - 1. Daily maintenance, and
 - 2. Periodic maintenance.

Maintenance is very important to do so that the facilities and infrastructure in the school are not easily damaged. Maintenance can be done as a preventive effort so that existing facilities and infrastructure can be more durable because every item will eventually be damaged.

Elimination

The elimination of inventory items is the final activity in the cycle of managing facilities and infrastructure which is carried out using certain mechanisms, based on the prevailing rules and regulations. The purpose of eliminating facilities and infrastructure is to free the treasurer of goods or managers from administrative and physical responsibility for state property under or their management following the provisions of the applicable laws.

In general, new facilities and infrastructure can be proposed or considered for the elimination process if they meet or have met one of the following requirements:

- 1. In a state of serious damage so that it cannot be repaired or used.
- 2. Repair will cost a lot so that it will waste the use of state finances.
- 3. Technically and economically the usefulness of the goods is not balanced with the number of maintenance costs.
- 4. Not following the needs of the present or the present or out of date.
- 5. Excess inventory, if it is stored for a longer period, will become damaged and eventually cannot be used anymore.

The school principal has the authority to carry out the erasure, but the means to be removed must meet the requirements for the removal based on the applicable regulations.

CONCLUSION

Headmaster and managers in managing facilities and infrastructure must pay attention to aspects of planning, maintenance, and removal. In the planning aspect,

the manager and principal must prepare a procurement plan, select and determine priority scales, form a committee, and implement procurement. In maintenance that must be considered are the arrangement of facilities and infrastructure, inventory, storage, and implementation of maintenance. Meanwhile, the elimination process that must be considered by the manager is the analysis of the condition of educational facilities and infrastructure and the implementation of the elimination of educational facilities and infrastructure in schools.

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