

ABSTRAK

LASMI YANTI NPM: 2022355 “PENGELOLAAN SARANA DAN PRASARANA PENDIDIKAN DI SEKOLAH DASAR NEGERI (SDN) PANYIURAN 2 KECAMATAN AMUNTAI SELATAN KABUPATEN HULU SUNGAI UTARA”. Di bawah bimbingan **Bapak Muhammad Arsyad, S.Pd.I, M.AP** sebagai Pembimbing I dan **Bapak Gusti Muhammad Hidayatullah, S.Sos, M.AP** sebagai Pembimbing II.

Sarana dan prasarana merupakan unsur penting yang berfungsi sebagai penunjang kelancaran proses mengajar di sekolah. Fenomena masalahnya keterbatasan anggaran, kurangnya pengawasan dan pemeliharaan, kurangnya pemanfaatan sarana. Tujuan dari penelitian untuk mengetahui pengelolaan sarana dan prasarana pendidikan dan mengetahui faktor pengelolaan.

Penelitian menggunakan metode deskriptif kualitatif. teknik pengumpulan observasi, wawancara dan dokumentasi. Sumber data melalui penarikan sampel secara *purposive sampling* berjumlah 11 orang. Teknik analisis data yaitu reduksi data, penyajian data dan penarikan kesimpulan, dengan menggunakan uji kredibilitas data, perpanjangan pengamatan, peningkatan ketekunan, triangulasi, menggunakan bahan referensi dan *membercheck*.

Pengelolaan sarana dan prasarana pendidikan di Sekolah Dasar Negeri (SDN) Panyiuoran 2 Kecamatan Amuntai Selatan optimal. Hal ini dapat dilihat dari kesesuaian kebutuhan dengan kondisi cukup optimal karena masih ada kurang nya fasilitas teknologi dan tidak ada mushola, indikator ketepatan ketersediaan fasilitas kurang optimal karena masih ada fasilitas yg tidak di manfaatkan indikator kejelasan sumber dana cukup optimal bersumber dana dari bos dan bantuan pusat yang kurang jelas indikator pelaksanaan pengadaan optimal sudah melalui rapat RKAS, indikator efesensi penggunaan barang optimal fasilitas di gunakan secara bergantianan hemat indikator kepatuhan prosedur kurang kurang optimal karena tidak ada SOP, indikator adanya buku inventaris optimal yang sudah tersedia, indikator keakuratan pencatatan kurang optimal karena tidak diperbaharui secara rutin, indikator laporan penggunaan barang optimal yang di laporkan setiap bulan, indikator adanya pengawasan yg cukup optimal sudah ada pengawasan dari sepala sekolah danguru. Faktor-faktor pendukung yaitu adanya Juknis, kepemimpinan Kepala Sekolah yang efektif dan dukungan guru, staf dan komite. Faktor penghambat yaitu tidak adanya staf khusus untuk pengawasan pengelolaan, kurangnya kesadaran siswa menjaga fasilitas sekolah dan faktor cuaca.

Disarankan kepada pihak sekolah untuk melakukan pemanfaatan yang tepat sesuai fungsi fasilitas dan bagi guru dapat mengoptimalkan fasilitas teknologi dengan mengikuti atau mengadakan pelatihan alat bantu pembelajaran berbasis teknologi, meningkatkan kepatuhan terhadap prosedur pemeliharaan dengan menyusun dan menetapkan Standar Operasional Prosedur (SOP), melakukan inventarisasi ulang seluruh sarana dan prasarana secara menyeluruh engan teliti, menetapkan penugasan yang jelas kepada guru atau tenaga kependidikan sebagai penanggung jawab pengawasan fasilitas sekolah. dan melakukan penanaman nilai tanggung jawab dan rasa memiliki sejak dini siswa, baik melalui pembiasaan dalam kegiatan sehari-hari maupun integrasi dalam proses pembelajaran.

ABSTRACT

LASMI YANTI NPM: 2022355 "MANAGEMENT OF EDUCATIONAL FACILITIES AND INFRASTRUCTURE AT PANYIURAN 2 STATE ELEMENTARY SCHOOL (SDN), AMUNTAI SELATAN DISTRICT, HULU SUNGAI UTARA REGENCY." Under the guidance of Mr. Muhammad Arsyad, S.Pd.I, M.AP as Supervisor I and Mr. Gusti Muhammad Hidayatullah, S.Sos, M.AP as Supervisor II.

Facilities and infrastructure are important elements that function as support for the smooth teaching process in schools. The problem phenomenon includes budget limitations, lack of supervision and maintenance, and underutilization of facilities. The purpose of the research is to understand the management of educational facilities and infrastructure and to identify factors influencing their management..

This research employed a qualitative descriptive method. Data were collected through observation, interviews, and documentation. The data sources were obtained using purposive sampling, involving 11 informants. Data analysis techniques included data reduction, data presentation, and conclusion drawing, supported by data credibility tests such as prolonged engagement, increased persistence, triangulation, the use of reference materials, and member checking.

The management of educational facilities and infrastructure at State Elementary School (SDN) Panyiuran 2, South Amuntai District, is optimal. This can be seen from the suitability between needs and conditions, which is considered optimal, although there is still a lack of technological facilities and the absence of a prayer room (musholla). The indicator of the accuracy of facility availability is less optimal because some facilities are not utilized. The indicator of clarity of funding sources is fairly optimal, with funds coming from BOS and central government assistance, although some sources are unclear. The indicator of procurement implementation is optimal, as it has gone through RKAS meetings. The indicator of efficiency in the use of goods is optimal, as facilities are used alternately and economically. The indicator of compliance with procedures is less optimal because there is no Standard Operating Procedure (SOP). The indicator of the availability of inventory books is optimal, as they are already available. The indicator of accuracy in record-keeping is less optimal because it is not updated regularly. The indicator of reporting the use of goods is optimal, as reports are submitted monthly. The indicator of supervision is fairly optimal, with supervision carried out by the principal and teachers.

It is recommended that the school make proper use of facilities according to their functions. Teachers are encouraged to optimize the use of technological facilities by participating in or organizing training on technology-based learning tools. In addition, the school should improve compliance with maintenance procedures by developing and establishing Standard Operating Procedures (SOPs), conduct a thorough and careful re-inventory of all facilities and infrastructure, and assign clear responsibilities to teachers or educational staff as persons in charge of supervising school facilities. Furthermore, it is important to instill values of responsibility and a sense of ownership in students from an early age, both through daily habituation activities and through integration into the learning process.