

Educational Facilities Management in Increasing the Quality of Learning at SMK Negeri 1 Mesjid Raya, Indonesia

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Abstract. This research aims to know the management of educational facilities at SMK Negeri 1 Mesjid Raya. The type of research is a qualitative approach; data collection techniques used observation, interviews and documentation. Participants in this study were: school principals, deputy heads of facilities, deputy heads of curricula and teachers in charge of majors.

The sampling technique used purposive sampling. Management of educational facilities at SMK Negeri 1 Mesjid Raya made various efforts using: 1) planning is carried out at the beginning of each year by holding an internal meeting with the development team; 2) procurement which is fully regulated by the school principal and asking competent parties to analyze it; 3) Storage using an empty building to maintain the quality of educational facilities; 4) Inventory which is only carried out in general notebooks without coding each item; 5) Elimination by looking at educational facilities that are no longer functioning so that there is no waste of budget to repair them; 6) The responsibility for arranging educational facilities is fully assigned to the teachers in charge of each department; 7) The suitability of teachers who teach does not meet the standards of Permendiknas No. 16 of 2007 because there are still teachers who teach not based on their major, so this dramatically affects the quality of learning; 8) Equipment for educational facilities still needs to be increased because the number of educational suggestions is inversely proportional to the number of students available. So the need for existing equipment will impact the quality of learning at SMK Negeri 1 Mesjid Raya.

Keywords: model exploration; school management; education quality.

INTRODUCTION

Education is an essential thing in life. Every human being needs education, both formal and non-formal. Education is a supporting factor in overcoming all life problems within the family, community, nation and state. Students' success in education is influenced by several factors, including curriculum, learning methods, educators and educational staff and adequate facilities [1].

Author [2] explained that educational facilities and infrastructure are essential resources in supporting schools' learning process. The success of academic programs in schools is strongly influenced by the condition of educational facilities and infrastructure owned by schools and by optimising their management and utilisation.

According to [3], facilities and infrastructure are the needs of infrastructure related to the type and specifications, quantity, time, place, price, and sources that can be accounted for. The au-

thor [4] explains that the management of educational facilities at the school is a process of utilising all the facilities and infrastructure owned by the school.

Several studies related to the management of educational facilities in improving the quality of learning have been carried out by [5], explaining that the management of facilities and infrastructure must be utilised optimally in improving the quality of education. The author [6] illustrated that the management of infrastructure includes: planning, procurement, inventory, storage, arrangement, use, maintenance, and deletion. Similar research was also carried out by [7], who argued that managing facilities and infrastructure at Vocational High School Negeri 1 Sintang includes planning for facilities and infrastructure. Several previous studies have only examined in general terms related to educational facilities and infrastructure.

Mesjid Raya State Vocational School (Mesjid Raya) is one of the state schools located in Neuheun Village, Mesjid Raya District, Aceh Besar District.

Mesjid Raya is one of the schools that can be said to be complete in the field of facilities it has. However, researchers still see several issues that must be explored. This article aims to determine the directions of educational facilities at Mesjid Raya: planning, procurement, storage, inventory, deletion, arrangement and supervision.

METHOD

This research uses a qualitative approach [8]. Data collection techniques used in this research are observation, interviews and documentation. The sampling technique is purposive sampling, where the researcher first determines the criteria for participants as subjects in the study. There are participants: the Head SMK, deputy head of curriculum, deputy head of educational facilities, and administrative and authoritative department teachers.

The study results are presented in detail, accompanied by several sentences directly from the respondent and some information from interviews conducted in the field.

RESULTS AND DISCUSSION

Planning the need for educational facilities

An analysis of the needs for consumable educational facilities is carried out by holding a meeting of the entire teacher board, staff, and employees so that all members can convey ideas or suggestions and notify what facilities need to be purchased or procured (Observation, 25 July 2022). This is what was explained by the principal as follows:

"In planning, there are usually meetings. We accommodate ideas or proposals for procuring school equipment that will be submitted. Integrate the needs plan with available funds or school budget" (Interview with the school principal, 26 July 2022).

Planning for facilities and infrastructure is carried out at the beginning of the new school year. This statement parallels what was conveyed by the deputy head of facilities:

"So there is an internal meeting of the school development team to discuss the planning of this facility. We may only propose what is needed, so what program do we have, and then what needs do we need to complete" (Interview with the waka of facilities, 26 July 2022).

Based on the results obtained from the research, it can be understood that planning for educational facilities is carried out by compiling a program in advance, primarily related to the needs needed for educational facilities. So the first step is to hold a meeting attended by every element of the leadership so that it is easy to analyse every need regarding the educational facilities needed.

Therefore, every idea and proposal are accommodated together. The common ground is sought in seeing what needs should be prioritised.

In the opinion of the researchers, the steps taken by the school were appropriate. With discussing, it will undoubtedly be easier to see urgent needs related to educational facilities. Moreover, each aspect of leadership has different duties, principles and functions.

This concept is in line with what was stated by [9] that the first planning of educational facilities is carried out by analysing and evaluating what educational facilities are needed to support the learning process in and outside the classroom.

This, in general, is also in line with the theory put forward by [10], which essentially states that an analysis of educational facilities and infrastructure needs is carried out in the planning process. The study of educational facilities and infrastructure involves class teachers and subject teachers. Still, the role of class teacher in analysing needs has a greater responsibility than the subject teacher. The author [3] explains that the effectiveness of planning educational facilities in schools can be assessed or seen by how far the procurement can meet school needs in a certain period. The planning process can adequately meet educational facilities' needs so that the quality of learning can improve as expected.

Procurement of Educational Facilities

Procurement of educational facilities at Mesjid Raya is carried out to meet the needs of educational facilities so that teaching and learning activities can run well and support improving the quality of learning. The school principal can ap-

point officers to procure the required facilities in the procurement process. As the TU staff put it:

"Regarding the procurement, the school principal asks for help to buy a printer or computer equipment. Then we carry it out according to his directions. But if we buy everyday items such as paper or markers, we buy them later and report to the school principal" (Interview with TU, 27 July 2022).

Based on the results of observations, the facilities that have been procured are used according to the school's needs and put in place.

Concerning the procurement of educational facilities carried out on Mesjid Raya, the principal seeks to regulate after the necessary needs have been deepened and analysed. So, in this case, the principal will select a specific team of experts who look at the specifications of each item needed. As with the need for computers, before procurement is carried out, the principal will ask a team of experts to review related devices that can support the smooth running of learning activities in ICT.

The procurement steps by the Mesjid Raya school align with what was conveyed by [11] that procurement is all activities to provide all the goods/objects/services needed for carrying out tasks. This is supported by [12], which essentially states that the determination of educational facilities refers to a goal for holding these educational facilities - the main objective in the decision to meet the needs of the learning process in the classroom.

These findings are supported by the results of [13], which essentially state that in the case of procuring educational facilities, funds are used from the government and private parties that are directly related to educational institutions. The findings above are in line with the theory expressed by [14], which essentially reveals that sources of procurement of facilities and infrastructure can be through purchasing, self-manufacturing, receiving grants or loans from private parties, leasing, and loans from institutions related to schools. The results above are also in line with [10], which essentially reveals that the procurement of educational facilities and infrastructure is carried out in several ways, namely: purchasing, self-manufacturing, leasing, so, in this case, Mesjid Raya is procuring educational facilities so that the necessary needs can be

met so that teaching and learning activities run well and the quality of learning can be increased.

Storage of educational facilities

According to [15], storage is an activity carried out to accommodate the procurement results of state-owned banks (purchases, grants, gifts) in the containers/places provided. This is in line with what the principal said:

"In storing goods, we sort out first between new and damaged goods. We have a lot of empty buildings available that we can use for storage" (Interview with the school principal, 26 July 2022).

This statement is reinforced by the results of interviews with teachers in the textile department who stated that:

"For batik clothes, headscarves and others that students made from previously white cloth then became work. These will be stored in a certain place and displayed later at the exhibition" (Interview with Textile Teacher, 27 July 2022).

From the interview results, it can be concluded that facilities are stored in a separate warehouse between learning needs, clothing, electronic equipment, building materials, and between new items and damaged goods. It is carried out by teachers in charge of their respective departments, supervised by the Deputy Head of Facilities.

The process of storing educational facilities at Mesjid Raya is by making a selection first. The school, especially the waka means, is trying to examine damaged goods and new items. Sorting it out makes it easier for the school to store it according to the type of item. Storage of educational facilities is carried out in addition to maintaining the quality of existing educational facilities and part of utilising an empty building so that indirectly every existing facility within the scope of the school can be utilised.

From the description above, the researcher understands that the storage process in Mesjid Raya is carried out to maintain the quality of goods. However, if the goods are damaged, the storage is carried out so that each educational facility is clean because it has been placed in a particular storage location. According to the researcher, the repository of educational resources is always to maintain the quality and the security

of the educational facilities that have been purchased.

In line with the concept put forward by [16] that storage is carried out to avoid unorganised accumulation so that it can realise the security of every item used. The author [17] explains that the storage of educational facilities needs to pay close attention to the warehouse to be selected so that storage is carried out not only because of security but also because the quality of the owned facilities can be adequately maintained.

It can be understood that educational facilities at Mesjid Raya are stored in particular warehouses arranged according to each department. Likewise, student work is held to maintain the quality of the work so that when needed for a performance, the result is still intact, and its quality is maintained.

Registration

Inventory is an activity to record and compile a list of goods or educational facilities that regularly exist according to applicable regulations. The purpose of the inventory is to maintain and create an orderly administration of educational facilities owned by schools and to save school finances both in procuring and preserving school education facilities. As explained by the Deputy Facility:

"It is done by taking notes of all inventory items in the logbook" (Interview with Waka of facilities, 26 July 2022).

So, all inventory items at Mesjid Raya are not properly recorded because the book has been mixed with other general records.

The inventory carried out is limited to recording the existing items without coding them. No specific code is given to objects, so finding things to be purchased is challenging. It was searched for that the form of recording inventory items was recorded manually and registered in the inventory book.

According to the researcher, improving inventory at Mesjid Raya is necessary, especially in providing item codes. This is to the theory put forward by [10], which essentially states that inventory activities control educational facilities by recording facilities and infrastructure and making codes. Parallel to what was expressed by authors [14], the point is that after recording and

coding each educational facility held, the aim is for all school parties to easily recognise school equipment again, both in terms of ownership and up to the person in charge and supervision. According to [16], inventory is carried out to improve effective management and control of educational goods or facilities owned by schools. Therefore, inventory recording is essential to do.

Elimination of educational facilities

This deletion aims to prevent or at least limit losses/waste of costs for the purposes used. The results of interviews with the principal said that:

"Removal of learning facilities is carried out yearly by school management" (Interview with the school principal, 26 July 2022).

This information is in line with what was conveyed by the Deputy Head of Facilities:

"The write-off program has been running well so far. So for items that are damaged and can't be repaired in the inventory list, we delete or eliminate them" (Interview with Waka of facilities, 26 July 2022).

The author concludes that the removal of facilities at Mesjid Raya has been done well, but the method is still done manually. There needs to be special training or guidance for teachers in charge of this section.

According to the researcher, the deletion practice is conducted once a year. The deletion process is carried out directly by officers appointed by the deputy head of educational facilities.

This is in line with the theory of [14], which essentially states that the deletion procedure must pay attention to steps such as: forming a team, identifying the types of items to be deleted, recording the facilities and infrastructure to be removed, and approval from the school. In line with the concept put forward by [18], the consideration for deletion is due to the item's condition. So, the steps taken for omission are appropriate because if repairs are carried out, it will cost a considerable amount of money, and there will be a waste of money.

Arrangement of educational facilities

The arrangement of school equipment includes the collection of equipment in the principal's room, administrative room, teacher's room,

classroom, BP room, library room, etc. These spaces need to be arranged in such a way as to create a good impression on the education providers who are carried out and create feelings of pleasure and comfort for both the teachers who teach and the students who are learning. Physically, the facility must guarantee hygienic conditions; psychologically, it can generate interest in learning.

The results of the interview with the school principal stated that:

"Regarding the arrangement of the facilities, we give full authority to the teacher in charge of the department. It's up to the teacher to arrange how the study room looks neat, pleasing to the eye, safe and comfortable" (Interview with the school principal, 26 July 2022).

This is also in line with what was conveyed by the teacher in charge of the woodworking department, who said:

"Regarding the arrangement of facilities, it is left to the teachers in charge of their respective majors. How it is arranged is up to us. It is not regulated by the school principal or the waka of facilities, but at most only advised on how good it is" (Interview with Wood Workshop Teacher, 27 July 2022).

In this case, the authors conclude that for the arrangement of facilities at Mesjid Raya, it can be seen from the results of observations that all departments in the school are well organised and comfortable, including the principal's room, administration room, teacher's room, classroom, BP room, library room and others.

The researchers obtained information the teacher understands the atmosphere in the classroom so that students can learn comfortably. Therefore, the teacher gets freedom regarding implementing the class, while the leadership, such as the vice principal, only gives suggestions.

The teacher understands better what needs to be arranged to realise class comfort, especially during the learning process. Talking about the influence of the arrangement of educational facilities on the quality of learning, of course, has an indirect effect because students who spend time in class will feel more comfortable.

The concept is in line with what was stated by [3]. One implementation of the arrangement of educational facilities and infrastructure is the arrangement in the study room which is done as

attractively as possible so that the learning process is easier to carry out because the conditions are comfortable for each student. Parallel to what was conveyed by [17] that the arrangement of educational facilities is carried out in such a way as to create a good impression on the education providers that are carried out in schools and create feelings of pleasure and comfort for teachers who teach and students who study. The author [19] stated the purpose of the arrangement in addition to providing convenience for the user and can later add aesthetic value.

Appropriateness of teachers who teach

Success depends on quality human resources; they can use the available educational facilities well. The results of the interview with the school principal stated that:

"Teachers who teach are linear, meaning that they are by the field of study they are carrying out, except for general teachers. They teach general subjects, not majors. If the majors are taught by teachers in charge of the department in question" (Interview with the school principal, 26 July 2022).

In contrast to what was conveyed by the teacher in charge of fashion, he said:

"There are also teachers who teach in departments even though they are not linear or not in their department. But because they are considered capable and knowledgeable in the subject they teach, they are allowed to teach in that department" (Interview with Fashion Design Teacher, 27 July 2022).

From the results of interviews and observations, the authors conclude that the suitability of teachers in the field of study with academic backgrounds is assessed as needing to meet the standards. Some teachers still teach outside their majors because they can lead the intended department. This statutory constraint has implications for government recognition in the form of educator certification, which requires it to comply with applicable educational standards.

From the explanation above, obtaining good quality learning is inseparable from educators with mature human resources. Because with quality human resources, it is certainly easier to achieve the quality of education as expected. Mesjid Raya consistently looks at the capacity and development of the abilities to teach staff ac-

ording to their respective expertise, especially in the majors they will be responsible for.

The information that the researchers obtained from the principal explained that every teacher who teaches at Mesjid Raya is a teacher who has skills in a predetermined field. This step was taken so that the application of internal learning was easy to do so that students found it easy to accept any material being taught. The teacher is not burdened with the responsibility to have skills in general learning. The Regulation of the Minister of National Education Number 16 of 2007 states that every teacher must meet the academic qualification standards and competencies that apply nationally.

According to [20] that in the process of improving the quality of learning, the efforts made by educators must be able to choose, establish and develop methods or strategies to achieve the desired learning outcomes. The author [21] explains that educational institutions take responsibility for the quality of graduates, and the teacher's ability to provide learning is the primary basis.

Available equipment

In the education process, the quality of education is also supported by the facilities that are standard for schools or related educational institutions. Facilities significantly affect the ability of students to learn. The results of the interview with the Curriculum Deputy Head conveyed that:

"Regarding equipment availability, we still need to improve the number of equipment available" (Interview with Deputy Head of Curriculum, 26 July 2022).

The teacher in charge of the woodworking department also conveyed the same thing. He said:

"For the new majors, there are still many deficiencies in tools and equipment" (Interview with Wood Workshop Teachers, 27 July 2022)

The equipment in Mesjid Raya is still in the stage of revamping because many of the existing departments are newly established departments. Likewise, with the suitability of educational facilities, the quality of the currently owned is still standard. The school must try to improve inadequate educational facilities to obtain learning quality.

The information that the researchers obtained from the school principal explained that equipment availability in the school was still minimal. This can be seen when compared to the number of students available. The assistance that is often obtained from the government every year is the addition of buildings. Although based on the reality that there are additional educational facilities that must be implemented.

In addition, almost every major in Raya is a new department, so it still takes time to complete the required educational facilities. This situation will undoubtedly affect the quality of school learning.

The author [22] explains specific problems in the field of education, which are obstacles to improving the quality of learning, including the low level of educational facilities provided. Likewise, [] argues that the completeness of educational facilities is a basis that indirectly supports the implementation of the educational process in schools. Therefore, the equipment is a supporting unit for the performance of the learning and teaching process properly and optimally.

CONCLUSIONS

Based on the results of the research and interpretation of the results of the study above, the management of educational facilities is recognised as very important by the principle of Mesjid Raya in improving the quality of learning.

Management of educational facilities carried out is by applicable educational facility management process rules, namely;

1. Planning for educational facilities and holding internal meetings with the development team to understand what is needed.
2. Procurement of educational facilities. The school principal arranged to ask the competent party to analyse the needed materials.
3. The storage of educational facilities using an empty building; the staff seeks to sort out the items to be stored in advance.
4. Inventory of educational facilities recording is only carried out in the general book, not through a particular book.
5. The elimination of educational facilities is carried out by looking at facilities that are no longer functioning.

6. The arrangement is the teacher's responsibility in each department.
7. Appropriateness of teachers who teach in Raya does not meet the Permendiknas standards 16 of 2007 because many teachers still teach not based on their major.
8. The facilities available in the school still need to be improved.

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