

STUDENT SATISFACTION ON BOARDING SCHOOL (PESANTREN) FACILITIES AND INFRASTRUCTURE FOR EDUCATION

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Abstract

The management of infrastructure which is often neglected has an impact on the success of educational programs in schools. Therefore, fulfilling the needs and optimizing the infrastructure is very much needed. The purpose of this study was to determine the use of Islamic boarding schools' educational facilities and infrastructure in Bener Meriah district, Aceh, Indonesia. The approach used in this study is an explorative qualitative approach. data collection methods using interview techniques, observation, and documentation. The results of the study show that the educational facilities and infrastructure of Islamic boarding schools in Bener Meriah district, Aceh have optimized their utilization in supporting the development of human resources. But there are the obstacles found in Islamic boarding schools in Bener Meriah district, Aceh, namely: 1) there are still facilities and infrastructure that have not been updated by the school such as libraries, 2) school buildings that are not suitable for areas where rainfall is more frequent, so that sometimes it causes flooding. Based on this research, it is recommended to pay maximum attention to the condition of infrastructure and be quick in repairing infrastructure that is no longer feasible, empowering human resources according to needs through infrastructure to improve the quality of education towards superior and competitive human resources starting from the quality of educator performance professional.

Keywords: Optimization, Infrastructure, Quality, Human Resources

Abstrak

Abstrak Pengelolaan sarana prasarana yang sering diabaikan berdampak pada keberhasilan program pendidikan di sekolah. Oleh karena itu pemenuhan kebutuhan dan pengoptimalan sarana prasarana bertujuan sangat dibutuhkan. Adapun tujuan penelitian ini untuk mengetahui pemanfaatan sarana dan prasarana pendidikan pesantren di kabupaten Bener Meriah, Aceh, Indonesia. Pendekatan yang digunakan dalam penelitian ini adalah pendekatan kualitatif eksploratif. metode pengumpulan data menggunakan teknik wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan sarana dan prasarana pendidikan pesantren di kabupaten Bener Meriah, Aceh secara keseluruhan sudah mengoptimalkan pemanfaatannya dalam menunjang pengembangan sumber daya manusia. Namun terdapat kendala yang ditemukan pada pendidikan pesantren kabupaten Bener Meriah, Aceh, yaitu: 1) masih terdapat sarana dan prasarana belum diperbaharui oleh pihak sekolah seperti perpustakaan, 2) bangunan sekolah yang belum cocok dengan daerah yang curah hujan-nya lebih sering, sehingga terkadang mengakibatkan banjir. Berdasarkan penelitian ini disarankan agar memberikan perhatian maksimal terhadap keadaan sarana prasarana dan cepat dalam memperbaiki sarana prasarana yang sudah tidak layak, pemberdayaan SDM sesuai dengan kebutuhan lewat sarana prasarana untuk meningkatkan kualitas pendidikan menuju SDM yang unggul dan kompetitif dimulai dari mutu kinerja pendidik yang profesional.

Kata Kunci: Optimalisasi, Sarana Prasarana, Mutu, SDM

PENDAHULUAN

As one of the indicators of the competence of educational institutions, infrastructure facilitates the learning process and the growth of human resources. In order for everything to go according to plan, facilities and infrastructure also require management and continuation. (Khikmah, 2020). Human resource development seeks to increase the human resources productivity capacity in terms of

knowledge, experience, and skill through the application of the appropriate techniques. Consequently, infrastructure plays a function in facilitating human resource development. (Panganiban1 & Madrigal, 2020). Facilities are crucial resources or media that will indirectly facilitate students as well as teachers in achieving their educational objectives. The availability of adequate facilities is beneficial for ensuring that the program can be implemented without obstacles. (Widiastuti, 2019). The management of facilities and infrastructure is important in contributing effectively to the educational process, as well as the quality of education. (Kenoret et al., 2019).

Education facilities include all of the equipment and material required for learning activities to operate properly. The educational infrastructure is a valuable resource for ensuring the continuity of learning activities. (Sopian, 2019). Educational institutions with the goal is to produce a quality generation of Indonesians are responsible for all aspects of facilitation, including a well-prepared management system, quality human resources (HR), a sufficient and supportive infrastructure, and appropriately regulated education costs. (Adilah & Suryana, 2021). Good administration of educational infrastructure is required for the smooth operation of educational activities. (Siswanto & Hidayati, 2020).

The truth on the ground is that not all schools are able to provide adequate infrastructure, or that infrastructure is not continuously renewed, which impedes the development of excellent human resources. Islamic boarding school education in the Aceh area of Bener Meriah, which blends general knowledge and religion in its institutional form. In order for the activities or programs to be accompanied by religious understanding. The findings of research observations at schools that are also Islamic boarding schools in the Bener Meriah district of Aceh, in terms of infrastructure completeness, are adequate but still lacking in routine updates carried out, such as managing a library where updating books or literature is often considered trivial. As a result, there are insufficient facilities or infrastructure to support activities in schools, particularly the learning process.

One of the objectives of infrastructure management is to ensure that educational facilities and infrastructure can be utilized at any time. (Ellong, 2018). Steps that need to be taken for the maintenance of educational facilities and infrastructure include: 1) before planning a work program that requires infrastructure facilities, it is best to first analyze the needs thoroughly, 2) collect data for infrastructure facilities that are not suitable for use or damaged, 3) always monitor and evaluating both the infrastructure and its management (Suliyarti, 2019).

The role of infrastructure and facility management is to ensure that infrastructure facilities are maintained and always available for use. (Hartoni, 2018). The optimal continuity of teaching and learning is supported by adequate facilities and competent personnel. (Yulius, 2020, p. 248). Similarly, the efficient use of facilities and infrastructure can also enhance the quality of education. Utilization of

school facilities and infrastructure is one of the indicators of the quality of service provided by schools to their human resources, namely students and instructors. Utilization of effective infrastructure, i.e., use that has been tailored to what is required, i.e., achieving goals, utilizing inter-media, and discussing pertinent material, and having the most infrastructure possible. (Firmansyah et al., 2018, p. 180). Therefore, management of infrastructure needs to be considered in order to develop human resources and school quality.

In Indonesia, the issue that frequently causes concern is the low quality of human resources. This is consistent with the findings of the Human Capital Index (HCI), which positions Indonesia 87th out of 157 countries. according (Indrawati, 2020) In Indonesia, there are three human resource problems: a lack of human resources, which is caused by a large number of workers from high school graduates and below, an unfilled employment market with experts in the fields needed, and an imbalance between the number of workers and employment.

The similar issue exists for graduates of Islamic boarding schools in Aceh's Bener Meriah area, where many graduates do not continue their education to the next level, namely higher institutions. In addition to economic issues, the school's lack of maximal human resource development reduces the quality of the school's human resources. Furthermore, there is still a lack of information provided to students about the era of globalization, an era of normalcy in which human resources can see the future creatively and innovatively, and are able to manage and use technology, understand the concept of remote work, and have networking skills. As a result, today's human resources must drive environmental changes in the midst of development, technology, communication, and information. Human resources are encouraged by increasing technological sophistication. Whether they like it or not, companies need managerial people with qualified knowledge, skills, and capacities to keep up with technological advances. according (Indrawati, 2020) Human resource development can also be accomplished if human resources have appropriate knowledge and expertise as well as sufficient capacity.

The aggregate success rate of the factors involved in attaining educational objectives determines the quality of education.(Aimah & Laeliyah, 2021) The following internal factors have a significant impact on the quality of education: 1) qualified teachers, 2) teacher careers that are quite open, 3) teacher welfare that reflects professional working conditions, 4) education management that is mandated by law, 5) mastery of teaching methodology, 6) students who are healthy, nourished, and ready to learn, and 7) complete facilities, infrastructure, and facilities. To achieve the objectives of schools that are focused on increasing quality, the development of high-quality services that provide maximum benefits for consumers, particularly teachers and students, must occur simultaneously. (Firmansyah et al., 2018, p. 179). according (Zakiyawati & Trihantoyo, 2021) Adequate facilities will

aid in the improvement of learning, resulting in an increase in the quality of human resources, all of which have a high value for school production.

A library is one of the facilities and infrastructure that must be present in any educational establishment. In terms of library management, this includes purchase and upkeep. Also, deletion. The management of educational facilities and infrastructure has a large impact on increasing the quality of learning and thus the quality of human resources. Based on the phenomena that occurs in Islamic boarding schools in Aceh's Bener Meriah region, this study intends to investigate and test the extent to which facility and infrastructure management effects the growth of educational quality, particularly in terms of strengthening human resources.

METHOD

In this study, the authors employed a qualitative descriptive method. A qualitative approach to research is one whose research results are focused, interpretive, and take a natural approach to the topic. (Pradoko, n.d.). According to Farida Nugrahani, qualitative research seeks to grasp reality through inductive reasoning. (Nugrahani, 2014, pp. 4–5). Observation techniques, structured interviews, and documentation were employed to obtain data. Analyzing the location and environmental conditions, the condition of human resources, and the phases of infrastructure management at Islamic boarding schools in the Bener Meriah district of Aceh is the method employed in participant observation. The preparation of this paper begins with locating the necessary data, which will then be presented in the results of the discussion obtained from data acquisition, such as the results of interviews, observations, books, and articles related to the title of this paper's discussion. The writer interprets all of the data that has been gathered in the discussion portion before presenting it objectively through descriptive narrative.

RESULT

The existence of educational facilities and infrastructure is a necessary element of the educational process. Administration of educational facilities and infrastructure includes 1) planning, 2) prequalification, 3) procurement, 4) storage, 5) maintenance, 6) deletion, and 7) supervision/control. The facts, however, indicate that there are still numerous issues with the management of educational facilities and infrastructure in high schools, namely that teachers and school administrators have not been able to manage educational facilities and infrastructure in accordance with theory and practice.

Infrastructure and facilities are components of the learning process that support each student's potential in each educational unit, both formal and non-formal. (Kartika, 2019). Apart from the teaching staff, educational facilities and infrastructure are the most essential aspects in deciding the benefits and negatives of developing human resources in the field of education. Infrastructure facilities cannot be implemented without the management of an educational institution. (Erwin Muslimin, Hisny Fajrussalam, 2021). Infrastructure facility utilization must be supplemented with infrastructure facility

management. (Sinta, 2019). The scope of educational facilities and infrastructure includes: 1) planning, 2) procurement, 3) inventorying, 4) maintenance, 5) deletion (Parid & Alif, 2020).

Islamic residential schools, particularly in the Aceh district of Bener Meriah, also face issues relating to the administration of their educational facilities and infrastructure. In general, secondary schools and vocational high schools, which are followed by tertiary institutions, give close attention to infrastructure and facilities that support the teaching and learning process. Each school has an objective to improve human resources in order to produce graduates who are independent and professional, as well as to improve school performance in order to produce graduates who are creative, innovative, and of high quality. In light of this, the administration and optimization of facilities and infrastructure are crucial. (Kurniawati & Sayuti, 2013, p. 100).

The problem with the administration of educational facilities and infrastructure in Islamic boarding schools in Aceh's Bener Meriah area is that some facilities and infrastructure, such as the library, are overused. Not all teachers or students desire to use the library as a learning resource. One of the reasons for students' lack of use of the library is that the references published in the library continue to fail to capture their attention. Students are discouraged from visiting the library when references are rarely updated.

The difficulties listed above demonstrate the importance of educational facility and infrastructure management. All parties, including the principal, staff, teachers, and students, must work together to provide good and maximum management. The problem of underutilization of libraries in Islamic boarding schools stems from a lack of reading desire. A lack of effective library management, such as a collection of books that is still modest, might also contribute to pupils' low enthusiasm in reading. Despite the fact that maximizing the library can improve literacy, knowledge insight, and reading interest, it cannot improve human resource quality. (Qulloh, 2021).

Libraries, as one of the infrastructure facilities that promote student learning, should be highlighted. One of the primary reasons for the creation of a library, particularly in Islamic boarding schools. Because schools are still run by Islamic boarding schools, students are usually not allowed to carry electronic media such as cellphones or other technologies, making the library one of the media in promoting learning and developing students' insights. As a result, a proper and up-to-date reference library is required.

Pengelolaan sarana prasarana pendidikan diartikan sebagai proses kerjasama dalam pemanfaatan seluruh sarana prasarana pendidikan secara maksimal (Sholihah, 2020). Several principles can be applied to the management of infrastructure facilities. (Elyani, 2022) including: 1) the goal-realization concept, management of school equipment (school facilities are always available to use, 2)

the efficiency principle, all activities in the supply of school infrastructure are carried out in a planned manner so that they have quality facilities, 3) the administration concept, which states that all behavior in the management of educational equipment in schools must always adhere to government rules, regulations, and instructions. 4) The accountability principle, in which management incorporates all parties in the school, 5) the principle of cohesion, exhibited in the form of a cooperative process among school parties. The utilization of facilities and infrastructure will be maximized if all parties take responsibility and accomplish as much as they can. (Herwan et al., 2018).

Procurement is the first operational activity in the management of school education facilities and infrastructure, taking into account conformity with needs in terms of type and specifications, quantity, time and place, with costs and sources that can be tracked. (Muslim et al., 2021). The elimination of facilities and infrastructure is intended to improve the learning environment. However, when carrying out deletion, it is necessary to consider a number of factors, including whether the facilities and infrastructure are in an inadequate or damaged state, or if they are related to the library, such as out-of-date books, so that the library is not being utilized as efficiently as it should be. (Jajang et al., 2021).

Consequently, there is a need for modernization in the administration of facilities and infrastructure, as stipulated in article 14 paragraph 3 of Law No. 43 of 2007 concerning Libraries, which states, "Each library develops library services in accordance with advances in information and communication technology." Article 12 paragraph 1 also provides an explanation regarding the use of Information Technology: "Library collections are selected, processed, stored, serviced, and developed according to the interests of users by paying attention to developments in information and communication technology." Therefore, utilization for collection management and services must be displayed in accordance with the requirements, so that the information presented is not obsolete or too late. (Hadiapurwa et al., 2021).

The school must take into account the school library as an independent learning center for students, particularly in Islamic boarding schools where the library is the sole learning support medium. Libraries are not merely 'complementary' to the educational system in schools; they are an integral component. (Prihartanta, 2015). Libraries also require management that will manage both library items and library-related activities, as indicated in Library Statement No. 24 of 2014 and Library Statement No. 25 of 2008. Every school is required by the government to have a library as a standard of facilities and infrastructure, but the difficulty that frequently arises is administration so that the existence of a library is not just a supplement but also provide services for students, particularly those with disabilities. (Eka Jaya PU, Pujo Sukino, 2017).

Selain kurang diperhatikannya terkait perpustakaan, berdasarkan hasil observasi dan wawancara peneliti juga menemukan kendala di salah satu sarana prasarana yaitu lahan. Lahan yang digunakan sekolah-sekolah pesantren di daerah kabupaten Bener Meriah, Aceh. jika dilihat dari geografis maka terletak pada daerah dataran tinggi yang tentunya banyak terdapat sungai dan curah hujan yang lebih sering dari pada daerah dataran rendah. Hal ini perlu diperhatikan oleh pihak sekolah, baik apakah harus membangun gedung-gedung yang sekiranya tidak berdampak banjir jika hujan turun. Karena gedung sekolah yang terkena banjir akan memperlambat proses belajar mengajar dan hal ini juga akan berdampak pada pengembangan mutu sumber daya manusianya khususnya peserta didik, dikarenakan tidak efektifnya proses belajar.

The school building is the most important part of the school infrastructure. School buildings are also an important component in supporting the implementation of the learning process and in improving the quality of educational institutions. (Rizki & Marina, 2019). The more efficient the building, the more optimal it is in its utilization. School as a place of formal education should be a safe and secure place for students, of course, in the learning process (Anisah & Sumarni, 2019). However, numerous risks remain at the school, both from the local environment and from disasters like as floods, landslides, earthquakes, fires, and others. The calamity was aggravated by the poor state of the schools, such as buildings that were unable to withstand severe tragedies. The necessity for preparation in the construction of a school building is determined by the stages of design, execution, use, and maintenance. (Dardiri & Jurusan, 2013). The geographical area must also be considered during pre-development. In this approach, it can reduce the likelihood of natural calamities.

CONCLUSION

Based on the findings of the research and discussion, the researchers concluded that the management of infrastructure for Islamic boarding schools in the Bener Meriah district of Aceh has met the standards, but that special care must be taken in the maintenance and removal of facilities and infrastructure so that it does not impede the process and has no negative impact on the quality of resources. school human resources. The activity of removing infrastructure is critical since the school is intended to give what kids require while also adapting to changes in the educational world. It is hoped that all school members will work together to manage educational facilities and infrastructure, particularly in the maintenance and elimination of infrastructure facilities, so that educational infrastructure is maintained and used optimally to support the development of quality human resources.

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