

The Role of The School Committee in Managing Facilities and Infrastructure in SMKN 1 Pangandaran

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Abstract

This study aims to analyze the role of the school committee in the management of facilities and infrastructure at SMKN 1 Pangandaran, focusing on the procurement, maintenance, and disposal of educational facilities. The approach used is qualitative with a case study research design. Data were collected through interviews, observations, and documentation, and analyzed inductively. The results show that the school committee plays an active role in every stage of managing facilities and infrastructure, from planning to disposal. The committee's role includes four main functions: as an advisor, supporter, controller, and mediator between the school and the community. Although the committee has carried out its duties effectively, it still faces several challenges, such as limited land and funding. Nevertheless, the management of facilities and infrastructure at SMKN 1 Pangandaran shows satisfactory results with routine maintenance and procurement based on needs and priorities. This study concludes that the role of the school committee is crucial in ensuring the smooth operation and sustainability of the quality of facilities and infrastructure, which in turn supports the quality of education at the school.

Keywords: School Committee, Facilities and Infrastructure, Management

1. Introduction

Vocational education is part of the education system designed to equip individuals with relevant skills and abilities to work in a specific group or field. To achieve this goal, vocational education needs to develop teaching programs based on the analysis of job needs relevant to the learners (Ruslan Wahyudin, 2020; Wuradji, 2006). Vocational education aims to prepare students to enter the workforce while also shaping a professional attitude as skilled workers at the middle level in both business and industrial sectors. Therefore, the educational programs implemented in Vocational High Schools (SMK) must be designed in accordance with the types of jobs available in the labor market.

Vocational High Schools (SMK), as part of the vocational-based secondary education, are one of the subsystems in the National Education System, playing an important role in producing skilled workers at the national level. This aligns with the goals of SMK, which are to develop intelligence, insight, personality, morality, and skills for independent living, while also preparing students to continue education relevant to their area of expertise (Government Regulation No. 19 of 2005, Article 26, Paragraph 3). As educational institutions, SMK plays a strategic role in the development of human resources. To face the challenges of globalization, SMK graduates need to have a range of competencies, including theoretical knowledge, practical skills, professional attitudes, personal abilities, and social competencies (Barnawi, 2012; Zamtinah, 2000).

Therefore, the Indonesian workforce needs to possess human resource qualities with core competencies necessary to compete for job opportunities. These competencies are realized through



various educational programs designed in Vocational High Schools (SMK). The learning process in SMK must provide students with knowledge and skills that meet the demands of the labor market. The Ministry of National Education, through the Directorate of Vocational High School Development, has developed a Strategic Plan (Renstra) for 2010–2014. This document contains the framework and direction for the development of vocational education aimed at forming creative, innovative, sporting, and entrepreneurial individuals (Ali et al., 2024). This effort aims to improve the quality of the learning process to be better, more effective, and efficient (Outline of the SMK Development Program 2012).

The challenge that arises from this effort is the dilemma. On the one hand, SMK is required to be responsive to the needs of the labor market, but on the other hand, SMK faces the need for large investments (Bafadal, 2004; Rue & Byars, 1997). This is due to the necessity of practical facilities, such as buildings, machines, equipment, and other supporting facilities, which require high operational costs (Salim & Carolina, 2001; Terry, 2010). The success of educational programs in SMK, particularly through teaching and learning activities, is greatly influenced by various factors (Bush & Coleman, 2000; Usman, 2009). One of the important factors is the availability of adequate educational facilities and infrastructure to support a structured and sustainable learning process (Government Regulation No. 19 of 2005, Article 42, Paragraphs 1 and 2).

Educational facilities and infrastructure are essential elements that are crucial to the educational process. According to Gunawan (2011), the management of educational facilities and infrastructure includes various activities, such as planning, initial assessments, procurement, storage, maintenance, disposal, and control (Dewi et al., 2021; Hasbullah, 2006). However, in reality, there are still various obstacles in the management of facilities and infrastructure in Vocational High Schools (SMK). One of the common issues is the lack of ability among teachers to manage educational facilities and infrastructure in accordance with both theory and practice.

The problem of managing educational facilities and infrastructure is also experienced by SMK Negeri 1 Pangandaran. This school is one of the vocational institutions that aims to improve the quality of human resources by producing graduates who are independent and professional in their respective fields of expertise. Additionally, this school strives to improve performance to produce quality and creative graduates who can meet the labor market needs in the era of globalization, in line with the vision and mission it upholds.

The importance of educational facilities and infrastructure in schools has been regulated by the government in Law No. 20 of 2003, Chapter III, Article 45 on the National Education System. This article states that "Every formal and non-formal educational unit must provide facilities and infrastructure that meet the educational needs, in line with the growth and development of the physical, intellectual, social, emotional, and psychological potentials of the students." However, in reality, many schools or educational institutions still face various obstacles in meeting and developing educational facilities and infrastructure (Hoy & Miskel, 1991). These challenges include limited budgets, the disproportionate ratio of facilities and infrastructure to students and teachers, and facilities that do not meet the students' needs (Mulyana et al., 2023; Rosnani et al., 2021). As a result, many facilities remain stored in warehouses, risking deterioration over time. Additionally, there are often facilities provided at high costs but which are not a priority for the school's needs.

To find a solution to the issues outlined, the author is interested in conducting research aimed at exploring the management of facilities and infrastructure as an effort to improve the quality of education in schools. This research is focused on Vocational High Schools (SMK), considering that SMKs offer various areas of expertise or majors, each equipped with the facilities and equipment needed for their respective fields. To clarify the scope of the study, the author has chosen SMK Negeri 1 Pangandaran as the subject of research. This school has a significant number of students, reflecting the

availability of various facilities and infrastructure to support both curricular and extracurricular learning activities. Therefore, the author has decided to focus on the management of educational facilities and infrastructure at SMK Negeri 1 Pangandaran in the research titled "The Role of The School Committee in Managing Facilities and Infrastructure in SMKN 1 Pangandaran."

2. Methods

This research uses a qualitative approach. According to Sugiyono (2016), the qualitative research method is an approach based on postpositivism philosophy and is used to study objects in natural conditions. The researcher acts as the main instrument, with data being collected through triangulation techniques (a combination of methods), analyzed inductively or qualitatively, and the research results emphasize understanding meaning rather than generalization.

The type of research used is a case study, aimed at focusing more on the issue being studied. Data for the research is collected from various sources through interviews, observations, and documentation. Creswell (1998), as cited by Rukin (2021), explains that research can be called a case study if the process is conducted in-depth and thoroughly on a specific case, and follows a framework that aligns with the structure of case study research.

The participants in this study are data sources, with sampling determined by individuals directly involved or actively participating, and considered to have knowledge regarding the management of facilities and infrastructure to improve the quality of education at SMK Negeri 1 Pangandaran. The research was conducted at SMK Negeri 1 Pangandaran in November 2024.

3. Results and Discussion

Facilities and Infrastructure Management at SMK Negeri 1 Kasihan, which includes procurement, maintenance, and disposal processes, is based on a standardized management system, according to the school's principal. The management follows standard operating procedures (SOP), adhering to the principle "what is written must be done, and what is done must be in accordance with what is written" (Interview with the Principal, November 20, 2024). This standard-based management is supported by documents such as the Physical Evidence of Quality Targets and the Quality Management System Documentation for Facilities and Infrastructure, which are compliant with ISO 9001:2008.

Based on interviews, 91% of the facilities and infrastructure have been optimally utilized in the Teaching and Learning Activities, while 76% of the facilities are in good condition. Additionally, 94% of educators meet the minimum qualification of a bachelor's degree to support the teacher certification program, and the teacher attendance rate reaches 97% each month.

The application of standard management is evident in the inventory recap of facilities and infrastructure for practical teaching activities, which shows that 88% of the facilities are in good condition. Furthermore, the overall facility inventory recap shows 78% in good condition. This percentage indicates that management at SMK Negeri 1 Pangandaran meets standards, with well-maintained facilities. This is supported by the routine monitoring and evaluation plan implemented by the WKS for Facilities and Infrastructure.

3.1. Procurement of Facilities and Infrastructure

The procurement process at the school is carried out to meet needs based on the development of the school's programs, replace damaged or lost items, and remove or dispose of items for justifiable reasons. SMK Negeri 1 Kasihan conducts procurement with caution and precision, as each step must be accountable to the School Board.

Procurement planning is carried out by the WKS for Facilities and Infrastructure, receiving input from coordinators of each unit regarding their needs. Before decisions are made, these needs are first discussed in a joint planning meeting to ensure relevance and priority.

3.2. Procurement Planning Process

According to the WKS for Facilities and Infrastructure, as stated in an interview, procurement is carried out when equipment is damaged or based on proposals from teachers. These proposals are submitted through the coordinators of each unit during the end-of-year evaluation meeting. Before procurement decisions are made, an analysis of the learning equipment needs for the upcoming year is conducted to ensure relevance and urgency. Once planning is complete, the next step is to carry out the planned procurement of facilities and infrastructure. Below is the procurement plan for SMK Negeri 1 Pangandaran for the 2024/2025 school year.

Once items are acquired through procurement, the next step is maintenance to ensure that facilities and infrastructure can be optimally used. The WKS for Facilities and Infrastructure records every received item in the receipt book, assigns codes to items through KIB (Inventory Card), and compiles quarterly reports on procurement administration.

Maintenance is carried out using three methods: daily maintenance, periodic maintenance, and preventive actions to prevent damage. To date, disposal of items has not been carried out, but items that are no longer usable or no longer support the learning process are removed or discarded. Disposal is done for severely damaged items, such as broken or unusable items, following the procedure for recording in the damaged inventory book. This process is then reported to the WKS for Facilities and Infrastructure for further action according to applicable regulations.

Educational facilities and supporting facilities at schools are essential elements that cannot be separated from the educational activities. Educational facilities include various equipment used to support the learning process, such as desks, chairs, blackboards, books, and others, which function to achieve educational goals. Meanwhile, educational infrastructure refers to various facilities that support the smoothness of the learning process, such as sports fields, school buildings, and others. These two aspects complement each other to create a conducive learning environment.

The availability of adequate facilities and infrastructure that meet the needs of teachers will greatly assist in achieving success in the learning process. With complete facilities, the learning atmosphere becomes more engaging, encouraging students to be more active, so that the teaching and learning process can proceed effectively. The number of classrooms, libraries, laboratories, and other supporting facilities must be adjusted to the number of students and meet the appropriate ratio. The government has established regulations on the maximum number of students in one class, which serves as a guide for educational institutions in determining policies related to new student admissions, which must be aligned with the available classroom capacity.

SMK Negeri 1 Pangandaran was established to meet the community's needs and expectations for graduates who are ready to work, especially in Sambas District and Sambas Regency in general. With its mature age, SMK Negeri 1 Pangandaran has successfully convinced the people of Sambas Regency, as evidenced by the increasing number of junior high school graduates choosing to continue their education at this school. This success is inseparable from the presence of complete facilities to support the learning process.

The school is equipped with various practical facilities in line with the competencies needed in the industry. Additionally, SMK Negeri 1 Pangandaran provides supporting facilities to develop students' interests and talents, such as musical instruments, sports fields, computer laboratories, language laboratories, and more. Other supporting facilities include comfortable classrooms, a

complete library, clean toilets, a green and beautiful school environment, and well-maintained cleanliness. SMK Negeri 1 Pangandaran also provides a virtual reality (VR) room, where students can learn through simulations that provide an experience as if they were on a ship.

The completeness of the facilities and infrastructure at SMK Negeri 1 Pangandaran greatly supports the smoothness of both curricular and extracurricular learning processes. These complete facilities also motivate students to be more enthusiastic about learning. In addition, students are encouraged to develop their skills and potential, so they can compete and achieve success while possessing skills that meet industry standards.

The management of facilities and infrastructure at SMK Negeri 1 Pangandaran has been well implemented, from inventory, procurement, to disposal of assets. The efficient management of these facilities supports the smooth learning process at the school. All of this is in line with efforts to improve the quality of education, which ultimately impacts the readiness of graduates who are ready to work and meet industry standards.

To support the progress of education in terms of facilities and infrastructure, the government provides funding to schools managed by the school and school committees. However, this also creates a tendency for school principals to focus more on fund management projects rather than their primary role as leaders responsible for the success of educational implementation. Therefore, it is expected that school principals maintain focus and not lose sight of their vision and mission, particularly in managing the development of facilities and infrastructure at the school. As the top leader in the school environment, the principal plays an important role in determining the success of achieving educational goals. Supervision and control are part of the ongoing process, which involves monitoring the implementation of the planned work and making improvements if deviations are found in the development of facilities and infrastructure.

To carry out this function, clear performance standards are necessary. Supervision and control serve as measuring tools to ensure that implementation proceeds according to the agreed-upon plan. This control refers to aspects such as utilization, quality, quantity, as well as effectiveness and efficiency in managing the development of facilities and infrastructure in the learning process. The professional ability of the school principal needs to be continuously developed through enhancing the skills of school staff in managing, analyzing, developing, and utilizing facilities and infrastructure effectively and efficiently. To support this, it is important to develop a quality management information system to improve the management of existing facilities and infrastructure at the school.

Based on the data analysis, it can be concluded that the role of the school principal in the development of facilities and infrastructure at SMKN 1 Pangandaran has been well executed and meets expectations. Several conclusions can be drawn as follows:

- 1) Overall, the role of the principal in developing facilities and infrastructure at SMKN 1 Pangandaran has been quite effective. In daily activities, the principal demonstrates an attitude that supports the progress of the educational institution, particularly at SMKN 1 Pangandaran.
- 2) The improvement in learning achievements is aligned with the increase in facilities and infrastructure at the school.
- 3) The principal has successfully contributed to the advancement of the school through the development of existing facilities and infrastructure.
- 4) The principal also plays a role in creating an environment that allows students to better understand and master the use of tools that support the development of facilities and infrastructure at the school.

The research findings indicate that the school committee at SMKN 1 Pangandaran has carried out its role effectively, covering four main functions: (1) As an advisory agency, (2) A supporting agency, (3) A controlling agency, and (4) A mediator between the school and the community in the process of procuring facilities and infrastructure.

The role of the school committee as an advisory agency is evident in its contribution to the management process of school facilities and infrastructure, where they often provide suggestions and feedback during procurement planning meetings. They also offer recommendations regarding the methods to be used in the procurement process and even in the removal of unnecessary items.

Thus, the role of the school committee as an advisory agency has been well executed. This aligns with Pantjastuti (2008) view that ideally, schools and educational foundations should involve the school committee in formulating programs, activities, and the school's vision, mission, and objectives, especially in private schools with unique characteristics. In the planning of facilities and infrastructure procurement, the involvement of the school committee is crucial to strengthen the decisions made, as emphasized by Barnawi (2012), who stated that educational facilities and infrastructure planning should involve key figures in the school, including the principal, vice-principal, teaching staff, administrative staff, treasurer, and the school committee.

The role of the school committee as a supporting agency is seen in its involvement as a committee in the procurement process of facilities and infrastructure. The school committee is also active in fundraising from parents and guardians, providing support in the form of effort, ideas, motivation, and input to complement the facilities and infrastructure at the school. The support provided by the school committee also extends to the removal stage, where they participate in selecting items and inspecting the condition of facilities and infrastructure that are no longer usable. Therefore, it can be concluded that the school committee has effectively carried out its role as a supporting agency in the procurement of school facilities and infrastructure.

This role of the school committee as a supporting agency is reinforced by Pantjastuti (2008) statement, which mentions that the school committee functions as an agency that provides support in the form of funds, effort, and ideas. Furthermore, the Indonesian Law No. 20 of 2003 on the National Education System, Article 56, Paragraph 1, emphasizes that the community plays a role in improving the quality of educational services, including in planning, monitoring, and evaluating educational programs through education councils and school committees.

As a controlling agency, the school committee has performed its function of overseeing the use of funds allocated for the improvement and construction of school facilities. They are involved in the preparation of the School Work and Budget Plan (RKAS) alongside the principal and teachers. The form of oversight provided by the school committee includes conducting direct surveys at the school to examine the condition of existing facilities and infrastructure. In terms of removing facilities and infrastructure, the school committee also participates in the selection of items that are no longer usable and attends the removal stage. From this, it can be concluded that the school committee has effectively carried out its role as a controlling agency. This statement is supported by Pantjastuti (2008), who argues that the school committee functions as a controlling agency that performs social oversight over the school. This social oversight is more preventive in nature, such as when the school prepares the RKAS or submits accountability reports to the community.

The school committee, in carrying out its role as a mediator, is responsible for conveying the aspirations of the community related to the school's programs. In the context of procurement of facilities and infrastructure, the school committee functions as a bridge between the school and the community, conveying suggestions and feedback during the planning process until the reporting stage

regarding the removal of facilities and infrastructure. Thus, the school committee not only channels material or funds from the community to the school but also ideas and concepts.

This aligns with Hasbullah (2006) statement that the school committee plays a role in accommodating and analyzing aspirations, ideas, demands, and educational needs proposed by the community. This also corresponds with the objectives outlined in the Minister of National Education's Decree No. 44 of 2002, which states that the school committee is established to: (1) Accommodate and channel the aspirations and initiatives of the community in formulating operational policies and educational programs at the educational unit; (2) Improve the responsibility and participation of the community in the administration of education at the educational unit. Therefore, it can be concluded that the school committee has performed its role well as a mediator in the effort to improve the quality of school facilities and infrastructure.

From the discussion, it is clear that the role of the school committee in managing the facilities and infrastructure at SMKN 1 Pangandaran has been maximized, starting from the planning stage to the removal process. However, to improve the quality of the existing facilities, the school committee still faces several challenges. One major constraint is the limited land, which affects the school's ability to add the necessary facilities. Furthermore, funding issues also pose an obstacle, as many parents of students at this school come from lower-middle-income groups, making it difficult for the school committee to raise funds for the development of more comprehensive school facilities.

The research findings show that in the procurement of facilities and infrastructure, every school member has the responsibility to analyze the needs, while still holding discussions with the Vice Principal for Facilities and Infrastructure. The maintenance of facilities and infrastructure at SMK N 1 Pangandaran is carried out based on time and the condition of the items. This maintenance is performed by the responsible parties or by calling technicians or bringing items that need repairs to service workshops. Meanwhile, in the removal of facilities and infrastructure, the Vice Principal for Facilities and Infrastructure must ensure that the removal of items does not interfere with the smooth daily activities and that replacements are considered to ensure that the teaching and learning process continues without disruption.

4. Conclusion

The management of facilities and infrastructure at SMKN 1 Pangandaran has been effectively implemented, following a standard-based management approach that includes procurement, maintenance, and disposal. The school committee plays a crucial role in each stage of this process, performing its four primary functions as an advisory body, supporter, controller, and mediator between the school and the community. The procurement process is carried out through careful planning to ensure the relevance and prioritization of facilities, while maintenance is conducted regularly using daily, periodic, and preventive methods to ensure the sustainability of the facilities and infrastructure.

However, the school faces challenges such as limited land and funding constraints, which affect the ability to expand and upgrade facilities. The school committee contributes by providing support and assisting in fundraising, although the economic limitations of the community remain a barrier. The involvement of the school committee in planning through to the disposal of facilities has strengthened the entire process, ensuring that funds are allocated properly and the facilities are maintained effectively, which impacts the quality of education at the school. To achieve further improvement, however, additional efforts are needed to overcome these challenges and ensure the sustainability of the school's facilities to create a better learning environment.

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