

OPTIMIZATION OF FACILITIES AND INFRASTRUCTURE ADMINISTRATION IN IMPROVING THE EFFECTIVENESS OF THE LEARNING PROCESS IN SCHOOLS

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ABSTRACT

The management of physical educational facilities plays a strategic role in supporting the achievement of learning objectives in the educational unit environment. This study focuses on an in-depth review of the practice of facility and infrastructure administration in a school, as well as its implications for the quality and effectiveness of learning. This study uses a descriptive qualitative method with a case study design in a junior high school in Medan City. Data collection techniques include direct observation, in-depth interviews, and institutional document reviews. Research findings indicate that systematic and organized facility management has a positive impact on the quality of the learning process. However, several obstacles were also identified, including limited administrative personnel, suboptimal inventory data collection, and minimal allocation of funds. Based on these conditions, it is recommended to optimize digital-based administration and a competency improvement program for administrative staff to encourage efficiency and accountability in management.

Keywords: Administration, Facilities and Infrastructure, Learning, Educational Management, Effectiveness

I. Introduction

The components of educational facilities and infrastructure have an essential role in supporting the entire learning system, functioning as supporting instruments in the implementation of educational activities. Facilities include devices that are used directly in learning activities, such as teaching materials, stationery, technological devices, and interactive learning media. Meanwhile, infrastructure refers to physical infrastructure that includes school buildings, classrooms, laboratories, and library facilities (Ministry of National Education, 2008).

The management of educational facilities and infrastructure plays a key role in ensuring the creation of an optimal and efficient learning process. When the management system for educational facilities is carried out in a

structured and professional manner, a supportive and comfortable learning environment will be created, which in turn can spur students' enthusiasm for learning (Sagala, 2010). Conversely, irregularities in infrastructure governance will result in a decline in the quality of education delivery.

Based on Sutisna's view (2006), the administrative function related to educational facilities and infrastructure is not limited to the procurement process alone, but also includes the stages of strategic planning, distribution, periodic maintenance, to systematic asset disposal management. In this regard, this study is intended to comprehensively examine the implementation of facilities and infrastructure management in the school environment, as well as formulate policy recommendations to support the optimization of more

efficient and productive learning activities.

Theoretical Review

Management in the scope of education involves all aspects of available resources, including physical facilities and supporting infrastructure, to ensure the achievement of predetermined educational targets. Mulyasa (2013) stated that well-structured educational governance is able to integrate all elements of educational institutions to operate optimally, especially in providing support for the learning process.

Educational facilities and infrastructure have a crucial role in supporting the continuity of learning activities. The Ministry of National Education (2008) emphasized that the management of physical educational assets in a planned and professional manner can create a conducive, efficient learning climate, and increase the productivity of the learning process. In line with this, Sudjana (2005) emphasized that the success of learning is closely related to the readiness of the physical environment and adequate learning space conditions. The provision of appropriate and adequate educational facilities acts as a trigger for motivation and positive responses from students to learning activities.

The management of educational facilities must be understood as an integral part of the entire education system. As expressed by Syarif (2011), the success of educational operations is greatly influenced by the integration between elements, including the

management of physical and non-physical learning support. Efforts to improve quality are carried out through systematic stages, starting from planning needs, procurement processes, routine maintenance, to reviewing the effectiveness of its use. Sudjana (2011) stated that well-organized learning facility management has a strong correlation with the quality of the learning process and the achievement of student academic results.

II. Research Methodology

This research was conducted by applying a descriptive qualitative method through a case study model focused on SMK Taruna Maritim Dirgantara Medan. The location of the research was determined purposively based on the consideration that the institution has implemented autonomous management of educational facilities and equipment, although its implementation still faces various limitations in achieving maximum effectiveness.

1. **The research subjects** consisted of the principal, administrative staff of facilities and infrastructure, teachers, and students. Data collection techniques were carried out through:

- [1] **Observation**, to directly see the physical condition of facilities and infrastructure and their management.
- [2] **Semi-structured interviews**, to obtain data from the principal and administrative

staff related to the planning, procurement, maintenance, and reporting processes.

- [3] **Documentation**, to review administrative documents such as inventory of goods, damage reports, and plans for goods needs.

The data was analyzed using data reduction, data presentation, and conclusion drawing techniques (Miles & Huberman, 1994). Data validity was obtained through triangulation of sources and methods.

III. Results and Discussion

1. Planning of Facilities and Infrastructure

At the beginning of each school year, the school carries out a planning process for educational facilities and infrastructure needs through a meeting forum involving the School Management Team. This planning process refers to the results of reflection on the implementation of the previous year as well as input from the teacher discussion forum. However, the planning system used is still manual and has not been digitally integrated, so it has the potential to cause data repetition and allocation discrepancies. As expressed by one of the Vice Principals in 2024, "We did prepare a plan from the beginning of the year, but not all needs were accommodated in the Budget Implementation Document (DPA) due to limited BOS funds."

2. Procurement and Distribution

The procurement process for equipment is carried out in stages based on the level of urgency and budget availability. However, there are still weaknesses in the distribution mechanism, especially because an effective monitoring system has not been implemented. Some assets that have been distributed to various classrooms are not officially listed in the inventory recording document.

3. Maintenance and Disposal

School facility maintenance activities are carried out routinely, but have not been structured in the form of a systematic program. Minor damage repairs are usually handled directly by internal school personnel, while for severe damage, they await the allocation of funds from the School Operational Assistance (BOS) or support from the committee. On the other hand, the procedure for eliminating assets that are no longer suitable for use has not been implemented optimally due to the absence of standard operating procedures.

4. Utilization of Information Technology

"The implementation of a digital system in asset administration management is not evenly distributed across all educational units. This is in contrast to the view of Arikunto (2012) who emphasized that the integration of information technology in administrative governance can

strengthen operational efficiency while increasing transparency of accountability."

5. Impact on Learning Effectiveness

The availability of adequate educational facilities has a significant contribution in supporting the effectiveness of learning activities, especially in subjects that emphasize practical elements such as Natural Sciences and Information and Communication Technology. Students' enthusiasm in participating in learning increases when supporting devices such as LCD projectors, laboratories, and school libraries are utilized optimally. "When science lessons take place in the laboratory, my understanding is much easier because I can practice directly," (results of interviews with grade VIII students, 2024). However, project-based learning still faces challenges, including limited computer equipment and minimal availability of necessary practical tools.

IV. Conclusion

Optimal management of facilities and infrastructure has a strategic role in supporting the quality of the learning process. Research findings indicate that the planning, inventory, and maintenance stages still require significant improvement. Therefore, a number of improvement steps are recommended to be implemented by the school, including:

1. Designing a digital administration system based on the latest information technology;
2. Preparing comprehensive standard operating procedures (SOP) for asset management;
3. Organizing regular technical training for school administration staff;
4. Carrying out routine monitoring and evaluation of the use and benefits of facilities and infrastructure;
5. Reform of administrative governance is believed to create a learning atmosphere that supports and strengthens the achievement of educational goals effectively.

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