

Implementation of Security Standards for Facilities and Infrastructure at Integrated Islamic Junior High School LHI Yogyakarta

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Abstract: This research aims to examine the implementation of safety standards for facilities and infrastructure at Integrated Islamic Junior High School LHI Yogyakarta. A descriptive qualitative approach was used to explore in-depth information regarding practices and perceptions related to security in the school environment through observation, interviews and documentation. The research results show that Integrated Islamic Junior High School LHI Yogyakarta has implemented comprehensive physical security standards, including strong building construction, CCTV surveillance systems, fire protection, and clear evacuation routes. Safety management is also implemented through standard operational guidelines (SOP) which include emergency procedures for all school residents. Regular safety training programs, such as evacuation simulations and the use of fire extinguishers, are also implemented to increase preparedness. Even though there are several technical obstacles such as CCTV blind spots and limited backup power, the school is committed to continuing to improve security standards gradually in accordance with budget allocations. Development plans include the addition of CCTV, improvements to stair access and the installation of an automatic alarm system. A holistic approach involving coordination of all school elements is recommended to ensure more effective and sustainable implementation of security standards, creating an increasingly safe and conducive learning environment for all school members.

Keywords: Security Standards, Facilities, Infrastructure, School Security, Integrated Islamic Junior High School.

Introduction

Quality education depends not only on the curriculum taught, but also on a safe and comfortable learning environment. In this context, the security of educational facilities and infrastructure is a very vital aspect. The success of educational goals through the learning process in schools is influenced by many factors, one of which is the availability of educational facilities and infrastructure that are in accordance with National Education Standards (Marmoah, Adela, and Fauziah 2019). Facilities and infrastructure have a significant impact on the quality of education (Sutrisno et al. 2023). School administrators, who are responsible for overseeing the overall operation of the institution, place a strong emphasis on

maintaining a safe and comfortable environment for students (Oppong 2023). The development of educational infrastructure must be a priority, so that every individual has an equal opportunity to access quality education. With sufficient attention to this aspect, administrators can ensure that all facilities, such as classrooms, laboratories, and libraries, are not only available but also in good condition and can support the teaching and learning process.

Law of the Republic of Indonesia No. 20 of 2003 (Article 1 Paragraph 17) stipulates that national education standards are the minimum criteria related to the education system throughout the jurisdiction of the Unitary State of the Republic of Indonesia. (Article 35 Paragraph 1) National education standards include standards for content,

process, graduate competencies, teaching staff, facilities and infrastructure, management, financing, and education assessments that must be improved in a planned and periodic manner (Sugiyono 2021) . In Government Regulation (PP) No. 19 of 2005, standards for facilities and infrastructure are part of national education standards that include minimum criteria for study rooms, sports facilities, places of worship, libraries, laboratories, workshops, play areas, places for creativity and recreation, and other learning resources that support the learning process, including the use of information and communication technology. The role of parents as a clear source of support to help children develop privacy and security skills is also very necessary to strengthen knowledge (Yustisia et al. 2023) . This is in line with the Regulation of the Minister of National Education Number 24 of 2007 concerning School Facilities and Infrastructure Standards, which stipulates various safety criteria that must be met by each educational unit (Djoko Sambodo 2019) . This includes aspects of building safety, good ventilation, adequate lighting, and an efficient sanitation system. The aspirations and participation of school residents are required to be used and utilized as well as possible in accordance with what refers to the regulations and legislation that are stated and enforced (Firmansyah, Supriyanto, and Timan 2018) .

LHI Yogyakarta Integrated Islamic Junior High School, as an educational institution that is committed to shaping the character and intelligence of its students, has the responsibility to ensure that all existing facilities meet the established safety standards. A school if the facilities and infrastructure are good will have an impact on the learning process at school (Vusvitha 2023) . A safe and peaceful environment is a prerequisite for effective teaching and learning. Threats to human safety and property can come from natural disasters, such as earthquakes, floods, and storms, as well as from human actions such as vandalism, arson, and violent crime. Although disasters and human tragedies cannot be completely avoided, facility designers, institutional managers, emergency response teams, and post-crisis interventions need to play a role in reducing

the negative impacts they cause (Aydinan, 2023) . Schools are often considered a second home for children, so it is important for schools to have good buildings and infrastructure to support their development. Since most of their important time is spent at school, the environment and buildings must be designed comfortably so that children feel safe and protected while they grow and learn. A good school environment plays an important role in influencing their academic achievement (Ahmad 2023) . With increasing attention to the quality of education, the implementation of safety standards has become one of the top priorities in school management.

Although safety education is implemented at every level of school, most of it only focuses on theoretical education, so the demand for educational activities that are oriented towards experience is increasing (Cho et al. 2016) . Integrated Islamic Junior High School LHI Yogyakarta has implemented various steps to ensure the safety of the school environment. This study aims to examine the implementation of safety standards for facilities and infrastructure in the school, and to identify factors that support and hinder its implementation. Evaluation of the implementation of safety standards is not only important to determine the extent to which steps have been taken, but also to assess their impact on the safety and comfort of students and teachers. By understanding the strengths and weaknesses of the existing security system, the school can make necessary improvements. This will certainly contribute to the creation of a better learning atmosphere. By increasing awareness of the importance of security, it is hoped that all school residents can contribute to creating a safer environment.

Thus, the implementation of the security standards for facilities and infrastructure at Integrated Islamic Junior High School LHI Yogyakarta is not only aimed at fulfilling government regulations but also at creating a conducive learning environment for student development. Through strategic steps involving all related parties, it is hoped that the school can become a safe and comfortable place for all school residents and can be an example for other

educational institutions in terms of managing the security of facilities and infrastructure. Through the right steps, educational institutions can play an active role in creating a generation that is not only intelligent, but also safe in undergoing the teaching and learning process.

Materials and Methods

Study area

This study uses a descriptive qualitative approach implemented at Integrated Islamic Junior High School LHI Yogyakarta. Qualitative research is concerned with non-numerical data, collecting and analyzing narrative data (Sugiyono 2017). This approach was chosen because it allows researchers to explore in-depth information about practices and perceptions in the field related to the security of educational facilities and infrastructure. Qualitative research studies the culture of a group and identifies how population behavior patterns develop over time. (Arioen et al. 2023) . The focus of the study is the implementation of facility and infrastructure security standards with the aim of understanding various aspects such as challenges and obstacles to implementation, supporting factors, and their impact on student and staff safety. This study also considers contextual factors including school policies, stakeholder involvement, and teacher and student perceptions of security in the school environment.

Procedures

The data collection procedure uses a triangulation method that combines three data collection techniques, namely participant observation, in-depth interviews, and documentation. With a descriptive qualitative approach, researchers can obtain narrative data through triangulation techniques, namely observation, interviews, and documentation. Triangulation techniques mean that researchers use different data collection techniques to obtain data from the same source. Researchers use participant observation, in-depth interviews, and documentation for the same data source simultaneously. (Sugiyono 2019). The data is then analyzed to identify challenges, obstacles,

and supporting factors that influence the implementation of these safety standards. Data analysis activities, namely data reduction, data display, and conclusion drawing/verification (Sugiyono 2019). This aims to provide a comprehensive picture of how well safety standards are implemented and how this impacts the safety of students and school staff. This study also considers contextual factors such as school policies, stakeholder involvement, and teacher and student perceptions of safety in the school environment.

Data analysis

Data analysis was conducted through three main stages, namely data reduction, data display, and conclusion drawing/verification. This analysis process is intended to provide a comprehensive picture of the quality of safety standard implementation and its impact on safety in the school environment. Through these stages of analysis, researchers can identify important patterns and findings that emerge from the data that has been collected.

Results and Discussion

Results

The implementation of physical security standards for school buildings includes several important aspects to ensure the protection and comfort of the school community. Mrs. Fourzia Yunisa Dewi, M. Pd. Gr., as the Principal of Integrated Islamic Junior High School LHI Yogyakarta explained that in terms of structure and construction, the school building has been built with quality materials. The boys' and girls' classroom buildings consist of 3 floors with the 2nd and 3rd floors being given chest-high stainless-steel fences to guard and protect the students. The access security system is strictly implemented. The main door is equipped with a double locking system and CCTV. Each class has two CCTVs in front and behind the class to monitor safe and comfortable learning activities. In addition, the building is surrounded by a high fence of about 2 meters and is equipped with a 24-hour security post with officers who take turns on

shift duties. The circulation area is also well-arranged, with a separation of parking zones and student play areas, wide corridors, emergency stairs at each end of the building, and evacuation direction signs in strategic places. For the fire protection system, the school has been equipped with light fire extinguishers (APAR) strategically placed in each building, hydrant points in the garden, as well as smoke detectors and fire alarms on each floor. APAR inspection is carried out every six months. The evacuation system includes an evacuation route plan in each room, four evacuation assembly points, emergency communication via loudspeaker, and a fire evacuation simulation carried out annually because every year there are new students and students who graduate.



Figure 1. CCTV and APAR in every school building

Safety management is also implemented through Standard Operating Procedure (SOP). Mrs. Fourzia stated that:

"We have SOP in the form of student guidebooks, teacher guides, and parents guides that regulate what students, teachers, education staff, and parents should do when entering the school area, or even if an accident or natural disaster occurs while in the school environment."



Figure 2. Student Guidebook and Evacuation Route Map

The guidebook contains all policies that must be carried out by all school residents including facilities and infrastructure, as well as procedures for their use. The guidebook is also dissected during the school environment introduction period (MPLS) where students are introduced to what can and cannot be done. One example in the student guidebook on page 21 explains that if an accident or illness occurs Handling: First aid is carried out by the school nurse or teacher on duty. If a student is sick, the duty officer, teacher, musyrif/h will provide treatment, if necessary then the school nurse will provide a referral for further treatment to the nearest hospital. Emergency conditions are handled directly to the nearest ER (Hidayatullah Hospital or Harjolukito). Furthermore, the homeroom teacher or musyrif/h will report and communicate the student's condition to the family concerned. Regarding financing, the first aid costs are borne by the school while the rest is handed over to the parents. The school encourages students to have personal health insurance. The nurse will provide an action report to the parents if the student receives special treatment.

Teacher guidebook also explains the security tasks, namely security guards assist the principal in the following activities: 1) Ensuring the circulation of anyone who enters and exits the SMPIT LHI environment. 2) Things that can be done by activating the security post and CCTV as a means of monitoring circulation 3) Receiving guests and asking them to fill in the guest book and being escorted to the front office 4) Ensuring that students who leave the school must record it in the student exit book that has been provided and ensuring that the student concerned has permission from the teacher or musyrif/h by showing a card that is allowed to leave 5) Responsible for environmental security by rotating at certain hours in all areas of the school environment. Ensuring that the school is safe from threats from outside and from within (both human elements, equipment, materials, and the environment/weather) 6. Maintaining the neatness and cleanliness of the school environment, especially the security post and parking areas 7. Recording incidental events or making daily routine reports

Every incident that has the potential to disrupt security is recorded in the security logbook and evaluated periodically every month to ensure optimal implementation of the SOP. Ms. Fourzia also emphasized the importance of safety training for all school members, such as annual APAR training, disaster evacuation simulations every semester, and first aid workshops once a year. To support students' understanding of safety protocols, socialization is carried out for new students, and safety posters and infographics are placed in each classroom as a reminder of the importance of preparedness. Access to certain areas is also restricted with special access cards, ensuring that only authorized personnel can enter important locations in the school. With this implementation, the level of security in the school can be continuously monitored and improved, creating a safe and conducive learning environment for all school members.

There are several obstacles in implementing the security standards for facilities and infrastructure, including technical constraints such as blind spots on CCTV and limited backup power. Some buildings also have stairs that do not fully meet security standards because of their relatively narrow size. The earthquake warning siren also still uses a manual system by teachers and staff. These obstacles do not stop the school's efforts to continue to improve security standards. Ms. Fourzia emphasized the importance of gradual development, where improvements to security facilities are carried out in line with the available budget allocation. One proposed solution is the addition of CCTV in areas that have not been monitored and the improvement of the backup power system to support the operation of security devices for longer during power outages. The school also plans to improve the accessibility of the stairs through renovations that consider aspects of comfort and safety. In addition, to replace the manual earthquake warning system, the school is planning to install an automatic alarm system that can provide early warning in emergency situations. These efforts demonstrate the school's commitment to creating a safe learning environment, supported by the understanding that improving security is an

ongoing process that requires the participation of the entire school community.

Discussion

LHI Yogyakarta Integrated Islamic Junior High School has implemented comprehensive physical security standards through the structural design of the building and surveillance system. This is reflected in the construction of a 3-story building equipped with chest-high stainless-steel fences and a CCTV system installed in each classroom. This implementation is in line with (Anisah and Sumarni 2019) regarding the importance of safety education *for* schools to equip students when a sudden disaster occurs, either in the form of a natural disaster or other incident. This security standard is reinforced by a well-designed evacuation system, including clear evacuation routes in each room, safe gathering points, and evacuation simulations that are held regularly to ensure that all students are ready and understand the correct evacuation steps. The electronic surveillance system implemented also supports (Prasetyo 2022) regarding the effectiveness of CCTV in preventing security incidents in educational environments, where the presence of CCTV has been proven to not only function as a monitoring tool, but also provide a psychological effect in the form of a sense of security for students, teachers, and staff. CCTV surveillance in every classroom and strategic areas of the school allows early detection of potential dangers or unwanted behavior, so that security incidents can be minimized significantly.

The school has implemented a comprehensive fire protection and safety management system. This is in accordance with the standards recommended in (Hakim and Putranto 2017) which examines fire protection systems in educational institutions, showing that the implementation of light fire extinguishers (APAR), fire alarm systems, and hydrants is very important in supporting the readiness and safety of school residents in the event of a fire. The implementation of SOP through guidebooks reflects a systematic approach to safety management as recommended in (Khusniya, Jannah, and Khotijah 2024) . The guidebook provides clear direction for all school residents

regarding the procedures to be followed in the event of an incident or emergency, from first aid measures (P3K) to evacuation steps. This guide includes books for students, teachers, and parents, ensuring that each party understanding of their role in maintaining security and safety at school.

The emergency response procedures implemented demonstrate the school's readiness to deal with crisis situations. This system is in line with recommendations in (Reskadarto, Ariyani, and Ramli 2024) on the importance of emergency response protocols because disasters are unpredictable. This effort reflects the understanding that emergency response procedures must be an integral part of risk management in schools, ensuring that everyone understands the steps that need to be taken to protect themselves and others when unexpected situations arise. The routine safety training program implemented supports the findings (Fuedsi et al. nd) on the effectiveness of mitigation education in improving disaster preparedness. In addition, evacuation simulations and training on the use of light fire extinguishers (APAR) every year are real steps that strengthen students' and staff's understanding in dealing with potential disasters. The awareness and active participation of all school residents in this training demonstrate the importance of collaboration in building a safer school environment.

Technical constraints faced such as CCTV blind spots and limited infrastructure are common challenges in implementing school security systems. The school's proposed phased development plan is in line with recommendations (Wysokińska-Senkus 2020) on a sustainable approach to improving educational security systems. With this strategy, schools can prioritize the gradual addition of critical infrastructure, such as installing additional CCTV in underserved areas and upgrading the power backup system. This approach allows schools to effectively optimize the available budget while maintaining gradual security improvements. Other initiatives included in this plan are the renovation of stairs to improve accessibility and the installation of an automatic alarm system that is expected to strengthen the school's emergency preparedness.

The implementation of safety standards demonstrates the school's commitment to the safety of the school community. For further development, a holistic integrated approach is recommended as suggested in (Xaba 2014) which examines the holistic approach to safety and security in schools. This emphasizes the importance of coordination between all elements of the school, from the management of physical facilities, improving the monitoring system, to preparedness training involving students, teachers, and staff. This step not only increases security awareness in the school environment but also ensures a quick and effective response in emergency situations, creating an increasingly safe and conducive educational environment for all school members.

Conclusions

This study shows that Integrated Islamic Junior High School LHI Yogyakarta has implemented various comprehensive physical security standards to ensure the safety and comfort of all school residents. This implementation includes sturdy structural construction, installation of CCTV in each classroom, fire protection systems, clear evacuation routes, and regular safety training. Security protocols are reinforced through standard operating guidelines (SOP) that include emergency procedures for students, teachers, and parents, which provide guidelines for steps to take in a crisis or emergency.

Although there are still some technical constraints, such as blind spots on CCTV and limited backup power, gradual development efforts continue to be made to improve the security system. This sustainable approach allows the school to optimize budget allocation to add critical infrastructure, improve stair accessibility, and plan to install an automatic alarm system as a form of emergency preparedness. This strong commitment to improving security standards shows that the school has taken strategic steps in creating a safe and conducive learning environment for all school members, in accordance with recommendations from related literature on educational risk management.

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