

**Management Of Educational Facilites and Infrastructure at SDN 10 KUNPAR**

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**Abstrak:** Berdasarkan fenomena yang ada disekitar kita terutama di SDN 10 Kunpar yang notabeneanya bertempat didaerah yang memang jauh dari pusat keramaian dan fasilitas-fasilitas umum yang memungkinkan untuk sekolah tersebut lebih baik dari sekolah lain sehingga bisa menjadi inspirasi atau percontohan dan menjadi sekolah idaman masyarakat di daerah setempat. Sementara masyarakat Sungai Tenang selalu mendambakan bahwa sekolah-sekolah yang berada didaerah tersebut bisa menjadikan sekolah yang memang menjadi bidikan untuk mendidik siswa dan siswinya lebih tenang, bersemangat dan tidak perlu mencari sekolah lain. Sementara jika dilihat dari kenyataan yang ada selama ini sekolah tersebut belum memenuhi persyaratan yang diidamkan masyarakat. Dengan kenyataan yang ada sehingga kepala sekolah berfikir bagaimana upaya meningkatkan sarana dan prasarana yang belum ada menjadi ada dan itu tentunya menjadi PR bersama, tidak akan bisa dilakukan oleh kepala sekolah ataupun guru yang ada disitu saja, termasuk pengelolaan sarana dan prasarana tersebut setelah semua ini dilaksanakan.

**Kata Kunci:** sarana, prasarana, pemeliharaan, pengadaan, pemanfaatan

**Abstract:** Based on the phenomena that are around us, especially at SDN 10 Kunpar which incidentally is located in an area that is indeed far from the center of the crowd and public facilities that make it possible for the school to be better than other schools so that it can be an inspiration or pilot and become a dream school for the local community. Meanwhile, the Sungai Tenang community has always longed for schools in the area to be able to make schools that are indeed their targets for educating students, to be calmer, more enthusiastic and do not need to look for other schools. Meanwhile, if seen from the reality so far, the school has not met the requirements desired by the community. With the fact that there is so that the principal thinks how to improve the facilities and Infrastructure that doesn't exist yet and is, of course, a common homework, it will not be able to be done by the principal or the teacher who is there alone, including how to manage the facilities and infrastructure after all that materialized.

**Keywords:** facilities, infrastructure, maintenance, procurement, utilization

## INTRODUCTION

Since the researcher graduated from the school in 1991 until now in 2020 approximately 29 years ago, there have not been so many significant changes in the facilities and infrastructure. However, under the leadership of the current principal, it seems that the changes have already begun so that researchers are interested in examining what is actually done by the school in providing and managing school facilities and infrastructure. The process of financing in the procurement of infrastructure facilities started from sitting together or in terms of having coffee together between the school principal, alumni and community leaders, so the idea was born to add school facilities and infrastructure. Then a comparative study was held to another school, namely an elementary school in the South Solok area, which is located far in remote areas but has very good facilities and infrastructure. Coming home from there, it can be concluded that good facilities and complete facilities and infrastructure cannot only be the responsibility of the school or the government, but cooperation between various parties.

These costs are allocated from the assistance of parents, alumni, community leaders and assistance from the government. Many things can be used as aspects to assess the excellence and quality of a school. Among these aspects are teaching and learning activities carried out in schools, the availability and completeness of facilities and infrastructure, professionalism of human resources, academic achievement, and quality of school management. The existence of empowerment of human resources in education can be from primary, secondary and tertiary education. In order to achieve expectations in the field of education, educational facilities and infrastructure have a very important role, namely for the smooth implementation of the teaching and learning process.

Educational facilities are equipment and supplies that are directly used in supporting the process of implementing education, such as books, libraries, laboratories, and so on. While educational infrastructure is a facility that indirectly supports the educational process, such as school buildings, playgrounds,

and other room locations/locations. Therefore, educational facilities and infrastructure are very important, so the management of educational facilities and infrastructure must also receive special attention to achieve better learning activities.

In its planning, all needs for school facilities and infrastructure have been planned at the beginning of the new school year which coincides with the preparation of the RAPBS in deliberation by the principal with teachers, school committees, and school guards. Distribution of infrastructure facilities is carried out in a direct and indirect way. Direct distribution for goods sent at once, goods that have been received and recorded are not stored in advance but are given directly to the head of the party in need. While the distribution of goods is not direct for goods that are not sent at once, after the goods have been sent, they are given to those in need, this distribution also applies if there are leftover goods stored. Maintenance of infrastructure for learning is the responsibility of teachers and students, the way is to keep the facilities clean and put them in the places that have been provided.

If in use there is something that is seriously damaged, the teacher can give a verbal report to the principal and be accompanied by a written report so that follow-up can be given. The second study, entitled Management of Facilities and Infrastructure at Cemara Dua State Elementary School, Surakarta City, was conducted by Eni Idayati in 2017. The research aims to explain the procurement, utilization, inventory, maintenance, and elimination of school facilities and infrastructure at the elementary school. From the results of his research, it can be concluded: Planning for the procurement of facilities and infrastructure is when entering the beginning of the new school year, which of course has been discussed beforehand by all relevant parties.

Furthermore, before the infrastructure is used, it must be inventoried first, then the item code is given according to the applicable numbering. Furthermore, school facilities and infrastructure are used to support learning in

the education process that runs smoothly and learning can be accounted for and can be used optimally. Furthermore, all parts of the school have a duty to care for and maintain existing facilities and infrastructure, and must instill a responsible spirit and a high sense of ownership, while the Elimination Process is by making some considerations about the condition of the item, if indeed it cannot be repaired because it is already heavily damaged.

From this phenomenon, it is clear that infrastructure is something that is very much needed and must be provided for the betterment of a school and this will improve the quality of education. School facilities are physical resources that become effective teaching and learning facilities. Included in the facilities here include study rooms, laboratories, libraries, prayer rooms, consumables, equipment, water, electricity, mobile, warehouses, sports fields, and latrines. The condition of facilities and infrastructure at SDN 10 Kunpar still needs attention, including study rooms, computer labor, library rooms, principals' rooms, UKS, prayer rooms, latrines, and parks.

Based on the research of Ayeni and Adelabu (2012), the authors hereby conclude that the availability of funds at the school needs to be considered, including seeking funding sources from community leaders, parents and alumni as well as from donors who are indeed people who care about educational progress. So that even though the state budget and funding are not sufficient for the procurement of facilities and infrastructure, with cooperation with various parties, all these problems can be resolved. In terms of elementary-level learning facilities, SDN 10 Kunpar is actually an institution that has fairly complete facilities and infrastructure, but all of them must be managed properly. The management carried out is basically given responsibility to one school member who will later be assisted by each person in charge of the room.

SDN 10 Kunpar, which is located in Kamang Baru District, is one of the schools that provides policies for the fulfillment of facilities and infrastructure to support the implementation of the learning process in

schools. This can be seen from the involvement and participation of parents, community leaders, alumni and school components involved in the procurement of school facilities and infrastructure. Manage educational facilities and infrastructure, regulate and maintain educational facilities and infrastructure, ensure that educational facilities and infrastructure make an optimal contribution and expect good activities in the educational process. The school will be a school that is the dream of every community to send their children there if the school has qualified educators and education personnel and has complete and adequate supporting facilities and infrastructure.

This study aims to describe how the school in managing facilities and infrastructure in terms of procurement, utilization and maintenance of facilities and infrastructure at SDN 10 Kunpar.

## **METHOD**

In this study, the author uses a qualitative method. Because this method emphasizes more on the meaning that is closely related to the values of the needs that we examine. Emphasis is placed on the process rather than on measuring, describing, interpreting, and giving meaning, it is not enough to just provide an explanation, and utilize several methods in research (Sutama, 2012: 61). The design of this research is ethnographic research.

The research was conducted at SDN 10 Kunpar. The research subjects included school principals, teachers, facilities and infrastructure managers, as well as students and some community leaders and alumni. Data collection techniques are by means of observations, interviews, and documentation. The validity of the data uses Credibility with source triangulation, technical triangulation, and time triangulation (Ismawati, 2011: 22).

## **RESULTS AND DISCUSSION**

The process of data analysis continues until it is saturated, namely data collection, data reduction, data presentation, and drawing conclusions. Based on the results of the

research conducted, the writer hereby can explain how the management of existing facilities and infrastructure at SDN 10 Kunpar is as follows:

### **1. Procurement of educational facilities and infrastructure**

Procurement of Educational Facilities and Infrastructure at SDN 10 Kunpar begins with preparing a plan for submitting a proposal for the procurement of educational facilities and infrastructure. The preparation of this proposal relates to the funds needed by the school and will be submitted to related parties including the Education and Culture Office of Sijunjung Regency.

When procuring school facilities and infrastructure, it is necessary to plan carefully to maintain good educational facilities and infrastructure at low prices, use them carefully, and ultimately reduce waste. In planning the procurement of school facilities and infrastructure, it is hoped that the government can provide facilities including more adequate facilities and infrastructure so that the teaching and learning process runs more effectively and efficiently. So that it is hoped that students can learn with pleasure and joy. The costs for the procurement of these facilities and infrastructure are allocated from the assistance of parents, alumni, community leaders and assistance from the government. As stated by Ayeni and Adelabu (2012) in their research, the authors conclude that financial availability is urgently needed in the context of procuring financial facilities and resources, which of course cannot only be obtained the management of existing facilities and infrastructure at SDN 10 Kunpar is as follows

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SDN 10 Kunpar is in the process of being repaired in various fields, especially at this time being actively repairing its facilities and infrastructure.

Starting from repairing the principal's room, repairing latrines, improving the environment, procuring facilities for each class and so on. In addition, the construction of a computer laboratory, prayer room and garden is also being held.

The learning system in the school cannot be separated from the completeness of the facilities at the school. If the facilities are complete, then learning will be very enjoyable for both teachers and students because students are automatically more comfortable and the

learning atmosphere will come alive, so that it will indirectly improve student learning achievement and improve the quality of education in schools. really needed and a priority.

### **3. Utilization of educational facilities and infrastructure**

Utilization of facilities and infrastructure is inseparable from the availability and completeness, so that if the educational facilities and infrastructure are adequate, the teaching and learning process will be much better because it has been supported by existing facilities. And the smooth teaching and learning process will be more accommodated if the existing facilities are utilized optimally according to their respective functions and needs. Both through learning media and with the system used by each teacher in their own way. If there are facilities that are not suitable for use, such as buildings with dull paint, leaky roofs, damaged tables and chairs, the implementation of learning will not be interesting and make teachers or students anxious and not calm and comfortable.

The method used in the management of educational facilities and infrastructure at SDN 10 Kunpar is to give an additional task to one of the teachers to manage and manage the facilities assisted by other components of the school community.

According to Orunaboka and Emeka (2012) in their research, the researchers concluded that the responsibility for school progress cannot be separated from the leadership of the principal itself including how to equip, utilize and maintain facilities and infrastructure so that it is hoped that if the principal has thought about how to advance the school. with adequate facilities so that the principal is obliged to remind, control, supervise all components of the school to utilize, maintain the existing facilities as well as possible so that they can be used for a long period of time and do not let unauthorized parties destroy the existing facilities.

If there are facilities and infrastructure that have been damaged or

are not suitable for use while they can be repaired, they must be repaired immediately, but if they can no longer be used, then a proposal for elimination must be submitted to the Education and Culture party in accordance with the established procedures.

### **4. Maintenance of educational facilities and infrastructure**

In the use and maintenance of school facilities and infrastructure, it is hoped that it is not only the responsibility of the principal, even though the person in charge of all activities is the principal, but in its implementation it must involve all parties. Because these facilities are state facilities and are the responsibility of all school residents. And maintenance of these facilities and infrastructure must be responsibility for school progress cannot be separated from the leadership of the principal itself including how to equip, utilize and maintain facilities and infrastructure so that it is hoped that if the principal has thought about how to advance the school. with adequate facilities so that the principal is obliged to remind, control, supervise all components of the school to utilize, maintain the existing facilities as well as possible so that they can be used for a long period of time and do not let unauthorized parties destroy the existing facilities.

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school residents. And maintenance of these facilities and infrastructure must be carried out regularly and continuously so that it is hoped that these facilities and infrastructure can last a long time and be more durable than if they are not maintained on an ongoing basis. So whenever we want to use the facility it is still in good condition and usable.

Any facilities in the school if they are taken care of together, the results will never disappoint, namely the goods will look good, durable and attractive and not too fast to replace so that it will save the school budget. In accordance with the criteria of the community's ideal school.

In the study, there were several obstacles faced, including that there were still students who did not care about the care and maintenance of the building, fingerprints, and other scribbles. According to Lunenburg (2010), the author concludes that there are several factors that cause building damage, including the old age of the building, such as at SDN 10 which has been established from 1991 to 2021, there are still buildings that have not been rehabilitated, besides the weather which is sometimes lacking. friendly can also cause damage to buildings. In addition, the work of a handyman who is not in accordance with the proper provisions will cause the infrastructure to become unstable. Therefore, the manufacture of facilities and infrastructure needs to be really controlled by the school and the community, so that it does not just become a perfunctory building project. If this has been done properly and automatically, maintenance will be carried out easily, whether in short, medium or long term care.

In accordance with the results of previous studies, the authors conclude that the research that has been carried out is in line with the research conducted at this time, starting from the planning stage which was carried out by deliberation and involving elements of the school, committee, parents, community leaders, alumni, donors and with care who cares

about the progress of this school. Likewise with the way of care carried out by all school residents, both teachers and students.

## **CONCLUSION AND RECOMMENDATION**

The educational facilities and infrastructure at SDN 10 Kunpar are partly held by making proposals, sitting together with school principals, community leaders, alumni, parents of students, school committees and donors who care about the progress of education and support from the local nagari government. So that the process of procuring facilities and infrastructure can run very smoothly according to what is needed by the school.

Utilization of educational facilities and infrastructure at SDN 10 Kunpar has been carried out well and has begun to be used for the implementation of teaching and learning activities. Utilization of facilities and infrastructure such as laboratories that have just been built, gardens that beautify the appearance of schools, prayer rooms that can be used as learning facilities for PAI subjects, UKS etc. Existing teachers have full responsibility for the utilization and maintenance of educational facilities and infrastructure that have been available to improve quality in education.

Classroom care and maintenance is assigned to each class with the homeroom teacher as the coordinator. For the maintenance of other school facilities and infrastructure, responsibility is given to each room coordinator. Maintenance is carried out regularly and continuously, with the aim that it can be utilized as much as possible with a long period of time.

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