

MANAGEMENT OF FACILITIES AND INFRASTRUCTURE IN PUBLIC SENIOR HIGH SCHOOL (SMAN) 71 JAKARTA

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ABSTRACT

Management of educational facilities and infrastructure will have an impact on the optimal, effective, and efficient implementation of educational activities in schools. SMAN 71 Jakarta is known for its lush and comfortable environment, as well as adequate facilities and infrastructure to support the implementation of education in the school. Therefore, this research aims to determine how the management of educational facilities and infrastructure is conducted in SMAN 71 Jakarta. This study is a qualitative research using a descriptive approach. Data collection techniques in this research are conducted through observation, interviews, and documentation, known as data triangulation. Interviews were conducted with eight informants related to the management of educational facilities and infrastructure in the school. Furthermore, data analysis techniques in this research are carried out through three stages: data reduction, data presentation, and conclusion drawing. Based on the research results, it can be concluded that SMAN 71 Jakarta has implemented seven main functions of management of educational facilities and infrastructure, namely planning, procurement, distribution, inventory, maintenance, storage, and disposal, quite well although there are still some challenges in its implementation.

KEYWORDS

Management, Facilities, Infrastructure



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INTRODUCTION

Nowadays, educational institutions in Indonesia, including both public and private high schools, are increasing in number and spread across the country. This encourages high schools to provide the best services to teachers, educational staff, and students in order to achieve the educational goals set. Thus, effectively and efficiently supporting this success is facilitated by various factors. One of the main supporting factors is the distribution of both the quantity and quality of educational

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facilities and infrastructure in high schools. Educational facilities are defined as all equipment, materials, and furnishings directly used in the educational process at school. Meanwhile, educational infrastructure refers to all basic equipment indirectly supporting the implementation of the educational process at school (Ananda & Banurea, 2017). Furthermore, educational facilities are known as all equipment and supplies that directly support educational activities, such as desks, chairs, guitars, basketballs, and painting tools. Conversely, infrastructure encompasses all tools and equipment that indirectly support the implementation of education, such as classrooms, libraries, and futsal fields (Nasrudin & Maryadi, 2019). Then, educational infrastructure is defined as everything indirectly involved in the provision of education, such as classrooms, libraries, and sports fields. On the other hand, facilities are everything directly involved in the educational process itself, such as books, desks, and chairs (Parid & Alif, 2020). Therefore, it can be said that both facilities and infrastructure support educational activities or the implementation of education. The difference between the two is that educational facilities directly support the implementation of education, such as books, stationery, desks, chairs, computers, and other office equipment. Meanwhile, educational infrastructure indirectly supports educational activities, such as classrooms, administrative rooms, prayer rooms, laboratories, and fields (Amalia & Maryati, 2021).

Educational facilities and infrastructure are interrelated because both are needed to support the optimal running of the educational process (Alfaizah et al., 2021). Regarding the services provided by educational facilities and infrastructure, good management related to these aspects is needed. This management is necessary to achieve success in education because if the facilities and infrastructure are adequate, learning can proceed optimally, effectively, and efficiently (Thoharuddin, 2021). Management is a social process whereby humans use effective and efficient methods to achieve predetermined goals with the help of others (Suranto et al., 2022). Furthermore, management is also defined as a systematic effort involving planning and control to establish and achieve desired goals effectively and efficiently through the utilization of human resources (Nurbaiti, 2015). In this regard, there are seven main functions of management essential for carrying out management activities, including planning, procurement, distribution, inventory, maintenance, storage, and disposal (Matin & Fuad, 2016). Therefore, it can be said that the management of educational facilities and infrastructure is the management activity carried out by human resources in schools to achieve predetermined educational goals effectively and efficiently using several management functions, including planning, procurement, distribution, inventory, maintenance, storage, and disposal. Thus, the management of educational facilities and infrastructure conducted by high schools plays a crucial role in the success of education implementation to achieve the optimal, effective, and efficient goals set by the school itself (Asy'ari, 2021).

Based on the explanation regarding the importance of management of educational facilities and infrastructure, this research aims to examine how the management of educational facilities and infrastructure is implemented at SMAN 71 Jakarta. SMAN 71 Jakarta is one of the best public high schools in Jakarta, especially in East Jakarta (Ellong, 2018). Moreover, SMAN 71 Jakarta is also trusted to be a

driving school and a healthy school model in 2022. Additionally, SMAN 71 Jakarta is known for its safe, orderly, and lush environment with well-maintained greenery and security. Furthermore, the school has neat and organized waste disposal and management, covered water disposal, classrooms with ideal ventilation and lighting, and facilities that meet standards to support optimal teaching and learning activities.

RESEARCH METHOD

This research is a qualitative study using a descriptive approach method. The research was conducted through three stages: pre-research, research process, and data analysis. Furthermore, data collection techniques in this study were carried out through observation, interviews, and documentation known as data triangulation (Aisah et al., 2021). Qualitative-descriptive research is conducted by systematically describing the research object based on existing facts (Anshori et al., 2022). The essence of this research is how the management of educational facilities and infrastructure at SMAN 71 Jakarta as a healthy school model. This research was conducted from September 2023 to May 2024.

Furthermore, data analysis techniques in this study were carried out using the theory from Miles and Huberman through three stages of data analysis: data reduction, data display, and conclusion drawing. First, through data reduction, the data obtained from various sources were reduced by selecting them in detail and selectively. Then, data display was conducted by analyzing and presenting the selected data results in narrative form. Finally, conclusions were drawn based on the data analysis conducted.

RESULT AND DISCUSSION

This research examines the management of educational facilities and infrastructure at SMAN 71 Jakarta through seven management functions, including planning, procurement, distribution, inventory, maintenance, storage, and disposal. The management of educational facilities and infrastructure at SMAN 71 Jakarta based on these seven management functions is elaborated as follows:

Result

Planning of Educational Facilities and Infrastructure

Planning of educational facilities and infrastructure involves thinking, researching, calculating, and formulating the next steps accurately to avoid and minimize failures. Planning is interpreted as the effort to select and connect knowledge, facts, imagination, and assumptions about the future to determine the expected outcomes and necessary actions to solve problems. Planning of educational facilities and infrastructure at SMAN 71 Jakarta begins by collecting input on needs from teachers, educational staff, and students. Then, these proposals are budgeted and included in the e-RKAS. Sometimes, teachers and staff do not request the needed items, resulting in their absence when required.

Procurement of Educational Facilities and Infrastructure

Procurement of educational facilities and infrastructure is the process of meeting the needs of facilities and infrastructure established in the planning stage. Procurement is defined as the activity of providing facilities and infrastructure to support education (Wahyuni, 2021). Additionally, procurement is a series of activities to provide educational facilities and infrastructure based on needs and planning results to support effective and efficient learning activities in schools. Procurement of educational facilities and infrastructure at SMAN 71 Jakarta is carried out after the school's budgeted needs in the e-RKAS have been determined. Often, there are needs beyond the planned ones that do not make it into the e-RKAS, causing the school to be unable to provide them immediately.

Distribution of Educational Facilities and Infrastructure

Distribution of educational facilities and infrastructure is the process of transferring goods and management responsibilities between individuals or groups. Essentially, the distribution of educational facilities and infrastructure has three aspects that must be considered: the accuracy of the quantity and type of distributed goods, the accuracy of the distribution targets, and the accuracy of the condition of the distributed goods. The distribution aims to provide uniformity of educational facilities and infrastructure for all public and private educational institutions effectively and efficiently. Distribution of educational facilities and infrastructure at SMAN 71 Jakarta is carried out after the purchased goods have arrived at the school and their data have been recorded. Then, these items are distributed to teachers, educational staff, and other relevant parties.

Inventory of Educational Facilities and Infrastructure

Inventory of educational facilities and infrastructure is the process of recording owned facilities and infrastructure. Inventory of educational facilities and infrastructure is defined as the activity of recording and listing items in state-owned schools systematically (Hasnadi, 2021). Inventory is the activity of recording or listing items owned by institutions into an inventory list according to certain rules. Inventory of educational facilities and infrastructure at SMAN 71 Jakarta is carried out by entering data of items that have arrived at the school into the e-Inventory. Additionally, special codes from the Jakarta Provincial Education Office are assigned to capital goods. However, the abundance of items sometimes overwhelms the inventory department and operators.

Maintenance of Educational Facilities and Infrastructure

Maintenance of educational facilities and infrastructure is the effort to maintain and manage all facilities and infrastructure in the school. Maintenance is defined as the activity of maintaining, repairing, rehabilitating, and improving facilities and infrastructure to maintain their quality. Maintenance of educational facilities and infrastructure is carried out by maintaining and organizing facilities and infrastructure to ensure they are always in good condition and ready for use to support education (Munawaroh & Wiranata, 2020). Maintenance is carried out regularly and periodically, involving all school members. Routine maintenance includes

sweeping and mopping classrooms and other areas, while periodic maintenance involves repairing items that require special attention from outside experts.

Storage of Educational Facilities and Infrastructure

Storage of educational facilities and infrastructure is the process of storing school and state-owned items in warehouses according to applicable regulations. Storage of educational facilities and infrastructure is done by analyzing, categorizing, and recording items to be stored and creating a storage location map. The purpose of storage is to preserve and maintain items to ensure their quality, making them readily available for use at any time. Additionally, storage is done to maintain the cleanliness and security of items. Storage of educational facilities and infrastructure at SMAN 71 Jakarta is carried out after items are entered into the e-Inventory. These items are stored in storage warehouses, while damaged and unused items are stored in the school's backyard.

Disposal of Educational Facilities and Infrastructure

Disposal of educational facilities and infrastructure is the effort to release facilities and infrastructure from accountability for justifiable reasons. Essentially, disposal is defined as the activity of eliminating facilities and infrastructure that can no longer function based on applicable mechanisms and regulations. Disposal of educational facilities and infrastructure at SMAN 71 Jakarta is done by submitting a report on items to be disposed of to the Jakarta Provincial Education Office. Then, the school awaits further information from the Jakarta Provincial Education Office. However, sometimes the Jakarta Provincial Education Office takes too long to process it.

Discussion

Planning of Educational Facilities and Infrastructure

Planning of educational facilities and infrastructure is the initial stage of managing educational facilities and infrastructure. Planning is carried out systematically and in detail to achieve effective and efficient goals. Furthermore, planning involves determining what, why, who, where, when, and how the management of facilities and infrastructure will be implemented. Therefore, planning includes analyzing conditions, budget amounts, and school needs.

The planning of educational facilities and infrastructure at SMAN 71 Jakarta is usually conducted in March and discussed during working meetings in June or July, involving the school principal, vice principal, school committee, teachers, educational staff, librarians, laboratory heads, laboratory assistants, and students. The initial stage of planning involves gathering school needs proposals from teachers, educational staff, and students while considering the scale of needs or priority items. After these proposals are collected, a review is conducted to determine which needs should be budgeted for and included in the e-RKAS. However, sometimes the prices and availability of items in the e-RKAS are not updated, resulting in the absence of needed items. Additionally, sometimes teachers or educational staff do not request the items they need during the planning process, resulting in the school being unable to provide them when needed.

Procurement of Educational Facilities and Infrastructure

Procurement of educational facilities and infrastructure is the stage following planning. It can be said that procurement aims to obtain goods or services needed by the school to achieve the established educational goals.

Procurement of educational facilities and infrastructure at SMAN 71 Jakarta is carried out if the budget from the government has been received by the school. However, in urgent cases, procurement is still carried out even if the funds have not yet been disbursed. Procurement involves the school principal, vice principal, administrative staff, treasurer, operators, support staff, librarians, laboratory heads, laboratory assistants, and suppliers. Then, procurement is carried out after the school management, including the principal, vice principal, administrative staff, and support staff, discusses which proposed items are approved and not approved for purchase and inclusion in the e-RKAS. The school will seek the lowest prices from available suppliers and make purchases through SIPLah. However, often the prices of items in the e-RKAS are lower than the market prices. Additionally, sometimes there are needs beyond the planned ones that do not make it into the e-RKAS, so the school cannot provide them immediately.

Distribution of Educational Facilities and Infrastructure

Distribution of educational facilities and infrastructure is the activity of transferring goods from responsible parties to those in need based on the quantity, type, and condition of the items required. This activity is carried out to support the effective and efficient provision of education in schools.

The distribution of educational facilities and infrastructure at SMAN 71 Jakarta involves the school principal, vice principal in charge of facilities and infrastructure, treasurer, operators, and recipients. For distribution in the library, it also involves the vice principal in charge of the curriculum, librarian, and students. Meanwhile, for distribution in the laboratories, it involves subject teachers, laboratory heads, and laboratory assistants. Distribution is carried out after the received goods are recorded and entered into the e-Inventory. Then, these items are distributed to teachers, educational staff, and other relevant parties. However, this distribution activity is sometimes hindered because all items must be entered into the e-Inventory before distribution. However, poor internet connectivity causes delays in the server of the Jakarta Provincial Education Office, thus affecting the data input process on that server.

Inventory of Educational Facilities and Infrastructure

Inventory of educational facilities and infrastructure is defined as the process of recording, assigning item codes, arranging, and creating reports for all consumable and durable goods, movable and immovable goods, as well as cheap and expensive goods owned by the school and the state. Therefore, inventory is the first activity that must be carried out when receiving items so that all items in the school can be recorded and systematically arranged according to applicable regulations

and guidelines to realize effective and efficient education provision and achieve educational goals.

Inventory of educational facilities and infrastructure at SMAN 71 Jakarta is carried out every quarter when proposed items have been purchased and arrived at the school. Inventory input into the e-Inventory is done by the treasurer and operators. Essentially, inventory involves the school principal, vice principal in charge of facilities and infrastructure, administrative sub-section head, inventory section, operators, librarians, laboratory heads, laboratory assistants, and support staff. Capital goods are given special codes based on codes from the Jakarta Provincial Education Office, which are then tagged with piloks. For books in the library, each book is given a number, stamped, and its details are recorded in the library's records. Meanwhile, laboratory equipment is given codes and recorded in the inventory book. However, the inventory activity is hindered by the lack of human resources to assist because a considerable number of items arrive.

Maintenance of Educational Facilities and Infrastructure

Maintenance of educational facilities and infrastructure plays a crucial role in managing educational facilities and infrastructure as it affects education provision. Therefore, maintenance needs to be carried out continuously. Furthermore, maintenance is considered a form of improvement, rehabilitation, and enhancement of facilities and infrastructure in schools to maintain their quality and function. Thus, maintenance needs to be done to ensure that facilities and infrastructure are always ready for use and protected from damage, so they can be used in the long term to support education provision and achieve predetermined educational goals.

Maintenance is categorized into routine and periodic maintenance. Essentially, maintenance involves all school members. Routine maintenance is carried out every working day, such as sweeping and mopping classrooms and other areas. This routine maintenance is carried out by support staff responsible for each floor. However, classroom cleanliness is also managed by students who have class duties. Additionally, the school laboratories have their own regulations for maintaining and managing the rooms and laboratory equipment. For minor repairs that can be done independently, support staff will handle them. Moreover, periodic maintenance, such as repairing items that require special attention, is carried out by external experts. Often, students damage school items, but the school cannot force them to replace the items due to various factors, including economic reasons. Maintenance of items is sometimes hindered when there are damaged items that were not budgeted for in the current quarter, so they cannot be repaired immediately and must wait for budget reallocation.

Storage of Educational Facilities and Infrastructure

The storage of educational facilities and infrastructure is the activity of analyzing, categorizing, recording, and storing items owned by the school and the state in accordance with applicable regulations. The place for storing these items is usually known as a warehouse. These items must be maintained and stored properly and safely to preserve their quality both physically and functionally when they are

needed. Therefore, this maintenance will impact the satisfaction of the school community when using educational facilities and infrastructure at the school.

The storage of educational facilities and infrastructure at SMAN 71 Jakarta involves the vice principal in charge of facilities and infrastructure, treasurer, goods receiving section, operators, and support staff. Additionally, storage in the library involves the head librarian, librarians, and support staff. Meanwhile, storage in the laboratories involves laboratory assistants and students. After the purchased items arrive at the school, they are checked to ensure they match the specifications, volume, and brand ordered (Hadiyatunnisa et al., 2023). Subsequently, these items are recorded by the goods section and entered into the e-Inventory by operators. Then, the items that have been recorded are stored in the storage warehouse with the assistance of support staff. However, storage is hindered by limited space to store school items, especially damaged and unused items. This situation leads to storing damaged items in the backyard of the school. Nevertheless, the school still strives to organize damaged items systematically to maintain a comfortable and tidy school environment.

Disposal of Educational Facilities and Infrastructure

Disposal of educational facilities and infrastructure is the final stage of managing educational facilities and infrastructure. Disposal is carried out because facilities and infrastructure that are damaged and unusable can no longer support the provision of education at the school. Additionally, disposal of educational facilities and infrastructure is usually done for items that are over five years old. However, the suitability of the items themselves should be reconsidered; if they are still usable despite being over five years old, they will continue to be used as appropriate.

The disposal of educational facilities and infrastructure at SMAN 71 Jakarta involves the school principal, vice principal in charge of facilities and infrastructure, administrative sub-section head, treasurer, and operators. Furthermore, disposal for the library will involve the head librarian and librarians, while disposal for the laboratories will involve the head of the laboratories and laboratory assistants. Capital goods that are damaged and cannot be repaired will be recorded by each department and reported to the vice principal in charge of facilities and infrastructure. However, the timing of disposal of educational facilities and infrastructure at SMAN 71 Jakarta, especially the disposal of capital goods, is uncertain. This is because after the school submits a report on items that need to be disposed of to the Jakarta Provincial Education Office, the school can only wait for the Jakarta Provincial Education Office to provide a response regarding when the transportation of these items will be carried out. The disposal activity is hindered by the delayed response from the Jakarta Provincial Education Office, resulting in damaged items piling up behind the school.

CONCLUSION

Based on the results and discussion outlined above, it can be concluded that the management of educational facilities and infrastructure are interconnected. Therefore, the management of educational facilities and infrastructure is necessary to support the effective and efficient delivery of education. SMAN 71 Jakarta, as

one of the best high schools in DKI Jakarta, has effectively implemented the seven management functions—planning, procurement, distribution, inventory, maintenance, storage, and disposal—in managing its educational facilities and infrastructure. The responsibility for the educational facilities and infrastructure at the school is shared among teachers, educational staff, and students, resulting in a well-ordered, safe, and comfortable environment at SMAN 71 Jakarta.

However, despite the generally well-executed management of facilities and infrastructure, there are still some challenges in this management process. Among the challenges faced by SMAN 71 Jakarta in managing educational facilities and infrastructure are the limited storage space, particularly for damaged and unusable items. Additionally, another challenge is the accumulation of damaged items at the back of the school due to the prolonged process from the Jakarta Provincial Education Office.

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