

Policy Analysis on the Management of Educational Facilities and Infrastructure at SMA Negeri 1 Parigi

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Abstract (10 pt)

The purpose of this study is to explore how the management of facilities and infrastructure can ensure the effective and efficient implementation of all educational resources at SMA Negeri 1 Parigi, as well as to create a safe, comfortable, and conducive learning environment for both students and staff. This research employs a qualitative approach using descriptive methods. The main focus of the discussion is on the policy process for managing school facilities and infrastructure, which includes a series of program planning, activities, actions, decisions, and stakeholder attitudes as stages in addressing various issues faced. Furthermore, the implementation of facility and infrastructure management policies at SMA Negeri 1 Parigi demonstrates a strong commitment to creating an optimal learning environment for students. Routine maintenance and repairs reflect an awareness of the importance of school facilities in supporting the smooth operation of the educational process. Moreover, the impact of facility and infrastructure management policies at SMA Negeri 1 Parigi can be seen in the improvement of learning quality, student achievement, and the creation of a school environment that is conducive to the holistic development of students' potential.

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1. Introduction

The implementation of school programs as stipulated in the Ministry of National Education Regulation encompasses various components, including general guidelines, organizational structure, activity implementation, student affairs, curriculum, learning processes, educators and education personnel, facilities and infrastructure, financial management and funding, as well as partnerships with multiple stakeholders. In today's era of global competition, the education sector is required to produce high-quality

outcomes and demonstrate its ability to respond to dynamic changes across various dimensions of life. This urgency arises because education serves as a crucial subsystem within society, holding a strategic role in offering solutions to diverse social issues. As asserted by Suryadi (2010), the quality of education significantly influences the quality of human resources, which in turn acts as a key pillar of national development. Advancements in educational governance reflect the extent to which a nation demonstrates its capacity and commitment to ensuring the quality of its human resources. Therefore, optimal educational management—both in terms of effectiveness and efficiency—must be a shared responsibility in every effort to improve educational quality. This aligns with the view of Mulyasa (2013), who emphasizes that professional and participatory educational management is fundamental in achieving high-quality and relevant education that meets contemporary needs.

This tendency reflects the growing awareness of the importance of having fundamental guidelines for the implementation of education. These guidelines consist of a set of minimum criteria that all educational institutions across the Republic of Indonesia must fulfill, formulated as the National Education Standards (Standar Nasional Pendidikan—SNP). The SNP comprises eight core components: (1) Content Standards; (2) Process Standards; (3) Graduate Competency Standards; (4) Standards for Educators and Education Personnel; (5) Facilities and Infrastructure Standards; (6) Management Standards; (7) Funding Standards; and (8) Educational Assessment Standards. The primary objective of the SNP is to encourage administrators, educational providers, and educational units to continuously improve their performance in delivering quality educational services. Furthermore, the SNP plays a vital role in promoting a transparent and publicly accountable national education system. According to Slameto (2016), the implementation of the SNP serves as a critical foundation for maintaining educational quality in a comprehensive and systematic manner. Similarly, Arikunto (2019) underlines that national education standards function as an effective quality control instrument to ensure equity in educational quality across Indonesia.

Policy development concerning educational facilities and infrastructure constitutes one of the strategic dimensions of educational implementation, particularly with regard to the provision of supporting facilities. In practice, this development is not solely limited to the availability of physical resources but also encompasses all elements that facilitate the operational functioning of schools. Karima, Ismail, and Ramadhan (2024) highlight that effective management of facilities and infrastructure significantly contributes to the continuity of the teaching and learning process and exerts a notable impact on overall educational quality. Facilities and infrastructure must adhere to the standards outlined in Government Regulation No. 19 of 2005, Article 42. This regulation mandates that every educational institution must possess facilities that include furnishings, learning equipment, instructional media, books, and other learning resources to support the completeness of school facilities. Fauzi and Nursalim (2023) further affirm that adequate facilities and infrastructure enhance students' learning motivation and provide teachers with a more comfortable teaching environment. In addition, consumable materials and other supplemental equipment are also required to support a systematic and continuous learning process.

In accordance with these provisions, not only must adequate facilities be available, but educational infrastructure must also be fulfilled as an integral component of quality educational delivery. Every educational institution is required to have infrastructure that includes: land, classrooms, the principal's office, teacher rooms, administrative rooms, libraries, laboratories, workspaces, production units, canteens, electrical installations and supporting utilities, sports facilities, places of worship, playgrounds, creative activity rooms, and other spaces necessary to support regular and sustainable learning activities. The availability of adequate infrastructure helps create a conducive learning environment and enhances the efficiency and effectiveness of teaching and learning activities in schools.

Educational facilities and infrastructure represent essential components that support the teaching and learning process in schools. An ideal educational institution

must be equipped with sufficient facilities to create a conducive and engaging learning environment. Without adequate facilities, schools will face difficulties in producing competent graduates. Facilities and infrastructure function as primary supports in the implementation of learning, both directly and indirectly.

Support for the availability of adequate facilities and infrastructure enables learning processes to become more meaningful, high-quality, and enjoyable for students. This is consistent with research findings indicating that the provision of educational facilities is a key factor in improving the effectiveness and efficiency of learning, provided that such provision is implemented through proper planning. According to Mulyasa (2013), well-managed facilities and infrastructure foster a conducive learning environment that supports the optimal achievement of learning objectives. Furthermore, Sudjana (2010) asserts that comprehensive educational facilities can enhance students' learning motivation and facilitate smooth educational interactions between teachers and students. Thus, facilities and infrastructure that are systematically planned and managed will contribute significantly to improving the overall quality of education in schools.

The policy at SMA Negeri 1 Parigi consistently establishes clear and transparent funding mechanisms, covering financial needs for students, physical development, and the provision and maintenance of school facilities and infrastructure. In its implementation, the principal plays an active role in the planning and budgeting processes, supported by vice principals and all teaching staff. All school components collaborate to foster collective progress, especially in ensuring the responsible and timely provision of necessary educational funds.

The management of educational financing serves to ensure that all school activities are properly executed, collectively arranged, and aligned with planned objectives and available financial allocations. Therefore, financial management encompasses all administrative actions undertaken collectively within the institution, guided by the principles of effectiveness and efficiency. Joni (2017) notes that sound financial

management in education should be oriented toward transparency, accountability, and the participation of all school stakeholders to achieve educational objectives optimally. Additionally, financial management processes must uphold the values of honesty, fairness, equality, and democracy as part of efforts to accelerate the attainment of social justice in education. This aligns with Suryosubroto (2010), who states that financial management grounded in integrity and principles of justice will foster a healthy and competitive school organizational culture.

This study aims to analyze the Policy on the Management of Educational Facilities and Infrastructure at SMA Negeri 1 Parigi, encompassing the processes, implementation, and impacts of the policies enacted. Accordingly, this research is expected to contribute to maintaining school stability in supporting the provision and development of facilities and infrastructure as part of broader efforts to improve educational quality.

2. Methods

The research method employed in this study is a qualitative approach. The qualitative approach developed as a methodological response to the interpretivist paradigm, an idealistic and humanistic paradigm in understanding the nature of human beings. Within this paradigm, humans are viewed as conscious agents whose actions are intentional and involve processes of interpretation and meaning-making. This study utilizes two types of data: primary data obtained directly by the researcher from the research subjects or objects, and secondary data acquired indirectly from research-related sources. Data collection was conducted through several techniques, namely observation, interviews, and documentation. The collected data were then systematically presented and analyzed to draw conclusions relevant to the research object. This study was carried out at SMA Negeri 1 Parigi from February to May 2025, which served as the primary location for data collection and the execution of the research activities.

3. Results

3.1. Planning of Facilities and Infrastructure Management at SMA Negeri 1 Parigi

Educational facilities include all tools and equipment directly used in the teaching and learning process at school, such as buildings, classrooms, desks, chairs, teaching aids, textbooks, and various other supporting amenities. Meanwhile, infrastructure refers to elements that indirectly support the learning process in educational institutions, such as access roads to the school, school grounds, rules and regulations, and other supporting facilities.

The management of educational facilities and infrastructure covers a series of activities starting from needs planning, procurement, inventory recording, storage, maintenance, utilization, and the disposal of items that are no longer usable. In addition, management also includes the effective and efficient arrangement of land, buildings, equipment, and furnishings in the school in accordance with its goals and needs.

Based on an interview with the principal, Mr. H. Yudi Permana, S.S., M.Pd., the planning process for managing facilities and infrastructure at this school consists of several important stages. The first stage involves a comprehensive evaluation of the current condition of existing facilities, including classrooms, the library, sports fields, and other supporting amenities. This is followed by identifying priority needs that must be addressed, whether for routine maintenance, renovation, or the development of new facilities.

From the interview, it can be concluded that the multistage planning process is a crucial step in optimizing the use of school facilities and infrastructure. The stages of evaluating current conditions and identifying needs serve as strategic starting points. Reflection on this process highlights several key aspects, especially in the evaluation stage, which demonstrates the school's commitment to thoroughly understanding the condition of its facilities.

By assessing each element in detail from classrooms to sports facilities the school can identify areas requiring special attention, whether in terms of routine maintenance,

comprehensive renovation, or the development of new facilities. This evaluation forms a strong foundation for designing improvements that enhance the overall quality of educational facilities.

Next, the process of identifying needs serves as a step to determine priorities in the development of school facilities. By identifying needs that must be addressed first, the school can allocate resources efficiently and effectively. This process requires strategic judgment to determine whether a facility requires minor repairs, major renovation, or even new construction. By prioritizing these needs, the school can design a realistic development plan aligned with its long-term vision.

Based on an interview with the Vice Principal for Facilities and Infrastructure, Mr. Sunardi, on Thursday, 13 February 2025, in the school courtyard, the planning of facilities management involves the active participation of all stakeholders, including teachers, students, and parents. The school emphasizes the importance of involving all these elements. In addition, the school regularly conducts meetings with teachers and staff to gather input regarding classroom conditions and learning facilities. Meetings with parents are also held to obtain their perspectives and expectations concerning the management and development of school facilities and infrastructure.

Based on the interview findings, it can be concluded that the involvement of all stakeholders in education is the key to a school's success. In this regard, stakeholder management does not include only students, but also teachers, school staff, and parents. Involving all these groups is a positive step because each group brings different perspectives and experiences that can contribute valuable insights for school improvement and development.

Furthermore, regular meetings with teachers and school staff serve as an effective method to ensure their needs are met. Teachers and staff interact directly with students and are at the forefront of the educational process. Giving them the opportunity to provide input about classroom conditions and learning facilities helps decision-makers

design necessary improvements. These meetings also foster a more collaborative and supportive working environment.

Thus, the school becomes more open to feedback from all stakeholders, creating an inclusive and collaborative atmosphere. This active participation allows the school to respond more quickly to change and ensures that educational policies and programs align with actual needs.

Meanwhile, based on interviews with the principal regarding budget management for facility maintenance and development, it was explained that a special team is responsible for managing the budget. This team collaborates with teachers and staff to prepare realistic cost estimates for maintenance and development needs. Additionally, the school actively seeks additional funding sources, such as grants or sponsorships, to ensure that facility and infrastructure needs are met without placing an excessive burden on the school's finances.

Based on the interview findings, it can be explained that school facility and infrastructure management policies consist of a series of plans, programs, activities, decisions, and actions taken by various stakeholders to address existing challenges. Policy implementation represents the concrete form of fundamental decisions, which are usually stipulated in legislation but can also take the form of important directives or other official decisions. Ideally, such decisions include the problems to be addressed, the objectives to be achieved, and a description of the structure and process of policy implementation.

In the context of education, key policies must focus on supporting the optimal development of every student by:

- (1) providing professional teachers;
- (2) providing adequate school facilities so that students can learn comfortably and enthusiastically;
- (3) providing supportive learning media, such as reference books, laboratories, and a library; and

- (4) conducting comprehensive and objective evaluations.

These policy plans are outlined in the School Revenue and Expenditure Budget Plan (RAPBS) as the basis for financing educational programs. With proper planning, all expenditures and revenues—whether monetary or material—can be allocated accurately according to needs, ensuring funds are used effectively and efficiently.

Furthermore, the educational budgeting system is always based on the principle of transparency for the benefit of education itself. To obtain a clear picture of school funding, the planning, management, and allocation of funds use a needs analysis technique. This approach aims to measure the optimal amount of funds that can be used to support the implementation of educational programs.

3.2. Implementation of Facilities and Infrastructure Management Policies at SMA Negeri 1 Parigi

The implementation of facilities and infrastructure management policies in schools is a strategic effort to create a conducive, effective, and safe learning environment for the entire educational community. These policies encompass various actions and procedures designed to improve the quality of school facilities and infrastructure in support of achieving optimal educational outcomes.

Based on an interview with the principal, the facilities and infrastructure management policies at SMA Negeri 1 Parigi are described as follows: “At SMA Negeri 1 Parigi, we place strong emphasis on the management of facilities and infrastructure to create an optimal learning environment for students. We routinely conduct maintenance and carry out repairs whenever necessary to ensure that school facilities remain in excellent condition.”

From the interview, it can be concluded that the implementation of facilities and infrastructure management policies at SMA Negeri 1 Parigi demonstrates a high level of commitment to creating an optimal learning environment. Routine maintenance and

repairs reflect awareness of the critical importance of school facilities as primary supports in the educational process.

Moreover, these policies reflect a deep understanding of the role of school facilities in improving educational quality. This affirms that the school acknowledges that a good learning environment positively impacts students' motivation and achievement. Consistent maintenance and repair efforts illustrate the school's commitment to providing a supportive environment that enables high-quality education.

Well-maintained facilities play a crucial role in creating a conducive atmosphere for students to learn and grow. The actions taken in the maintenance and repair process indicate that the school is implementing policies responsive to actual needs in the field. Flexibility in addressing necessary repairs demonstrates the school's readiness to not only follow long-term plans but also respond to emergencies or sudden changes.

In this context, student involvement in maintaining and utilizing school facilities should also be considered. Efforts may be made to increase students' awareness of the importance of maintaining existing facilities and how they can actively contribute to preserving them.

Based on an interview with the Vice Principal for Facilities and Infrastructure, the primary role of the policy implementation is to create a conducive learning environment for students. This policy is crucial because adequate facilities support the teaching and learning process effectively. The school strives to provide sufficient and proper facilities, such as comfortable classrooms, a fully equipped library, laboratories, and sports facilities. With these conditions, students can learn optimally and gain a comprehensive educational experience.

Furthermore, according to the interview with the principal regarding challenges faced in policy implementation, the main constraint is limited funding. However, the school seeks additional sources of funding through government support, sponsorships, and active participation from the school community. The school also conducts careful planning to ensure that resources are used more efficiently.

The implementation of this policy includes several stages:

- (1) Facilities and infrastructure policies serve as a systematic and organized guideline to ensure the availability of adequate educational facilities that support teaching and learning activities.
- (2) Implementation begins with strategic planning involving various stakeholders, including the principal, teachers, administrative staff, and the school community. This planning includes needs identification, priority setting, and resource allocation to ensure alignment with the curriculum and extracurricular activities.
- (3) The policy emphasizes routine and periodic maintenance of all physical facilities in the school to ensure their quality and sustainability. This includes repair, upgrading, and cleaning activities to ensure everything operates well and safely.
- (4) Innovation and development are integral to policy implementation, aiming to improve and update facilities to align with technological advancements and current educational needs. Examples include modern technology integration, enhanced laboratory facilities, and the construction of creative spaces.
- (5) Financial and resource management is carried out efficiently and transparently, including budgeting for maintenance, equipment procurement, and facility expansion, ensuring that funds are used appropriately.
- (6) Active involvement from the school community is encouraged, including parents, guardians, and the surrounding community, to provide broader support and strengthen connections between the school and its environment.

Through effective and well-planned implementation, the school successfully creates a learning environment that is comfortable, conducive, and aligned with expected educational standards.

3.3. Impact of Facilities and Infrastructure Management Policies at SMA Negeri 1 Parigi

SMA Negeri 1 Parigi, as an institution committed to educational quality, has implemented facilities and infrastructure management policies that have significantly positive impacts on the learning environment. These policies encompass planning, maintenance, and the development of educational infrastructure.

In terms of planning, SMA Negeri 1 Parigi has successfully implemented policies aimed at maximizing the use of classrooms, laboratories, libraries, and other supporting facilities. This has positively contributed to increased efficiency in learning activities and created a conducive atmosphere for teaching and learning. Well-organized classrooms equipped with supporting tools such as projectors and interactive whiteboards provide students with a dynamic learning experience aligned with technological developments.

In the aspect of maintenance, the facilities and infrastructure management policies at the school ensure the sustainability of facility functions. Routine and proactive maintenance not only keeps buildings in good condition but also creates a safe and comfortable environment for students and educators. Cleanliness is also a priority, as it influences students' attitudes and behaviors in maintaining their surroundings.

Moreover, the development of educational infrastructure at the school has significantly improved the quality of learning. The addition of modern science laboratories, art rooms, and adequate sports facilities provides opportunities for students to explore their interests and talents across various fields. These facilities enable students to experience more comprehensive and diverse learning opportunities.

Overall, the impact of facilities and infrastructure management policies at SMA Negeri 1 Parigi is evident in improved learning quality, better student achievement, and the creation of a school environment conducive to holistic student development. These policies not only strengthen the foundation for quality education but also positively influence school culture and enhance the institution's reputation within the community.

4. Discussion

Management of facilities and infrastructure at SMA Negeri 1 Parigi constitutes a strategic aspect in supporting the improvement of educational quality. Based on observations and documentation, the management activities begin with a planning stage formulated according to the school's needs, followed by processes of procurement and utilization, and concluded with maintenance and disposal of facilities and infrastructure that are no longer suitable for use. This aligns with Dewi (2020), who states that the management of educational facilities and infrastructure must encompass the entire cycle—from planning to disposal—in order to optimize their use in enhancing learning quality. The planning conducted by the school takes into account the condition of existing facilities, future needs, and the availability of financial resources. As found in the study at SD Negeri Bantarsari by Fauzi and Nursalim (2023), such planning is essential for determining the facilities required to support both direct and indirect learning processes.

In its implementation, the principal plays a crucial role as the main manager, working together with the vice principal for facilities and infrastructure and the school committee. The success of this management effort is strongly determined by the principal's leadership in coordinating the procurement and distribution of facilities in accordance with school needs. According to Karima et al. (2024), efficient management and utilization of educational infrastructure—such as classrooms, laboratories, and libraries—significantly contributes to the effectiveness of the teaching and learning process. Therefore, the execution of facilities and infrastructure management is not only administrative in nature but also strategic in supporting educational activities. The school also involves teachers and students in maintaining and responsibly using the facilities, thereby fostering a conducive learning environment.

Furthermore, the effectiveness of facilities and infrastructure management at SMA Negeri 1 Parigi is also influenced by the active participation of the entire school community. The involvement of teachers, students, administrative staff, and even parents serves as a supporting factor in creating a synergistic management system.

Research byutama (2015) shows that management involving all school components fosters a sense of ownership and shared responsibility in maintaining educational quality. At SMA Negeri 1 Parigi, this involvement is evident in school clean-up activities, committee meetings, and regular reporting on facility conditions to the principal. Thus, facilities and infrastructure management is not merely the responsibility of individuals or specific teams but a collective effort of the entire school community.

The positive impact of effective facilities and infrastructure management can be observed in improved learning comfort, smoother instructional processes, and enhanced student achievement. Schools that are able to manage their facilities well can create a positive learning climate that supports students' academic development. As stated by Dewi (2020), the optimization of facilities and infrastructure management directly influences educational quality. This is demonstrated by increased student attendance, optimal use of school facilities, and the creation of active and interactive learning activities at SMA Negeri 1 Parigi.

Support for adequate educational facilities and infrastructure makes the learning process more meaningful, high-quality, and enjoyable for students. This aligns with research findings showing that the provision of educational facilities is a key factor in improving the effectiveness and efficiency of learning, provided the process is carried out through appropriate planning. The concept of standard-based educational effectiveness is closely related to organizational performance; thus, achieving effectiveness requires clearly defined criteria regarding the goals of the educational organization itself (Nurdiyanti, 2021). Therefore, the management of facilities and infrastructure must be directed toward supporting the optimal achievement of school organizational goals.

Educational resources encompass all components involved in the implementation of education, including educators, the community, funding, and facilities and infrastructure. As stated in the National Education System Law, the national education standards consist of eight core components: content standards, process standards,

graduate competency standards, educator and education personnel standards, facilities and infrastructure standards, management standards, financing standards, and assessment standards. The availability of adequate facilities and infrastructure plays an important role in optimizing learning processes conducted by teachers to improve student learning outcomes. This is reinforced by Ilmi, Erihadiana, and Wanayati (2023), who state that fulfilling facilities and infrastructure standards proportionally will promote comprehensive improvements in learning quality.

Findings at SMA Negeri 1 Parigi show that the availability and management of educational facilities and infrastructure have become a major focus in efforts to improve learning quality. The school consistently carries out planning and procurement of educational facilities based on the real needs of the institution and in accordance with the National Education Standards. Facilities such as classrooms, laboratories, libraries, and sports facilities are continuously improved to create a conducive and enjoyable learning environment for students. These findings align with Nurdiyanti (2021), who states that educational effectiveness depends on the extent to which institutions establish precise criteria for achieving organizational goals. In addition, as highlighted by Ilmi, Erihadiana, and Wanayati (2023), optimizing educational resources—especially facilities and infrastructure—directly contributes to improved learning quality at the school. Support from teachers, school management, and other stakeholders demonstrates a shared commitment to achieving educational goals through effective and efficient facilities management.

The planning of facility and infrastructure needs at SMA Negeri 1 Parigi reflects careful and systematic preparation. This is evident in the provision of 38 classrooms, proportionally allocated for grades X, XI, and XII, both in the science and social science streams. Each classroom is designed with a standard size of 72 m², except for one classroom (XII IPS 5), which is 96 m², demonstrating flexibility in managing class groupings. This arrangement reflects the school's ability to accommodate learning needs based on grade level and academic track while considering the total student population

of 1,287 learners. Each classroom also accommodates 36 students, in accordance with the provisions of Ministry of Education, Culture, Research, and Technology Regulation No. 47 of 2023. These findings reinforce Nurdianti's (2021) conclusion that the effectiveness of standard-based education depends on how well educational institutions plan their facilities in a targeted manner aligned with organizational goals. They are also consistent with Ilmi, Erihadiana, and Wanayati (2023), who emphasize that proper planning in the procurement of educational facilities is key to improving the efficiency and effectiveness of learning. Thus, planning strategies implemented by SMA Negeri 1 Parigi can be considered supportive of achieving the national education standards, particularly regarding the provision of proportional and adaptive learning facilities based on student needs.

The procurement of facilities and infrastructure at SMA Negeri 1 Parigi follows official procedures, including through the Krisna platform managed by Bappenas. A concrete example of procedural implementation is the proposal for an additional social science laboratory, which is currently undergoing verification. If approved, the new room will receive an official plaque as evidence of legality, as has been applied to previous rooms. This procedure reflects a formal mechanism that ensures transparency and strengthens accountability in managing educational facilities. These findings align with Wibowo (2020), who states that procurement systems integrated with national frameworks enhance governance efficiency and minimize the risk of misallocation of resources. Furthermore, Lestari and Ramdhani (2022) emphasize that schools' involvement in integrated procurement systems such as Krisna provides opportunities to enhance educational infrastructure in a more structured and targeted manner. Hence, the steps taken by SMA Negeri 1 Parigi reflect the institution's commitment to ensuring adequate learning facilities in compliance with national regulations.

The administration of facilities and infrastructure at SMA Negeri 1 Parigi shows that the inventory system is still carried out manually. Although routine inventory checks are conducted to ensure facilities remain in good condition, the manual system

presents several challenges, particularly regarding data accuracy, time efficiency, and reporting speed. This situation indicates the urgent need for digitalizing the asset inventory system to enhance management effectiveness. These findings are consistent with Supriyadi (2021), who states that manual systems in facilities management are vulnerable to data update delays, human error, and asset duplication. Meanwhile, research by Anwar & Nugroho (2023) shows that digital asset management systems can improve operational efficiency by up to 40% while facilitating audits and reporting to relevant agencies. Thus, although SMA Negeri 1 Parigi has demonstrated efforts to maintain facility quality through regular inventory checks, digital transformation is a necessary strategic step to enhance modern facilities management.

Storage of unused facilities at SMA Negeri 1 Parigi is organized using a room arrangement system based on building codes ranging from A to T1. This strategy has proven effective in simplifying asset management, accelerating item retrieval, and improving oversight of facility condition and availability. Additionally, this arrangement ensures school safety and orderliness, as each item has a clearly designated and inventoried storage location. These findings align with Fitriyani (2022), who states that zoning or coded storage systems can improve management efficiency by up to 30% and reduce the risk of asset loss or damage. Similarly, Wicaksono and Maulida (2021) emphasize that well-organized storage management is part of asset management practices that support school operational sustainability. Thus, even though a full digital system has not been implemented, the physical coding system at SMA Negeri 1 Parigi already reflects effective storage management practices consistent with recommendations in the literature.

Maintenance of facilities at SMA Negeri 1 Parigi is conducted regularly, covering classrooms, laboratories, and administrative spaces. This effort aims to ensure that all facilities remain in prime condition to support smooth learning processes. Scheduled maintenance also serves as a preventive measure against severe damage that may disrupt teaching and learning activities. These findings align with Supriyadi (2021), who

highlights the importance of routine maintenance in preserving the functionality of educational facilities and reducing future repair costs. Similarly, Lestari and Wahyuni (2020) conclude that educational institutions that implement preventive maintenance systems tend to maintain more stable and satisfactory learning service quality. Therefore, the maintenance approach at SMA Negeri 1 Parigi reflects facility management practices consistent with the principles of efficiency and effectiveness recommended in academic literature.

SMA Negeri 1 Parigi optimally utilizes its existing facilities. The availability of 108 rooms across 20 buildings supports various learning activities, both regular and extracurricular. Facilities such as vocational skills rooms (PKWU), art rooms, school health units (UKS), laboratories, and places of worship—including a mosque and collaboration with a church—demonstrate the school's commitment to religious diversity and student learning needs. The canteen, toilets, and sports fields are strategically located near classrooms to support student comfort.

SMA Negeri 1 Parigi utilizes available facilities efficiently to support learning activities and character development. With a total of 108 rooms across 20 buildings, the school effectively accommodates both academic and extracurricular activities. Utilization of PKWU rooms, art rooms, laboratories, the UKS room, and worship facilities such as the mosque and collaborative use of a church reflects the school's commitment to inclusiveness and diverse student needs. Strategically placing support facilities such as the canteen, toilets, and sports fields near classrooms enhances daily student comfort and activity efficiency. These findings are consistent with Indriana (2020), who states that optimal utilization of facilities across school areas can boost student learning motivation and strengthen a positive school climate. Meanwhile, Wulandari and Nugroho (2022) emphasize that facility usage responsive to students' academic and non-academic needs is a critical indicator of successful educational facility management. Thus, SMA Negeri 1 Parigi's facility utilization strategy reflects participatory, needs-based management principles.

The disposal of unusable facilities and infrastructure at SMA Negeri 1 Parigi is carried out through formal procedures in accordance with existing regulations, although written documentation does not detail the procedural flow. Based on interview results, the school has implemented a reporting mechanism to the Education Office and included official records as administrative accountability. This procedure demonstrates adherence to the principles of legality in asset management. These findings align with Haris (2021), who emphasizes that disposal of school assets must be conducted systematically through reporting, verification of item condition, and official documentation to prevent misuse and inventory irregularities. Moreover, Syamsuddin (2020) asserts that clear and documented disposal procedures are essential for maintaining accountability and transparency in facilities and infrastructure management and for enabling more accurate planning for future procurement. Thus, although documentation is not fully comprehensive, the procedures implemented at SMA Negeri 1 Parigi demonstrate a commitment to accountable asset management practices.

With a total land area of 11,112 m², SMA Negeri 1 Parigi has substantial potential to continuously develop and adjust its educational facilities as needed. The presence of specialized rooms such as science and computer laboratories, art rooms, vocational practice rooms, and places of worship demonstrates that facilities management is carried out using a functional and inclusive approach. However, there remains a need to improve accessibility for students with disabilities and integrate digital systems into administrative and library management.

Overall, the management of facilities and infrastructure at SMA Negeri 1 Parigi reflects the importance of systematic and participatory governance. Beginning with careful planning, organized implementation, and continuing with ongoing monitoring and evaluation, all processes are carried out based on the principles of efficiency and effectiveness. The principal's leadership as the main driver, along with the active involvement of the school community, forms a strong foundation for creating a proper

and high-quality learning environment. With proper management, the available facilities and infrastructure serve not merely as supporting elements but as key drivers in achieving educational goals.

5. Conclusion

School facility and infrastructure management policies constitute a series of plans, programs, activities, actions, decisions, and attitudes undertaken by various parties as strategic measures to address emerging challenges. The implementation of facility and infrastructure management policies at SMA Negeri 1 Parigi demonstrates a strong commitment to creating an optimal learning environment for students. Routine maintenance and facility repairs reflect an awareness of the importance of school infrastructure in supporting the smooth operation of the learning process.

The impact of these facility and infrastructure management policies at SMA Negeri 1 Parigi can be observed in the improvement of learning quality, the increase in student achievement, and the creation of a conducive school environment that supports the holistic development of students' potential.

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