

Managerial Competence of a School Principal in Managing School Facilities and Infrastructure: A Case of SD Negeri 2 Trienggadeng

Julianti*, Yusrizal, Niswanto

Graduate School of Education Administration, Universitas Syiah Kuala, Indonesia.

*Corresponding email: juliantiyanti30@gmail.com

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Abstract: The aim of this research was to identify how the school facilities and infrastructure of State Elementary School 2 of Trienggadeng in Pidie Jaya Regency were planned, utilized, and maintained. A descriptive method with a qualitative approach was used in this research. The data were collected by doing observation, interview, and documentation. The subjects of this research were the school principal, the school committee, the school facilities and infrastructure manager, and the teachers of State Elementary School 2 of Trienggadeng. The results indicate that the plan related to the management of the school facilities and infrastructure was made by the principal by involving the school committee, the school facilities and infrastructure manager, and the teachers. Moreover, as a manager as well as an administrator, the principal also (a) made the plan carefully by considering many aspects, (b) socialized and monitored the execution of the plan, (c) organized the maintenance of the facilities and infrastructure, and (d) monitored the management of the facilities and infrastructure.

Keywords: managerial competence, school principal, qualitative research.

Abstrak: Penelitian ini bertujuan untuk mengidentifikasi bagaimana sarana dan prasarana sekolah SDN 2 Trienggadeng Kabupaten Pidie Jaya direncanakan, dimanfaatkan, dan dipelihara. Metode deskriptif dengan pendekatan kualitatif digunakan dalam penelitian ini. Pengumpulan data dilakukan dengan cara observasi, wawancara, dan dokumentasi. Subyek penelitian ini adalah kepala sekolah, komite sekolah, pengelola sarana dan prasarana sekolah, dan guru SDN 2 Trienggadeng. Hasil penelitian menunjukkan bahwa perencanaan terkait pengelolaan sarana dan prasarana sekolah dibuat oleh kepala sekolah dengan melibatkan komite sekolah, pengelola sarana dan prasarana sekolah, dan para guru. Selain itu, sebagai pengelola sekaligus administrator, kepala sekolah juga (a) membuat perencanaan secara matang dengan mempertimbangkan banyak aspek, (b) mensosialisasikan dan memantau pelaksanaan rencana tersebut, (c) menyelenggarakan pemeliharaan sarana dan prasarana, dan (d) memantau pengelolaan sarana dan prasarana.

Kata kunci: kompetensi manajerial, kepala sekolah, penelitian kualitatif.

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■ INTRODUCTION

Improving the quality of education is one of the important discourses in the implementation of the national education system. It requires effort at every level and education unit (Castillo & Lobos, 2017; Liu, 2018; Kohen & Borko, 2019). Improving the quality of education must begin with improving the quality of the learning process that exists at all levels of education. This initial step is important because the learning process is the main activity in a school. There are at least four important factors that involve in this process, i.e. teachers, students, curriculum, and learning materials (Tinto, 2019; Guskey, 2017; Reich, Collins, & DeFranco, 2016).

These factors will make the learning process run smoothly and conducive. The quality of the learning process can further be improved if there is a better support regarding facilities and infrastructure (Hamidi & Chavoshi, 2018; Andrews, 2017; Lee, Shiue., & Chen, 2016).

Educational facilities and infrastructure are supporting factors that determine the success of an educational institution. Educational facilities are all equipment, materials, and furniture that are directly used in the education process in schools. In this regard, educational infrastructure is related to all basic equipment that indirectly supports the implementation of the learning process in schools (Muda, 2019; Al-Fraihat, Joy, & Sinclair, 2017; Alsabawy, Cater-Steel, & Soar, 2016). This definition emphasises that facilities directly enhance the educational process whilst infrastructure support this process indirectly.

Educational facilities are all equipment, materials, and furniture that are directly used in the education process in schools, while educational infrastructure are all basic equipment that indirectly supports the implementation of the education process in schools (Alharthi et.al., 2017; Mukred et.al., 2016).

According to current reports, there are still many educational facilities and infrastructure that

are owned by schools that are granted by both from the government and communities, which are not optimal in their use and cannot even be used in accordance with their functions. Such conditions are caused, among other things, by a lack of awareness of the facilities and infrastructure owned and the absence of adequate management.

The role and existence of the principal in managing facilities and infrastructure is very important in an effort to improve the management of educational facilities and infrastructure which is a supporting component to further improve the quality of education and the smooth learning process at Elementary School 2 Trienggadeng District of Pidie Jaya Regency. The Principal should have competence in managing which is realized in the development of the administrative facilities and infrastructure available in the school.

Competence is the ability or skill shown by someone when doing something. Capability/competency is a set of behaviours or skills that must be possessed by each person to be able to do their job. Leadership is all the activities performed by leaders in leading to achieve common goals. Based on the definitions mentioned, we can understand that leadership is very dependent on the management applied.

The ability of principals to manage educational facilities and infrastructure is very important to be able to realize the implementation of quality education. Based on the background above, this study aims to determine the planning of facilities and infrastructure needs, the use of facilities and infrastructure maintenance and the obstacles faced in managing the facilities and infrastructure of Primary School No. 2 Trienggadeng in Pidie Jaya regency.

Foundation theory

Management is a series of activities to manage or regulate Organization, while the person who performs the management or settings of the

Referred to as managers (Liao, 2018; Andellini et.al., 2017). The management is: Art and science planning, organizing, drafting, directing, and Resources to achieve a predetermined goal. More Further explained that management as an art serves to achieve the objectives Tangible results and benefits, while management as a science It serves to explain the phenomena, events with Give explanation. Educational facilities are all equipment devices, materials, and furniture that used in the school's education process, while the Education infrastructure are all basic equipment that is and indirectly support the implementation of the school so we can understand that all education infrastructure is Tools used to support the education process (Delsah, 2019; Rajendran & Athira, 2018; Adigeb, Anake, & Akomaye, 2017).

Under Law No. 19 of 2005 on national standards Education explained bring: Each education unit must have infrastructures that include land, Classrooms, management room, education Unit, Education room, Administrative Space Library, laboratory room, workshop room, Production unit space, canteen room, power and service areas, Place to play, places of workshop, playground, recreation, and Space/ place needed to support the learning process Regular and sustainable Education infrastructure is classified into two kinds. First School infrastructure that is directly used for the teaching and learning process, such as theoretical space, library space, and laboratory room. Second School infrastructure that its existence is not used for learning

such as school cafeteria, small rooms, headroom, and Parking space.

Facilities and infrastructure is one of the educational resources (Delsah, 2019; Sheikh, 2017). In National education system ACT number 20 year 2003 Educational resources are everything used in the Organizing education that includes educational resources, community Funds,

facilities and infrastructure. A direct tool to achieve educational objectives, for example: room, Books, libraries, laboratories while the infrastructure is: Indirect tools for achieving educational objectives, for example: Location/ Venue, School buildings, sports fields, space and so on.

■ METHODS

The approach used in this research is a qualitative approach with a descriptive method, namely to explain and illustrate about the Managerial Competence Of The Principal In The Management Of Facilities And Infrastructure Of Education State Elementary School 2 Trienggadeng Kabupaten Pidie Jaya "A qualitative study can be regarded as a research method based on the philosophy of Postpositivism, which is used to examine natural objects, where researchers act as key instruments, analytical and inductive techniques, And research results emphasize the meaning of not generalization. The subject of this study is the principal, the teacher and also the administration of SD NEGERI 2 Trienggadeng. Data collection techniques are conducted through observations, interviews and documentation studies. Observations were conducted to examine the correctness of data on the managerial role of the principal, interviews were conducted to find more in-depth matters regarding the situation and phenomenon, and document studies conducted to interpret all documents according to Focused problem. Data analysis is done with data reduction, data visualization, and data verification measures..

■ RESULTS AND DISCUSSION

Planning of Facilities and Infrastructure Needs of Primary School No.2 Trienggadeng, Pidie Jaya Regency

In the planning of facilities and infrastructure, the headmaster has the role of manager as well

as administrator. Planning facilities and infrastructure is the most important function in comparison with other management functions so that it becomes the basis for actors to use the facilities and infrastructure planning as a guideline that can be used to establish Goal. Implement planning function, involving several stages, namely procurement plan, need analysis and priority scale determination, Committee appointment, and procurement implementation. Planning the procurement of education facilities and infrastructure first by analyzing any needs in the process of learning activities by noting all the needs. Teachers convey their wishes and are selected based on the priority of required needs or urgent items. The existing tools need to be reobserved and reviewed in order not to happen excess use of the stuff. And submit the necessary needs to the office of the Greater Aceh education and data is also transmitted online. And also account for the costs incurred in the purchase of the required tools.

Meeting planning is always done every beginning of the new school year as First step in determining what programs will be conducted during the year Fore. The planning conducted in this annual meeting is not only the scope Facilities and infrastructure, but all aspects relating to sustainability Learning and school needs. From the school's RKAS document analysis Information that planning needs is done with the annual meeting To adapt to the needs of the school for the future The school's income budget plan (RAPBS). Funding source and its detailed allocation of this process is summarized in the In a plan of necessity and budget of the School (RKAS)

For the planning process of procurement of school education facilities and infrastructure should be able to conduct a series of activities related to the type and specifications, number, time and place with the price and resources that can be accountable. Rules in the BOS funds and

filed within each quarter, by way of purchasing, renting and accepting grants from the other party, a deal of all teachers and students in expediting the teaching and learning process. Necessity of facilities and infrastructure is planned in advance, to the school principal must make the needs of facilities and infrastructure needed in both long-term, medium and short-term. Procurement of educational facilities and infrastructure conducted by the school to fulfill the needs tailored to the development of education in each year, compiled first by the design of facilities and infrastructures already in the DECREE by the head School so that the process of drafting procurement needs can run in accordance with good mechanisms.

The role of the school chief in management Education infrastructure is very important, it means the active role of the principal As a manager in this context is the headmaster with teachers and staff Conducting analysis of the subject matter, holding an inventory of Existing equipment or media and held a re-inventory of That need to be updated or changed, conduct selection of tools or media which can still be utilized, seek funding or determine which source of funds Who will be used and appoint someone who will be assigned a duty to Carrying out the procurement of such facilities and infrastructure.

Referring to the theory of the Depdiknas One of the activities School principal in the management of facilities and infrastructure is the procurement of Facilities and infrastructure. Carrying out is doing, running, working Draft decision. The implementation takes place in an orderly, complete, precise, And fast. Implementation of infrastructure procurement process carried out by the Committee and supervised by the headmaster, adjust to the procurement agenda In a planning meeting.

The Role of the School Principal in Maintaining the School Facilities and Infrastructure

The facilities and infrastructure that the school has is an item that must be maintained and maintained to the fullest extent of its functionality for the teaching and learning process. Although usually the school has appointed a person to maintain and maintain school facilities and infrastructure, but all citizens have the awareness to maintain and maintain the school facility well. In order to realize this, it is very necessary the role of a school principal who is competent and able to direct all the school residents about the maintenance of school facilities and infrastructure owned.

The principal of SD Negeri 2 Trienggadeng directs to foster awareness of the facilities and infrastructure of the school, this strategy is conducted by giving encouragement to all the school citizens who are commanded by the principal, meaning All the school residents are invited to supervise the facilities in the school and then also with a light treatment. The term it belongs to school, hence its school citizen who must maintain and care for it, beside that also added by the management of facilities and infrastructure of the regulation and order for control of the use of facilities and infrastructure in School, for example in that regulation there is a separate rule in the use or borrowing, so students are not free in the use of existing facilities and infrastructure. In principle, maintenance activities are done so that every facility and infrastructure is always ready to use in the process/activities of teaching and learning. Activities, creativity and a sense of responsibility are key to successful maintenance activities for the optimization of the power and usability of each of our goods. Damage to the facilities and infrastructure that exist because of human resources that are still lacking and the proportion of facilities and infrastructures with excessive users because of the facilities and infrastructure that many are wearing.

Supervision of facilities and infrastructures in SD Negeri 2 Trienggadeng indirectly conducted by the principal through a routine report about the condition of facilities and infrastructure from the management of facilities and infrastructure, but the principal also occasionally check. How the facilities and infrastructure conditions are owned. It is in accordance with its function and role as manager, then the principal must have the right strategy to empower the education workforce through cooperation, giving the opportunity to the education professionals to improve profession, and encourage the involvement of all education personnel in various activities that support the school program. That means the headmaster is the highest policy taker in school. The principal is the person who governs the work or cooperation of a number of people as well as the authorities and is responsible for making plans, organizing, leading, and controlling a work to achieve the objectives.

The principal conducts control over the evaluation of the management of facilities and infrastructure. If the results are not in accordance with the expectations, then the headmaster should be quick to improve for the success of management of the next school facilities and infrastructure. Supervision is done to find out if the school program is running with the planned, but also to know the obstacles that occur and how to overcome it.

The principal holds aspiration or complaints from all parties School, from this process can be seen and know what needs are needed and very urgent. Infrastructure planning is followed up by Follows considering the priority scale, i.e. prioritizing Urgent goods in advance to support the objectives to be achieved. In the Management of educational facilities and infrastructure, improvement is necessary Improvement in the management of educational facilities so that they

can learning quality. In this case certainly an increase Management includes every effort from planning to Procurement and even to the elimination of such facilities and infrastructure.

Surveillance results are used to improve school program implementation. Supervision of facilities and infrastructures in SD Negeri 2 Trienggadeng indirectly conducted by the principal through a routine report about the condition of facilities and infrastructure from the management of facilities and infrastructure, but the principal also occasionally check How the facilities and infrastructure conditions are owned. that in carrying out its function and role as manager, the principal must have the right strategy to empower the education workforce through cooperation, giving the opportunity to Education personnel to improve their profession, and encourage the involvement of all education professionals in various activities that support the school program. That means the headmaster is the highest policy taker in school. The principal is the person who governs the work or cooperation of a number of people as well as the authorities and is responsible for making plans, organizing, leading, and controlling a work to achieve the objectives.

Challenges Faced by Principals in Facility and Infrastructure Management

The challenges faced in maintaining the facilities and infrastructure Elementary School No.2 Trienggadeng are limited human resources and limited funds. However, the problem is insufficient funding is more common. Therefore, in procuring infrastructure and facilities, the principal must make some adjustments and assumption in advance regarding the number of funds available to maintain the facilities and infrastructure that they will need.

The factors of forestation include the limitation of funds in supporting the activities of facilities and infrastructures relying solely on the funds of the Bos, supervisors and supervision is

less active due to the location of the school far so less motivation from the supervisor To visit school, and the lack of government aid bureaucracy is slightly slow in handling facilities and infrastructure. The school is awaiting the reply of the application letter and online data received in the application of repairs, additions, renovations, maintenance, maintenance if it is agreed then the school will be able to help the fund. In order to achieve the objectives, a strong curriculum is required, both in infrastructure and superstructure, as a guideline for learning activities, and especially the interaction between educators and learners in the learning activities Teaching, and teachers need learning facilities in supporting learning activities so that teachers are able to conduct learning.

The principal is eager in terms of repairs e.g. in ELEMENTARY School 2 Trieng Gadeng Desire so that the school fence can be made and replaced with new destinations for safer schools, and comfortable no people are not interested in. carelessly, and livestock animals around entering and damaging school crops and littering schools.

Another obstacle faced by the school is about the limited information about the needs in place that provide school needs because not all places provide the necessary needs. The use factor and the placement of the inventory goods in the school add to the condition of getting damaged, with no place to keep the unused items of the school just put it behind the school. Another obstacle is the absence of special officers in managing laboratory rooms and Computers (only written), officers who exist only the teacher of the subject..

CONCLUSIONS

Based on the results of the research and the discussion of the researcher, conclusions can be drawn as follows:

Planning the procurement of all the proposed needs of education facilities in SD Negeri 2 Trienggadeng District Pidie Jaya is

conducted by the school principal involving the Committee, management of facilities and infrastructure and teachers, while as a manager As well as administrators, have a role: (a) develop planning with maturity based on various considerations when procurement of facilities and infrastructure. (b) Provide briefings and supervise when the distribution activities of school infrastructure are held. (c) Organizing the maintenance activities of school facilities. (d) Supervise all the management activities of facilities and infrastructure and re-select the goods that are needed to be worthy or not worthy of priority in the future inventory submission so as to be eligible for additional inventarisation required by the school.

The use and maintenance of educational facilities and infrastructure is carried out by efficient effective principles, although not fully can be done in accordance with the rules of the prevailing rules, but very concerned about the purpose of the use of such means and In the maintenance is done to maintain the goods so that the estimated time of use can be performed longer. Procurement of facilities and infrastructure was conducted at the beginning of the school year early semester. This procurement is conducted based on the requirements analysis.

The inhibitory factor in the management of facilities and infrastructures in SD Negeri 2 Trienggadeng District Pidie Jaya is a limitation on the source of funds owned by the school resulted in a lack of facilities and infrastructures owned by other obstacles schools In supporting the implementation of education is a limitation on the human resources that exist in the school environment so that the facilities and infrastructures that are owned also less optimal this makes the need for serious action in the addition of Its human resources and facilities. Every year proposed addition of facilities and infrastructure continues to be done by creating a budget plan, but not

fully realized, the procurement process is always done by managing the entire proposal to know which Important and which can be postponed follows.

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