



MANAGEMENT OF EDUCATIONAL FACILITIES AND INFRASTRUCTURE IN SCHOOLS

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Abstract:

In educational institutions, schools must have a facility and infrastructure management system so that activities become effective and efficient. Facilities management and Infrastructure is one of several systems to improve the quality of students. Each school has good facilities and infrastructure for the benefits learning process. However, simply meeting existing needs can only run well if the management is correct. That way, leadership is needed to regulate existing facilities and infrastructure to achieve the stated goals will be completed. This article aims to understand the management of educational facilities and school infrastructure. Based on the research results, it can be understood that implementing educational facilities and infrastructure management includes. First, planning facilities and infrastructure is always carried out, starting from needs analysis, determining funds and selecting needed goods. Both procurement activities have been running since dropping government and foundations, procurement by buying. Third, using facilities and infrastructure is always carried out to support learning. Fourth, maintenance of facilities and infrastructure is carried out periodically by involving the school community. The five inventories are always carried out as proof of procurement of goods. Sixth, in the activity of writing off goods, the seven responsibilities are carried out by making an accountability report.

Keywords: *Management, Educational Facilities and Infrastructure*

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious and spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and State (SISDIKNAS Law No.20 Th.2003) concerning quality improvement is one of Indonesia's pillars of education development (Sanjaya, 2005).

Education makes a substantial contribution to the progress of a nation and is a vehicle for translating constitutional messages and a means for building the national character (Nation Character Building). A society that bright will give the feel of an intelligent life too, and will progressively form independence. Such a national community is a significant investment to overcome the crisis and face the global world (Mulyasa, 2014).

Humans are emotional creatures, and aspire to achieve a prosperous and happy life in a broad sense, both outwardly and inwardly, worldly and hereafter. But such ideals can not be achieved if the man himself is not trying hard to improve their abilities as optimally as possible through the process education because the educational process is an activity in stages based on careful planning to achieve these goals or ideals (Ikhsan, 2011).

Demands from the readiness of Human Resources generated from the field Education is inseparable from the existence of educational facilities and infrastructure needed in the process of education and learning. Facilities and infrastructure education is an essential instrument in education and is one of eight National Education Standards. The success of educational programs in schools greatly influenced by the condition of educational facilities and infrastructure owned by the school as well as optimizing its management and utilization (Matin, 2016).

The availability of facilities and infrastructure is one of the requirements in the framework to present quality learning because learning activities can only run optimally if the availability of facilities and educational infrastructure supports it. The existence of facilities and infrastructure in schools is necessarily appropriately managed to help achieve educational goals that have been set. Many schools have educational facilities and infrastructure complete with supporting the educational process in schools, but this condition lasted only a short time. The level of quality and quantity of facilities and infrastructure can only be maintained sometimes. Meanwhile, aid for facilities and infrastructure only comes sometimes. In the end, everything becomes an obstacle to improving the quality of learning, as well as having an impact on wasting budgets in schools. Therefore, efforts are needed to properly manage facilities and infrastructure so that the quality and quantity of facilities and infrastructure can be maintained relatively long. Management of good facilities and infrastructure is expected to become a solution for efforts to manage school facilities and infrastructure.

RESEARCH METHODS

This research includes library research, which is research that utilizes library resources to obtain research data. One of the characteristics of library research is that researchers deal with directly with text or numerical data and not direct knowledge from the field or eyewitnesses in the form of events, people or other objects (Mestika, 2004).

RESULTS AND DISCUSSION

A. Educational Facilities and Infrastructure Management

Management comes from the English word to manage, which means to manage, administer, or manage. Management (management) is a process of utilization of all resources in order to achieve the goals that have been set. Utilization through the stages of the process, which includes planning, organizing, directing, and monitoring funds, is called management (Saefullah, 2012).

According to Sudjana in the book Engkoswara and Komariah, management is a series of various reasonable activities carried out by a person based on predetermined norms and, in its implementation, have relationships and interrelationships with others. This is carried out by a person or several people in the organization and given the task of carrying out these activities (Engkoswara, 2010).

Educational facilities and educational infrastructure are two different things. The Ministry of National Education has distinguished between educational facilities and infrastructure education. Educational facilities are all equipment, materials and furniture that are directly used in the educational process at school. In this regard, educational infrastructure is all fittings foundation that indirectly supports implementing the educational process in schools (Indrawan, 2015). This understanding emphasizes its nature, facilities are direct, and infrastructure is indirectly supporting the educational process. Educational facilities include tables, chairs, teaching media tools, etc. While examples of infrastructure are classrooms, a schoolyard, a garden or school park, a field, and so on.

Management of facilities and infrastructure can be interpreted as organizing activities, starting from planning needs, procurement, inventory, storage, maintenance, use and disposal as well as arrangement of land, buildings, school equipment and furniture in an appropriate and targeted manner (Prihatin, 2011).

The management of educational facilities and infrastructure is in charge of organizing and maintaining them so that they can contribute to the educational process optimally and meaningfully. These management activities include planning, procurement, monitoring, storage, inventory, deletion, and arrangement (Qomar, 2007).

From the several definitions previously mentioned, it can be concluded that the management of educational facilities and infrastructure is a cooperative process utilization of all educational facilities and infrastructure owned by the school in order to achieve the stated goals effectively and efficiently. Management of facilities and infrastructure is an essential thing to do because good management of facilities and infrastructure will be critical support the success of the teaching and learning process in schools.

B. Educational Facilities and Infrastructure Management Objectives

The purpose of managing facilities and infrastructure in the world of education is to provide services professionally about facilities and educational infrastructure so that the learning process can take place effectively and efficiently. The management of educational facilities and infrastructure has a goal, namely the availability of adequate facilities and infrastructure, both in terms of quality and quantity and relevant to the interests and needs of education. As well as for creating schools or madrasas that are clean, tidy, and beautiful to be enjoyable for school and madrasa residents.

In relation to these objectives, Bafadal explained in detail about The objectives of the management of educational facilities and infrastructure are as follows:

1. To seek to procure school facilities and infrastructure through the system's careful and thorough planning and procurement so that the school have the necessary facilities and infrastructure.
2. To strive for properly using school facilities and infrastructure efficiency.
3. To strive for the maintenance of educational facilities and infrastructure so that the condition is always in ready-to-use condition whenever needed by all residents school (Barnawi, 2012).

Based on several opinions regarding the purpose of management of facilities and educational infrastructure as above, it can be concluded that the purpose of management of educational facilities and infrastructure, namely in order to be able to provide optimal contribution to the educational process in achieving goals established education.

C. Classification of Educational Facilities and Infrastructure

Educational facilities can be classified into three types, viz based on whether or not it runs out, based on whether or not it moves, and based on relationship with the learning process. When viewed from the end or not used, There are two kinds, namely educational facilities that are used up (for example, chalk, printer ink, markers, and so on) and durable educational materials (example: desks, chairs, computers, atlases, and so on). When viewed from the move whether or not during learning, there are also two kinds, namely moving accordingly user needs (for example, tables, chairs, shelves, etc.) and not movable or immovable educational facilities or very difficult if moved (for example, PDAM lines, power cable lines, and so on).

While educational infrastructure in schools can be classified into There are two kinds of infrastructure, namely direct infrastructure and indirect infrastructure. Infrastructure *Direct* is the infrastructure that is directly used in the learning process, for example, classrooms, practice rooms, laboratories, and space computers. *Indirect infrastructure* is not used in the learning process but really

supports the learning process, for example, space offices, school canteens, UKS rooms, teacher rooms, and so on.

Meanwhile, when viewed from the relationship of the facility to the process There are three kinds of learning, namely:

1. Study Tool

Learning tools are the tools used for recording learning materials or tools for implementing learning activities. The so-called recording activities can be in the form of writing, taking notes, painting, pasting (in kindergarten), and so on. The blackboard, for example, is a learning tool if the teacher uses it to write down subject matter. Also includes chalk (for chalkboards) or markers (for whiteboards) and whiteboard erasers. Notebooks, pencils, or ballpoint pens, and erasers (rubber stips and typhoons), including study tools. Lesson tools that are not for recording lessons but for learning activities are sports lesson tools (ball, field, racket, etc.). Practicum tools, study tools used in kindergarten (scissors, folding paper, adhesives, etc.), art tools in art lessons, tools carpentry (sculptors, carpenters, weavers, puppet masters, etc.) in handicraft lessons.

2. Props

Props are all kinds of tools used to demonstrate. (manifest, make visible) objects or subject matter (which are invisible to the eye or not sensed, or challenging to sense). Humans have bodies (physical and physical). In other words, the physical part of the human being is visible parts can be seen (the inside of the human body can be seen, of course, if dissected). That is the point of "demonstrating," making something invisible visible. In a broad sense that is not sensed (palpable for the blind).

3. Learning Media

Educational media (teaching media) is something entirely different in nature from teaching aids and visual aids. Sometimes people mention all the tools Education is media, but it is not. Learning tools and props require the existence of the teacher. Learning tools and visual aids help teachers in teaching. The teacher teaches the subject matter assisted (so that students can better understand the lesson) by teaching aids and visual aids. By the media, on the other hand, teachers can be "assisted replaced" existence. In other words, the teacher may not be in the classroom, replaced by the media.

D. Management Process of Educational Facilities and Infrastructure

In general, the process of management of education infrastructure management activities, includes planning, procurement, distribution, use, inventory, and supervision and maintenance, as well as abolition (Barnawai, 2012). Processes This is important to do so that the procurement of infrastructure is right on target and effective in use.

1. Planning for educational facilities and infrastructure

Planning is a set of decisions taken in Determine the activities to be carried out in the future. Matter This indicates that planning in facility management activities and Infrastructure is a series of various decisions taken with Fill in the activities or procedures to be carried out in management facilities and infrastructure. In connection with this plan, Jones is in Sulistyorini explained that the planning of equipment procurement education in schools must begin with an analysis of the type of experience education programmed by schools (Sulistyorini. 2009).

2. Planning for educational facilities and infrastructure

Procurement of educational facilities and infrastructure is an effort which is carried out in meeting the needs for the process in the process education at school with reference to what has been planned previously. There are several ways taken to get equipment needed at school. Meanwhile, according to Bafadal System procurement of facilities and infrastructure in schools, various ways can be done among others:

- a. Dropping from the government This is the assistance provided government to school. This assistance is limited so that management of educational facilities and infrastructure at school still must be trying in another way.
 - b. Hold school facilities and infrastructure by buying both directly or through ordering first.
 - c. Ask for donations from student guardians or submit a assistance proposal procurement of school facilities and infrastructure to social institutions not binding.
 - d. Hold equipment by renting or borrowing to the place other.
 - e. Conduct school supplies by exchanging items Dimiiki with other items needed by the school. Choosing educational facilities and infrastructure is not in the form of a recipe complete with instructions, then educators accept the recipe like that only, learning facilities should be planned, selected and held thoroughly according to needs so that the use runs naturally. For that educator should adjust to learning facilities with The factors faced, namely the purpose of what the media wants to achieve what is available, which educators will use it and participants Which educator is faced. Another factor that should be considered In research in learning facilities is conformity with space and time.
3. Distribution School supplies (facilities and infrastructure) that have been held can be distributed. Distribution or distribution of equipment is an activity to transfer goods and responsibilities from a person the person in charge of storage to the units or people need that item. In that frame, there are three steps that should be pursued by the person in charge of storage or distribution, namely: (1) the preparation of the allocation of goods; (2) delivery of goods; (3) delivery of goods.
 4. Inventory of educational facilities and infrastructure Inventory is an activity in managing facilities and infrastructure education. Inventory can be interpreted as recording and preparation State-owned goods are systematically, orderly, and regularly based on applicable provisions or guidelines. Activity This inventory or recording of facilities and infrastructure is a process sustainable. By conducting an inventory of facilities and infrastructure education, can be known the amount, type of goods, quality, year of manufacture, Brand, price size and so on.
 5. Use of educational facilities and infrastructure
 Use can be said as an activity to use facilities and educational infrastructure to support the educational process in order to achieve educational goals. There are two principles that must be considered in use Educational equipment, namely the effectiveness of effectiveness and efficiency. Principle Effectiveness means that all use of educational equipment in schools must intended solely in facilitating the achievement of educational goals Schools, both directly and indirectly. While principles Efficiency means the use of all educational equipment in an economical manner and be careful so that all the existing equipment is not easily damaged or is lost.
 The principal's responsibility is to use facilities and infrastructure in schools. However, the principal can delegate His job is to be the Deputy Principal. Deputy Principal Handling facilities and infrastructure is often referred to as Wakasek Field Facilities and infrastructure. If the school on disc, is not possible to appoint the Deputy Principal should be to the school to appoint officers certain that can deal with the problem.
 6. Supervision and maintenance of educational facilities and infrastructure
 Supervision and maintenance of school facilities and infrastructure is activities that must be carried out to maintain or maintain and utilize school facilities and infrastructure for the success of the process learning in school and so that the equipment needed by School personnel are ready to use.
 7. Elimination of educational facilities and infrastructure

The elimination of facilities and infrastructure is an exemption activity facilities and infrastructure of the applicable accountability for reasons which can be accounted for. More operational deletion Facilities and infrastructure are the processes of activities that aim to issue/ eliminate facilities and infrastructure from the inventory list, because these facilities and infrastructure are considered to be non -functional as expected, especially for the purposes of implementation learning in school. Elimination of facilities and infrastructure is carried out based on the applicable laws and regulations.

CONCLUSION

Management of educational facilities and infrastructure is a process of cooperation utilization of all educational facilities and infrastructure owned by the school In the context of achieving the goals that have been established effectively and efficiently. Management of facilities and infrastructure is critical to do, because the management of good facilities and infrastructure will be very supportive for The success of the teaching and learning process in school.

The purpose of managing facilities and infrastructure in the world of education is to provide professional services related to facilities and infrastructure education so that the learning process can take place effectively and efficiently. This means education can be classified into three types, namely based on it Whether or not, based on the movement and the relationship with the learning process. In general, the management process of education infrastructure management activities includes planning, procurement, distribution, use, inventory, supervision and maintenance, and removal.

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