

Planning the Needs of Educational Facilities and Infrastructure in the Context of Improving the Quality of Education at PKBM Al Ghoutsillah, Batu Tunau Village

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ABSTRACT

This study aims to analyze the planning of educational facilities and infrastructure needs at PKBM Al Ghoutsillah as a strategic effort to enhance the quality of education. Adequate facilities and infrastructure are essential components in creating an effective learning environment and supporting the achievement of educational objectives. This research employs a qualitative approach with data collected through observations, in-depth interviews, and documentation involving administrators, tutors, and learners. The findings reveal that the planning process is carried out through identifying learner needs, mapping curriculum requirements, and evaluating the condition of existing facilities. Despite facing financial limitations and resource constraints, PKBM Al Ghoutsillah strives to meet the minimum standards of learning facilities by optimizing internal resources, prioritizing procurement based on urgency, and establishing collaborations with various partners. The study shows that structured and adaptive planning contributes to improved student engagement, increased learning effectiveness, and better overall educational service quality. Furthermore, the research provides significant implications for PKBM management development, particularly in strengthening procurement policies, facility maintenance strategies, and collaborative initiatives to support the sustainability of non-formal education services.

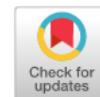
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INTRODUCTION

Planning the needs of educational facilities and infrastructure is a very important issue in improving the quality of educational services at the Al Ghoutsillah Community Learning Activity Center (PKBM), Batu Tunau Village. In the context of non-formal education, PKBM has a strategic role as affirmed in Permendikbud Number 81 of 2013 and Permendikbud Number 26 of 2016 concerning Non-Formal Education Units, which states that PKBM functions as a forum for community learning to improve knowledge, skills, and productive attitudes. The role of PKBM is increasingly important, especially for marginalized or unaccommodated communities in the formal education system. Therefore, the existence of adequate facilities and infrastructure is a key factor in creating a conducive learning environment.

Various studies show that planning the needs of educational facilities is a fundamental element in education management. Good infrastructure has a significant effect on the success of the teaching and learning process, learning effectiveness, and overall quality of education (Samanhudi, 2021). Proper planning must pay attention to the analysis of student needs, curriculum demands, and the visions and missions of the institution (Annur et al., 2024). In the context of PKBM, this aspect is increasingly crucial considering budget limitations, the availability of resources, and the diverse demands of the community.

The potential of PKBM as an inclusive educational institution is also strengthened by various researches. PKBM has been proven to be able to reduce illiteracy, increase literacy, and expand educational opportunities for people from low socio-economic backgrounds (Irmawati, 2017; Maghfirah, 2024). Through life skills training and empowerment programs, PKBM can improve the quality of life of the community and encourage independence (Saifullah & Ismail, 2023). In the process of planning facilities, community involvement is very important because it can strengthen the sense of belonging and increase the effectiveness of the program (Azizah, 2021).

Furthermore, the implementation of educational facility planning needs to adopt school-based management principles or community-based management that has proven effective in the management of educational facilities. Good management not only supports the learning process, but also supports the development of students' entrepreneurial character (Gultom et al., 2021). Other research shows that integration between relevant infrastructure and curriculum can improve the learning experience and participation of learning citizens (Saragih et al., 2023).

Thus, the need for systematic, collaborative, and responsive planning of facilities and infrastructure is very urgent for PKBM Al Ghoutsillah. Through strengthening management, community participation, and stakeholder support, PKBM is expected to be able to improve the quality of education and contribute to the achievement of the Sustainable Development Goals (SDGs), especially in point 4 regarding quality education for all (Pamungkas et al., 2018). Therefore, this study has strong relevance in examining how planning for facilities and infrastructure needs can support the improvement of the quality of education in PKBM.

Review of literature

A theoretical review related to the planning of educational facilities and infrastructure needs at the Al Ghoutsillah Community Learning Activity Center (PKBM) in Batu Tunau Village is very relevant in the context of improving the quality of education. Educational facilities and infrastructure include various aspects that support the teaching-learning process, where deficiencies in this case can hinder the quality of education provided. Research shows that the quality of education is not only influenced by curriculum and teaching, but also by the physical and operational conditions of existing educational facilities (Suranto et al., 2022) (Muslimin & Cártico, 2021) (Gunawan et al., 2022) (Jumari, 2021).

Effective management of educational facilities and infrastructure is one of the key factors in achieving high quality education. The study conducted by Gunawan et al. emphasized that good management of facilities and infrastructure has a positive impact on educational services (. This includes the management of facilities in terms of procurement, maintenance, and disposal that can maximize the utilization of those educational facilities. In addition, the support of transparent financial management also plays an important role in providing the resources needed for the development of educational facilities; (Gunawan et al., 2022) (Jumari, 2021) (Ma'arif et al., 2024) (H. Khoiriyah & Squirrelly, 2024). Furthermore, the professionalism of educators in utilizing facilities and infrastructure also contributes to the effectiveness of learning. Research by Ranggayoni shows that teachers' professionalism and their ability to adapt to students' needs is essential in creating a conducive learning environment. In the context of PKBM, teachers need to have qualified skills to make maximum use of facilities and infrastructure to achieve the expected learning goals. (Ranggayoni, 2021) (São Paulo, São Paulo et al., 2020).

Within the framework of inclusive education planning, PKBM Al Ghoutsillah must consider the participation of all parties, including the community and education stakeholders, in the development of facilities and infrastructure; Research by Muslimin and Kartiko shows that the positive influence of educational facilities on student learning outcomes can be shown through the provision of adequate facilities. Therefore, collaboration with various parties to plan and develop educational infrastructure is indispensable to ensure the success of non-formal education in the community. (Rostini et al., 2023) (S. Khoiriyah & Tharaba, 2023) (Muslimin & Kartiko, 2021).

In closing, good management of educational facilities and infrastructure and the implementation of appropriate strategies in planning can be the main driver of improving the quality of education at PKBM Al Ghoutsillah. With a collaborative and quality-oriented approach, it is hoped that PKBM can play a more effective role in meeting the educational needs of the local community.

METHOD

The research method used in this study is a qualitative method with a case study approach, which is designed to analyze in depth the process of planning the needs of educational facilities and infrastructure in PKBM Al Ghoutsillah, Batu Tunau Village. The qualitative approach was chosen because it is able to provide a comprehensive understanding of the phenomenon based on the experiences, perceptions, and interactions of education actors (Trispiyanti et al., 2023).

Research Subject

The research subjects were determined based on their relationship with the planning of PKBM facilities and infrastructure. The main informants include:

Head of PKBM/Manager, as the party responsible for planning and decision-making.

Tutors or Educators, as learning implementers who use facilities and infrastructure directly.

Students/Learning Citizens, as recipients of educational services who feel the benefits and constraints of educational facilities.

The use of these diverse informants is expected to provide a holistic point of view.

Research Location and Time

The research was carried out at PKBM Al Ghoutsillah, Batu Tunau Village, which is the main location for the implementation of equality education and community empowerment programs. The research period was conducted in the period of February-April 2025, including the stages of observation, interviews, documentation, and validation of findings.

Data Collection Techniques

Data is obtained using three techniques:

Participatory Observation, to observe the real condition of infrastructure facilities and their use in learning activities (Rakista, 2023).

Semi-Structured Interviews were conducted with PKBM heads, tutors, and students to explore their needs, barriers, and perceptions related to educational facilities (Waruwu et al., 2024).

Documentation Studies, in the form of analysis of PKBM reports, planning documents, inventory data, and facilities management policies (Rohanah et al., 2024).

Data Analysis Techniques

The data analysis follows the Miles & Huberman model, which includes:

Data Reduction, selecting, simplifying, and grouping important information according to the focus of the research.

Data Display, displaying findings in the form of narratives, tables, and theme categories for easy interpretation.

Conclusion Drawing / Verification, inferring data patterns and relationships logically to answer the focus of the research (Fatimah, 2021).

In addition, the analysis process is complemented by thematic categorization techniques, namely grouping data based on themes that arise from interviews and observations to identify needs, obstacles, and strategies for infrastructure development (Trispiyanti et al., 2023).

Data Validity Test

The validity of the data is strengthened through **source triangulation and method triangulation**.

Source triangulation was carried out by comparing information from PKBM heads, tutors, and students.

The triangulation method is carried out by matching the results of observations, interviews, and documentation to ensure the validity of the data.

FINDINGS AND DISCUSSIONS

The results of the research on the planning of educational facilities and infrastructure needs at PKBM Al Ghoutsillah, Batu Tunau Village show several main findings that describe the actual condition of educational facilities, the planning process, and the challenges faced in improving the quality of education services.

Condition of Facilities and Infrastructure That Is Not Optimal

Field findings show that the facilities and infrastructure at PKBM Al Ghoutsillah are basically functional, but have not fully met the feasibility standards to support optimal learning. Through observation and interviews with educators, it is known that a number of facilities such as multimedia devices, LCD projectors, computer devices, and learning aids have not been utilized optimally due to limited numbers, poor physical condition, or user skills.

This phenomenon is in line with the findings of Shaleh & Anhusadar (2021) who stated that incomplete or poorly maintained educational facilities can reduce the quality of learning. At PKBM Al Ghoutsillah, several learning rooms are used alternately and the supporting equipment has not been able to support technology-based learning activities.

The Need for More Planned Facilities and Infrastructure Management

Research shows that the management aspect of facilities and infrastructure is a very decisive factor. Management which includes planning, distribution, and maintenance still needs to be improved so that the available facilities can be used optimally. The results of interviews with PKBM managers revealed that there is no document on planning for infrastructure needs that has been compiled systematically and based on needs analysis.

These findings are consistent with Suranto et al. (2022) who emphasized that targeted infrastructure management will increase the effectiveness of the use of educational facilities. With better management, PKBM can prioritize needs, identify urgent facilities for repair, and ensure regular maintenance.

The Impact of the Availability of Infrastructure on Learning Outcomes

The results of the study also show that there is a close relationship between the quality of infrastructure facilities and the motivation and learning outcomes of students. Residents admitted that they were more enthusiastic when learning using visual media, teaching aids, or computers. However, the limitations of facilities make learning often return to conventional methods.

This finding is strengthened by Jannah & Sontani (2018) who stated that educational facilities affect the effectiveness of learning strategies and have a direct impact on learning outcomes. In addition to the availability of facilities, increasing tutors' competence in using them is also an important factor as stated by Devi (2021).

Challenges in Planning Infrastructure Needs

The main challenges faced by PKBM Al Ghoutsillah include:

The budget is limited, because the source of funding comes from government assistance and community donations.

Lack of tutor training, so the use of technology-based educational tools is less than optimal.

The lack of community participation in planning, which causes local needs to be not fully accommodated.

There is no periodic survey to systematically map the condition of infrastructure.

Recommendations for Strengthening Sarpras Planning

Based on the results of the research, there are several recommendations that PKBM can consider, namely:

Conducting periodic surveys of infrastructure needs to update facility condition data.

Increase community and stakeholder involvement in the planning process to be more contextual.

Prepare short-term and long-term infrastructure planning documents, including procurement and maintenance priorities.

Increase the capacity of tutors through training on the use of learning media.

Develop cooperation with village governments, local companies, and partner institutions to support the procurement of facilities.

With more systematic and collaborative planning, PKBM Al Ghoutsillah has the potential to improve the quality of educational services and meet the learning needs of the people of Batu Tunau in a more equitable and sustainable manner.

Discussion

Infrastructure Needs Planning

The discussion on the planning of educational facilities and infrastructure needs at PKBM Al Ghoutsillah Batu Tunau Village shows the importance of school-based management in improving the quality of education. School-based management gives schools autonomy to manage educational resources more effectively, which includes facilities and infrastructure. In the context of PKBM, this approach allows managers to be more responsive to local needs and characteristics of students. (Sulaeman, 2019)

The existence of adequate facilities and infrastructure has a vital function in supporting the learning process. This is in line with research that shows that the availability of educational facilities contributes to the success of student learning; . PKBM Al Ghoutsillah needs to plan the needs of facilities and infrastructure in a planned and measurable manner, covering various aspects such as inventory, maintenance, and disposal in accordance with educational standards; (Yanti, 2019) (Suranto et al., 2022) (Ismail et al., 2022) (Rakista, 2023)

In responding to the challenges faced, it is important to adapt the management of educational facilities and infrastructure according to the needs and involvement of the community. The participation of parents and the community in the development of facilities will strengthen a sense of belonging and collaboration in the educational process, which in turn can improve the overall quality of education. (Siregar & Tambunan, 2020) (Suranto et al., 2022) (Komariyah et al., 2022)

In addition, research also shows that effective management of facilities and infrastructure includes environmental analysis, budgeting, and community involvement in the management process. This can strengthen the support structure for non-formal education and result in positive changes in educational outcomes in PKBM (Ananda et al., 2023)

From the results of the research, it was concluded that PKBM Al Ghoutsillah needs to make continuous efforts in planning and managing educational facilities and infrastructure to meet learning needs, as well as support the implementation of the curriculum more effectively. Synergy between PKBM managers, the community, and other related parties is very necessary in realizing quality and sustainable education; . (Ranggayoni, 2021) (Nurseto, 2012)

Effective management not only aims to meet physical needs, but also to create an interesting and conducive learning environment. Projects to improve facilities and infrastructure must be able to adapt to changes and developments in educational needs, as well as comply with existing regulations, such as the Permendikbud on education standards. Thus, the success of education at PKBM Al Ghoutsillah will be highly dependent on the planning and management of good facilities and infrastructure, accompanied by the collaboration of all parties involved. (Rakista, 2023)

From the data above, it can be understood that "Planning the Needs of Educational Facilities and Infrastructure in order to improve the quality of education in PKBM Al Ghoutsillah, Batu Tunau Village" shows that proper planning and implementation of

management of educational facilities and infrastructure is a key factor to improve the quality of education. This research identifies that although there are existing facilities and infrastructure, there is still a lot of room for improvement and development that needs to be done in order to meet the ideal educational standards.

First, planning for facilities and infrastructure needs must be carried out by involving all stakeholders, including managers, educators, and the community. This is important so that the planning can reflect the real needs in the field and provide a sense of ownership to the facilities built (Samanhudi, 2021) (Suranto et al., 2022)

Second, the results of the study confirm that optimizing the use of existing facilities and infrastructure can increase the effectiveness of the learning process. Good handling of facilities and infrastructure, such as periodic maintenance and facility improvement, will have a positive impact on students' learning motivation and learning outcomes; (Shodiq & Maimunah, 2021) (Muslimin & Cártico, 2021)

Third, good management of facilities and infrastructure is also expected to create a more conducive learning environment and support the achievement of educational goals and the achievement of the set curriculum. In this regard, planned and systematic management is highly recommended, as has been expressed in previous literature; (Aristo, 2019) (Daulay Et Al., 2023)

Optimization of Infrastructure

Optimizing the planning of educational facilities and infrastructure needs in order to improve the quality of education at PKBM Al Ghoutsillah, Batu Tunau Village", several suggestions can be submitted to ensure the sustainability and improvement of the quality of education in this context.

PKBM Al Ghoutsillah needs to conduct a thorough inventory of the current facilities and infrastructure. Furthermore, a more in-depth needs analysis must be carried out to determine the shortcomings of existing facilities and the procurement priorities that need to be carried out. This is in line with research that shows the importance of structured planning to encourage improvement in the quality of education (Suranto et al., 2022) (Yanti, 2019)

The involvement of the community and stakeholders in the planning process of facilities and infrastructure is highly recommended. Local communities have a deep understanding of the educational needs in their environment, so their participation in the development of educational facilities and infrastructure can provide valuable perspective. This is also in line with the concept of inclusive and collaborative education, as expressed in various studies that support the need for the contribution of various parties in improving the quality of education; (Hartono, 2017) (Eksantoso, 2024)

It is important to develop training programs for managers and educators on the management of educational facilities and infrastructure. With deeper knowledge of efficient management, PKBM can optimize the use of existing facilities, as well as improve the quality of teaching and learning; . This training should also cover aspects of using the latest technology in education, which is currently key in producing a more interactive and engaging learning process. (Jumari, 2021) (Fajarani et al., 2021)

PKBM needs to be committed to maintaining existing facilities so that they remain in good condition. Poor management of facilities and infrastructure can result in facilities becoming unused and reducing the effectiveness of the learning process. Also, having a regular maintenance schedule can be helpful in identifying and repairing damage before it develops into a bigger problem; (Ananda et al., 2023) (Fitriani et al., 2022)

Recommendations for continuous evaluation are urgently needed. PKBM must conduct a routine evaluation of the effectiveness of the management of facilities and infrastructure that has been carried out. This evaluation includes collecting feedback from facility users, both educators and students, so that it can continue to be adjusted based on dynamic needs in the field;). Regular data updates are also important to understand the development of the education aspect in the area. (Muslimin & Kartiko, 2021) (Nurhidayat et al., 2024)

By implementing these suggestions, it is hoped that PKBM Al Ghoutsillah can not only improve the quality of education today, but also be able to build a strong foundation for the development of education in the future. PKBM Al Ghoutsillah conducts periodic evaluations to ensure that the educational facilities and infrastructure it has remains relevant and in accordance with the development of the current educational era. This includes considering the use of technology in the teaching and learning process as an effort to improve the quality of education (Yanti, 2019)

Thus, the overall conclusion reflects that careful planning and management of educational facilities and infrastructure are essential to achieve a sustainable improvement in the quality of education at PKBM Al Ghoutsillah, Batu Tunau Village.

CONCLUSIONS

This research emphasizes that the planning and management of infrastructure facilities at PKBM Al Ghoutsillah is a strategic factor in improving the quality of learning. Thethematically, the findings show that the availability of basic facilities is sufficient, but has not been utilized optimally due to uncoordinated planning, lack of manager training, and maintenance that has not been carried out systematically. The participation of learning residents and tutors in the planning process is still limited so that some facilities are not in accordance with learning needs. From the aspect of practical implications, this study provides a recommendation that PKBM managers need to develop a more comprehensive plan for the procurement and maintenance of facilities, involve tutors and learning residents, and integrate it with the equality education program plan. Facility management training for managers is also important so that the use of facilities becomes more effective. In addition, periodic monitoring and evaluation are needed to ensure that facilities truly support active, creative, and needs-oriented learning for students. For further research, it is recommended to conduct an analysis of the efficiency of financing infrastructure facilities, the level of effectiveness of the use of digital learning facilities, and a comparative study between PKBMs to see the most effective and sustainable management model.

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