

Lack of Educational Facilities and Infrastructure in Indonesia

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Abstract

Facilities and infrastructure are one of the factors that greatly affect the success of the teaching and learning process, every school must have adequate facilities and infrastructure in order to support a sustainable learning process. It is still a problem in education in Indonesia, namely the inadequate facilities and infrastructure, there are still many schools, especially elementary schools that do not have facilities. The purpose of this study is to determine the causes of problems in facilities and infrastructure and to find out how facilities and infrastructure in related schools. The approach that the author uses in the preparation of this article is a qualitative approach. Then for the method carried out, namely by the method of literature study. Based on this, it can be concluded that there are still many school infrastructure facilities in Indonesia that are inadequate.

Keywords: Facilities, Infrastructure, Education



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INTRODUCTION

Education is a conscious and planned effort to create or create an atmosphere and an active learning process so that students can develop their own potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed for themselves, society, as well as the nation and state (Article 1, Law No. 20 of 2003). Education is a very important part in the process of human life so that it can form human beings who are independent, think critically and have good morals (Pristiwanti, D Badariah, B Hidayat, S Dewi, R. S, 2022).

In order for education to run smoothly and with quality, it must meet national education standards. The National Education Standards consist of 8 standards, namely: (1) graduate competency standards, (2) content standards, (3) process standards, (4) educational assessment standards, (5) education staff standards, (6) facilities and infrastructure standards, (7) management standards, and (8) financing standards. What we will discuss is the standard of facilities and infrastructure. According to Mulyasa (2003: 49), educational facilities are equipment and supplies that are directly used and support the educational process, particularly the teaching and learning process, such as buildings, classrooms, tables, chairs, as well as teaching tools and media. Meanwhile, infrastructure is all basic equipment that indirectly supports the implementation of the educational process at school, such as places, school buildings, sports fields, and so on (F. Fathurrahman, R. Putri Dewi, 2019). Thus educational facilities and infrastructure will play a good role when the use of these facilities and infrastructure is regulated and carried out by the educators concerned optimally.

Facilities and infrastructure are one of the factors that greatly influence the success of the teaching and learning process, each school must have adequate facilities and infrastructure so that it can support a sustainable learning process. According to the Ministry of Education and Culture (2007) each educational unit must have infrastructure which includes land, classrooms, education unit leadership rooms, education rooms, administration rooms, library rooms,

laboratory rooms, workshop spaces, canteens, sports venues, places of worship, and rooms others needed in the learning process.

However, what is still a problem in education in Indonesia is that there are still inadequate facilities and infrastructure, there are still many schools, especially elementary schools that do not yet have administration room facilities, laboratory rooms, canteens, places of worship and learning rooms that are still lacking. This problem is one of the factors that is not good for education in Indonesia, because when there is a lack of learning space, it requires the division of sessions in learning time, for example there is a division of morning and afternoon class sessions. The division of these sessions makes the lack of effective time for learning activities. Therefore, to solve one of these problems, good management must be carried out. The purpose of this study was to find out the causes of problems with facilities and infrastructure and to find out how to plan, procure, inventory, maintain, and remove facilities and infrastructure in related schools.

RESEARCH METHODS

The approach that the author uses in preparing this article is a qualitative approach. Then the method used is the literature study method. Where the author collects data from reference articles and journals available on trusted websites. The data taken is excerpts from approximately 10 articles and journals accessed from Google Scholar. The selected articles are articles that have a topic of discussion that is in line with the theme raised by the author in this article.

With approximately 1 week of time, the author conducts research from journals and articles, which are then reprocessed into information that is easy to understand and has use value, then carries out the preparation of articles and revisions. The literature study that was carried out was reading, then writing, then processing the data into information relevant to the theme of the article raised in this article. (Neuman: 2003). The motivation behind this exploration is to raise new points that are known in a wider local area, provide an overview of the underlying themes, summarize thoughts and develop speculative hypotheses.

RESEARCH RESULTS AND DISCUSSION

Facilities and infrastructure have their own meaning etymologically, namely means are interpreted as tools to achieve educational goals. According to the Big Indonesian Online Dictionary (2008), means are anything that is used as a tool to achieve meaning and purpose. While the meaning of infrastructure itself is an indirect tool to achieve goals in education, for example locations/places, school buildings and sports fields. According to the Big Indonesian Online Dictionary (2008) infrastructure is everything that is the main support for the implementation of a process. Therefore it can be concluded that educational infrastructure is all kinds of tools, objects or equipment that can be used to facilitate and make comfortable in carrying out learning activities or implementing education.

SNP in Indonesia consists of eight educational standards, one of these eight standards is Facilities and Infrastructure. Facilities and Infrastructure Standards are stipulated in the Regulation of the Minister of National Education of the Republic of Indonesia Number 24, Year 2007 concerning Standards of Facilities and Infrastructure for Elementary Schools/Madrasah Ibtidaiyah (SD/MI), Junior High Schools/Madrasah Tsanawiyah (SMP/MTS), and Senior High School/Madrasah Aliyah (SMA/MA) (Regulation of the Minister of National Education, 2008). Facilities and infrastructure standards are national education standards relating to the minimum criteria for study rooms, sports venues, libraries, workshops, laboratories, places of worship, places to create and play as well as other learning resources needed to support the

learning process, including the use of information technology and communication (Regulation of the Minister of National Education, 2007).

Management of educational facilities and infrastructure in schools includes analysis and preparation of needs, procurement, distribution, use and maintenance of inventory and elimination (Herlino 2013). Educational facilities are the equipment needed to carry out movable learning and educational infrastructure is the basic facilities needed to carry out the functions of an education unit. In PP No. 19 of 2005 concerning national standards of facilities and infrastructure, it is stated in Chapter VII Article 42 that it is expressly stated that:

1. Each educational unit is required to have facilities which include furniture, educational equipment, educational media, consumable materials, books and other learning resources needed to support an orderly and sustainable learning process;
2. Each education unit is required to have infrastructure which includes land, classrooms, teaching rooms, library rooms, education unit leadership rooms, administrative rooms, production unit rooms, laboratory rooms, workshop spaces, canteen rooms where sports are carried out, power installations and services. , playgrounds, places to create, and other spaces/places needed to support an orderly and sustainable learning process.

The problem of education in Indonesia is that there are so many that are still lacking, especially in terms of educational infrastructure in schools. This can be seen from the many damaged schools, schools whose condition is deplorable, especially in remote areas, there are many schools whose facilities are far from proper so that teaching and learning activities are hampered or disrupted, facilities that are not proper, for example, include buildings. leaky classrooms, damaged school benches or insufficient school benches. When the facilities and infrastructure in a school are inadequate, it is very influential in education due to limited school facilities and inadequate learning. The management of educational facilities and infrastructure also has deficiencies in managing this, namely the lack of facilities and infrastructure needed by students in the learning and learning process.

The reality on the ground is that there are many schools whose educational facilities and infrastructure in Indonesia are inadequate, especially in remote areas, including their own human resources, thus triggering the development of education, in this case many problems arise regarding the lack of facilities and infrastructure such as minimal facilities, namely in the main problem in every education in schools in Indonesia, especially in remote areas far from urban areas. This will later lead to a lack of educational quality gaps, each education is required to have facilities such as furniture, educational equipment, educational media, books and learning resources so that they can support an orderly and optimal learning process if the complete facilities above are adequate and managed properly. well then the facilities and infrastructure run optimally as well as possible.

According to the National Development Planning Agency (2014.0.23), there are several problems faced in achieving the target of education development, one of which is uneven access to education, the low proportion of teachers who have S1/D4 academic qualifications and the uneven distribution of teachers which has an impact in the low teacher-student ratio and not yet optimal education services as a result of limited access to educational facilities and infrastructure, not yet maximized expansion of access and equity of education and still low quality and quantity of teachers.

Apart from that, there are still many problems or obstacles why facilities and infrastructure in Indonesia are still lacking, including because:

1. Limited funds owned by the school. Funds are important for realizing complete and quality infrastructure, with available and sufficient funds making it easier for an educational

institution to fulfill the facilities or equipment in the school. Educational institutions will be able to meet their needs if they have sufficient funds. However, the reality on the ground is that there are still many school institutions that lack funds or are limited so that they cannot meet the needs of these educational institutions.

2. Limited human resources. Human resources in the infrastructure management process are very important because this helps the management of infrastructure to run more effectively.
3. The low awareness of teachers to be involved in the management of facilities and infrastructure, especially in treatment. Regulating and managing facilities and infrastructure in schools, usually there are special officers on duty, but not only special officers who take care of the school facilities and infrastructure, but the need for awareness from other parties in the management of these facilities and infrastructure, one of which is the importance of teacher awareness in assisting the learning process. management of infrastructure facilities, especially in caring for facilities and infrastructure in schools.

In addition to the obstacles above, what is very striking is the low awareness of students to protect school facilities and the absence of firm action against students who violate by damaging school facilities, this is also an obstacle to the management of facilities and infrastructure. The things students do that cause damage to school facilities are usually broken chairs and tables, broken fans, less clean toilets and scribbled walls. Apart from that, the thing that is most often done without realizing it is that there is used food and drink waste in the school environment because students do not maintain cleanliness and maintain the existing facilities at school. There are lots of problems or obstacles regarding the inadequate facilities and infrastructure in schools, therefore a solution is needed so that the management of infrastructure facilities can run effectively and well, so the solutions to these obstacles include:

1. Educators must be more creative in finding other alternatives to keep learning interesting and fun without complete infrastructure, such as by changing the learning method.
2. For the problem of limited human resources, the leader in an educational institution can issue a policy so that everyone in it has the obligation to maintain and care for educational facilities and infrastructure, be it the leader of the educational institution, educators, teaching staff and students. As a driving force for education, one must have the intention to provide good infrastructure for the sake of good education for the next generation.
3. For problems of lack of funds or limited funds, coordination between the local government and the local central government is needed so that they can find out who is lacking in terms of funds. In addition, the leader of an educational institution or treasury can make an application letter for educational infrastructure to the government so that proper and guaranteed facilities and infrastructure are provided in the future.

CONCLUSION

Education in Indonesia is still experiencing problems, one of which is problems in facilities and infrastructure. Facilities and infrastructure in schools, especially in elementary schools, are still inadequate, so that the implementation of learning is still less effective and efficient. This problem occurs due to several factors including limitations or lack of funds and also a lack of management or management related to facilities and infrastructure. To overcome these problems educators must be more creative in finding other alternatives to keep learning interesting and fun without complete infrastructure such as changing the learning method. The leader in an educational institution can issue policies so that everyone in it has an obligation to maintaining and caring for educational facilities and infrastructure, be it the leaders of these educational institutions, educators, teaching staff and students. As a driving force for education,

one must have the intention to provide good infrastructure for the sake of good education for the next generation.

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