

PUBLIC PERCEPTION OF FACILITIES AND INFRASTRUCTURE QUALITY AT SCHOOL AS ONE FACILITIES ON SINDUE DISTRICT, DONGGALA REGENCY

***(PERSEPSI AWAM TERHADAP KEMUDAHAN DAN KUALITI
INFRASTRUKTUR DI SEKOLAH SEBAGAI SATU KEMUDAHAN DI
KECAMATAN SINDUE, KABUPATEN DONGGALA)***

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Abstract

It is a fact that in education process, that the quality of education is also supported by facilities and infrastructure which became the standard school or education institution. Facilities and infrastructure greatly affect the ability of student in learning. This show that role of facilities and infrastructure is very important in supporting the quality of the student learning. The schools are institutions whose existence is part of the nation's social system that aims to produce competent human morals, democrat, responsibility, believe, piety, healthy physic and spiritual, have a knowledge and skill, personality steady and independent. This research shows how to important the facilities and infrastructure at school to supported the quality education service for the community.

Keywords: facilities, infrastructure, perception, public, regency

Abstrak

Adalah suatu fakta bahawa dalam proses pendidikan, kualiti pendidikan juga disokong oleh kemudahan dan infrastruktur yang menjadi pawaian sekolah atau institusi pendidikan. Kemudahan dan infrastruktur sangat mempengaruhi keupayaan pelajar dalam pembelajaran. Ini menunjukkan bahawa peranan kemudahan dan infrastruktur sangat penting dalam menyokong kualiti pembelajaran pelajar. Sekolah-sekolah adalah institusi yang kewujudannya adalah sebahagian daripada sistem sosial negara yang bertujuan untuk menghasilkan moral manusia yang berprestij, demokratik, tanggungjawab, percaya, ketakwaan, fizikal yang sihat dan rohani, mempunyai pengetahuan dan kemahiran, keperibadian yang mantap dan bebas. Kajian ini menunjukkan betapa pentingnya kemudahan dan infrastruktur di sekolah untuk menyokong perkhidmatan pendidikan berkualiti untuk masyarakat.

Kata kunci: Kemudahan, infrastruktur, persepsi, awam, kabupaten

INTRODUCTION

The young generation, especially those amidst the growth and understanding of the ideology of the nation, is an asset that as a successor the nation that must be guided and nurtured. This process is

built not by something that comes easily, but born through a variety of ways, twists and turns and will experience many challenges. A way to guide them is through education.

Education is one of human needs. Education is also an indicator of the social condition of a society and is one of the great potentials for advancing the nation. In Indonesia alone, the government is seeking a 12-year compulsory education program, consisting of 6 years of primary school; 3 years of junior high school; and 3 years of high school, to increase the average minimum education to high school level.

The 12-year compulsory education program cannot run smoothly if not supported by adequate and qualified facilities. In fact, the fulfillment of the supporting facilities quality for teaching and learning activities at the elementary, junior and senior high schools is still concentrated in big cities and not yet fully distributed. On paper, the fulfillment can improve the quality of education (Giannini, 2015). It cannot be denied, however, that the quality of administrators and school management is also an important part in improving the quality of education as a whole (Ramdhani, Ancok, Swasono, & Suryanto, 2012).

In Indonesia, the government are giving attention to school services by implementing facilities and infrastructure standards regulation to equalize the education quality. But in reality, the government tends to focus on areas with high population density. Even though each regency or district improves the schools quality based on the available budget of the Regional Income and Expenditure Budget, it does not rule out the fact that the education or school service quality in general of an area, regency, or district, is contrastly differ with each other.

School Facilities and Infrastructures

One aspect that should be the main concern of every officials is the educational facility. Education facilities generally include all facilities directly used and support the educational process, such as: building, classroom, educational tools or media, tables, chairs, and so on. While infrastructure indirectly support the process of education, such as: yard, garden or school park, or the road to the school (Asaaju, 2012).

Educational facilities can basically be grouped into four groups: site, building, equipment, and furniture. In order for these facilities to contribute significantly to the course of the education process, it should be well managed. The management includes: (1) Planning, (2) Procurement, (3) Inventory, (4) Storage, (5) Structuring, (6) Usage, (7) Maintenance, and (8) Removal.

Thus, in general, facilities and infrastructure are a means of supporting the success of efforts undertaken in public services, because if both these are not available then all activities undertaken will not be able to achieve the expected results in accordance with the plan.

Facilities and Infrastructure Standards

Each educational unit is required to have facilities such as furniture, educational equipment, educational media, books, other learning resources, consumables, and other equipment necessary to support a regular and continuous learning process.

Each educational unit is also required to have an infrastructures including land, classrooms, educational unit space, educator room, administrative room, library room, laboratory space, workshop space or production unit space, canteen room, power and service installation, gym, places of worship, playground, creative venue, and other space / places needed to support a regular and continuous learning process.

The following is the Minister of National Education of the Republic of Indonesia Regulation relating to Standards of Facilities and Infrastructure.

- The Minister of National Education of the Republic of Indonesia Regulation Number 24 of 2007 on Infrastructure and Facility Standards for Primary Schools / Elementary Schools, Junior High Schools, High Schools and Its Equivalent.
- The Minister of National Education of the Republic of Indonesia Regulation Number 40 of 2008 on Infrastructure and Facility Standard for Vocational High School (SMK) and *Madrasah Aliyah Kejuruan* (MAK).
- The Minister of National Education Republic of Indonesia Regulation Number 33 of 2008 regarding the Schools for Children with Special Needs Infrastructure and Facility Standards.

The Effect of School Facilities and Infrastructures to Improve Student Learning Process Quality

It cannot be denied that in the education process, that the quality of education is also supported by the facilities and infrastructure that become the school standard or related educational institutions. Facilities and infrastructure greatly affect the ability of students in learning. This shows that the role of facilities and infrastructure is very important in supporting the quality of student learning process (Babalís, Tsoli, Koutouvela, Stavrou, & Alexopoulos, 2012). For example, schools located in cities already have computer lab facilities where the students can directly learn the computer-based skills, while the school in the suburbs or villages does not have that facility and thus makes the students not knowing how to use the computer unless they take courses outside the school. This become an important factor in real life, as in the present day the demand for computer-literate workforces are increasing. Thus the facilities and infrastructures are needed to be well managed and evenly distributed.

The management is intended to increase the effectiveness and efficiency of facilities and infrastructures usage in schools. Management of facilities and infrastructures is a very important activity in schools, because its existence will greatly support the success of the learning process in a school. In managing the facilities and infrastructures in the school, a general management process, ranging from planning, organizing, mobilization, maintenance and supervision is required. What is needed by a school had to be carefully planned with regard to facilities and infrastructures that support all learning processes (Giannini, 2015).

The Importance of School Facilities and Infrastructures

School is a social institution whose existence is part of the nation's social system which aims to create a competent, democratic, responsible, faithful, devoted, physically and mentally healthy people possessing knowledge and skills that also have a solid personality and self-reliance. In order to achieve these objectives, a strong curriculum is needed, both in infrastructure and superstructure. This curriculum will be used as a guide in carrying out all learning activities, especially the interaction between educators with students in teaching and learning activities. Teachers as educators are required to be able to organize interesting and meaningful learning so that achievements can be in accordance with the set target (Carvajal, Moreno, Sánchez-Segura, & Seffah, 2013; Freddano & Siri, 2012; Ramdhani et al., 2012).

Each subject has a different character from other lessons. Thus, each subject also requires different learning tools. In conducting the course, teachers need a means to make the lesson memorable (Ramdhani et al., 2012). With the support of adequate learning facilities, teachers may not only deliver the material orally, but also with writing and demonstration in accordance with the facilities that have been prepared.

Teachers need learning tools to support learning activities. In addition to teachers' ability to organize learning activities, the support of learning tools is essential in assisting teachers (Ramdhani et al., 2012). The more complete and adequate means of learning owned by a school will facilitate teachers in carrying out their duties as education personnel. Similarly, the atmosphere during the learning activities. Learning facilities should be developed in order to support the teaching and learning process. Several things that need to be developed in supporting the teaching and learning

process: 1) library, 2) supporting facilities for curriculum activities, and 3) infrastructure and facilities of extracurricular and local content activities.

Given the importance of infrastructure in learning activities, students, teachers and schools will be directly related (Allison, Adlaf, Irving, Schoueri-Mychasiw, & Rehm, 2016; Barkauskaitė, Žygaitienė, & Miškinienė, 2013). Students will be helped with the support of learning infrastructure facilities. Because in reality, not all students have same level of intelligence and understanding so that the use of learning infrastructure will help students, especially those who have weaknesses in following the some learning activities but have a better understanding with others. For example, some students are hard to follow a lesson that are presented orally, but are quick to understand by using demonstration. The teacher will also be assisted by the support of infrastructure facilities. Learning activities will become more varied, memorable and meaningful. While the school is obligated as the most responsible party for the management of all activities. In addition, the school also maintains the infrastructure that has been owned.

The School Buildings, Classrooms, School Fields, and Library

Many state-owned school buildings located in rural areas have not been repaired by the government. However, the school buildings in big cities continue to be repaired and improved. Basically, the government is focusing on improving school buildings in places with high population density. However, the majority of the people consider that it is an injustice committed by the government.

On the other hand, the eligibility of the quality of school buildings also plays an important role in the quality of teaching and learning. Because the school building, especially the classroom, is one of the student environments where learning is where the amenities and comfort are important (Loreti, Barbaresi, De Cesaris, & Garai, 2016).

In extreme cases of the schools in rural areas, many students have to study outside the room and under the heat of the sun because the occupied school has no equipment or incomplete facilities. While the classroom of the schools located in the big city has sophisticated, complete and fairly comfortable facilities. These aspects are one of many parents' considerations for choosing a school for their children, even if the selected school is located far away or even in another area or district (Setyono, Cahyono, & Helmy, 2016).

The school location is also one of the public spotlights. Many schools, especially in rural areas such as in Sindue, Donggala, are located on vulnerable location or at least the students pass through vulnerable points such as rivers / rivulets, landslide-prone cliffs, and so forth in their route to school (Pazzi et al., 2016). These environmental aspects, especially those that have immediate effects for students such as the route between home and school, become crucial for the community, especially parents, in choosing appropriate schools (Zacharias, Zhen, Han, & Huang, 2017). The real environmental aspect applies not only to the local schools but also to the big cities, although the issues that focus attention on the neighborhoods of schools in big cities are different, such as traffic congestion, the availability of public transportation modes, crime levels in the school neighborhood, and so on (Waygood & Susilo, 2015).

The field owned by rural schools is full of clay that will produce lots of puddles when it rains. In contrast, the school field located in the city has been lined with flat cement and is shaped like a field in general. Again, this inequality directly affects students' comfort and motivation to perform activities outside the classroom such as ceremonies, sports activities, or just gathering and playing (Lepkova & Uselis, 2013). Some of the schools in the suburbs or in the rural area are located in the vicinity of an or a former industrial area as a result of bad city or area planning. The surrounding area of the school directly affect not only the students, but also the school staffs' health because the high probability of a long exposure to the industrial waste (Derycke et al., 2018). Even if the industrial area is demolished, it needs quite long time to cleanse the area from the industrial area's residual waste.

As we know that the existing library in every school is different, ranging from schools that have a library but have a very limited supply of books, to schools that do not have a library at all, especially in the rural areas as in Sindue, Donggala. However, if we compare the existing libraries in big cities, there average schools have libraries with adequate supply of books.

Lots of differences that we can see from all sides, for all the completeness of educational facilities and infrastructure needed by students in school for the smooth learning and teaching. Comparison of existing facilities and infrastructure in big cities and in small towns is very contradictory, because many have to be repaired. Hopefully, the government can pay more attention to the conditions in every school that really need the help of educational facilities and infrastructure for the underprivileged community, because the government itself act as a management officials of the state owned schools, thus the government can directly or indirectly influence the improvement of schools, especially state-owned schools, and marginalized communities, for example by using policies and regulations (Wu, Lin, Wu, Chuang, & Kuan, 2014).

CONCLUSION

Infrastructure act as indirect tools and play an important role to achieve goals in education. Location, school building, sports field, funds, books, libraries, laboratories and others are some of the principal aspect that not only affect the learning process and students quality, but also affect parents decision in selecting schools for their children. The facilities and infrastructure of schools in Sindue District need to be well managed by the process of planning, organizing, mobilization, maintenance and supervision. Each educational unit is required to have adequate infrastructure that includes land, classrooms, educational unit space, educator room, administrative room, library room, laboratory space, workshop space, production unit space, canteen room, power and service installation, gym, places of worship, playground, creative venue, and other space / places needed to support a regular and continuous learning process.

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