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## **Analysis of Facilities and Infrastructure Management in Elementary Schools: A Case Study in the Agricultural Settlement of Duduksampeyan District**

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### **Abstract**

The government pays little attention to the facilities of primary schools in agricultural settlements, making the teaching and learning process difficult, which requires comfortable facilities and appropriate equipment. Descriptive qualitative research with case studies was conducted to evaluate the benefits and maintenance of elementary school facilities in agricultural settlements. Data were collected through field observations, interviews, and questionnaire documentation. Data analysis includes data reduction, data display, and conclusion. UPT SD Negeri 80 Gresik has successfully managed facilities such as storage racks, books, and teaching aids well. Infrastructure management has been implemented for effective planning, procurement, maintenance, and inventory. The cooperation of the school community in maintaining facilities is important to support learning activities.

**Keywords:** Basic School Infrastructure, Education, Facility Management.

## ***Analisis Manajemen Sarana dan Prasarana di SD: Studi Kasus di Pemukiman Pertanian Kecamatan Duduksampeyan***

### **Abstrak**

Pemerintah minim perhatian pada sarana sekolah dasar di pemukiman pertanian, menyulitkan proses belajar-mengajar yang memerlukan fasilitas yang nyaman dan peralatan sesuai. Penelitian kualitatif deskriptif dengan studi kasus dilakukan untuk mengevaluasi manfaat dan perawatan sarana sekolah dasar di pemukiman pertanian. Data dikumpulkan melalui observasi lapangan, wawancara, dan dokumentasi angket. Analisis data meliputi reduksi data, display data, dan kesimpulan. UPT SD Negeri 80 Gresik telah berhasil mengelola fasilitas seperti rak penyimpanan, buku, dan alat peraga dengan baik. Manajemen sarana prasarana telah diterapkan untuk perencanaan, pengadaan, pemeliharaan, dan inventarisasi yang efektif. Kerjasama warga sekolah dalam menjaga sarana prasarana penting untuk mendukung kegiatan pembelajaran.

**Kata kunci:** Sarana Prasarana Sekolah Dasar, Pendidikan, Manajemen Fasilitas.

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## INTRODUCTION

Schools should have facilities and infrastructure that support learning activities. The responsibility of a school principal includes managing school facilities and infrastructure as part of school management. Therefore, schools have an obligation to enhance the quality of education, including school infrastructure. Facilities and infrastructure are crucial supporting components alongside educators. One way to improve the quality of education is by providing adequate school facilities. Educational facilities can be classified into four categories: land, buildings, equipment, and school furniture (Mujibah & Aliyyah, 2021). Facilities are directly used in the learning process, such as teaching aids, chairs, desks, and whiteboards. Meanwhile, infrastructure provides the environment that supports the educational process. In the field of education, teachers alone are not sufficient; facilities and infrastructure are essential supporting elements. Education cannot function effectively without adequate facilities and infrastructure (Putri & Azizah, 2023).

Quoting from the book "Educational Management" etymologically, facilities are defined as direct media utilized in achieving objectives, whereas infrastructure refers to indirect media used to achieve goals (Suhelayati et al., 2020). Thus, facilities and infrastructure encompass all movable or immovable objects utilized to achieve common goals. The creation of coordinated facilities and infrastructure is essential for organizations, institutions, and businesses. The maintenance of educational facilities involves students in preserving the integrity of existing facilities, apart from the various fields of facilities and infrastructure available. Maintenance of educational facilities aims to prevent building damage and maintain the integrity of existing facilities (Sinta, 2019).

Facilities and infrastructure are all movable or immovable objects needed to support the implementation of the teaching and learning process, directly or indirectly. Facilities management involves managing the provision of all media and materials to carry out the stages of learning in schools (Iskandar et al., 2017). Proper management of facilities and infrastructure is crucial to facilitate teaching and learning activities. Effective management ensures a cleaner and higher-quality educational environment, making both teachers and students feel comfortable in school. Planning needs, procurement, storage, inventory, maintenance, and disposal of educational facilities and infrastructure are components of school facilities and infrastructure management activities.

In school facilities and infrastructure management, proper management activities should be well-managed. The management aims to provide professional services so that teaching and learning activities can proceed effectively and efficiently. Inadequate management may result in suboptimal learning activities. Educational facilities and infrastructure are primary resource components that support teaching and learning activities in schools. The success of educational programs in schools depends on the conditions of educational facilities and infrastructure, as well as their optimal management and utilization (Fuad & Matin, 2016). School facilities and infrastructure management functions as regulators, managers, and maintainers of facilities and infrastructure to be used effectively and wisely in school learning. School management activities include planning the necessary facilities, managing the procurement system of facilities and infrastructure, facility maintenance, managing facilities and infrastructure, and inventory removal at schools (Ellong, 2019). Managerial competencies are evident in the planning, arrangement, and coordination by leaders who can develop academic, non-academic, and student discipline abilities (Kona et al., 2023).

School facilities and infrastructure management encompass "planning, procurement, distribution, inventory, maintenance, storage, and reduction of facilities and infrastructure" to be improved effectively and efficiently (Fatmawati et al., 2019). Schools should at least have facilities and infrastructure such as: (1) school equipment such as chairs and desks, (2) school supplies such as markers, erasers, and whiteboards, (3) media including visual and written media, computers, and other technology media, (4) library books and other

learning resources, (5) spaces such as classrooms, cafeterias, teachers' offices, principals' offices, libraries, and health units. These are facilities and infrastructure that help support teaching and learning activities in schools. Facilities and infrastructure have standards that include: a) minimum criteria for facilities consisting of educational media, educational equipment and furniture, information and communication technology, books, and other necessary supplies for schools, b) minimum criteria for infrastructure consisting of land, spaces, buildings, and power and service installations required for each school level. Minimum infrastructure standards for each level in elementary schools include: (1) classrooms, (2) library rooms, (3) science laboratories, (4) leadership rooms, (5) teachers' rooms, (6) places of worship, (7) health rooms, (8) toilets, (9) warehouses, (10) circulation rooms, (11) playgrounds/sports venues" ([Ministry of Education and Culture, 2019](#)).

The importance of supporting educational facilities and infrastructure in the education process, as regulated by the Republic of Indonesia Law No. 20 of 2003 on the National Education System, states that "every formal and non-formal educational unit must have facilities and infrastructure that meet educational standards according to the potential of physical growth and development, intellectual, social, emotional, and the obligation of students" ([Undang-Undang, 2003](#)). There is also the Government Regulation of the Republic of Indonesia No. 19 of 2005 concerning National Education Standards Chapter VII Article 42 paragraphs 1 and 2: "Every educational unit must have facilities including: furniture, educational equipment, books and other learning resources, consumables and necessary equipment for supporting a regular and sustainable learning process. - Every educational unit includes: land, classrooms, leadership rooms, teachers' rooms, library rooms, laboratory rooms, canteens, sports venues and places of worship, playgrounds, recreational areas, and other necessary spaces to support a regular and sustainable learning process" ([Government Regulation of RI Number 19, 2005](#)). In article 25, it is stated that "facility and infrastructure standards are the minimum standards of facilities and infrastructure that must be available at educational units in implementing education, facilities as referred to in paragraph (1) are everything that can be used as tools and equipment to achieve learning objectives, infrastructure as referred to in paragraph (1) is the basic facilities needed, facility and infrastructure standards as referred to in paragraph (1) are determined based on the following principles: support their implementation, realize active, creative, collaborative, enjoyable, and effective learning, ensure safety, health, safety, friendliness to persons with disabilities, and environmental friendliness, facility and infrastructure as referred to in paragraphs (2) and (3) must be available at educational units and adjusted to the needs of each educational program, level, and type of education" ([Government Regulation of RI Number 57, 2021](#)). Stigma against children with special needs, who cannot participate in social environments due to their humanity. Inclusive primary education is expected to deepen the understanding of special needs students, thus creating new impetus for mutual tolerance ([Ayibah & Andari, 2022](#)).

Based on data from the Central Statistics Agency of Gresik Regency, the number of schools with classrooms and teaching spaces is distributed in 23 villages in the District. There are 16 Public/Private Elementary Schools, 97 classrooms, and 22 Islamic Elementary Schools. Among the 16 Public Elementary Schools, the researcher conducted research at UPT SD Negeri 80 Gresik. Education in Indonesia is still inadequate, especially in terms of facilities and infrastructure, and it can be said that it receives insufficient attention from the government, especially in rural areas. Comfortable and adequate facilities and places are essential for the teaching and learning process. Inadequate facilities and infrastructure will impact the decline in education. Seven of the 23 villages in Duduksampeyan District, including Gredek Village, are agricultural settlements. Villages and sub-districts without educational facilities in Duduksampeyan District can easily access the nearest elementary schools. However, rural areas still face inadequate facilities and infrastructure, affecting the quality of education and causing educational issues. Successful education is influenced by

the comfort created in school rooms and the surrounding environment. If the government pays attention to the existence of schools, education in Indonesia will achieve the desired development.

With this background, it helps the author understand the management of school facilities and infrastructure related to (1) analysis of needs and planning of school facilities and infrastructure, (2) procurement of school facilities and infrastructure, (3) maintenance of school facilities and infrastructure, (4) utilization of school facilities and infrastructure." Some activities were carried out by the researcher by using data collection and information management of facilities and infrastructure in one primary school institution through analysis to determine whether they are appropriate or not. Then the researcher wanted to analyze the management of facilities and infrastructure at UPT SD Negeri 80 Gresik, which is one of the elementary school units in Gredek Village, Dukuksampeyan District, Gresik Regency, East Java. To carry out its activities, UPT SD Negeri 80 Gresik is under the auspices of the Ministry of Education and Culture.

## **METHODS**

The following research utilizes a qualitative approach. The research method employed is a descriptive case study. The survey was conducted on June 6th, 2023. The location chosen for this study is UPT SD Negeri 80 Gresik, Gredek Village, Dukuksampeyan Subdistrict, Gresik Regency, East Java Province. Descriptive qualitative research refers to what the researcher does, where the research is conducted, who the subjects are, and how phenomena or events are deeply examined using data to seek solutions to research questions (Yuliani, 2020). This is done to collect information regarding the usage and maintenance of facilities and infrastructure in elementary schools. In qualitative research, researchers obtain descriptions of information and facts pertinent to the research object. This study involves various subjects to reinforce the research data. Subjects include school leaders/principals, educators, class guardians, and facilities staff at UPT SD Negeri 80 Gresik.

Descriptive qualitative research with a descriptive approach uses data collection techniques obtained from various sources such as interviews, observations, documentation, and questionnaires. In the first stage, the researcher examines the facilities and infrastructure of the elementary school targeted for the survey to assess the actual conditions and identify necessary needs aligned with the observation goals (Hasanah, 2017). Observational qualitative research is naturalistic, helping to discover and understand social phenomena, patterns, or specific behaviors. In this qualitative research subject, researchers can directly engage, and the gathered information is combined for analysis. The second stage involves conducting interviews with school principals, teachers, facilities staff, or students regarding the facilities and infrastructure at the school. Researchers use interview techniques to obtain additional data on social and cultural conditions to acquire primary data (Fadhilah, 2014). Primary data is data obtained directly from its main source, such as through surveys, experiments, and interviews. In the third stage, during the research process, it is crucial for researchers to document with the aim of having valid physical evidence. The documentation conducted by the researcher includes gathering primary data to support information obtained from class guardians, such as through questionnaire responses.

## **FINDINGS AND DISCUSSION**

Based on the research on infrastructure standards, the researcher obtained information from educators, representatives from the facilities and infrastructure department, and the headmaster at UPT SD Negeri 80 Gresik. The findings were gathered through observations, distribution of questionnaires, and brief interviews. From the observations, the researcher concluded that the facilities and infrastructure in the

classrooms are adequate for learning activities, as they include whiteboards, bookshelves, sufficient desks and chairs, LCD projectors, fans/AC, and student lockers for bags and water bottles. Furthermore, the school provides comprehensive facilities such as classrooms matching class sizes, a computer room, adequate and well-maintained toilets, a library, a prayer room, a canteen, a health unit (UKS) room, a student cooperative room, and a playground/sports area.

The interview results from the headmaster, class teachers, and representatives from the facilities and infrastructure department at UPT SD Negeri 80 Gresik revealed there are 6 classrooms matching class sizes, 1 library, 1 computer room, 1 principal's office, 1 teachers' room, 1 prayer room, 1 health unit (UKS) room, 4 toilets, 1 playground/sports area, 1 canteen, and 1 student cooperative room. However, there are still some deficiencies noted, such as the absence of a storage room for unused items and an assembly hall for parent meetings, necessitating the use of the prayer room/mosque for such events. According to the headmaster, this situation is not a major issue because most of the unused items are damaged and disposed of in the village's waste bank, and due to the school's limited number of students. Therefore, events can still be held in the prayer room/mosque.

This is based on the research results regarding the analysis of facilities and infrastructure standards utilizing questionnaires obtained from homeroom teachers at UPT SD Negeri 80 Gresik in agricultural settlements in Duduksampeyan District, with questions as follows:

#### 1) Adequate School Facilities

Based on the research findings, respondents' answers regarding adequate school facilities include spacious classrooms with ventilation/windows, sufficient number of rooms and toilets, as well as spacious prayer rooms/places of worship. All responses obtained from the informants were affirmative, indicating that these facilities are generally adequate and suitable for the size of each room. Regarding the question of whether having 10 to 25 students per class at UPT SD Negeri 80 Gresik is appropriate for class sizes and learning groups, all informants answered yes. The reason being that the school has regulations concerning the total number of students, which must correspond to classroom conditions and the number of seats available. Therefore, during admission years, the maximum number of students admitted was 30. The third question addressed whether UPT SD Negeri 80 Gresik had the necessary equipment for learning activities, such as desks (tables and chairs), whiteboards, sound systems, fans/AC, electricity, cabinets, LCD projectors, student lockers for bags/items. All informants responded affirmatively, as the observations from the study matched the responses obtained from the questionnaires. Moreover, the survey results indicated that UPT SD Negeri 80 Gresik provides sufficient learning resources, such as teaching aids, textbooks, computer rooms, knowledge books from the library, places of worship (mushollah), and play areas. The survey results also showed that UPT SD Negeri 80 Gresik has buildings and spaces essential for school community needs, including health units (UKS), library rooms, student cooperatives, cafeterias, and places of worship.

#### 2) Maintenance of Facilities

Maintenance of Facilities and Infrastructure Based on the questionnaire results regarding the maintenance of school facilities and infrastructure, and according to the responses from informants including teachers, the headmaster, and representatives from the school's facilities and infrastructure department, it can be concluded that these facilities need to be maintained and managed. This includes regular tasks such as repainting walls when they become worn out and renovating buildings if they are damaged. The entire school community pays close attention to the cleanliness of the rooms. The Standard Operating Procedure (SOP) for maintaining school facilities and infrastructure is a standardized operational procedure outlining steps or protocols for

the upkeep and maintenance of educational facilities. This document includes measures for planning, recording, and maintaining supportive facilities for educational continuity, such as buildings, equipment, and other facilities. The maintenance process involves routine upkeep, repairs, and rehabilitation to ensure these facilities remain in good condition and ready for use. It may involve various parties, both internal and external to the school. This SOP is crucial to ensure that the maintenance of elementary school facilities and infrastructure is conducted in a planned, measurable manner and complies with established standards. Below is the Standard Operating Procedure (SOP) for maintaining facilities and infrastructure at UPT SD Negeri 80 Gresik; please refer to [Table 1](#).

Table 1. Standard Operating Procedure (SOP) for Maintenance of Facilities and Infrastructure

<b>Standard Operating Procedure (SOP) for Facility Maintenance</b>		
<b>Legal Basis</b>	<b>Qualification of Implementers</b>	
1. UU No.20 tahun 2003 tentang Sistem Pendidikan Nasional.	1 Administering using a computer	
2. Peraturan Pemerintah No.19 Tahun 2005 tentang Standar Nasional Pendidikan.	2 Administering capable of administration	
3. Permendikbud No.24 Tahun 2007 tentang Standar Sarana dan Prasarana Untuk Sekolah Dasar dan Menengah		
4. Permendikbud No.69 tahun 2009 tentang Standar Biaya Operasional		
<b>Interconnection</b>		<b>Equipment/Supplies</b>
1. Organizational Units/Work Units within the Department of Education		Workspaces, desks, and chairs for employees, SIMDA application, Proof of purchase/procurement of goods
2. Regional Revenue and Asset Agency		Stationery and office supplies (ATK).
3. Organizational Units/Work Units within Elementary Schools		
<b>Warning</b>		<b>Recording and Data Collection</b>
Having adequate facilities and infrastructure that meet the needs will support the progress of the school.		Report on the condition of facilities and infrastructure

### 3) Utilization of School Facilities and Infrastructure

In the latest questionnaire results regarding the utilization of school facilities and infrastructure, respondents indicated that these resources are used effectively during teaching activities, both by homeroom teachers and subject teachers. The utilization often involves the use of audio and LCD equipment during English language lessons. However, due to the absence of LCDs in some lower grade classes, a schedule has been implemented to rotate their usage among classes. It can be concluded that the presence

of these facilities enhances the smoothness of learning activities. Through limited and brief interviews, the researcher aimed to gather broader information from the respondents on this topic. The findings revealed that teachers find the facilities adequate for their needs. They consistently utilize school facilities such as Wi-Fi, microphones, sound systems, and LCD projectors during teaching sessions. This utilization not only facilitates teaching but also enhances teachers' creativity, contributing to the improvement of teaching quality and creativity. For instance, Grade 1 uses the LCD on Tuesday during the first period and Thursday during the third period. Grade 2 utilizes the LCD on Tuesday after the break and Wednesday during the last period. Grade 3 uses the LCD on Monday during the first period, and so forth. Similarly, the use of sound systems coincides with the LCD schedule, with additional use on Friday mornings for joint physical exercise sessions.

Based on the results obtained by researchers on the aspects of educational facilities and infrastructure in primary schools located in agricultural settlements through observation and interviews, the aspects of educational facilities and infrastructure in primary schools encompass various facilities and equipment needed to support the stages of learning and teaching. The aspects of educational facilities and infrastructure in primary schools that need to be considered in agricultural settlements include: 1) furniture: adequate and comfortable furniture for teaching and learning, such as chairs, tables, and office equipment, 2) educational equipment: equipment necessary for teaching and learning, such as calculators, computer devices, and other equipment, 3) educational media: adequate educational media, such as books, learning resources, and other multimedia equipment, 4) school buildings: adequate and comfortable school buildings for teaching and learning, such as classrooms, laboratories, and reading rooms, 5) sports fields: adequate sports fields for teaching and learning, such as futsal fields, basketball courts, volleyball courts, 6) school facilities: such as roads, irrigation facilities to supply water to toilets, gardens, and other facilities needed to support the learning process.

The management of educational facilities and infrastructure at SD Negeri 80 Gresik is conducted by the school leadership through mutual agreement among teachers and representatives of the facilities and infrastructure department to facilitate the needs of providing textbooks for students. Another example of administration from the management of educational facilities and infrastructure involves purchasing new items, repairing damaged items using government budgets and contributions from committees, organizations, and foundations. Parent associations also assist in refurbishing damaged items. This demonstrates the information linkage in each part (Kustinah & Angionaldi, 2022). Types of work can influence participation in certain aspects due to their relationship with group creativity levels and individual mobility (Widyasari, 2022). According to (Yuliana & Afriansyah, 2019), there is a direct impact from managing educational facilities and infrastructure in the creation of an educational process to achieve good outcomes, which provides both direct and indirect impacts and provides good and optimal results that will be realized in the educational process. This management is done using integrated and coordinated resources to achieve the goals of the institution or organization.

Researchers' findings related to the management of facilities and infrastructure at SD Negeri 80 Gresik are governed using various methods, such as determining the quality of facilities and infrastructure, utilizing teaching materials for the long term, clear page numbers, images, written books, as well as their content, books that do not contain negative content. Ensuring its efficiency and effectiveness as much as possible, paying attention to the quality of each institution and infrastructure. One of the qualities that should be in a good situation is learning materials, if of good quality, so that students can benefit optimally from learning materials. This management, carried out by the school principal, supports and

is relevant to the results of previous research, namely by coordinating institutions and involving teachers and guardians (Awwaliah & Nugroho, 2023). The management is carried out by the school principal who has the authority to be a school principal, through orders or decisions that direct resources in achieving a goal (Ginanjari et al., 2023). The operation of these facilities and infrastructure is reflected in their roles to support the learning stages of students and teachers in the classroom. The steps that must be taken when the management of facilities and infrastructure can get the right use for teachers and students during the learning process, whose goals can get students' academic achievements.

Initial inventory of institutions and educational infrastructure are used in managing institutions and infrastructure by adding "product code, title, source of commodities / publishers (books)". Inventory is the first step in receiving goods that are carried out to manage and maintain real estate assets properly (Herawati et al., 2020). The comfort of students in the learning environment becomes a determinant of whether students will feel comfortable and comply with the rules. Students who feel uncomfortable in the learning atmosphere in the classroom will make a mess (Suharyat et al., 2023). Good coding of facilities and infrastructure supports more optimal learning. Elementary school students have characteristics of having fun, playing, curiosity, being easily influenced by their environment, and forming groups with their peers (Nisa & Nugroho, 2023). In maintaining educational facilities and infrastructure, this also includes routine maintenance such as replacing damaged ceilings, painting walls, maintaining school buildings, repairing fans, chairs and tables, LCDs, and computers. Periodic maintenance is part of the steps taken to reduce new purchases that require larger budgets. Well-maintained devices tend to last longer and do not need to be replaced in the short term. According to (Lubis & Haidir, 2019) the facilities and infrastructure support the implementation of teaching and learning activities smoothly, regularly, effectively and efficiently. Based on the data analysis of infrastructure and facilities standards at SD Negeri 80 Gresik, researchers asked three questions to classroom teachers. All teachers answered all items from these questions: 25 items in the first question, 3 in the second, and 3 in the third. Responses varied: some teachers noted missing tools like LCDs and sound systems, while others emphasized the importance of maintenance and proper use of school facilities. Overall, teachers collaborate to ensure adequate facilities and infrastructure management at the school.

The limitations of primary school facilities and infrastructure can affect the learning process that takes place. Facilities and infrastructure need to be improved in every school because it can support the learning process. Lack of facilities and infrastructure can be a barrier to the learning process of students (Eze et al., 2020). Therefore, there needs to be improvement in their availability so that learning activities are of higher quality and effective. Building damaged facilities and infrastructure requires more than just the funds from the school committee and the funds from superiors, additional costs must be issued through assistance and state donations (Buras, 2020). Educators must also have strategies to maximize learning facilities and infrastructure so that the goals can be achieved correctly (Penuel et al., 2020). The limitations of ideas in managing facilities and infrastructure management in primary schools can be limited by conducting an analysis of facilities and infrastructure management. By conducting an analysis of facilities and infrastructure management in schools, researchers can control the limitations of ideas in facilities and infrastructure management so that they can be controlled and ensure that the facilities and infrastructure available are in accordance with school needs.

## **CONCLUSION**

Based on the research findings, it can be concluded that primary schools in SD Negeri 80 Gresik, located in agricultural settlements, have adequate facilities and infrastructure. Planning for procurement of goods is conducted at the beginning of each school year through meetings to discuss plans for improving suboptimal facilities and infrastructure.



Procurement and distribution are well executed, with direct responsibility given to class teachers and subject teachers. The use of facilities and infrastructure aims to facilitate smooth teaching and learning processes. All facilities and infrastructure at SD Negeri 80 Gresik are well-maintained by responsible individuals. The implementation of facilities and infrastructure management has been sufficiently effective in planning, acquiring, maintaining, and inventorying school facilities and infrastructure. Various steps can be taken to continually improve school facilities and infrastructure: regular checks to identify needs for repair and meeting student requirements in the learning process, analyzing school facility needs, and optimizing budget allocation for infrastructure development. Collaboration among all stakeholders is crucial to ensure these improvement efforts proceed without obstacles. The school facilities in agricultural settlements have also advanced, such as replacing fans with air conditioning and equipping teacher rooms with TVs that can connect to laptops.

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