
Implementation of National Standards of Educational Facilities and Infrastructure

Fitriyah Elyani

STAI Rakha Amutai, Indonesia

fitriahelyani@gmail.com

Keywords

Education
Facilities,
Standards,
Education
Standard.

Abstract

The implementation of the administration of equipment and supplies is already a routine job and people are faced with less significant difficulties, but to improve the work the experts suggest some guidelines for the implementation of the administration, the principal as an administrator should not be too busy himself directly with the affairs of the administration of equipment and supplies. teaching equipment, carrying out proper recording so that it is easy to do, administration of teaching equipment and equipment must always be reviewed from a service perspective to help facilitate the implementation of teaching programs The above conditions will be met if the administrator includes all teachers in planning the selection, distribution and use and supervision of teaching equipment and supplies.

INTRODUCTION

School is a system that has a purpose. In connection with efforts to realize these goals, problems can often arise. These problems can be grouped according to the administrative tasks that are the responsibility of the school administrator, so that they are the substance of the administrative duties of the principal as an administrator. Among them are tasks that are grouped into the substance of school supplies.

Efforts to improve the quality of education in schools need to be supported by the managerial ability of the Principal. Principals should strive to use resources, both press and material, effectively and efficiently to support the achievement of educational goals in schools optimally. School management will be effective and efficient if it is supported by professional human resources to operate the school, a curriculum that is in accordance with the level of development and characteristics of students, the ability and commitment

(responsibility for tasks) of reliable education personnel and all of them are supported by adequate infrastructure to support learning activities, sufficient funds for staff salaries in accordance with their functions, as well as high community participation. If any of the things above are not as expected or do not function properly, then the effectiveness and efficiency of school management is less than optimal.

Thus there must be a balance between the components above. To achieve this balance, it is necessary for managers who understand and understand the principles in managing school infrastructure to achieve certain educational goals (Ary H. Gunawan, 1996).

Minimum educational facilities and infrastructure are standard or the same as in urban areas, (Rahmatullah, AS, et al., 2022) especially until they are able to meet internet access, (Syahrani, S. 2021) so universities should be able to manage and set standards for their institutional facilities and infrastructure according to national standards, (Syahrani, S. 2022) so that facilities and infrastructure are not an excuse to hinder the speed of digital adaptation of schools (Syahrani, S. 2022) and learning in schools will be more weighty because all learning media can be shown through browsing on the internet, (Shaleha, Radhia , and Auladina Salihah, 2021) the development of education becomes more focused, (Syahrani, S. 2018) especially in the Koran there are many verses that speak of the importance of management and actions like this are a strategy that is responsive to the current conditions that occur in the world of education, (Chollisni, A., et al., 2022) transfer of knowledge can go hand in hand with character building and accompanied by appropriate facilities support, (Syahrani et al, 2020) because nowadays facilities and infrastructure, especially internet access seem to be the number one need (Syahrani, 2018) so for campuses that have unlimited internet access with normal signals, even with extraordinary speeds, many people have the opportunity to glance at them, (Syahrani, 2017) it is hoped that the course of higher education will be more ideal according to dreams, (Syahrani, 2017) although the development of facilities and infrastructure including internet facilities is still being carried out (Syahrani, 2017).

METHODS

The method used in this research is using a qualitative method. This method is more focused on in-depth observations based on facts without being made up. So that this research produces results that are in accordance with the existing facts. This method also makes it easier for researchers to dig deeper information about the topic of the problem being studied.

RESULTS AND DISCUSSIONS

Definition of Infrastructure

There are five factors that must be discouraged in the teaching and learning process, namely; teacher, student, goal, material and time. The absence of one of these factors alone, it is impossible for the teaching and learning process to occur. With these five factors the teaching and learning process even though sometimes with minimal results. These results can be improved if there are supporting facilities, namely educational facilities/facilities.

Educational facilities are a means of supporting the teaching and learning process. According to the drafting team of educational media bookkeeping guidelines for the Ministry of Education and Culture, what is meant by: "Educational facilities are all facilities needed in the teaching and learning process, both movable and immovable so that the achievement of educational goals can run smoothly, regularly, effectively and efficiently. Syahril (2005) argues that "facilities are elements that directly support or are used in the implementation of an activity, in the implementation of the teaching and learning process these elements can be in the form of tables, chairs, chalk, blackboards, props, and so on". What is meant by educational facilities are all facilities that directly and support the educational process, especially the teaching and learning process, both movable and immovable so that the achievement of educational goals is effective and efficient (Bafadal, 2003). While the etymological understanding of facilities and infrastructure is a tool which is not directly to reach the goal. In education, for example: location / place, school buildings, sports fields, money, and so on. Meanwhile, facilities such as direct tools to achieve educational goals, for example; rooms, books, libraries, laboratories, and so on. According to Ibrahim Bafadal (2004) that educational infrastructure is all basic equipment that indirectly supports the implementation of the educational process in schools.

According to Syahril (2005) "infrastructure is goods or objects that can indirectly function as a support in the implementation of activities, in the implementation of education these elements can be in the form of school gardens, buildings, rooms, school yards, toilets, cafeterias, and so on". So it can be concluded that what is meant by educational infrastructure are facilities that indirectly support the teaching and learning process, such as; courtyards, school gardens, roads leading to school, but are used directly for teaching and learning processes, such as school gardens for learning biology, these components are educational facilities (Bafadal, 2003).

Scope of Infrastructure Administration

In order for the objectives of equipment management to be achieved, there are several principles that need to be considered in managing equipment in schools, the principles in question are.

Principle of Achievement of Goals

Basically the management of school supplies is carried out with the intention that all school facilities are in a ready-to-use condition. Therefore, school equipment management can be said to be successful if the school facilities are always ready to use at any time, every school personnel will use them.

Efficiency Principle

With the principle of efficiency, all procurement activities for school facilities and infrastructure are carried out with planning so that they can obtain good quality facilities at relatively low prices. With the principle of efficiency means that the use of all school facilities should be done as well as possible, so as to reduce wastage, then school equipment should be equipped with technical instructions for its use and maintenance.

Administrative principles

In Indonesia, there are a number of laws and regulations relating to educational facilities and infrastructure, for example, regulations concerning the inventory and elimination of state-owned equipment. By administrative principles, it means that all behavior in managing educational equipment in schools should always pay attention to the laws, regulations, instructions, and guidelines that have been imposed by the government.

Principle of Clarity of Responsibility

Indonesia has many very large and advanced educational institutions. Because it is large, the facilities and infrastructure are so numerous that its management involves many people. When that happens, it is necessary to organize work on the management of educational equipment. In the organization, all the duties and responsibilities of all the people involved need to be clearly described.

Cohesiveness Principle

The principle of cohesiveness means that the management of educational equipment in schools should be realized in the form of a very compact school work process. Therefore, even though everyone involved in the management of the equipment has had their respective duties and responsibilities, they must always work together well (E. Mulyasa, 2004).

Infrastructure Management Processes

Before it was emphasized that the management of school infrastructure is a collaborative process of utilizing all school equipment effectively and efficiently. One thing that needs to be emphasized in the definition is that the management of school infrastructure is a process of utilization whose targets are educational equipment, such as school supplies, library equipment, teaching media, and other equipment. certain steps systematically.

Lately, there have been a lot of descriptions of the steps for managing school infrastructure as put forward by the theorists in the management of educational equipment. Stoops and Johnson (1967) have revealed that the steps for the management of educational

facilities and infrastructure include needs analysis, budget analysis, selection, determination of needs, purchasing, receipt, storage, distribution, use, inventory and maintenance. Meanwhile, other education management experts concluded that the management of educational facilities in schools includes analysis and preparation of needs, procurement, distribution, use and maintenance, inventory and elimination.

Activities such as analyzing and compiling needs, purchasing, receiving school supplies are basically carried out by the education equipment manager as planning for the procurement of equipment. Therefore, all of these activities can be categorized with the procurement of educational equipment. Once the school supplies held were received, then everything is stored for distribution to the units that will use it. While being used, all school equipment should always be maintained, so that the whole is in a ready-to-use state. Furthermore, periodically all school supplies are inventoried. If in the inventory it turns out that there are a number of equipment that are no longer suitable for use, it is necessary to delete them. In turn, all the results of the inventory and elimination will be used as an analysis of the needs for the procurement of school supplies in the future (Ihwal Chairul, 2001).

Responsibilities of the Principal and its Relation to the Management and Procedures of Facilities

School is a system that has a purpose. In relation to realizing this goal, a series of problems can arise. These problems can be grouped according to the administrative tasks that are the responsibility of school administrators, so that they are the substance of the principal's administrative duties as administrators. Among them are assignments that are grouped into the substance of school supplies.

One of the main tasks of the principal in the administration of infrastructure facilities is together with the staff to compile a list of their needs for these facilities and prepare an annual estimate for their provision. Then save and maintain and distribute to the teachers concerned, and take an inventory of these tools or facilities at the end of the school year.

Prepare annual forecast

Usually the principal makes a list of the tools needed in his school according to his needs with a standardized list of tools. As for the tools that have not been standardized, the principals together compile a list of the needs of each school.

Save and distribute

There are several administrative principles for storing school teaching equipment and supplies, namely: 1) All tools and equipment must be stored in places free from damaging factors such as heat, humidity, weathering, and insects. 2) Must be easy to work both to store and exit tools. 3) Easy to get when needed. 4) All storage must be

administered according to the condition that the old inventory must be used first. 5) Periodic inventory must be held. 6) The responsibilities for the proper implementation of each deposit must be defined in detail and clearly understood by all interested parties.

The distribution of these teaching equipment and supplies should be the responsibility of one of the designated staff members. Because the implementation of this responsibility is only administrative in nature, it is not appropriate if the principal or himself directly implements it. The most appropriate are administrative staff. This distribution policy should be emphasized on the principles of efficiency and flexibility, meaning that if it is needed it can be provided at any time (Team for developing a dictionary of the language development and development center, 1988).

1. Procurement and Distribution of School Facilities and Infrastructure
 2. The first activity in the management of educational infrastructure is the procurement of educational infrastructure. Procurement of educational equipment is usually carried out to meet needs in accordance with the development of education in a school to replace items that are damaged, lost, deleted, or other causes that can be accounted for so that they require replacement, and to maintain the level of inventory of goods every year and budget. future. Procurement of educational equipment should be planned carefully so that all procurement of school equipment is always in accordance with the needs of the school.
 3. School Supplies Planning Procedure
 4. Recently, many theorists have described the steps for planning educational equipment in schools, one of which is an educational administration theorist, namely Jame J. Jones (1969). Janes emphasized that planning for the procurement of educational equipment in schools begins with analyzing the type of educational experience provided at the school. Janes describes the steps for planning the procurement of school supplies as follows:
 - a. Analyzing the educational needs of a community and setting programs for the future as a basis for evaluating the existence of facilities and making a planning model for future equipment.
 - b. Conduct a survey of all school units to prepare a master plan for a certain period of time.
 - c. Choose the main needs based on the survey results.
 - d. Develop educational specifications for each separate project in the master plan effort.
 - e. Design each separate project according to educational specifications e. The proposed.
 - f. Develop and strengthen bids or contracts and execute according to the proposed job description.
 - g. Complete the building equipment and place it so that it is ready for use.
-

- h. Based on the description of the procurement planning procedure above, it can be emphasized that planning school supplies is not easy. Planning for educational equipment is not just an effort to seek inspiration, but also an effort to think about the equipment needed in the future and how to procure it systematically, in detail, and thoroughly based on information and realistic about the condition of the school.
- i. In order for these principles to be truly fulfilled, all parties involved or appointed as planning committees for the procurement of school supplies need to know and take into account the educational program, the equipment they already have, the available funds, and the market price.
- j. There are several essential characteristics of planning for the procurement of school supplies, which are as follows: a) It is a process of determining and thinking, b) The object of thought in planning school supplies is an effort to meet the educational infrastructure needed by the school, c) The purpose of planning school supplies is effectiveness and efficiency in the procurement of school supplies, d) School equipment planning should meet the following principles, e) It must be an intellectual process, f) Based on a needs analysis through a comprehensive study of the school community and its possible growth, as well as predictions of the school population, g) Must be realistic, in accordance with the reality of the budget, h) Visualization of the results of planning school supplies must be clear and detailed, in terms of quantity, type, brand, and price.

Procurement of School Supplies

The procurement of educational equipment is basically an effort to realize the plan for the procurement of equipment that has been prepared previously. Often schools receive assistance with educational infrastructure suggestions from the government, in this case the Ministry of National Education, the Provincial National Education Office, and the City/Regency National Education Office.

On the other hand, within the framework of improving the quality of school-based education (PMPBS), or within the framework of School-Based Management (SBM). The procurement of school equipment must be carried out by the school itself, either by using government aid funds or the school's own funds. This means that within the MPMBs or SBM framework, all forms of delivery of government equipment to schools must be changed from the form of granting funds into the form of block grant to schools, then the principal together with Gunu and if necessary, committee administrators plan and carry out their own procurement of the equipment needed effectively and efficiently.

Distribution of School Infrastructure

Distribution or distribution of equipment is an activity of moving goods and storage responsibilities to units or people who need the goods. In the process there are 3 things that

must be considered, namely the accuracy of the goods delivered, both in number and type; the accuracy of the delivery target, the accuracy of the condition of the goods being distributed. There are 3 steps taken by the part in charge of storage or distribution, namely: Preparation of the allocation of goods, delivery of goods and delivery of goods.

The goods that have been received are invested by the procurement committee, after the truth is checked based on the existing list, a cover letter is needed, it does not mean that all school personnel can use them freely. These items need to be further regulated to facilitate supervision and accountability. If the distribution is not regulated properly, the management of school supplies will have difficulty in making accountability reports.

In connection with the above matters, it is necessary to arrange distribution allocations. First, make an allocation for the distribution of goods that have been received by the school which can be distributed according to the needs of the goods in the parts of the school, by looking at the condition, quality, and quantity of existing goods. The clearer the allocation, the clearer the delegation of responsibility to the recipient. Thus the distribution will be easier to implement and control at any time. The ultimate goal of preparing the allocation in the end is to avoid waste that should not have occurred.

Based on the overall description of the distribution above, it can be emphasized that basically there are 2 distribution systems of goods that can be taken by school equipment managers, namely the direct system and the indirect system. By using a direct distribution system, it means that the goods that have been received and inventoried are directly distributed to the parts that need it without going through the storage process first. If you use an indirect distribution system, it means that the goods that have been received and have been inventoried are not directly distributed, but must first be stored in the warehouse regularly. This is usually used when the past items are still left.

To be said to run effectively, the distribution must meet several distribution principles. There are several distribution principles that need to be considered, namely: the principle of accuracy, the principle of speed, the principle of security, and the principle of economy.

However, if an indirect distribution system is used, the goods that need to be stored in the warehouse need to be monitored effectively. In order to facilitate its supervision, it is necessary to make a stock card that is affixed to the item to make it easier to identify and supervise (Suharsimi Arkunto, 2007).

Standard of Facilities and Infrastructure

Educational infrastructure as one of the supporting factors for the success of education, which refers to the standard of facilities and infrastructure developed by BSNP and stipulated by a Ministerial Regulation, is often an obstacle in the process of providing education in schools (Djamarah, et al 2000). The obstacles faced include the provision of inadequate or complete facilities. The problem of facilities and infrastructure is very important to be handled more seriously, because it is very influential in the smooth

teaching and learning process, because in addition to being more comfortable, it is also a learning medium with equipment that must be adjusted, including the provision of facilities that absolutely must be met, all of which must be in accordance with the needs and development of science and knowledge. Often the fulfillment of facilities and infrastructure is determined by the school together with the school committee based on the wishes and needs of each school alone, (Margono: 2005).

For some schools that have fulfilled their facilities and infrastructure will improve them to be even better, this is natural as an effort to improve the quality of the teaching and learning process which aims to improve the quality of education itself. The problem that often arises is the uncontrolled plan programmed by the school in the hope of fulfilling the wishes to the maximum which is often less effective because it cannot directly be used to meet the needs of students in the school concerned, this can happen because there is no standardization required to (Azhari, Akyas, 2004). However, improving the quality of schools is not an easy thing, especially if the allocation of the education budget in a region has not yet been possible to achieve the ideal figure. For this reason, various policy alternatives that are effective and efficient are effective, such as improving facilities/infrastructure in a participatory manner that also includes local wisdom (eg School Surgery Program); increasing the integrated supervision of education stakeholders and local government in relation to education policies.

From the results of research conducted by Sadiman, Arief S., et al (2007), it shows that there is a significant positive effect between the completeness of infrastructure on teacher performance and student satisfaction, while the contribution of completeness of infrastructure is 6.76%, so there is a positive influence. which is simultaneously significant between the completeness of infrastructure, teacher performance, and learning methods on student satisfaction (Syahril, 2005).

CONCLUSION

The implementation of the administration of equipment and supplies is already a routine job and people are faced with less significant difficulties, but to improve the work the experts suggest some guidelines for the implementation of the administration, the principal as an administrator should not be too busy himself directly with the affairs of the administration of equipment and supplies. teaching equipment, carrying out proper recording so that it is easy to do, administration of teaching equipment and equipment must always be reviewed from a service perspective to help facilitate the implementation of teaching programs The above conditions will be met if the administrator includes all teachers in planning the selection, distribution and use and supervision of teaching equipment and supplies.

REFERENCES

- Ary H. gunawan, (1996), *Administrasi Sekolah (Administrasi Pendidikan Mikro)*, Jakarta PT Rineka Cipta.
- Bafadal. Ibrahim, (2003), *Seri Manajemen Peningkatan Mutu Berbasis Sekolah, Manajemen Perlengkapan Sekolah Teori dan Aplikasi*, Jakarta : PT Bumi Aksara.
- Chollisni, A., Syahrani, S., Dewi, S., Utama, A. S., & Anas, M. (2022). The concept of creative economy development-strengthening post covid-19 pandemic in Indonesia: Strategy and public policy management study. *Linguistics and Culture Review*, 6, 413-426.
- E. Mulyasa, (2004), *Manajemen Berbasis Sekolah*, Bandung : PT Remaja Rodakarya.
- Ihwal Chairul. 2001. *Manajemen Pendidikan, Problematika dan Tantangannya*. Bandung : PT Remaja Rosdakrya.
- Rahmatullah, A. S., Mulyasa, E., Syahrani, S., Pongpalilu, F., & Putri, R. E. (2022). Digital era 4.0: The contribution to education and student psychology. *Linguistics and Culture Review*, 6, 89-107.
- Shaleha, Radhia, and Auladina Shalihah. "Analisis Kesiapan Siswa Filial Dambung Raya Dalam Mengikuti Analisis Nasional Berbasis Komputer Di Sman 1 Bintang Ara Kabupaten Tabalong." *Joel: Journal of Educational and Language Research* 1, no. 3 (2021): 221-234.
- Suharsimi. Arkunto, (1993), *Organisasi dan Administrasi Pendidikan Teknologi dan Kejuruan*. Jakarta : PT Grafindo Persada.
- Syahrani dkk, *Guru Masa Kini*, Amuntai: STIQ Amuntai Press, 2020.
- Syahrani, *Efulgensi Kemandirian Desa*, Bandung: Jatidiri, 2017.
- Syahrani, *Evidensi Dalam Administrasi dan Manajemen Pendidikan*, Ponorogo: Myria Publisher, 2018.
- Syahrani, *Humanisasi Dalam Administrasi dan Manajemen Pendidikan*, Yogyakarta: Global Press, 2017.
- Syahrani, *Idealisme Manajemen Pendidikan*, Bandung: Asrifa, 2017.
- Syahrani, S. (2018). Manajemen Kelas yang Humanis. *Al-risalah*, 14(1), 57-74.
- Syahrani, S. (2021). Anwaha's Education Digitalization Mission. *Indonesian Journal of Education (INJOE)*, 1(1), 26-35.
- Syahrani, S. (2022). Kesiapan Santri Dalam Mengikuti Analisis Nasional PKPPS Anwarul Hasaniyyah (Anwaha) Kabupaten Tabalong. *Adiba: Journal of Education*, 2(1), 23-31.
- Syahrani, S. (2022). Peran Wali Kelas Dalam Pembinaan Disiplin Belajar di Pondok Pesantren Anwarul Hasaniyyah (Anwaha) Kabupaten Tabalong. *AlQalam: Jurnal Ilmiah Keagamaan dan Kemasyarakatan*, 16(1), 50-59.
- Syahril. (2005), *Manajemen Sarana dan Prasarana*, Padang : UNP PRESS Undang-Undang Sistem Pendidikan Nasional No. 02 tahun 1989.
- Tim penyusun kamus pusat pembinaan dan pengenban gan bahasa, (1988), *Kamus Besar Bahasa Indonesia*, Jakarta : Balai Pustaka.
-