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Analysis of Basic Education Policies Related to Facilities and Infrastructure

Firmansah Koesyono Efendi^{1*}, Ida Bagus Putu Arnyana²

Efendi, Firmansah Koesyono, Arnyana, Ida Bagus Putu

¹Ganesha University of Education
University of Sulawesi Raya

²Ganesha University of Education

*Corresponding Author

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Abstract: *The process of analyzing education policy and providing facilities and infrastructure in educational units lack facilities and infrastructure preparation in the school environment can result in not carrying out the learning process effectively and efficiently. That way, policymakers and stakeholders are expected to be able to think through, describe, and identify the process of preparing facilities and infrastructure carefully to support the continuity of education. This research departs from field observations so as to obtain various solutions. With various sources of factual data as support in compiling scientific work and obtaining data from scientific literature such as journals and reading books using the library research method. The analysis used a qualitative research approach; the technique of collecting data was by observing at school and reviewing the literature. Focusing on the purpose of procuring infrastructure facilities can influence the learning process and the implementation of effective learning, so it is deemed necessary to analyze good educational policies even though there are obstacles and challenges financially. For example, from the results of the learning survey for the 2020–2021 school year, there are around 50% of students whose parents are financially constrained, so they ask for a reduction in school fees. The realization of learning depends on the extent to which schools, through educational policy analysis, describe and identify the facilities and infrastructure that need to be prepared. Government participation is determined by its policies in providing educational facilities.*

Keywords: *Facilities, Infrastructure, Policy.*

1. Introduction

Standardization is a very important thing in the world of education. Standards will create a meaningful education. Become a student so that human beings are born who are very pious, very positive towards others, and very useful for the nation (Mulyasa, 2009: 39). There are eight existing standards: content, process, assessment, graduation competencies, educators and education staff, infrastructure, financing, and management. The instrument must be mandatory in education because it is very important to support the learning process. Means are equipment used to achieve goals. Infrastructure is a device for facilitating the learning process smoothly and precisely (Zafar, 2019).

In schools, there must be several pieces of equipment that can support the learning process taking place, including classrooms, operator rooms, libraries, laboratories, and many others related to school objects. A supporting process is infrastructure. A tool that supports learning during the process is a means to make the school fluent in learning (Setyaningih, 2018).

Facilities and infrastructure are things that must be owned by an educational institution in order to carry out the teaching and learning process and achieve common goals. Infrastructure, namely a location, room, and building. means classroom places, books, and others (Sutisna, 1985). Sarpras is a program for academics that runs smoothly with the facilities they have (Saidah, 2019). With the support of complete facilities and infrastructure providing a sense of comfort to students in the learning process, activities carried out in schools apart from teaching teachers as well as physical buildings (infrastructure) will have an impact on the academic community in the educational environment to support increasing competence.

The process of analyzing education policy and providing facilities and infrastructure in educational units lack facilities and infrastructure preparation in the school environment can result in not carrying out the learning process effectively and efficiently. That way, policymakers and stakeholders are expected to be able to think through, describe, and identify the process of preparing facilities and infrastructure carefully to support the continuity of education.

According to the Regulation of the Minister of Education and Culture Number 127 of 2014 concerning Standards of LKP Facilities and Infrastructure, infrastructure consists of: a). 1. Land, proven by ownership status and land area 2. Buildings and premises, accompanied by a building permit (IMB) and building area 3. Learning space, including theoretical and practical space 4. Supporting rooms, including facilities in the leadership room, instructor room, administration room, reading room, toilet, storage room/warehouse, parking lot, and place of worship b). Facilities 1. Facilities in the Theory Learning Room, including theoretical learning facilities, theoretical teaching materials, and theoretical learning media 2. Facilities in the Practical Learning Room, including main teaching aids, supporting props, supporting equipment, measuring instruments, hand tools, special tools, and practical teaching materials 3. Facilities in the Support Room, including tables, chairs, cupboards, and office equipment.

2. Research Methods

This research departs from field observations so as to obtain various solutions. With various factual data sources as support in compiling scientific work and obtaining data from scientific literature such as journals and reading books using the library study method (*library research*). The analysis used qualitative research, data collection techniques using observations at school, and a literature review.

3. Results and Discussion

3.1 Definition of Sarpras Standard

Setyaningih (2018) Process support is infrastructure. A tool that supports learning during the process is a means to make the school fluent in the learning process. So that the school becomes meaningful for learning. The process of developing infrastructure facilities in schools must have management. In order to strive for the procurement and utilization of infrastructure facilities in educational units, a management process is needed, namely design or planning, procurement, regulation, use, and elimination (Indrawan, 2015). With supporting infrastructure, the school is said to be advanced, and the school is an advanced school because it is capable of having complex infrastructure. Sarpras is completeness to influence the skills of students.

Focusing on the objective of procuring infrastructure facilities can affect the learning process and the implementation of effective learning, so it is deemed necessary to analyze good educational policies even though there are obstacles and challenges financially. For example, from the results of the learning survey for the 2020–2021 school year, there are around 50% of students whose parents are financially constrained, so they ask for a reduction in school fees. Apart from that, the existence of assistance from the central

3.2 Sarpras form

There are 3 forms of facilities (Novita, 2017):

1. Tools that run out quickly are white chalk, markers and chemicals. The tools that can change are wood, iron, and cardboard. Tools that must be needed in learning such as laptops, lamps, projectors, and books.
2. Tools that run out in time slowly such as chairs, tables, maps and some supporting equipment on the field.

Types of infrastructure in schools such as: 1) infrastructure used for the implementation of learning, namely a place for theory, a place for libraries, a place for practicing skills, and a place for laboratories. 2) infrastructure where the place is not used for the implementation of learning but as learning aids such as the principal's place, dining/canteen room, land access and road to school, restroom, school health business room, teacher's room, principal's room, and parking lot. Government regarding the School Assistance Fund was slow in the disbursement process, thus destabilizing the financial situation.

3.3 Sarpras Challenge

In the learning process, students complained about unusable assistance data and internet access in the school environment, which made it difficult to access learning materials. On the other hand, obstacles to understanding the teaching materials provided by educators from the results of these observations, it can be concluded that schools still have "homework" to do in planning and providing special infrastructure for internet access. So that the learning planning in each school for the new school year actually has to go through the stages of the educational policy analysis process from the central level to the schools.

The educational policy analysis process must be carried out openly with effective communication between parties to provide assistance in preparing school facilities and infrastructure. Effective communication with parents of students needs to be done to build understanding and support each other in the matter of education funding. This is because if school organizations do not carry out a policy analysis process regarding the preparation of school facilities and infrastructure, it will be difficult to implement an effective and efficient learning system. Bintang R. Simbolon, in the writings of M. Allo and Yusuf Rombe (2019; 42), stated that a good organization is one that moves in harmony, so of course in this case the role is to build a communication system within the organization.

3.4 Sarpras Scope

The scope of Sarpras is (Parid, 2020):

In the draft, there must be a first directive regarding school needs, setting school needs similar to those of the people, and so on.

1. The provision is carried out by everyone in the school.
2. Inventory, namely to provide nouns, nouns, origins of objects, many objects, when to buy objects, replacement of objects, origin of money, and so on.
3. Preservation is used to keep objects in order to be maintained. Preservation, or maintenance, is carried out in various ways by all school members so that it is not damaged.
4. Loss of objects: if the objects are no longer fit for use or are heavily damaged, the experience has passed.

Maintenance of infrastructure is very important; all parties within the scope of the school can be responsible for supervising and maintaining an inventory of objects and tools so that they can be used at any time.

3.5 Sarpras goals

Another goal of Ellong (2007) is to beautify the room, place, and everything that moves and doesn't move so that the learning objectives become very precise and the process becomes comfortable and efficient for learning in class.

The purpose of the sarpras is (Parid, 2020).

1. In order to be able to provide facilities and tools in a structured way of preparation and provision,
2. Strive for the effective application of school facilities and tools.
3. Helping facility operation for smooth working, thereby getting a good ending
4. In order to strive for the preservation of facilities and tools so that they can be used when needed by people in education,

Based on the explanation above, it can be concluded that Sarpras plays an important role in the process of implementing education to provide students with a comfortable teaching and learning process so that they can arouse enthusiasm for learning.

CONCLUSION

The realization of learning depends on the extent to which schools, through educational policy analysis, describe and identify the facilities and infrastructure that need to be prepared. The role of the government is determined by its policies in providing educational facilities. The central government, through its policies, must be able to deliver assistance to schools in an effective manner as a form of serious concern, a form of responsibility, and to educate the life of the nation.

Schools must have several pieces of equipment that support the learning process, namely several classrooms, operator rooms, laboratory libraries, parking lots, canteens, tables, and others. The implementation of learning is, of course, supported by facilities and infrastructure. At a minimum, a school has a place for learning, a library, a place for labor, a place for the principal, a teacher's room, an operator's room, a prayer room, a health place, toilets, and a sports room. So the facilities and infrastructure in each school are very important in supporting an effective and efficient learning process.

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