

Analysis of Fulfillment of Facilities and Infrastructure Based on National Education Standards at Elementary Education Institutions (RA/TK and SD/MI)

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Abstract: The fulfillment of adequate educational infrastructure and in accordance with national education standards is a requirement that must be met as a supporting factor for the implementation of quality school learning programs and processes. Lack of fulfillment of infrastructure standards will have an impact on the low educational environment resources. This study aims to identify and describe the fulfillment of infrastructure standards based on the Regulation of the Minister of National Education of the Republic of Indonesia No. 24 of 2007 concerning Standards of Facilities and Infrastructure for Elementary Schools/Madrasah Ibtidaiyah (SD/MI) and Minister of Education and Culture of the Republic of Indonesia No. 137 of 2014 concerning National Standards for Early Childhood Education. The object of this research is at elementary level educational institutions, namely TK Aisyiyah Bustanul Athfal Sapen, Madrasah Ibtidaiyah Negeri 1 Yogyakarta, and SD Muhammadiyah Condongcatur Sleman. The research method used is a descriptive qualitative approach with analytical methods. The data analysis technique in this research is triangulation of data derived from primary data sources of observation, documents, interviews and documentation. The results obtained are that the overall infrastructure at Elementary Education Institutions (RA and MI) with (1) the condition of facilities and infrastructure in these educational institutions can be categorized as adequate and complete in supporting the process of school activities and teaching and learning processes (2) supporting factors in fulfilling infrastructure facilities come from the procurement of funds and management of existing infrastructure facilities, (3) the inhibiting factor in the fulfillment of infrastructure facilities at the basic level educational institutions is in terms of the lack of funds with the required infrastructure.

Keywords: analysis of fulfillment, facilities and infrastructure education, elementary education institutions.

Introduction

The basic difficulty for a nation to be able to adapt to major changes as a result of digitalization and automation in the current industrial revolution, namely the 4.0 era, is to train millennials to become competitive and productive people. Therefore, quality education is a requirement to produce quality and competitive human resources. Educational institutions are institutions that are at the forefront of developing superior and quality human resources. Education is designed to help students realize their full potential by shaping their character, personality, knowledge, and competencies so that they can grow into stable,

independent and virtuous individuals who can integrate well into society (M. Arzal Tahir, 2018).

Education is a valuable asset as well as an important factor in determining the quality of the next generation of the Indonesian nation. The definition of education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. , according to RI Law Number 20 of 2003 in or the National Education System article 1 paragraph 1. The central government and city governments are also obliged to guarantee the

implementation of quality education for all citizens, as stated in Law Number 20 of 2003 article 11 paragraph 1. Law No. 20 of (2003).

The achievement of the quality of education in Elementary Education Institutions (RA/TK and SD/MI) can be demonstrated by the conformity of the program with the standards that have been set, both in terms of input, process, and output components. This is related to the organizational standards of Elementary Education Institutions (RA/TK and SD/MI) in offering quality service programs. Within the framework of the standards for Basic Education Institutions (RA/TK and SD/MI), these standards are usually made by the central government, taking into account the needs at every level of educational institutions. Standards for facilities and infrastructure in RA/TK which later became guidelines were standards issued by the Minister of National Education which was originally named Regulation of the Minister of National Education of the Republic of Indonesia or Permendiknas RI Number 58 of 2009 concerning Early Childhood Education,

Therefore, the researcher tries to discuss the theme "Analysis of Educational Institution Facilities at SD/MI and RA/TK" with an analysis that refers to the National Education Standards (SNP), which is based on Permendiknas RI No. 24 of 2007 concerning Standards for Facilities and Infrastructure for Schools. Basic/Madrasah Ibtidaiyah (SD/MI) and RI Minister of Education and Culture Regulation No. 137 of 2014 concerning National Standards for Early Childhood Education.

Materials and Methods

Study Area

The object of this research is at the elementary level educational institutions, namely TK Aisyiyah Bustanul Athfal Sapen, Madrasah Ibtidaiyah Negeri 1 Yogyakarta, and SD Muhammadiyah Condongcatur Sleman with the research time in October 2021.

Data Analysis

The research method used is a descriptive qualitative approach with analytical methods. The

qualitative method aims to collect data on infrastructure in educational institutions at the basic level of RA/TK and SD/MI. JR Raco, (2010) Observations, interviews, documents, and documentation are the main data sources in this study. Teachers and Waka Sarana Prasarana on the three school objects that were evaluated were the data sources in this study. The results of the interviews provide information about infrastructure at educational institutions at the basic level of RA/TK and SD/MI, as well as the inhibiting and supporting factors of infrastructure at educational institutions at the basic level of RA/TK and SD/MI, based on data sources.

(3) drawing conclusions Researchers develop conclusions based on the data made with the presentation of data and discussions that have been prepared previously (Sugiono, 2017).

Results and Discussion

1. Definition

Definition of Fulfillment

Fulfillment comes from the word full, which means that it is fully contained (nothing is repeated), and fulfillment refers to the process, method, or act of fulfillment, according to the Big Indonesian Dictionary. KBBI, (2021) So, in this study, the fulfillment of facilities and infrastructure for basic-level educational institutions means that the facilities and infrastructure used in school activities and learning at basic-level institutions are fulfilled and completed in accordance with the National Education Standards. What is meant by the fulfillment of basic education infrastructure facilities according to the above understanding are all ways to fulfill the infrastructure facilities that can be used in education to assist the implementation of activities and learning.

Definition of Infrastructure

Educational facilities, according to Mulyasa, are buildings, classrooms, tables, seats, as well as teaching tools and media that are directly used and support the educational process, especially the teaching and learning process. As a result, educational facilities will play a positive role if the

educators who are responsible for their utilization make the best use of them. Meanwhile, educational infrastructure, according to Bernawi, includes all important equipment that indirectly helps the education process in schools. Therefore, educational facilities and infrastructure are very important for the proper and optimal implementation of the teaching and learning process. Nasrudin & Mulyadi, (2018)

According to this explanation, facilities and infrastructure play an important role in the development of educational institutions. The importance of facilities and infrastructure in supporting the educational process is regulated by Law Number 20 of the Republic of Indonesia concerning the National Education System, which states that every formal and non-formal education unit is obliged to provide facilities and infrastructure that meet educational needs in accordance with the National Education System. Examples are buildings, properties, administrative equipment, and other items used in the teaching and learning process. Good education must also include good management, with every aspect of management tied to every activity, work activity, and what is expected to be achieved well. so that the organization can mobilize its resources and realize its ambitions and ideals. The educational process is the transformation of something into something else; input is something that affects the ongoing process, and output is something that comes from the results of the process. Trisnawati, et al, (2019)

From this explanation, it can be seen that facilities and infrastructure are one of the supporting factors in the teaching and learning process. So that student learning activities can create learning outcomes that are in accordance with the expected goals, encouragement is needed. Of course, to maximize student achievement, it is very important to pay attention to the various elements that motivate students to study well. If there are supporting facilities, such as learning facilities and infrastructure components, and if they can be used effectively and optimally, these can be increased. To meet these expectations, learning facilities and infrastructure should be educational infrastructure facilities that involve the

child's five senses. Teaching aids and teaching media, for example, are examples of facilities and infrastructure that use the senses more.

Nawawi said that educational facilities are divided into three types based on whether or not the facilities are used up, whether they move or not when used, and their relevance to the learning process. Ibrahim Bafadal, (2008)

There are two types of educational facilities in terms of consumables or not: consumable educational facilities and durable educational facilities. When it comes to moving or not moving while studying, there are two types: moving and immobile. Meanwhile, there are three types of linkages between these facilities and the learning process: learning tools, teaching aids, and learning media. Barnawi and M. Arifin (2012)

Physical and non-physical education facilities are two types of educational facilities. Everything in the form of inanimate objects or objects that have a role to help or launch a business, such as cars, writing machines, computers, furniture, props, models, media, and so on, are called physical facilities or material facilities. Non-physical facilities are things that are not inanimate or intangible such as inanimate objects, but play a role in facilitating or launching a business, such as people, services, or money. Gunawan Ary (1996)

According to the sentence above, the facilities in question include educational facilities and infrastructure used in schools. Physical facilities or resources that play an important role in the school framework in the form of inanimate objects are used to start all learning activities in schools. For example, the vehicle used by the school. Computers for school administration, classroom teaching and learning tools, and other items.

2. Standards of Facilities and Infrastructure *Standards for Facilities and Infrastructure Based on Permendikbud of the Republic of Indonesia Number 137 of 2014 concerning National Standards for RA/TK*

The type, completeness, and quality of the facilities used in the implementation of the Early Childhood Education (PAUD) process are all part of the standard of facilities and infrastructure. The level of facilities and infrastructure is a criterion to

support the implementation and management of a holistic and integrative PAUD that utilizes local potential, in accordance with Permendikbud Number 137 of 2014 concerning National Standards for Early Childhood Education. The number of children, socio-economic conditions, culture, and the type of PAUD services all affect how facilities and infrastructure are provided. 1) Safe, comfortable, lightweight, and meeting the criteria for children's health are the determining factors in the procurement of PAUD facilities and infrastructure. 2) In accordance with the stage of child development. 3). Take advantage of the potential and resources in the surrounding environment,

According to Article 32 of the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning PAUD National Standards, infrastructure needs include TK/RA and the like, as follows:

1. Have a minimum land area of 300 m² (for buildings and yards).
2. Has a safe and healthy children's activity room with a minimum ratio of 3 m² per child and available hand washing facilities with clean water.
3. Has a teacher's room.
4. Has headroom.
5. Have a room where UKS (School Health Business) is equipped with P3K (First Aid in Accidents).
6. Have a latrine with clean water that is easily accessible by children under the supervision of a teacher.
7. Have other spaces that are relevant to the needs of children's activities.
8. Have educational game tools that are safe and healthy and do not harm children in accordance with SNI (Indonesian National Standard).
9. Have safe and healthy indoor and outdoor play facilities.
10. Have a closed and uncontaminated trash can, which can be managed every day.

Standards for Facilities and Infrastructure Based on Permendiknas of the Republic of Indonesia Number 24 of 2007 concerning Standards for

Facilities and Infrastructure for Elementary Schools/Madrasah Ibtidaiyah (SD/MI)

The standard of facilities and infrastructure for Elementary School/Madrasah Ibtidaiyah (SD/MI) contains minimum facilities and infrastructure criteria, in accordance with Article 1 of the Minister of National Education of the Republic of Indonesia No. 24 of 2007. In addition, Article 2 states that the provision of education for groups of permanent and remote settlements with a population of less than 1000 (one thousand) people and who cannot communicate with other groups within a distance of 3 (three) kilometers through safe pedestrian paths may deviate from the standard of facilities and infrastructure as regulated in this ministerial regulation.

These facilities and infrastructure standards are prepared for the scope of formal education, types of general education, basic education levels, namely Elementary School/Madrasah Ibtidaiyah (SD/MI). This Infrastructure Standard includes in Education Units:

1. One elementary school/madrasah (SD/MI) has facilities and infrastructure that can serve a minimum of 6 study groups and a maximum of 24 study groups.
2. One primary school/madrasah (SD/MI) with six study groups is provided for 2000 residents, or one village/kelurahan.
3. In areas with a population of more than 2000 people, additional facilities and infrastructure can be added to serve additional study groups at the existing SD/MI, or provided new elementary/madrasah (SD/MI) schools.
4. In one group of permanent and remote settlements with a population of more than 1000 people, there is one elementary school/madrasah (SD/MI) within the distance for students to walk a maximum of 3 km through a non-hazardous track.

Provisions for Facilities and Infrastructure in Permendiknas of the Republic of Indonesia Number 24 of 2007 concerning Standards for Facilities and Infrastructure for Elementary Schools/Madrasah Ibtidaiyah (SD/MI) an SD/MI must have at least the following infrastructure:

1. Classroom,

2. Library room,
3. Science Laboratory,
4. leadership room,
5. Teacher's room,
6. Place of worship,
7. UKS room,
8. Toilet,
9. Warehouse,
10. circulation room,
11. Place to play/exercise. (Permendiknas RI No. 24 of 2007)

3. Research Results of Basic Education Institution Infrastructure

Research Results at Aisyiyah Kindergarten Bustanul Athfal Sapen

Condition of Infrastructure for Kindergarten Aisyiyah Bustanul Athfal Sapen

Based on the data that has been obtained, it is known that the Kindergarten of Aisyiyah Bustanul Athfal Sapen already has classroom furniture. The number of classroom furniture owned by TK Aisyiyah Bustanul Athfal Sapen is that it has more than five types of classroom furniture that can meet the needs of the learning process and are available in every classroom. The classroom furniture in each class of Aisyiyah Bustanul Athfal Sapen Kindergarten can be seen in the following pictures:

1. Table for Children's Bags



Figure 1. Table for Children's Bags.

The function of this table is to put a bag or a place for children's drinking water. In every classroom there is a table for children's bags. For class A there are two tables that are used to place the bag and in class B2 there are 3 tables that are used to put bags. As for class B1 there is no table that serves to put children's bags. The placement of this table is near the door for class A and at the back of the classroom for class B 2. The condition of the table is still solid, it's just that the paint has

peeled off in some parts. In addition there are also some scratches so it looks dirty.

2. Student Activity Closets and Lockers



Figure 2. Wardrobe

In every classroom there is a classroom furniture cupboard or locker for student activities. The function of this cupboard is to store all learning activities from children during the learning process such as module books, picture books and also notebooks. In addition, this cupboard is also for storing stationery and drawing tools such as markers and pastels. Organizing and storing books and stationery looks neat and easy to find. The cupboards in class A and class B2 are made of wood, while those in class B1 are made of fabricated plastic. The condition of the cupboard is still sturdy to use according to its function. The paint on the cabinets has not faded, the cabinets made of wood have not been affected by wood lice and scribbles. Likewise, cupboards made of fabricated plastic are still strong, sturdy and function as intended.

3. Toy Table



Figure 3. Toys Place Table

This table serves to store various kinds of toys in the room. The condition of the table is still solid, there are some parts of the table whose wood has broken, as well as the table paint has begun to fade and peel in some parts. The number of toy tables in

class A is four tables, for class B1 there are seven tables for toys and student equipment, while for class B2 there are six tables.

4. Attendance Board

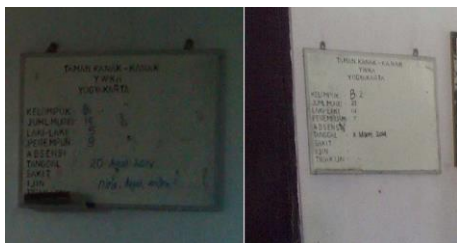


Figure 4. Attendance Board

The attendance board is used to record children who at that time did not go to school. The condition of the attendance boards in class A and class B2 can still be used, still clean, the writing can still be seen and has not been damaged. For class B1 the condition of the attendance board can still be used, it has not been damaged, it just looks dirty.

5. Whiteboard



Figure 5. Whiteboard

In each classroom there is a blackboard with a size of 120 x 240 cm each and still uses chalk as a writing tool. The condition of the blackboards in class A is still relatively new, still clean and has not many traces of pasted paper, and there are no cracks on the surface of the blackboard. The condition of the blackboard in class B1 is still suitable for use, it's just that there are already a lot of paper patches on the surface of the blackboard so it looks dirty, and there are no cracks on the surface either. As for the blackboard in class B2, it looks very dirty due to the remnants of used paper sticking to it during the learning process, but it can

still be used, not so much damage or cracks on the surface of the blackboard.

6. Pencil case



Figure 6. Stationery holder

In every classroom there is furniture for writing utensils to store stationery such as markers, chalk and also an eraser. The condition of each stationery can still be used and function properly.

7. Teacher's Table and Chair



Figure 7. Teacher's Table and Chair

In every classroom at Aisyiyah Bustanul Athfal Sapen Kindergarten, there are already a teacher's desk and chair located at the front near the blackboard. Class A and class B1 use the same table as the children's table, while class B2 is different from the other classes, the table used is higher. Likewise, the chair used by the teacher is also adjusted to the table. The condition of the table looks neat even though the class A and class B1 teacher desks are small. For the condition of the B2 class table, although it is slightly wider, it looks dirty because it is not given a tablecloth. All of the teacher's desks are in a condition that can still be used as they should, still strong and sturdy, the paint is still good, it's just that there are some parts that look peeling while the condition of all the teacher's chairs can still be used and function properly. Still strong and sturdy to sit on, it's just

that some parts of the paint seem to have peeled off.

8. Student Tables and Chairs



Figure 8. Student Tables and Chairs

In every classroom in kindergarten there are student tables and chairs. The number of seats in class A is 17 chairs and 6 tables. The condition of the student chairs in class A is still in a solid state and strong enough to sit on. There are some chairs that are starting to peel off the paint, there are approximately 5 units. The condition of the table is also in a solid, strong and functioning condition as it should. There were two table units that looked like they had streaks, the paint was starting to fade and peel off.

For class B, there are 6 tables and 18 chairs. Same is the case with class A. The condition of the tables and chairs in class B1 also has 1 unit of graffiti on the table and the paint has started to fade and peel. Meanwhile, the condition of the tables and chairs in class B2 is the same as in class A and B1, only 2 of the 6 desks have scratches on them. The condition of the chair is also still functioning, sturdy and strong to sit. The number of seats in class B2 is 22 seats, on average they have faded and the paint is peeling off.

Facilities and infrastructure can meet the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning the National Standards of TK Aisyiyah Bustanul Athfal Sapen:

1. TK Aisyiyah Bustanul Athfal Sapen has a land area of 391 m² and a building area of 335 m² X 2 (two floors).
2. TK Aisyiyah Bustanul Athfal Sapen has a safe and healthy children's activity room with a

minimum ratio of 3 m² per child and hand washing facilities with clean water are available.

3. TK Aisyiyah Bustanul Athfal Sapen has a teacher's room.
4. TK Aisyiyah Bustanul Athfal Sapen has headroom.
5. TK Aisyiyah Bustanul Athfal Sapen has a room for UKS (School Health Business) with P3K (First Aid In Accident) equipment.
6. Aisyiyah Bustanul Athfal Sapen Kindergarten has a latrine with clean water that is easily accessible by children under the supervision of a teacher.
7. TK Aisyiyah Bustanul Athfal Sapen has other spaces that are relevant to the needs of children's activities.
8. Aisyiyah Bustanul Athfal Sapen Kindergarten has educational games that are safe and healthy and not harmful to children in accordance with SNI (Indonesian National Standard).
9. TK Aisyiyah Bustanul Athfal Sapen has safe and healthy indoor and outdoor play facilities.
10. TK Aisyiyah Bustanul Athfal Sapen has a closed and uncontaminated trash can, which can be managed every day.
11. Place to play/exercise. (Permendiknas RI No. 24 of 2007)

Supporting and Inhibiting Factors for Aisyiyah Kindergarten Bustanul Athfal Sapens Infrastructure Facilities

Supporting factors for educational facilities and infrastructure at Aisyiyah Bustanul Athfal Sapen Kindergarten are:

- 1) Has a spacious and comfortable land.
- 2) Has flagship products.
- 3) There is a complete support room.
- 4) Has a tahfidz Qur'an program.
- 5) Involvement of school committees and guardians of students in planning and procuring educational facilities and infrastructure.

Inhibiting factors include:

- 1) The school website has not been managed optimally.
- 2) Publication to electronic media as well as to print media is still lacking.

- 3) There are good machine tools but there are no human resources to operate them.
- 4) Lack of awareness of students in the maintenance of educational facilities and infrastructure.
- 5) Government support is very lacking in terms of funding. Nuryati, (2021)

4. Research Results at MIN 1 Yogyakarta

Condition of Infrastructure at MIN 1 Yogyakarta

Facilities and infrastructure at MIN 1 Yogyakarta based on the general provisions in the Permendiknas standard include:

1. The madrasa has classrooms with an area of 972 m².
2. The madrasa has a library space with an area of 54 m².
3. Madrasas have a science laboratory.
4. The madrasa has a leadership room with an area of 27 m².
5. The madrasa has a teacher's room with an area of 54 m².
6. Madrasas have places of worship.
7. Madrasas have UKS rooms.
8. The madrasa has a bathroom with an area of 2x2 m².
9. Madrasas have warehouses.
10. Madrasas have circulation spaces.
11. The madrasa has a playground/sports area.

Overview of Infrastructure Facilities at MIN 1 Yogyakarta

1. Classroom

Madrasah has 2 buildings on the north and south which consist of 2 floors. Madrasas have 18 classrooms. Each room is equipped with infrastructural facilities in the form of a table, chairs, blackboard, fan, cupboard, and hand washing area.

2. Library room

The madrasa library has a collection of subject books from theme one to theme eight with a total of 562 books, textbooks on theme nine with a total of 288 books, SKI subject books with a total of 385 books, Arabic language textbooks with a total of 466 books.

3. Science Laboratory
4. Leadership Room

The madrasa leadership room looks spacious in which there are sofa chairs, tables and other infrastructure.

5. Teacher's room

Madrasas have 2 teacher rooms, the first is designated as an administrative room and the second is a teacher's room.

6. Place of worship

The madrasa has 1 large mosque and has a special place for ablution for boys and girls.

7. UKS room

Madrasas have a UKS room which consists of 2 separate rooms for male and female students.

8. Bathroom

Madrasas have 12 bathrooms for students, and 2 bathrooms for teachers and employees.

9. Warehouse

10. Circulation Room

Madrasas have a lot of circulation space because the madrasa building is wide and multi-storey, so it has sufficient circulation space.

11. Playground and Sports

The madrasa has 1 garden located in the middle of the building containing various kinds of plants which are written on each type of plant, and there are seats and swings in the garden. The madrasa has 2 sports fields which are located in the western part of the madrasa yard and the eastern part next to the residential area.



Figure 9. Sports



Figure 10. Playground



Figure 11. Front View of Madrasah



Figure 12. Circulation Room

Infrastructure can meet the Regulation of the Minister of National Education of the Republic of Indonesia Number 24 of 2007:

- 1) The madrasa has 18 study groups, a 2-storey building with a land area of 3970 m²
- 2) The madrasa has 18 study groups in a 2-storey building with an area of 2006 m².
- 3) Completeness of infrastructure at MIN 1 Yogyakarta consists of several rooms including: TU room, canteen, integrated service room, PTSP room, kitchen, committee room, CS room, skills room, gazebo and garden, drainage room, security post room.

Supporting and Inhibiting Factors for Infrastructure MIN 1 Yogyakarta

The following are the supporting factors for educational facilities and infrastructure at MIN 1 Yogyakarta:

The first step in the procurement of madrasa buildings is carried out by the madrasah infrastructure party who collects funds from various parties such as the Ministry of Religion of the city, the city government, appointments, BOS funds, grant assistance, and the committee. Then in the procurement of other buildings, the madrasah infrastructure party cooperates with the city's Ministry of Religion, building projects, appointments through the coordination of the madrasa head and the facilities and infrastructure.

Management of facilities and infrastructure at Madrasah Ibtidaiyah Negeri 1 Yogyakarta, namely the existence of superior human resources, as well as the existence of sources of funds from the madrasa and outside parties, can facilitate the process of managing facilities and infrastructure at MIN 1 Yogyakarta. Efforts to manage the facilities and infrastructure of MIN 1 Yogyakarta by means of planning, inventorying, structuring infrastructure facilities carried out by teachers, staff, and madrasa heads. Efforts to manage madrasa infrastructure by making regulations related to procedures for using madrasa infrastructure, making borrowing procedures, making schedules and using language labs, computer labs, and science labs according to the available administration.

Efforts to maintain and maintain infrastructure at MIN 1 Yogyakarta are carried out by school residents, officers, and third parties cleaning the gardens, courtyards, and hallways. The

maintenance carried out is on the infrastructure in the form of electronic equipment in the madrasa by upgrading the computer specs, renewing the capacity grade of the specs that have expired on the computer.

The inhibiting factors in meeting the needs of infrastructure in MIN 1 Yogyakarta include:

In the procurement of madrasa facilities and infrastructure which require large costs, there is an imbalance, so that funds are not sufficient to realize these infrastructure facilities. Therefore, madrasahs make policies in the procurement of facilities and infrastructure, one of which is by using funds as effectively and efficiently as possible. The use of funds is carried out as efficiently and effectively as possible, by procuring the most important facilities and infrastructure that have been previously designed (Muh Wardanuddin, 2021).

5. Research Results at SD Muhammadiyah Condongcatu

Condition of Infrastructure at SD Muhammadiyah Condongcatu

Facilities and infrastructure at SD Muhammadiyah Condongcatu based on the general provisions in the Permendiknas standard include:

The condition of the infrastructure at SD Muhammadiyah Condongcatu

1. Madrasahs have 24 classrooms
2. Madrasahs have a library room, there is 1 library room
3. Madrasahs have 3 science laboratories
4. Madrasahs have 1 Leadership Room
5. Madrasahs have 3 Teacher Rooms
6. Madrasahs have 1 place of worship
7. Madrasahs have 3 UKS Rooms for boys and girls as well as dentists
8. Madrasah has a bathroom
9. Madrasahs have warehouses
10. Madrasahs have a Circulation Room
11. Madrasahs have Playground/Sports

Overview of Facilities and Infrastructure at SD Muhammadiyah Condongcatu

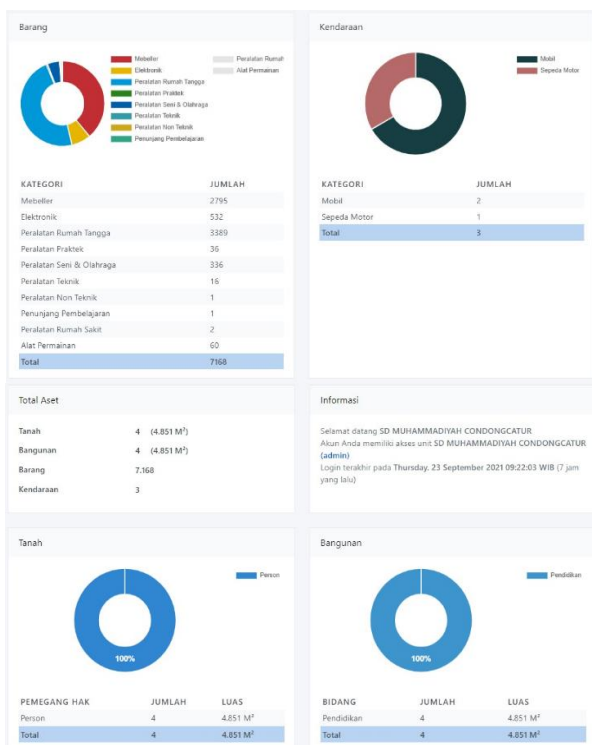


Figure 13. Update of Infrastructure on the website of SD Muhammadiyah Condongcatu

SD Muhammadiyah Condongcatu is an Islamic school that is also creative and inventive. Gorongan, Condongcatu, Depok, Sleman, Yogyakarta is where the elementary school was founded. This elementary school is one of my personal favourites. Many students have become champions at all levels, at the sub-district, district, provincial, national and international levels. The following rooms are available at SD Muhammadiyah Condongcatu:

1. Classroom.
2. Laboratory room.
3. Library room.
4. ICT / TV room with AC.
5. WiFi/wireless internet access facilities in every classroom.

The following is a description of the facilities and infrastructure at SD Muhammadiyah Condongcatu:

1. Classroom

It is a space where learning activities take place as well as a place for teachers to transmit their knowledge to students. Students benefit from the teaching facilities and convenience of learning from the teachers at this location.

2. Laboratory room

The Computer Laboratory is the only operational laboratory for SD Muhammadiyah Condongcatu. Not only that, the only laboratory of SD Muhammadiyah Condongcatu is because there is a science laboratory. The Computer Laboratory is a very good support for student learning, especially in the discipline of ICT (Computer Informatics Engineering), where students are not only given theory but also practice to improve their computer skills.

3. Library room

Located on the second level. When students are not in class, they often use this space to study. Students often use the library of SD Muhammadiyah Condongcatu to study outside the classroom, in addition to reading and borrowing books.

4. UKS room,

The Muhammadiyah Condongcatu Elementary School building is located on the third floor. When students of SD Muhammadiyah Condongcatu are sick, this room is often used. If students are sick, there are medicines that can be eaten or taken on the spot, as well as external medicines. There is also a dentist's office.

5. Principal's office

6. Administration room

In the administration room, there are several types of sections and places of work for the Deputy Principals (Wakasek), including the Vice Principal for General Affairs, the Deputy Head of the Curriculum, and the Vice Principal for Student Affairs.

7. Teacher's room

8. Storage of products in the warehouse is very important in this situation if there are things that are not used, such as consumables and non-consumables, and goods are stored in the warehouse. Warehouse maintenance is also important because it must be arranged neatly and air circulation must be adequate to prevent moisture and ensure the safety of goods in the warehouse. Unused items are stored here. Due to the lack of warehouse management, the warehouse is in an unsanitary state.

9. Bathrooms/WC (Teachers and Students), which are very clean so that students feel comfortable.
10. The canteen located inside the school building sells various kinds of food and drinks. The space is quite spacious so that students of SD Muhammadiyah Congdongcatur can enjoy everything that is sold there.
11. Parking Area The available parking area is quite large, because there is a special parking area for instructors and employees, as well as parents who take or pick up their children. If there are activities, such as taking report cards, it is necessary to use additional parking spaces, such as fields.
12. Because the distance between the study room and the prayer room is close enough to hold congregational prayers, the prayer room or prayer room is placed inside the building.
13. The ceremony field of SD Muhammadiyah Congdongcatur has a large ceremonial field with a flagpole inside.
14. The sports arena is very wide. Basketball courts, soccer fields and multipurpose courts that can be used for any sport and equipped with sports equipment are included among the accessible courts.
15. Gazebo
Facilities and infrastructure can meet the Regulation of the Minister of National Education of the Republic of Indonesia Number 24 of 2007 at SD Muhammadiyah Congdongcatur:
 1. Has 3 floors with an area of 4,851 m²
 2. The madrasa has 18 study groups in a 2-storey building with an area of 2006 m².
 3. The complete infrastructure at SD Muhammadiyah Congdongcatur consists of several rooms including: Study Studio 1 & 2, Radio Room, Music Room, Multimedia, Reading Corner, Hisham Hall, Ahmad Dahlan Hall, TU Room, Public Kitchen, Living Pharmacy, Gazebo and Gardens, Parking Area, Basketball Court, Ceremony Field, SWC (Siti Walidah Center), and Security Post Room.

Supporting and Inhibiting Factors of Infrastructure for SD Muhammadiyah Congdongcatur

Supporting factors for educational facilities and infrastructure at SD Muhammadiyah Congdongcatur are:

1. Have a spacious and comfortable land
2. There is a complete supporting room
3. ICT-Based Learning Support Application
4. Government assistance in the form of GTT/PTT incentives, BOS funds are very useful assistance in improving the quality of schools, especially in increasing human resource development activities, both teachers, employees and improving the quality of students.
5. School-Based Quality Improvement Management (MPMBS) is a school breakthrough to build public trust, so that the potential of the community is able to become the main supporter in developing schools to become independent schools.

The Obstacle Factors for Educational Facilities and Infrastructure at SD Muhammadiyah Congdongcatur are:

Building relationships, good cooperation with school committees and other parties who can assist in efforts to build and make improvements to what is needed related to the existing infrastructure in schools (Imam Khoirudin, 2021).

Discussions

Analysis of Fulfillment of Facilities and Infrastructure Based on National Education Standards at Elementary Education Institutions (RA/TK and SD/MI)

Analysis (1) based on Permendikbud RI No. 137 of 2014 concerning National Standards for Early Childhood Education, the resulting analysis is that the existing infrastructure in TK ABA Sopen is complete, adequate and meets these standards, (2) the source of funding for infrastructure facilities comes from the Ministry of Religion of the city, city government, appointments, BOS funds, and grant assistance (3) procurement of ABA TK infrastructure facilities also comes from student monthly tuition fees and the Muhammadiyah Foundation, and the maintenance of infrastructure

is carried out by the TK principal, teachers, and students.

The analysis based on Permendiknas RI No. 24 of 2007 shows the results (1) Regarding the condition of the Facilities and Infrastructure of MIN 1 Yogyakarta can be categorized as adequate and complete in supporting the process of school activities and teaching and learning processes, (2) Supporting factors for infrastructure through the provision of funds from the Ministry of Religion of the city, municipal government, appointments, BOS funds, grant assistance, parties. Management and maintenance of facilities and infrastructure at MIN 1 Yogyakarta is carried out by all school residents, including the head of madrasah, teachers, students, 3 Cleaning Service parties (3) Inhibiting Factors: from the aspect of procuring large funds, sometimes between the wishes of the school and the funding side it is unequal, due to insufficient funds. Therefore, the use of funds is carried out as efficiently and effectively as possible.

The analysis is as per the Minister of National Education Regulation No. 24 of 2007 and the reality on the ground, (1) SD Muhammadiyah Condongcatur Yogyakarta has met all the standards set by the Minister of National Education, it can even be said that some items of infrastructure exceed the standards that have been set, because the Management of Infrastructure at the school is managed effectively and as efficiently as possible according to the needs of the school which is fully supported by the Muhammadiyah Foundation. (2) Supporting factors for infrastructure through the procurement of funds from student tuition fees, BOS funds, and student re-registration. (3) The management of infrastructure facilities is carried out by school residents and data updates at SIMAM (Muhammadiyah Asset Management Information System).

Conclusions

Based on the discussion above, the researcher draws the conclusions obtained as a whole regarding the facilities and infrastructure at the elementary level educational institutions (RA and

MI) with the object of the school being TK Aisyiyah Bustanul Athfal Sapen, Madrasah Ibtidaiyah Negeri Yogyakarta, and SD Muhammadiyah Condongcatur Sleman. Researchers draw conclusions from the analysis of the fulfillment of facilities and infrastructure at elementary level educational institutions (RA and MI) as follows:

(1) The condition of the facilities and infrastructure at the educational institution can be categorized as adequate and complete in supporting the process of school activities and the teaching and learning process in the three objects of the basic level educational institution.

(2) Supporting factors in the fulfillment of infrastructure facilities come from the procurement of funds, management and maintenance of infrastructure facilities that are already available in the three objects of the basic level educational institutions.

(3) Inhibiting factors in the fulfillment of infrastructure facilities at the elementary level educational institutions are in terms of the lack of funds with the required infrastructure and the lack of human resources in managing the website at Aisyiyah Bustanul Athfal Sapen Kindergarten.

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