

**Management Strategy for Developing Facilities and Infrastructure in  
Improving the Quality of Education Through School Operational  
Assistance**

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**ABSTRACT**

*The purpose of this study is to analyze the strategy and management of educational infrastructure development in improving the quality of education through school operational assistance. This study uses a library research approach. Data analysis through information related to the school operational assistance program from various secondary data sources such as journals, papers, articles, and news from websites (internet), and others. The results of the study indicate that the school operational assistance (BOS) program has proven effective in supporting the strategy and management of educational infrastructure development so that there is an increase in the quality of education in schools.*

**Keywords :** *management, development, facilities and infrastructure, quality of education.*

**ABSTRAK**

Tujuan penelitian ini untuk menganalisis strategi dan manajemen pengembangan sarana prasarana pendidikan dalam meningkatkan kualitas pendidikan melalui bantuan operasional sekolah. Penelitian ini menggunakan pendekatan studi kepustakaan (*library research*). Teknik pengumpulan data dengan mengidentifikasi beberapa sumber informasi yang berhubungan dengan program bantuan operasional sekolah dari berbagai sumber data sekunder seperti jurnal, makalah, artikel, dan berita dari *website* (internet), dan lain-lain. Hasil penelitian menunjukkan bahwa program bantuan operasional sekolah (BOS) terbukti efektif mendukung strategi dan manajemen pengembangan sarana dan prasarana pendidikan sehingga ada peningkatan kualitas pendidikan di sekolah.

**Kata kunci :** manajemen, pengembangan, sarana dan prasarana, kualitas pendidikan.

**INTRODUCTION**

Government Regulation of the Republic of Indonesia No. 57 of 2021 Article 3 paragraph 1 concerning National Education Standards including graduation competency standards, content, process, education assessment, education personnel, facilities and infrastructure, management and financing. School facilities and infrastructure play an important role in improving the quality of education in schools. Adequate facilities and infrastructure, accompanied by optimal utilization and management can encourage the success of quality education.

The condition of school facilities and infrastructure, as well as improvements in administration and use, have a significant impact on the progress of educational projects in

schools. (Matin and Fuad, 2019). However, the reality in the field is that there are still many schools that are very concerning due to the lack of attention to educational facilities and infrastructure. This shows that there are still many schools that do not meet standards, especially in terms of facilities and infrastructure. In fact, various problems are often found in the field, ranging from lack of maintenance of existing facilities, unkempt school buildings, dirty tables, chairs, cupboards, toilets and yards, as well as poorly maintained gardens.

Facilities and infrastructure are important factors in improving the quality of education. Therefore, infrastructure management is needed through several stages, namely planning, organizing, implementing and supervising. (Ariani, 2018). Strategy analysis is needed in an effort to improve the quality of education. SWOT analysis is used to analyze the internal and external environment of the school. The internal environment includes students, teachers, facilities and infrastructure, curriculum, educational materials, teaching and learning processes, administration and finance. The external environment includes the social environment of the community, government and foundations. (Zamroji, 2019).

Facilities and infrastructure also play a role in improving the quality of education in schools. However, the quality of education in Indonesia is still far behind other countries. According to *the Political and Economic Risk Consultancy* (PERC) in a study conducted in 2000, the results of the survey showed that Indonesia ranks 12th, one level below Vietnam in terms of education quality in the region. (Hadis & Nurhayati, 2014). Other problems in the field that were successfully identified, namely the most dominant delay in funding in various schools, the absence of a Deputy Head for facilities and infrastructure and lack of maintenance of existing facilities. Maintenance of facilities and infrastructure is very important to prevent termites from damaging wooden objects and other goods.

Quality educational institutions with adequate facilities and infrastructure will create satisfaction in educational services for students. Progress in an educational organization can be seen in the ability to supervise 4 (four) factors, namely managing human resources, costs, equipment or infrastructure, and methods. (Syahril, 2018). Quality is full consumer loyalty. An item is considered very good if it meets or exceeds the client's assumptions for organizational items and can fully fulfill them. Therefore, facilities and infrastructure are important elements that will decide whether the educational experience can run successfully or otherwise. (Hadis & Nurhayati, 2014). Tools and media that support a good learning process are very much needed. Thus, the management of facilities and infrastructure in an educational institution must be carried out expertly and relatively. (Sinta, 2019).

Based on the description above, the quality of education involves improving educational components, including educational facilities and infrastructure that are in accordance with the needs of the established quality standards. Therefore, management of facilities and infrastructure and strategic analysis are needed in efforts to improve the quality of education in schools.

## **LITERATURE REVIEW**

### **1. Educational Facilities and Infrastructure**

Facilities are all facilities needed in the teaching and learning process, both movable and immovable so that the achievement of educational goals runs smoothly, orderly, effectively and efficiently. While infrastructure is all basic equipment or facilities that indirectly support the running of the education or teaching process such as school yards, parks, and gardens. (Kristiawan, 2017).

Facilities are equipment and supplies needed and used directly for the implementation of the teaching and learning process, for example school buildings, classrooms, tables and chairs, teaching aids, other learning media. While what is meant by infrastructure is a facility that indirectly supports the ongoing teaching and learning process, for example road access to schools and places of worship. ( Mulyasa , 2013).

Thus, infrastructure is all educational facilities that support teaching and learning activities so that learning objectives can be achieved and improve the quality of education.

### **Infrastructure Development Strategy**

According to Nikasari (2019), the word 'strategy' comes from the word '*strategos*' (Greek) or '*strategus*'. The word 'strategic' means 'general' or 'statesman'. This general is responsible for organizing techniques to guide troops to victory. The term strategy system was originally used in the tactical world which is characterized as an approach to utilizing all tactical capabilities to win a conflict. (Aswan, 2016). Analysis of enemy strength such as number of personnel, weapon strength, field conditions, enemy positions, and so on must precede the formulation of a strategy. The strategy will be developed and further elaborated into real actions on the battlefield. (Rahmat, 2019). Strategy is not only considered as various ways to achieve goals (*how to reach goals*), but also includes compiling various goals themselves. (Sapardan, et al., 2021).

Currently, the term strategy system is generally used in various fields of action that lead to achievement or results in achieving goals. For example, a director or pioneer of an organization that requires great profit and achievement will do something to achieve that goal. (Aswan, 2016).

### **Facilities and Infrastructure Development Management**

The word management comes from the English word '*management*' which means governance. Management is a cycle applied by people or groups in planning efforts to achieve goals. (Munir & Ilaihi, 2021). According to Aedi (2019), the word management comes from the term *to manage* which means to regulate. Terry (in Indrawan, 2015) states that management is a clear cycle consisting of organizing, coordinating, coordinating, and controlling. Activities carried out to decide and achieve predetermined goals through the use of human resources and other resources. Management is managing a place and handling everyone. Dealing with everyone, leadership skills are needed as well as possible so that a good principal can cause everyone in the school to take part in his work. Management is the art of managing an educational institution or company which includes the use of human resources and other aspects so that all goals are achieved effectively and efficiently.

Management of facilities and infrastructure is an activity on how to organize and manage educational facilities and infrastructure effectively and efficiently in order to

achieve the goals that have been set. Facilities and infrastructure management activities include planning, procurement, supervision, inventory and disposal. (Baharudin, 2018). Barnawi (2015) describes the techniques for fulfilling educational facilities and infrastructure that can be used, including a) purchasing; b) renting; c) loans, d) recycling; d) exchange; e) self-making; f) receiving grants.

According to Mulyasa (2015), the theory underlying the fulfillment of facilities and infrastructure must meet several requirements, as follows, a) planning for the fulfillment of school education facilities and infrastructure must be viewed as an integral part of efforts to improve the quality of the teaching and learning process; b) planning must be clear; c) based on agreement and joint decisions with the parties involved in the planning; d) following the guidelines (standards) of type, quantity and quality according to the priority scale; e) procurement planning in accordance with the budget ceiling provided; f) following applicable procedures; g) involving elements of parents of students; h) flexible and able to adapt to circumstances, changes in situations and unexpected conditions; i) can be based on the short term (1 year), medium term (4-5 years), long term (10 - 15 years).

### **Development of Facilities and Infrastructure**

According to Lismina (in Surahmad, 2017) stated that progress is planning, implementation, assessment, and improvement. While Tamrin (2021) stated that progress is work that is done deliberately, arranged, coordinated to create or improve, so that it becomes an undeniable item that is useful for working on quality as work to create better quality, or steps taken on components in madrasahs to build the sustainability of the association towards a superior title.

The interests of student education, school facilities and infrastructure must be utilized and managed. The purpose of management is so that schools can use facilities and infrastructure effectively and efficiently. Its existence will greatly support the success of the implementation of education. Educational experience in schools, management of facilities and infrastructure is a vital action in schools. ( Nurmaidah , 2018).

One aspect of the study of school administration/educational administration or school administration/educational administration is the management of educational facilities and infrastructure which is the task of the principal as a school administrator. (Kurniawati and Sayuti, 2013). It is important for schools, such as principals, educators and education personnel to understand and be able to manage educational institutions, and facilities and infrastructure professionally so that they can work optimally in supporting learning in schools. The principal must be able to manage school facilities and infrastructure so that they can be utilized optimally. (Matin & Fuad, 2019). Therefore, management of facilities and infrastructure is very important to manage and develop existing facilities and infrastructure, utilized effectively and efficiently according to needs in order to improve the quality of education in schools.

## **2. Improve Quality of Education**

Improving the quality of education is the main focus of every educational institution. The goal is for education in the school to develop with quality education. In addition, it is

also an effort to make educational institutions have good degrees, quality and quantity. One indicator of the dignity or progress of a nation is the quality of its education. The ranking of a country among countries in the world can be estimated by looking at the quality of its education. Therefore, an advanced nation will always make different efforts to improve quality, and work by focusing on the field of teaching. (Wibowo, 2015).

Educators bear the greatest responsibility for improving educational standards. Educators have been at the forefront of improving quality assets throughout history. The learning process, educators interact directly with students in the classroom, resulting in students who are academically, skillfully, emotionally, morally, and spiritually mature. by educators. (Syukur, 2018). Educators are both planners and implementers of learning. This is very possible. Therefore, teachers must always perform better to ensure that students learn effectively. (Nikasari, 2019).

School quality management is an effort made to improve the quality of an educational institution in order to achieve educational goals. Quality in the context of education includes input, process, and output of education. ( Kristiawan , 2017). Target quality education depicted as following :

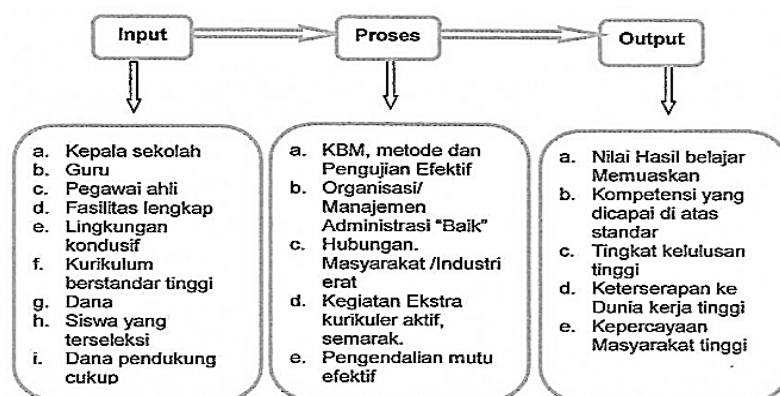


Figure 1: Target quality education

a) Educational input is all something that must be done available Because needed For ongoing process; b) Educational process is the change something become something else with integrating school input so that capable create situation fun learning , motivation and interest high learning ; c) Educational output is performance school that can measured from its quality , productivity , efficiency , innovation , and work morale . In a broader concept, the quality of education has the meaning of a level of overall educational process and results that are determined according to certain approaches and criteria. (Surya , 2002). There are at least three main requirements that must be considered in the development of education in order to contribute to improving the quality of human resources (HR), namely building facilities, quality books and professional teachers and education personnel. ( Mulyasa , 2013).

### 3. Help Operational School

School operational assistance (BOS) is financial assistance provided to schools for operational and non-operational costs. BOS funds are provided based on the number of

students registered at the school, and the amount varies depending on the school level. Meanwhile, educational unit operational assistance (BOSP) is a special non-physical allocation fund to support non-personnel operational costs for educational units. (Permendikbudriset Number 2/2022).

The BOS fund implementation standards are divided into 8 standards for the use or flow of BOS funds, namely a) development of graduation competencies; b) development of content standards, c) development of process standards; d) development of educators and education personnel, e) development of school facilities and infrastructure, f) development of management standards, g) development of financing standards, h) development and implementation of assessment systems. Activities in each component are adjusted to the needs of each school. Some of these descriptions are realized in the preparation of the syllabus in the second quarter. The preparation of this syllabus is carried out at the time of class promotion before starting the new school year. While the procurement of textbooks and LKS is realized in the first quarter, and the third when the semester changes.

## **RESEARCH METHODS**

This study uses a qualitative approach and uses library research . Data collection techniques by identifying several sources of information related to the school operational assistance program from secondary data sources from journals, papers, articles, and news from *websites* (internet), and others.

Kaelan (2020) revealed two stages of data analysis techniques in library research. First, analyzing data at the time of collection, the aim is to get more essence from the focus of the research that will be carried out with the sources collected. *Second*, re-analyzing after the data has been collected, either in the form of raw data, to then determine the relationship between one and another. Data analysis with a model like this includes data reduction , data display, and conclusion *drawing/ verification* .

## **RESULTS AND DISCUSSION**

Improving the quality of education is directed towards the goal of improving human resources as Indonesian citizens to be superior through emotional, mental, intellectual and sports training in order to have high competitiveness in preparing to compete in *the global era* . Innovation in providing educational services must be prioritized, because educational services in a country are the main variable for measuring the Human Development Index (HDI) (Megawati, et al., 2017). Therefore, the quality of education is important to be built and implemented optimally. However, at this time there are not a few people with illiterate conditions, low education and added to the high number of children dropping out of school in various regions. While the desire of parents and children to continue their education to a higher level of education is very lacking. This is what makes education in Indonesia increasingly depressed and lagging behind compared to other countries.

Facilities and infrastructure are the most important part in educational institutions, especially in supporting the teaching and learning process. The success of an educational institution is due to the availability of adequate facilities and infrastructure. Therefore, it is necessary to develop facilities and infrastructure to improve the quality of education. This

research was conducted using a qualitative descriptive research method. The data collection technique was through observation, interviews, and documentation. The results of this study are (1) having good development management and has met national standards; (2) there is a strategy with stages of planning, procurement, inventory, maintenance, storage, and deletion; (3) the quality of education is in accordance with the Ministry of Education and Culture; (4) there are supporting factors from BOS funds, student tuition fees, and gifts from parents of students; (5) the inhibiting factors are the length of the procedure, delays in funds, no reserve goods, and lack of maintenance; (6) the solution is to hold unit meetings every year, and conduct a survey first in the procurement of goods.

BOS funds are divided into 4 quarters in one year, where each quarter consists of 3 months. Quarter 1 (January, February and March), Quarter 2 (April, May, and June), Quarter 3 (July, August, and September), Quarter 4 (October, November, and December). In receiving BOS funds, each student is given a fee of Rp710,000.- per year divided into 4 (four) quarters, so per quarter it is Rp177,500.- per student.

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The development of this process standard includes management activities, teaching and learning activities (KBM), student programs and extracurricular programs. Management activities for Teaching and Learning Activities (KBM), include a) procurement of supporting facilities for KBM (ATK KBM) which are always needed to support learning activities every quarter; b) procurement of learning tools (all subjects including sports), this is to support learning activities, realized every quarter as an update of the latest tools following technological advances, and PM (Material In-depth) activities for SKL dissection subject competitions, and others are realized in quarters 1, 2, and 4, this activity is not carried out during the third quarter because the third quarter is the beginning of class promotion learning activities. Next is the student program which includes the Preparation of Student Programs which are carried out every quarter, as well as the Implementation of New Students (PPDB) which is carried out in the first, second and third quarters which are purchased in the fourth quarter, and AC, LCD service and where between the acceptance of new students this is carried out from February to August. And then there is the Extracurricular program which includes: Preparation of Extracurricular Programs which are realized every quarter, Implementation of Scouting Extracurricular which is only carried out in the fourth quarter, and Extracurricular Coach Transportation is paid in the 1st and fourth quarters only.

Development of Educators and Education Personnel is the development of Teachers in Clusters and Development of Education Personnel. Development of teachers in this cluster includes improving the Quality of Subject Class Teachers which is always carried out every quarter, both activities held by the puslatdikjur and held by the school. In addition, improving the competence of school principals in the third and fourth quarters carried out by the office, as well as teacher service transportation which is realized in the first, second and fourth quarters. In the development of education personnel, the description of the use of BOS funds includes development of administrative personnel which is always carried out every quarter, development of library personnel which is realized in the first quarter and TU service transportation which is issued in the third and fourth quarters.

The development of school facilities and infrastructure is the procurement of maintenance and care of office equipment or school inventory, maintenance and repair of buildings, and procurement and maintenance of furniture. The procurement of maintenance and care of office equipment or school inventory has several descriptions, namely the procurement of typewriters/computers which is carried out every quarter, the procurement of stencils or other duplicating machines which is carried out every quarter, checking repairs and others. In addition to procurement, the school also carries out maintenance and repair of buildings which are carried out, repairs and maintenance of classrooms which are carried out in the second quarter and repairs to the Administration (TU) room which are carried out in the first quarter. Procurement and maintenance furniture conducted on a quarterly basis third .

The development of management standards is some of the details of the use of BOS funds, including school management development activities, consisting of several descriptions such as the preparation of the vision and mission, the preparation of the school profile and the management of school management. However, the management of school management is routinely carried out every month. In addition to school management development activities, there are also office management activities. There are several office management activities that are realized using BOS funds, namely the procurement of office support facilities, such as the procurement of printers, and others to support school office facilities and infrastructure which are realized in the first and fourth quarters. Next are supervision, monitoring, and evaluation activities. This activity that was realized was academic supervision which was carried out in the second quarter. Finally, public relations activities (HUMAS), this activity consists of the development of SIM (Management Information System), preparation of *leaflets* , newspapers and magazines. All public relations activities were realized, but did not use BOS funds.

The development of financing standards is carried out for school household activities, power and services, including teacher and employee consumption, and guest consumption which are always realized every quarter, there are expenditures for consumption, then honorariums for honorary teachers which are realized in quarters 3 and 4. Power and service activities carried out every quarter include payment for machine repair services, and so on.

The development and implementation of the assessment system is carried out for matters related to development and assessment such as the assessment of the preparation

of the Mid-Semester Exam (UTS) and Final Semester Exam (UAS) grids, the preparation of Mid-Semester Exam (UTS) and Final Semester Exam (UAS) questions, and activities that are the development of innovations in the form of *workshop activities* carried out by several teachers in the 2nd, 3rd, and 4th quarters. The training activities realized in the 2nd, 3rd, and 4th quarters were attended by several teachers who were activities from the office, and comparative study activities in the third and fourth quarters. The activities listed in standards one to eight are not always realized every year, even in every quarter.

Obstacles or barriers in the use of BOS funds, among others, often occur late disbursement of BOS funds from the time that has been set, while school operational activities must continue to run. Therefore, the Principal seeks loan funds for the school's operational activities from the principal and the board of teachers.

### **CONCLUSION**

Management of educational facilities and infrastructure is the principal's task as a school administrator. It is important for schools such as principals, educators and education personnel to understand and be able to manage educational facilities and infrastructure professionally so that they support optimal learning in schools. This is in line with the policy of the Ministry of Education and Culture regarding the competency requirements of school residents. The school operational assistance (BOS) program has proven effective in supporting the strategy and management of developing educational facilities and infrastructure so that there is an increase in the quality of education in schools. In addition, the school operational assistance (BOS) program has proven effective in increasing access to education for all Indonesian people. This shows that the BOS fund program which is managed effectively and on target can provide wider benefits, and the community has a wider opportunity to get better access to education.

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