



## Evaluation of the implementation of standard facilities and infrastructure to improve the quality of education at SMA Bina Dharma Jakarta

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### Abstract

The background of this research is the preparation for face-to-face learning, so we need facilities and infrastructure. where learning that started at school has become at home with the issuance of government regulation number 57 years. 2021 regarding the standard of facilities and infrastructure which is used as a reference in face-to-face learning. This study uses a qualitative evaluation research where the evaluation model used is the discrepancy model. The discrepancy model consists of four stages, namely design, installation, process and comparison. Then the results of the design used are government regulation number 57 of 2021 concerning standard facilities and infrastructure, the form of installation is a discussion with the foundation then socialized with school residents, the process is data collection, the making of proposals, spending and realization and comparison there are facilities that do not yet exist, learning process related to the quality of education are also still lacking because teachers have not mastered technology and lack of facilities and infrastructure such as laptops and webcams, it can be said that the evaluation results regarding standards facilities and infrastructure are still lacking to improve the quality of education. suggestions from researchers to hold training and re-collection of data to add facilities and infrastructure that are lacking.



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## INTRODUCTION

The problem that occurs at SMA Bina Dharma itself is SMA Bina Dharma has implemented standard facilities and infrastructure in accordance with government regulation Number 57 of 2021 where this standard has four principles, namely; the implementation of active, collaborative, fun and effective learning, the second is to ensure security, health and safety, the third is friendly to persons with disabilities and the last is friendly to environmental sustainability.

One of the mandates in government regulation Number 57 of 2021 concerning National Education Standards in Article 25 states, "standard facilities and infrastructure are the minimum criteria for facilities and infrastructure that must be available in educational units in providing education". This means that the need for these facilities and infrastructure must be owned by the school in providing education because it is a mandatory requirement and if it does not fulfill it, the school may not carry out the educational process (Masri et al., 2023).

The standard of facilities and infrastructure affects the quality of education because the standard of facilities and infrastructure supports the learning process. Facilities and infrastructure services aim to meet established national standards. The standard of facilities and infrastructure is the minimum standard that must be met by every educational unit. These standards include buildings (study rooms), land, libraries, and other infrastructure used in learning. In reality, the fulfillment of the standard of facilities and infrastructure has not been maximized. From the various information obtained, it is stated that there are still many school buildings that are not suitable for learning. There are still many schools that do not have libraries and other learning infrastructure (Halimah, 2019; Okemwa, 2020).

Evaluation is a tool or procedure used to find out and measure something in an atmosphere with predetermined ways and rules. From the evaluation results are usually obtained about the attributes or properties contained in the individual or object in question. In addition to using tests, data can also be collected using questionnaires, observations, and interviews or other appropriate forms of instruments (Lukum, 2015; Muryadi, 2017). Other definitions of evaluation Program evaluation is here to provide input, study and consideration in determining whether the program deserves to be continued or discontinued. Under these conditions, the term program evaluation becomes something commonplace in educational institutions (Lukum, 2015).

Program evaluation is the process of identifying and gathering information to assist decision makers in selecting various decision alternatives. Program evaluation is important to be carried out continuously, periodically, and at any time. Activities in program evaluation aim to find out what has been determined can be achieved or on target. For decision makers evaluation is useful for establishing, discontinuing, improving, modifying, or improving programs (Ariyanti & Prasetyo, 2021).

The application or purpose of evaluation research is usually limited to recognizing its suitability for use in management. In such circumstances, a possible option is to offer specific areas and ways of practical application of the results of monitoring or evaluation that will later contribute to increasing the efficiency of research activities. In this case, the main benefit is early identification of an adverse risk and to avoid making wrong management decisions (Podolyanchuk, 2020).

The implementation of program evaluation aims to find facts on the implementation of public policies in the field, the results of which can be positive or negative. An evaluation carried out in a professional manner will produce objective findings, namely findings as they are: both data, analysis, and conclusions are not manipulated which will ultimately benefit everyone involved in the coaching program (Irmansyah, 2017). Another definition of program evaluation is a systematic method for collecting, analyzing, and using information in order to determine the effectiveness and efficiency of the project, policy and program of the entrepreneur (Sulistyo, 2017).

The quality of education is often defined as the characteristics of educational services in accordance with certain criteria to meet the satisfaction of education users, namely students, parents, and other interested parties. The quality of education, can be defined here in accordance with the objectives, which relate to all the characteristics of education in the form of inputs, processes, and outputs. The quality of education is better in terms of output. Although student achievement in public tests and examinations can signal good quality of education for many people, a holistic understanding of quality education must be in terms of inputs, processes, outputs as well as educational outcomes which include student knowledge (academic and cultural heritage), social preparation (trends and needs of society), as well as personal development (Garira, 2020; Krisbiyanto, 2019).

Facilities and infrastructure are equipment or equipment used in an institution, each institution has a different definition of facilities and infrastructure according to their functional nature. In educational institutions, facilities can be interpreted as equipment that is directly used in the learning process such as classrooms, buildings, chairs, blackboards, and so on and cannot be replaced while infrastructure is not used directly but its function can be replaced, such as courtyards, fields, and so on (Firmansyah et al., 2018).

Facilities and infrastructure are very important supporting factors in the world of education in addition to teaching staff. Education can never run properly without adequate facilities and infrastructure. Facilities and infrastructure will not be able to be fulfilled without management carried out in related educational institutions and with the management of educational facilities and infrastructure will be empowered for the learning process.

Schools as a system in realizing its vision, mission and goals often face problems, especially those related to supporting facilities and infrastructure so that the learning process runs well. Because with adequate facilities and infrastructure, it is hoped that the goals of the school can be realized. In order for educational facilities and infrastructure to be adequate and in accordance with needs, management related to the management of facilities and infrastructure is needed (Sinta, 2019).

The right step in meeting the infrastructure standards set by BNSP is to standardize and manage facilities and infrastructure. There are several reasons why the management of infrastructure needs to be managed or managed properly, among others: Because educational facilities and infrastructure are one of the most important and main resources in supporting the learning process in schools. Good management of school facilities and infrastructure can improve the quality of education. Standardization is usually done by implementing government policies, namely the standardization of facilities and infrastructure.

The National Education Standards Agency (BSNP) is prepared by the National Education Standards Agency (BSNP), which is an institution established by the government in accordance with the mandate of Law Number 20 of 2003 concerning the National Education System in Article 35 paragraph (3) which contains the development of SNP as well as monitoring and reporting on national achievements carried out by a standardization, assurance, and quality control of education. SNP is the minimum criteria regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia. SNP is used as a reference in curriculum development, education personnel, facilities and infrastructure, management, and financing.

SNP consists of eight standards, namely graduate competency standards, content standards, process standards, management standards, standards for educators and education personnel, evaluation standards, financing standards, facilities and infrastructure standards. in PP No. 32 of 2013 and PP No. 13 of 2015. The components of each standard are contained in several ministerial regulations and undergoing renewal, namely PP No. 57 of 2021. The educational process does require facilities or equipment. However, all facilities or equipment must be provided according to need. If all equipment and facilities already exist, they must be utilized and managed properly and correctly. Management activities include: planning, procurement, supervision, storage, inventory and deletion, as well as structuring. Good facilities and infrastructure can create a pleasant atmosphere, both for teachers and for students. One of the factors that support the success of educational programs in the learning process is facilities and infrastructure. Educational infrastructure is one of the resources that can be used as a benchmark for school quality. The infrastructure aspect needs continuous improvement along with the development of science and technology which is quite sophisticated. Facilities and infrastructure is one part of the input, while the input is one of the subsystems. Facilities and infrastructure really need to be implemented to support the skills of students who are ready to compete with the rapid development of technology. Infrastructure is an important part that needs to be prepared carefully and continuously so that it can be guaranteed that there will always be a smooth and efficient teaching and learning process.

The research on the standard of facilities and infrastructure that will be carried out will focus on government regulation number 57 of 2021 regarding infrastructure standards which are reviewed from four principles, namely the first to support the implementation of active, collaborative, fun and effective learning, the second is to ensure safety, health and safety, the third is friendly to persons with disabilities and the last is friendly to environmental sustainability.

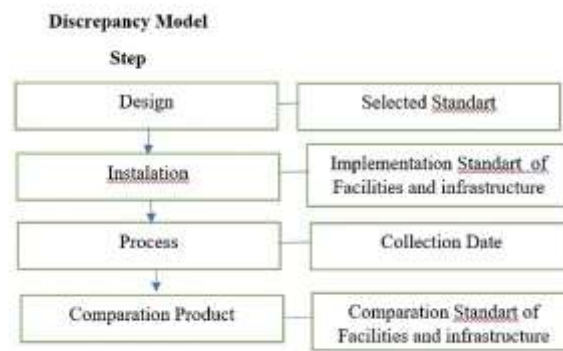
This evaluation research is planned to be conducted at SMA Bina Dharma, East Jakarta. The selection of research locations at Bina Dharma High School is partly because Bina Dharma High School is a school that has implemented government regulation number 57 of 2021 regarding standard of facilities and infrastructure, to check suitability it is necessary to have an evaluation. This study was conducted to determine, analyze and provide input whether SMA BINA DHARMA has met the standard of facilities and infrastructure set by the government in accordance with regulation number 57 of 2021 regarding the standard of facilities and infrastructure.

Therefore, based on the description above, the author is interested in conducting research on the Evaluation of the Implementation of Standards for Facilities and Infrastructure at SMA Bina Dharma Jakarta because SMA Bina Dharma has implemented government regulation number 57 of 2021 where this application has just been issued. To monitor the extent of its implementation, it is necessary to carry out an evaluation.

## RESEARCH METHODS

This study uses the Discrepancy model and another technic like observation, question and documentation where the reason is because researchers want to know the inequality of the standard of facilities and infrastructure set by the government with the implementation carried out by the school. The discrepancy model itself uses a comparison technique in which it discusses the comparison of existing indicators with their application, besides that this model provides the final result in the form of input or finding results but not updating but conformity (Moleong, 2021; Siamah & Wiyono, 2018).

The Discrepancy model has 4 stages, namely design, installation, process and product. The first stage that the researcher will do is design at this stage, which is to define goals and develop the resources needed to carry out activities to achieve goals. Provus considers the program as a dynamic system, which has input, process, and output. The job of the evaluator is to see that the program has met the desired criteria. The purpose of this research is to ensure that the program runs according to the stated objectives (Siamah & Wiyono, 2018).



**Figure 1. Discrepancy Model**

The Discrepancy model has 4 stages, namely design, installation, process and product. The first stage that will be carried out by researchers is design. At this stage is to define goals and develop the resources needed to carry out activities to achieve goals. Provus considers the program as a dynamic system, which has input, process, and output. The task of the evaluator is to see that the program has met the desired criteria. The purpose of this research is to ensure that the program is running according to the stated objectives.

At this stage the researcher will conduct interviews with the principal and representatives of the facilities and infrastructure sector regarding the standard of facilities and infrastructure by asking what kind of guidelines are used and reviewing whether they are in accordance with the rules set by the government. The installation standards that have been set are used to assess the operation program. The evaluator performs a series of activities to identify the differences between the expected program and the reality of implementation. The goal is to ensure that the program runs according to the stated goals

At this stage the researcher will conduct interviews and observations where interviews are conducted to find out the system used in realizing a standard, namely facilities and infrastructure and how to meet the needs in accordance with the standard criteria for facilities and infrastructure, then make observations in the form of observations and questionnaires that will be distributed later. will be used to assess the conformity of the standard of facilities and infrastructure with the rules used.

Process At this stage, it focuses on the collection and implementation of a standard. A series of activities carried out is conducting a standard evaluation in implementing the standard. At this stage the researcher will collect information from the assessment questionnaire that has been made and then

identify whether in the process of implementing the standard of facilities and infrastructure itself has met the existing criteria. Product At this stage is to determine whether the objectives of the standard have been achieved. The activities carried out by researchers are comparing the actual achievement of the standard.

At this stage the researcher will draw conclusions from the results of the assessment of questionnaires and interviews as well as direct observations of the application of standard facilities and infrastructure, then the results of the conclusions themselves are in the form of input taken from differences in the application of standard facilities and infrastructure with the provisions of appropriate facilities and infrastructure standards, so that schools will receive recommendations to improve the standard of facilities and infrastructure.

## RESULTS AND DISCUSSION

Evaluation research starts from the Design stage, which is the stage used to determine the form of the existing program. The program studied is the implementation of facilities and infrastructure standards number 57 of 2021. Bina Dharma High School is a school that applies facilities and infrastructure standards number 57 of 2021 as proven by the results interviews that have been conducted. Interviews were given to the principal, deputy principal for facilities and infrastructure, deputy principal for curriculum, deputy principal for student affairs and the committee. The results of the interview explain that Bina Dharma High School applies facility and infrastructure standard number 57 in 2021. The form of the program has been determined in accordance with the standard standards created by the education department and has begun to be socialized because during the pandemic, of course many facilities will be needed or changed according to the circumstances. Research Halimah (2019) supports this theory. One of the scopes of national education standards is facilities and standards infrastructure which includes the following: educational facilities in each unit education is mandatory, which includes furniture, educational equipment, media education, books and other learning resources, consumables, and equipment other things needed to support an orderly learning process and sustainable.

**Table 1. Interview Result**

No	Subject Interview	Interview Result
1	Foundation Bina Dharma high school	The results of the interview with the head of the Bina Dharma High School foundation resulted in the conclusion that the Bina Dharma High School foundation approved the implementation of facilities and infrastructure standards No. 57 of 2021 and handed it back to Bina Dharma High School to implement the program.
2	Headmaster Bina Dharma high school	The principal of Bina Dharma High School approved the implementation of the facility and infrastructure standard implementation program no. 57 of 2021, considering that Indonesia is currently experiencing a pandemic and asked the principal of the facility and infrastructure sector to implement the program.
3	Deputy Principal For Facilities And Infrastructure	The interview conducted with the deputy head of the school for facilities and infrastructure provided a conclusion in the form of how the program for implementing standard facilities and infrastructure number 57 was implemented. What was done was collecting data on the facilities and infrastructure needed for online learning and then spending the budget needed to fill the shortage of facilities and infrastructure.

No	Subject Interview	Interview Result
4	Deputy Principal For Curriculum	The results of interviews with the deputy principal for curriculum concluded that the deputy principal for curriculum had a role in collecting data on what facilities and infrastructure were needed in the learning process, where the deputy principal for curriculum provided recommendations to the deputy principal for facilities and infrastructure regarding supporting facilities that were in accordance with regulations. government number 57 of 2021.
5	Committee	The results of interviews with the school committee concluded that the role of the school committee in implementing standards for facilities and infrastructure number 57 of 2021 is to disseminate information to class coordinators about the facilities and infrastructure that must be prepared and needed in the learning process in the pandemic era, then collect data on inadequate facilities and provide a report to headmaster.

The second stage is installation where this program is implemented, carried out by observing, interviewing and documenting. The research subjects were the principal, deputy principal for facilities and infrastructure, deputy principal for curriculum, deputy principal for student affairs and school committee. The inauguration stage at Bina Dharma High School was carried out by holding deliberations between administrators consisting of the principal, deputy principal for facilities and infrastructure, deputy principal for curriculum, deputy principal for student affairs and foundations. The results of the foundation's deliberations approved the implementation of the program for the implementation of facilities and infrastructure standards number 57 of 2021. The results of the deliberations were then socialized to the school community and committee. The implementation stage began to be implemented by purchasing learning support tools in the Covid pandemic era, such as purchasing Webcam, paid Zoom which teachers can access.

**Table 2. Recommendation**

No	Subject recommendation	Recommendation
1	Bina Dharma high school headmaster	The recommendation given by the school principal is for supporting facilities that will be used by teachers when teaching online, such as laptops that will be lent by the school if the teacher does not have a laptop.
2	deputy principal for facilities and infrastructure	The recommendation given by the school principal for facilities and infrastructure is physical facilities to support the learning process such as webcams or connecting cameras because some laptops do not have cameras.
3	deputy principal for curriculum	The recommendation given by the school principal in the curriculum sector is a paid Zoom application which will later be used as a media to connect the learning process between teachers and students.
4	Committee	The learning committee provides recommendations as a result of input from students' parents in the form of additional learning quota assistance during the learning process because not all parents have sufficient internet or WiFi quota.

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The third stage is the process that includes how all program realization activities are carried out. The standard program for facilities and infrastructure is headed by the deputy principal for the field of facilities and infrastructure. In the realization of the program, of course, starting from making the program, from making the program itself, it is handed over to the principal and then the principal gives it to the foundation. The proposal consists of a budget for the expenditure of facilities and infrastructure. The vice principal makes a team to help implement the standard of facilities and infrastructure. Implementation of standard facilities and infrastructure is carried out for four months from April to July. The application of standard facilities and infrastructure must be carried out as well as possible because facilities and infrastructure are a very important supporting factor in the world of education in addition to teaching staff. Implementation begins by checking the existing facilities and infrastructure at the school by carrying out a feasibility test, then separating the facilities that cannot be reused, then purchasing whatever facilities are needed, such as laptops, webcams, paid zoom, then purchasing quota assistance for students.

The last stage is the comparison or research product reducing by analyzing the final goal of the study to determine valid data, then the results obtained which contain the standard gap of facilities and infrastructure number 57 of 2021 government rules with existing rules in schools. The results of data processing in the field regarding 4 standard facilities and infrastructure No. 57 of 2021, namely, Supporting the implementation of active, creative, collaborative, fun, and effective learning, ensuring security, health and safety, friendly to persons with disabilities and friendly to environmental sustainability.

The results using interviews with the head of the foundation regarding the standard of facilities at Bina Dharma still have many deficiencies where supporting facilities for students with disabilities are still not available, the researcher provides recommendations on what facilities should be needed such as supporting books for disabilities, then facilities that are easy to access for disabilities there must be, then the school must have a park where the park functions as a green area and makes the school look beautiful. The achievement of program implementation reached 80 percent because the facilities and disability standards at Bina Dharma High School do not yet exist, the school has not facilitated disability needs during the pandemic era, so that learning carried out online cannot be realized perfectly.

The author provides several recommendations to the principal as the person responsible for the institution that regulates learning activities at Bina Dharma High School, where the principal must be able to provide easy access between teachers and students, then must understand the needs of students in the learning process, during face-to-face learning. Of course there are many protocols that must be prepared so that students can feel comfortable, such as masks, then because only 50 percent of students enter, of course you have to think about students who study at home by providing a platform that can connect teachers with students, such as zoom meetings. The existing facilities at Bina Dharma High School do not meet the criteria for the facilities and infrastructure standards in government regulation number 57 of 2021 because they do not yet have around 80 percent compliance with standards, such as disability learning support facilities are not yet available and laptops used for online do not have supporting cameras.

The implementation of active, collaborative, fun and effective learning is overall the same as the existing standards, but for the library section it is not so big, the separation of the science laboratory is in accordance with the study of its own field and there must be a language laboratory. Ensuring security, health and safety is very good because SMA Bina Dharma itself has held face-to-face learning so that all these standards are appropriate, only the CCTV security section needs more supervision or monitoring.

Being friendly for people with disabilities needs more attention because there is no more attention for people with disabilities, although currently there are no people with disabilities for SMA Bina Dharma itself but facilities like this must still be held for the following year so that rights for disabilities can be fulfilled.

Being friendly to sustainability is good enough because there are special gardens and plants for living pharmacies but for the garden there is no need for a fence because students cannot enter the area and there must be development for the garden area so that it can be visited for students while for the garden collection itself must be propagated for live pharmacy plants so as to meet the needs of the garden itself. Recommendations for further research must pay attention to the need for standard facilities that are in accordance with the existing capacity in the school, then pay attention to the needs of students when learning 50 percent face-to-face and 50 percent online, which will definitely have different needs according to where the students study.

## CONCLUSION

Based on the results of data analysis in this research regarding the evaluation of the implementation of facilities and infrastructure standards to improve the quality of education at Bina Dharma Jakarta High School, the design form for implementing facilities and infrastructure standards has not been well realized because there are 2 standards that have not been met, such as parks and learning supports for students with disabilities. Suggestions for improvement are to involve more of the entire school community by holding discussion sessions regarding what facilities are needed, so that later these facilities can be utilized in the learning process.

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