

# **Policy Analysis of Ministerial Regulation No. 24/2007 on Primary School Facilities and Infrastructure Standards: Implications for Education Quality**

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**Abstract:** In Indonesia, the gap in the quality of educational facilities and infrastructure is a serious challenge that has a direct impact on the quality of education. In an effort to address this, the Minister of National Education Regulation No. 24/2007 regulates the minimum standards of infrastructure that must be met by each school to support the learning process. This policy encourages educational institutions to be more concerned with the availability of supporting facilities in order to create a comfortable learning environment for students. This research uses a literature review approach to analyze the policy and its implications for the quality of education in Indonesia. Although this policy has set standard criteria, the actual conditions in the field, especially in schools in remote areas, are still far from expectations. Many schools suffer from classroom shortages, empty libraries, lack of books and learning resources, dysfunctional laboratories, and learning media such as teaching aids, computers and supporting technology are often not available in sufficient quantities. This condition indirectly affects the quality of education. Therefore, the fulfillment of minimum standards of facilities and infrastructure is crucial in creating an educational environment that supports quality improvement, while reducing the gap between schools in developed and underdeveloped areas.

**Keywords:** Policy, Education Quality, Primary Schools, Facilities and Infrastructure.

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## **Introduction**

Until now, many schools in Indonesia face serious problems regarding the quality of education (Lestari, 2023). One of the causes is the inadequate quality of school facilities and infrastructure (Luthfi et al., 2024). Various indicators that can be used as benchmarks of school excellence and quality, such as the teaching and learning process, the completeness of facilities and infrastructure, the professionalism of educators, student academic achievement, and the quality of school management. Facilities and infrastructure play an important role in the smooth running of the education process. Without the support of adequate facilities, the educational process does not run optimally and the effectiveness of learning will be disrupted (Yahya et al., 2023).

The quality of education is influenced by the availability of adequate facilities and infrastructure (Prihatini et al., 2022). In this case, the government set minimum standard regulations for educational facilities and infrastructure through PERMENDIKNAS No. 24 of 2007. This regulation includes provisions for classrooms, laboratories, libraries, leadership rooms, teachers' rooms, latrines, places of worship and sports areas, as well as supporting facilities for extracurricular activities (KEMENDIKNAS, 2007). These factors will determine whether the learning process can be effective or otherwise. To realize optimal education and learning programs, tools and media are needed as support (Wayan Sumandya et al., 2022). Just as the educational process cannot run effectively if the classroom is not maintained or not suitable for use. Therefore, facilities and

infrastructure are very important in education because their existence supports the success of the learning process which has a direct effect on the quality of education (Ahmad, 2021).

The quality of education in Indonesia is far from perfect. According to The Guardian, Indonesia ranks 57th out of 65 countries in the world education system ranking (Lestari, 2023). Meanwhile, based on data from the World Population Review 2021, Indonesia ranks 54th out of 78 countries included in the world education quality ranking (Sholeh, n.d.). From the results of this ranking, one of the factors for the low quality of education is the problem of infrastructure facilities that hinder the achievement of educational goals. This shows the need for support in efforts to improve the quality of education. Based on data from the Ministry of Education and Culture in 2020, around 50% of classrooms at various levels of education were damaged (Rakista, 2023).

Several schools, including SDN 3 Teluk Pakedai located in Teluk Pakedai Satu Village, Teluk Pakedai Sub-district, Kubu Raya Regency, West Kalimantan, have experienced a similar phenomenon. The school accommodates around 70 students with poor building conditions, such as damaged ceilings, fragile windows, and toilet facilities that are about to collapse. These conditions not only disrupt learning comfort, but also pose a risk to the safety of students and teachers (Media Kalbar, 2024). Another incident occurred at SDN Jampang 2, Gunung Sindur, Bogor Regency. A teacher at the school said that students were learning in an uncomfortable room, with wood hanging from the ceiling of the classroom, cracked walls and bumpy tiled floors. Not only classroom conditions, but supporting facilities such as the library are no longer adequate (Center, 2021). Seeing this phenomenon, it indirectly creates discomfort in learning so that it hinders the learning process which in turn will have an impact on the quality of education. In this case, the importance of essential educational facilities and infrastructure standards to ensure the quality of learning in all Indonesian schools.

A study by Beteille and Evans revealed that the infrastructure gap between urban and rural schools

is still very real in many developing countries (Beteille & Evans, 2019). In Bonebolango District, especially in remote areas, there are still buildings that are not worthy of being called schools, not to mention inadequate facilities, such as the unavailability of LCDs for learning, practicum and sports rooms, and computers. This will certainly hamper the learning process (Nurhayati, 2021). With adequate infrastructure, it will create a comfortable, pleasant learning atmosphere, both from teachers and students (Kartika et al., 2019).

So far, there are still few researchers who discuss the suitability between the policies regulated by PERMEDIKNAS Number 24 of 2007 and the real conditions in the field. This is due to the lack of attention to educational infrastructure issues in academic discourse. Therefore, there needs to be a more serious effort in ensuring that this policy is applied consistently throughout the region. With a better policy, it is expected to meet the standards set so as to improve the quality of education in Indonesia. Based on the above problems, the purpose of preparing this article is to become an additional reference for education stakeholders in designing and improving educational facilities and infrastructure in accordance with the provisions, in order to achieve better educational goals in the future.

## **Materials and Methods**

### **Study Area**

This article focuses on the policy analysis of the Minister of National Education Regulation No. 24 of 2007 on the Standards of Primary School Facilities and Infrastructure in Indonesia. This policy regulates the minimum standard of school facilities that must be available, such as classrooms, libraries, laboratories and other supporting facilities. The main objective of this study is to find out how the implementation of the policy affects the condition of primary schools in Indonesia, which in turn affects the quality of education. In this case, it is important to study because facilities and infrastructure are one of the crucial factors that affect the quality of education (Fanani, 2023).

## Procedures

This research involved a three-stage procedure. *First*, the description or orientation stage. In this stage the researcher explains what is analyzed and interpreted about a phenomenon through comparison of various reading materials. Researchers interpreted literature sources related to infrastructure and education quality. The literature sources include books, web, news media, and research journals published in the last five years. *Second*, is the reduction stage, where researchers reduce all the information that has been collected, then filter out important data and eliminate unimportant data. In the context of infrastructure, researchers focused on information that directly impacts the quality of education, such as the availability and quality of facilities and infrastructure that support the teaching and learning process. Third, the stage of in-depth analysis by researchers of the data obtained, so that it will produce meaningful knowledge, hypotheses or new knowledge (Harahap, 2020). At this stage, researchers found several aspects of new findings related to infrastructure standards on the quality of elementary school education in Indonesia.

This research uses a Library Research approach. This means that the data obtained by the author through library data collection methods, reading, then recording and processing research data (Zed, 2014). The data processing is based on literature analysis not field, data information obtained from various literature sources. This article will discuss the importance of educational institutions having infrastructure in an effort to improve the quality of education. The flow of this research can be seen in Figure 1 (Fanani, 2023).

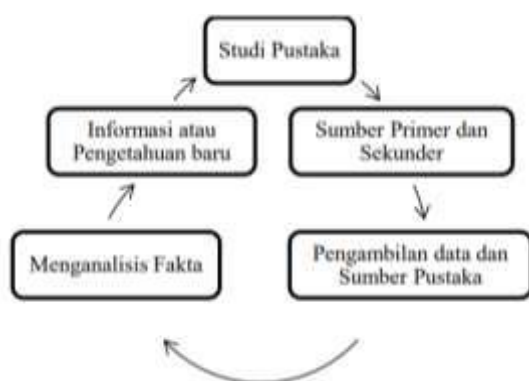


Figure 1. Library research

## Data Analysis

Data analysis in this article uses descriptive qualitative methods by describing and analyzing the phenomena studied in depth. This research describes facts and data about the object of research results clearly, without manipulating variables. The aim is to provide a comprehensive description of the object under study through analysis of the data that has been collected, so that conclusions can be drawn in accordance with the research objectives (Sugiyono, 2016). The secondary data sources of this research are in accordance with the object of research, namely the infrastructure policy and its implications for the quality of education. Data collection techniques in this study are looking for reports, archives, pictures, documents, and information that support the object of research (Sugiyono, 2020).

## Results And Discussion

The facilities and infrastructure standards set out in PERMENDIKNAS No. 24 of 2007 have a very important role in efforts to improve the quality of education. The limitations of school education facilities in Indonesia significantly hamper the learning process. Inadequate building conditions and facilities, such as inadequate classrooms, lack of learning support facilities, and unsupportive environmental facilities have a direct impact on the effectiveness of teaching and learning and the comfort of students and teachers. If educational facilities are up to standard, the learning process can run smoothly and student learning outcomes can improve. This factor affects the effectiveness of the learning process which ultimately affects the quality of education.

Based on the phenomena that researchers found, there are differences in the quality of education in various schools, mostly due to the inequality in the quality of facilities and infrastructure. This difference has an impact on the quality of education received by students in various regions. Schools that have adequate facilities are able to learn optimally, thus improving students' academic and learning outcomes. Conversely, schools with limited facilities often face obstacles in achieving maximum learning outcomes. These conditions

prevent students from accessing equal learning. Through the equitable application of the standards set by PERMENDIKNAS No.24 of 2007, it is important to improve the quality of national education and ensure that learning opportunities in various Indonesian schools are optimized.

### **Education Facilities and Infrastructure Standards**

Facilities are equipment to achieve goals. Meanwhile, infrastructure is a device in the learning process smoothly and precisely (Zafar & H, 2019). Infrastructure facilities in education are defined as all facilities, in the form of furniture, materials, equipment, or other things that are used directly in the learning process at school so that it can run smoothly as expected (Nurhuda et al., 2023). Other opinions also define that infrastructure facilities are devices that support education indirectly, such as parks, gardens, fields, or others. Meanwhile, those that are directly related to learning such as buildings, tables and chairs, classrooms, tools, and learning media (Delsah, 2019).

Facilities and infrastructure are one of the important components in the national education standards that aim to improve school quality. Adequate facilities, such as buildings, land, and other supporting facilities, not only support the effectiveness of the teaching and learning process, but also attract prospective students (Matin, 2016). The success of learning is influenced by the availability of facilities and infrastructure as a means of supporting teaching and learning activities (Asalnaije, 2018). Therefore, the existence and role of this factor cannot be ignored because it supports the education process and plays an important role in improving the quality of education (Cindy et al., 2022).

Standards are defined as the minimum limits that must be met to measure the quality of the school whether it reaches the minimum quality or even exceeds the predetermined standards (Dumond & Johnson, 2013). Based on the Regulation of the Minister of National Education of the Republic of Indonesia No. 24 of 2007, the standard provisions of primary school infrastructure include at least classrooms, library rooms, science laboratories, leadership rooms,

teachers' rooms, places of worship, UKS rooms, latrines, warehouses, circulation spaces, and playgrounds or sports (KEMENDIKNAS, 2007). Through this policy, schools try to provide standardized facilities and infrastructure to enable optimal achievement of educational goals. If the facilities and infrastructure are not in accordance with national standards, it is likely that students do not receive learning materials properly because the facilities are considered poor, which will have an impact on the quality of student learning outcomes (Cindy et al., 2022).

### **Types of Infrastructure Facilities**

Infrastructure facilities must be present in every school. Facilities are divided into three types: (Firdausi et al., 2020):

1. In terms of whether or not it is used up  
There are two types of facilities in terms of whether or not they are used up, there are two types:
  - a. Educational facilities that are used up are all means of materials or tools that are very easily exhausted if used and in a short time. Examples: markers or chalk, paper. As for tools or materials that can change shape for example: paper, cardboard, lights, balls etc.
  - b. Durable educational facilities are tools that can be used for a long period of time and can be used continuously. Examples: chairs, tables, writing machines, infocus, globe, atlas and some sports equipment.
2. In terms of moving or not when used  
There are two types of facilities in terms of moving or not when used:
  - a. Educational facilities that move is a means that can be moved or moved anywhere according to the needs required by the wearer. Examples: cabinets, school benches, tables etc.
  - b. Means of education that can not move is all educational facilities that can not be moved or moved in a short time, for example: land, buildings, electricity etc.
3. In terms of relationship with teaching and learning activities  
There are three types of facilities in terms of the relationship with teaching and learning activities:

- a. Learning tools are all tools used in teaching and learning activities that must be available, for example: books, stationery and practical tools.
- b. Teaching aids are learning media used to facilitate the process of teaching and learning activities so that students better understand learning materials, such as pictures.
- c. Teaching media is an educational tool that can be used to provide convenience when learning takes place so that teaching and learning activities are more meaningful, there are three types, namely: audio media, visual media and audio visual media.

The kinds of infrastructure used in education are divided into 2 types:

1. Infrastructure that is used for teaching and learning activities such as: classrooms, practice rooms, library rooms, theory rooms, laboratory rooms.
2. Infrastructure that is used to support the teaching and learning process such as: office space, canteen, principal's room, parking lot, teacher's room, land, road to the institution, mosque, bathroom, school health room, counseling place, TU place, storage place, air place.

Based on its function, space is generally categorized into three. First, educational spaces, such as classrooms, libraries, art rooms, sports rooms, and skills rooms. Second, administrative space, which is for carrying out various office activities such as the principal's room, administrative room, teacher's room. Third, supporting spaces that function to support the teaching and learning process, such as worship rooms, UKS rooms, cooperative rooms, toilets / latrines, and bathrooms (Hindrasyah & Nazir, 2024). If these are fully available in various schools, they will support the learning process both in the classroom and outside the classroom, so as to improve the quality and quality of schools.

### **Purpose of Infrastructure Facilities**

According to (Ellong, 2007) the purpose of facilities and infrastructure is to beautify rooms, places, and

various mobile and fixed facilities so that learning objectives can be achieved more effectively. With a comfortable and organized environment, the teaching and learning process becomes more efficient and enjoyable, both for students and when viewed by others. Infrastructure facilities can increase the motivation of students. Adequate facilities in the classroom, such as learning aids, media equipment and stationery, allow the teaching and learning process to run smoothly and increase student comfort. In addition, the provision of open areas outside the classroom, such as parks and large fields for play and sports activities, as well as parking facilities and other supporting buildings, further support learning activities outside the classroom.

The existence of adequate infrastructure support not only affects students, but also benefits teachers. Through the available facilities, learning activities will become more interesting, varied, and meaningful. This is able to improve the quality of teaching as expected (Elfina et al., 2022). In addition, by using media or complete learning support tools, it can develop skills and strengthen student memory. Thus, the importance of infrastructure that must be provided by schools to attract students and teachers in the teaching and learning process (Elpina et al., 2021).

### **The Role of Infrastructure Facilities on Education Quality**

Quality or quality is an overall description and characteristics of a good or service that shows its ability to meet expected or implied needs (Darmansah, 2020). In the field of education, the quality of education is comprehensive and involves all existing components, implementation, and activities, known as Total Quality. Quality education cannot be achieved through only one quality component, because education is complex. Each component, activity, and actor is interrelated and requires support from other components and activities (Tolulu et al., 2023).

The quality of education is influenced by various factors, including weak principal leadership, low teacher and staff performance, limited facilities and infrastructure, lack of competent human resources (HR), and inadequate

services (Zuliani & Suharti, 2023). Many education experts assert that teachers play an important role in the success of educational programs. Infrastructure facilities are one of the factors that cause the quality of education in Indonesia to be increasingly concerning, resulting in inequality (Handoyo & Zulkarnaen, 2019). However, it is important to remember that there are various other factors that also contribute significantly to improving the quality of education in schools. In addition to ongoing efforts to improve teacher performance, the provision of professional services related to facilities and infrastructure is also very important (Umar et al., 2024).

The completeness of learning facilities acts as a significant supporting factor in assessing and improving educational achievement, as well as the ability of students. The availability of adequate facilities will facilitate the learning process to take place properly. Educational facilities and infrastructure are important elements that have a close relationship with the achievement of learning achievement. The existence of quality facilities and infrastructure can improve the quality of educational institutions, as well as being a means to form a quality generation. To achieve this goal, educational institutions need to strive to manage all aspects of education as well as possible. Optimizing facilities and infrastructure management is a strategic step that must be taken so that the goal of quality education can be achieved (Elpina et al., 2021).

### Conclusion

The quality of education in Indonesia is strongly influenced by the availability and condition of adequate educational facilities and infrastructure. Various studies have shown that inadequate infrastructure, such as inadequate classrooms and lack of supporting facilities, significantly hampers the teaching and learning process, thus negatively affecting student learning outcomes and ultimately the quality of education. To ensure that all schools meet the minimum criteria necessary to achieve optimal educational goals, the government set standards that must be met by every educational

institution in PERMENDIKNAS No. 24 of 2007 related to facilities and infrastructure standards. Therefore, greater attention to the development and maintenance of educational infrastructure is an obligation as an effort to improve the overall quality of education in Indonesia. Thus, investment in education infrastructure will not only create a better learning environment but also contribute directly to a more sustainable and equitable improvement in the quality of education across schools in Indonesia.

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