

## Management of Educational Infrastructure in Improving Human Resources Quality (Case Study at SMK Negeri 1 OKU)

Lukman<sup>1</sup>, Yasir Arafat<sup>2\*</sup>, Destiniar<sup>3</sup>,  
Universitas PGRI Palembang  
e-mail ; [lukmankomering@yahoo.co.id](mailto:lukmankomering@yahoo.co.id)

### Abstrack

This study aims to reveal more clearly about the management of educational facilities and infrastructure in improving the quality of human resources at SMK Negeri 1 OKU. This research is a qualitative research . This type of research is a case study research which means the real situation. The method used is descriptive analysis. Data were collected through observation, interview and documentation techniques. Based on the research results, it is concluded that the management of infrastructure facilities at SMK Negeri 1 OKU has been fulfilled by means of planning needs, procurement, inventory, maintenance and deletion.

**Keywords:** *Infrastructure Management, Quality of Human Resources*

### INTRODUCTION

Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards, which is subsequently carried out the second amendment to Government Regulation of the Republic of Indonesia Number 13 of 2015 states that the scope of national education standards includes content standards, process standards, graduate competency standards, facilities and infrastructure standards, management standards, financing standards, and education assessment standards. One of these standards is the standard of facilities and infrastructure which is further regulated in the Regulation of the Minister of National Education of the Republic of Indonesia Number 24 of 2007 concerning standard of facilities and infrastructure as a continuous effort to meet the standards of educational facilities and infrastructure for Elementary Schools / Madrasah Ibtidaiyah (SD / MI). ), Junior High School / Madrasah Tsanawiyah (SMP / MTs), and Senior High School / Madrasah Aliyah (SMA / MA). The ministerial regulation describes the minimum criteria for facilities and infrastructure owned by schools.

According to the Government Regulation of the Republic of Indonesia Number 13 of 2015, standard facilities and infrastructure are criteria regarding study rooms, places for sports, places of worship, libraries, laboratories, workshops, places to play, places for creation and recreation as well as other learning resources, which are needed to support the process. learning, including the use of information and communication technology.

Barnawi & M. Arifin[1], explain the meaning of educational facilities are all equipment, materials, and furniture that are directly used in the educational process in schools. In this regard, the notion of educational infrastructure is all basic equipment that indirectly supports the implementation of the learning process in schools.

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 so that every agency is competing to meet the standards of educational facilities and infrastructure in order to improve the quality of education, not only that the completeness of the infrastructure is one of the attractions for prospective students [1].

Infrastructure facilities if used and managed systematically, effectively and efficiently will have an impact on improving the quality of education both in quantity and quality [2]. Quality education will emerge if there are quality schools, one of which has complete facilities that support the teaching and learning process. Every education unit is required to have educational facilities and infrastructure. This educational infrastructure also plays a role in the teaching and learning process, although indirectly [3]. But unfortunately, educational

infrastructure in schools is not managed with sufficient knowledge so that it often there is an inaccuracy in management. The inaccuracy of the management of educational infrastructure regarding the method of procurement, the person in charge and management, maintenance and maintenance, and elimination. In fact, many managers do not understand the standard of infrastructure required. Several cases prove that many facilities are purchased but are not the top priority scale of an educational institution. The most tragic and frequent thing in our culture is being able to buy but not being able to care for it [1].

The 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. Siahaan and Zen[4], argue that the management of school infrastructure is carried out to ensure that all available facilities are well maintained and seek opportunities in a planned manner to add various facilities needed so that school programs can run as determined.

In managing facilities and infrastructure in schools, a process is needed as contained in the management function. These management functions consist of planning, organizing, implementing, monitoring, and evaluating. Syafaruddin[5] argues that the management function consists of planning, organizing, actuating, coordinating (coordinating), supervision (controlling).

Management of educational facilities and infrastructure according to , is a comprehensive activity starting from planning, procurement, use, maintenance, and elimination of various kinds of educational properties owned by an educational institution. Barnawi and Arifin [1] explain that the management of educational facilities and infrastructure can be interpreted as the whole process of procurement and utilization of components that directly or indirectly support the educational process to achieve educational goals effectively and efficiently.

The Directorate of Education Personnel of the Ministry of National Education in his book Management of School-Based School Education Facilities and Infrastructure, explains that the management of facilities and infrastructure is expected to assist schools in planning facility needs, managing facility procurement, managing facility maintenance, managing inventory activities and facilities. infrastructure, as well as managing school inventory removal activities. So that all facilities can be used optimally in the educational process, these facilities should be managed properly. Management activities include planning, procurement, supervision, storage, inventory, deletion and arrangement activities. Good management of facilities and infrastructure is expected to create pleasant conditions for both teachers and students to be at school.

Based on research conducted by Endang Puji Astuti[6]. at MAN 3 Madiun. The results of this study are that in the planning process, educational infrastructure at MAN 3 Madiun is carried out continuously and as needed, for short-term planning it is held once a year, for the medium term (4-5 years), and for the long term (10-15 years). years) or as needed. The process of using facilities and infrastructure is in accordance with the theory that has been put forward, with a clear scheduling for the use of facilities and infrastructure such as computer laboratories and so on, there is no clash in scheduling. The next process is the provision of educational infrastructure in improving the quality of human resources at MAN 3 Madiun by: (a) purchasing infrastructure; (b) own construction of infrastructure; (c) receipt of grants; (d) recycling; (e) repair or recondition. Maintenance of educational infrastructure at MAN 3 Madiun in improving the quality of education human resources is through routine maintenance or maintenance activities, periodic maintenance, emergency care and preventive care. The process of supervising infrastructure and facilities in improving the quality of human resources at MAN 3 Madiun is based on several stages: (a) establishing a standard of sarpras planning so that the supervision has a clear standard; (b) There is a report based on actual data without being exaggerated and reduced; (c) The main thing in supervision is the existence of clear standards and objectives for the implementation of the supervision; (d) Supervision is continuous in nature and builds, repairs and prevents damage and irregularities.

Likewise with research conducted by Sugeng[7] at MTs Negeri Sragen. This research, which is classified as a qualitative research, aims to describe the concept of infrastructure management in MTs Negeri Sragen and to analyze the constraints in order to find out the solution to these obstacles. The research result is that the implementation of infrastructure management at MTs Negeri Sragen is carried out by holding a planning meeting. facilities and infrastructure, which is then followed by organizing, procuring, and controlling.

Research conducted by Sri Herawati, et al [8] entitled "Management of the Use of Learning Facilities and Infrastructure". Based on the results of research on the management of the use of learning facilities and infrastructure at the 25 Betung Elementary School, Betung District, the researchers concluded that the management of learning facilities and infrastructure was carried out through planning, implementing and controlling facilities and infrastructure.

Based on the research results above, researchers are interested in carrying out research at SMK Negeri 1 OKU. Based on preliminary observations, the researcher found that the real condition of the existing infrastructure at SMK Negeri 1 OKU in the last three years has been very concerned about the facilities in order to fulfill and improve the quality of infrastructure which aims to meet the infrastructure in improving the quality of human resources at SMK Negeri 1 OKU. which refers to Permendikbud Number 40 of 2008 concerning Standards for Vocational High School / Madrasah Aliyah Vocational Schools (SMK / MAK) as the author has written above, as for the current real conditions of infrastructure in SMK Negeri 1 OKU which are contained in the regulation mentioned that a SMK / MAK at least has infrastructure that is grouped into general learning rooms, supporting rooms, and special learning spaces.

Based on the description above, it can be seen that the educational facilities and infrastructure at SMK Negeri 1 OKU are good enough, but based on the results of observations made by the author at SMK Negeri 1 OKU there are problems, namely (1) less optimal management of facilities and infrastructure (2) utilization of infrastructure not fully utilized by all parties who use, (3) the existing educational facilities and infrastructure are inadequate and do not meet the National Education Standards (SNP), this requires study and research to uncover these problems.

Based on the above problems, the authors are interested in studying and researching the management of infrastructure at SMK Negeri 1 OKU with the title "Management of Educational Facilities and Infrastructure in improving the quality of human resources (Case Study at SMK Negeri 1 OKU)", with the hope of knowing about the management of facilities and infrastructure. in improving the quality of human resources at SMK Negeri 1 OKU to then be a solution to problems that arise regarding the management of facilities and infrastructure in the world of education.

## **METHODS**

This research approach is qualitative which tends to describe a single variable, the formulation or focus of the problem, say it begins with a question about what aspects are experiencing the problem, then why the problem occurs in these aspects, and ends with questioning how the solution or the way out [9]. This type of research is a case study research which means "the real situation" [9].The method used is descriptive analysis. Descriptive research is research that is intended to investigate circumstances, conditions or other things mentioned, the results of which are presented in the form of a research report. The process carried out is collecting and compiling data, as well as analyzing and interpreting the data. [10] In essence, qualitative descriptive research is a method of examining the status of a group of humans, an object with the aim of making systematic, factual and accurate descriptive, depiction, or painting of the facts or phenomena being investigated.

The focus of this research is on the scope of management of educational infrastructure in improving the quality of human resources at SMK Negeri 1 OKU. The data sources in this study consisted of two types, namely primary data and secondary data. The data collection techniques used in this study were interviews, observation and documentation. [11] which is

meant by interview, namely the conversation is carried out by two parties, namely the interviewer (interviewer) who asks the question and the interviewee (interviewee) who provides answers to the question. [12] explains that observation is the observation or recording of the phenomenon of the thing being investigated. [13] explains that documentation is a method used to find data about something or variables in the form of notes, transcripts, books, magazines, agendas and so on. The data analysis techniques used in this study included data reduction, data presentation and conclusion drawing. In this study, checking the validity of the data used the triangulation method.

## RESULTS AND DISCUSSION

The planning of educational infrastructure at SMK Negeri 1 OKU has been carried out well, in preparing the infrastructure planning at SMK Negeri 1 OKU, the person in charge of the infrastructure first makes a draft, then it is discussed through a teacher council meeting attended by the principal and the school committee. Furthermore, the principal determines the needs for infrastructure according to the development of the school, sets a priority scale, then the needs are included in the RKAS. The goal is that the use of infrastructure can really support the achievement of learning objectives effectively and efficiently. Planning for educational infrastructure at SMK Negeri 1 OKU is carried out on a priority scale, but if there are educational infrastructure that is damaged or lost so it needs to be replaced and or if schools need . Planning for the needs of educational infrastructure at SMK Negeri 1 OKU is carried out at the beginning of the new academic year.

The provision of existing educational infrastructure at SMK Negeri 1 OKU is adjusted to the needs of teachers and students for the smooth learning process which is analyzed according to a priority scale, namely by prioritizing equipment that is very necessary or that is routinely used every day, such as paper, markers, ink and others. Sarpras representatives record the facilities needed, make a list of requests for facilities, and distribute goods submission forms to their respective departments. Funds for the procurement of educational facilities at SMK Negeri 1 OKU are obtained from 3 sources of funds, namely funds sourced from the Central Government, Regional Government and Society. From the local government in the form of BOS (School Operational Assistance) DAK (Special Budget Funds) from the Central Government in the form of PSG (Dual System Education) funds and funds from the APBN through DIPA while from the community in the form of grants etc. This can be seen because the role of schools in solving funding sources is very active and right on target.

The inventory conducted by SMK Negeri 1 OKU has been carried out and is running in accordance with the infrastructure management theory. For activities to record and compile existing infrastructure in an orderly, orderly and complete manner based on applicable regulations. Acceptance of learning facilities and infrastructure from the central government or the government of South Sumatra Province directly and well received by SMK Negeri 1 OKU. Schools carry out routine activities, namely recording existing learning facilities and infrastructure. In the event that the recording can be done in the goods inventory book, the goods inventory report made in each semester is recorded in writing. Schools make a special code, namely by coding the goods and attaching or writing on one part of the item which is classified as an inventory item. Storage of goods according to the level of need. The process of inventorying learning facilities and infrastructure has a special officer for recording code and numbering items.

SMK Negeri 1 OKU carries out the maintenance of facilities and infrastructure with different handling between the maintenance of school facilities and the maintenance of school infrastructure. Maintenance is carried out by routine and periodic maintenance, routine maintenance is carried out every day while periodic maintenance is carried out in accordance with the condition of school education infrastructure by always paying attention to and maintaining the educational infrastructure owned. Maintenance of the SMK Negeri 1 OKU building is carried out according to the condition of the building itself, such as painting and repairing damaged buildings. Meanwhile, in view of its nature, educational facilities can be carried out by means of checking, prevention, minor repairs and heavy repairs carried out by

the person in charge of facilities and infrastructure. Room maintenance is carried out by students in each class which is carried out every day according to their picket schedule. Meanwhile, the maintenance of the principal's room, administration room, yard and other rooms is carried out by the executive assistant which is divided into each room. Furthermore, for library maintenance, and maintenance of equipment and equipment is actually the responsibility of all who use it, but for clarity of responsibility it is left to each of these units. Maintenance activities are activities of managing existing items, so that these items are always in good condition and always ready to use when the school will use them in the learning process. The maintenance of the existing infrastructure at SMK Negeri 1 OKU is arranged in a work program plan prepared by the infrastructure team. Maintenance is carried out so that the items used are always in ready-to-use condition. Then for maintenance there are routine and some are done periodically, but all of that cannot be separated from the existing procedures.

The elimination of educational facilities and infrastructure at SMK Negeri 1 OKU was carried out in accordance with the condition of goods that were not used so that they did not fill the place. The process of eliminating facilities and infrastructure at SMK Negeri 1 OKU through a series of stages, namely the selection of goods, the sale of goods. The elimination activities at SMK Negeri 1 OKU were carried out because there was severe damage that could not be repaired, swelling of maintenance costs that were not worth the use, lost and other reasons that could be justified. Deletions are rarely done because the equipment and equipment owned by SMK Negeri 1 OKU can still be repaired and there are still many things that are still good or have not been aged. Abolition of infrastructure is carried out by making a write-off report, if the infrastructure comes from BOS funds and has not had enough maturity or has not expired, it will be saved first. The procedure for deletion of goods, namely compiling a list of goods to be deleted, adjusted containing the serial number, item code number, name of goods, brand / type, year of manufacture, unit price and condition of the goods (heavily damaged or old). Then the Principal proposed the removal to the Head of the South Sumatra Province Education Office attached with a list of items, then the Head of the South Sumatra Provincial Education Office forwarded the proposal to the head of the Education Office for the Equipment Section then made the formation of a removal committee by the Head of the Education Office after which the Committee examined the items to be deleted, the committee also makes an official report, then the Minister of National Education issues a Decree of Abolition on the condition that it is auctioned off or destroyed.

## **CONCLUSIONS**

Based on the results of research on the management of the use of learning facilities and infrastructure at SMK Negeri 1 OKU, it can be concluded that the management of learning facilities and infrastructure is carried out through planning, procurement, inventory, maintenance and deletion. The infrastructure management process carried out is already based on management theory but the obstacle is the lack of storage space because it requires funds for expansion and repair as well as the small school area.

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