

## **Implementation of Procurement and Utilization Policies for School Facilities and Infrastructure Based on Students' Needs at TKN 1 Plus Banyuasin III**

**Ican Setiawan<sup>1</sup>, Nila Kesumawati<sup>2</sup>, Alhadi Yan Putra<sup>3</sup>**

<sup>1</sup>Dinas Pendidikan dan Kebudayaan Kabupaten Banyuasin, <sup>2</sup>Universitas PGRI Palembang, Indonesia

Corresponding author e-mail: [icansetiawan13@gmail.com](mailto:icansetiawan13@gmail.com)

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**Abstract:** This study aimed to analyze the implementation of procurement and utilization policies for school facilities and infrastructure based on students' needs at TKN 1 Plus Banyuasin III. A qualitative descriptive approach was employed involving the principal, teachers, and school committee members selected through purposive sampling because of their direct involvement in school facilities management. Data were collected through interviews, observations, and documentation and analyzed using the Miles, Huberman, and Saldaña interactive model. The findings indicate that the implementation of school facilities and infrastructure policies has generally been carried out systematically through participatory planning, procurement, utilization, maintenance, and periodic evaluation. Educational facilities have supported active learning and students' cognitive, social, and motor development. Nevertheless, limited budgets, inadequate facilities, and insufficient human resource competencies remain significant barriers. This study contributes to educational management by emphasizing that effective school facilities management depends not only on resource availability but also on participatory decision-making, leadership commitment, and needs-based policy implementation in early childhood education institutions.

**Keywords:** *school infrastructure, management of educational facilities, implementation of policies, active learning, needs of students, education management.*

### **A. Introduction**

Education is one of the important factors in improving the quality of human resources and the development of a nation. Through education, students can develop the knowledge, skills, attitudes, and abilities needed to face the times. Therefore, every educational institution must be able to create an effective and conducive learning environment to support the achievement of educational goals. One of the factors that affect the success of the education process is the availability of adequate facilities and infrastructure.

Although previous studies have discussed school facilities management and educational infrastructure planning, most have focused on administrative management or the

availability of facilities in general. Limited studies have specifically examined how procurement and utilization policies are implemented based on students' actual needs within early childhood education institutions. Therefore, this study addresses this gap by exploring policy implementation from a needs-based perspective while emphasizing participatory decision-making and its contribution to improving learning quality.

Educational facilities and infrastructure have an important role in supporting the learning process in schools. Educational facilities include tools and media that are used directly in learning activities, such as tables, chairs, whiteboards, educational game tools, and learning media. Meanwhile, educational infrastructure includes supporting facilities such as classrooms, libraries, playgrounds, and school environments. The availability of good facilities and infrastructure can increase students' motivation to learn and support the creation of active, creative, and fun learning (Nugroho et al., 2024)

Law Number 20 of 2003 concerning the National Education System explains that each educational unit is obliged to provide facilities and infrastructure in accordance with the needs of students to support the learning process in a sustainable manner. With adequate educational facilities, schools can create a more effective and efficient learning process. On the contrary, limited facilities can be an obstacle in achieving educational goals (Badrudin et al., 2024)

The management of educational facilities and infrastructure does not only focus on procurement, but also includes the planning, utilization, maintenance, and evaluation of educational facilities. Good management can increase the effectiveness of the use of facilities so that it can support the quality of learning. (Ananda et al., 2025) states that the quality of educational facilities has a positive relationship with student learning outcomes and the effectiveness of education delivery.

In practice, there are still many schools that face various problems related to the procurement and utilization of infrastructure facilities. These problems include limited budgets, lack of educational facilities, low maintenance of facilities, and lack of optimal use of learning facilities. In addition, the procurement of infrastructure facilities is often not fully based on the needs of students, so some facilities are not used optimally (Auliaulfattah et al., 2024).

Planning for the procurement of infrastructure facilities based on the needs of students is important in improving the quality of education. Procurement that is carried out based on the real needs of students can help schools provide facilities that are in accordance with children's development, characteristics, and learning needs. Thus, the learning process can take place more effectively and be able to support the development of students optimally (Khumayroh et al., 2025).

Technological developments also affect the management system of educational facilities and infrastructure. Currently, various educational institutions are starting to utilize digital systems in the procurement and management process of educational facilities to increase transparency and efficiency. However, the implementation of the system still faces

obstacles, especially related to limited human resources and technology management capabilities (Octiva et al., 2024).

The participation of various parties is also an important factor in the implementation of policies on the procurement and utilization of educational infrastructure facilities. Principals, teachers, school committees, and parents have a role in determining the needs of facilities that are in accordance with the conditions and needs of students. (Widat & Diana, 2025) explained that stakeholder involvement in the management of infrastructure facilities can increase the effectiveness of the use of educational facilities and create a sense of shared responsibility for school facilities.

Several previous studies have discussed the management of educational facilities and infrastructure. The management of infrastructure facilities that is carried out systematically can improve the quality of learning in schools. (Dwiputri et al., 2022) explained that the management of infrastructure facilities which includes planning, procurement, maintenance, and removal of facilities affects the effectiveness of teaching and learning activities. In addition, (Azri & Raniyah, 2024) found that limited educational facilities can hinder the learning process and reduce the quality of education.

Although there has been a lot of research on the management of educational facilities and infrastructure, research that specifically discusses the implementation of policies for procurement and utilization of infrastructure facilities based on the needs of students in early childhood education institutions is still limited. Therefore, this study was conducted in TKN 1 Plus Banyuasin III to analyze the implementation of policies for the procurement and utilization of school infrastructure facilities based on the needs of students (Khumayroh et al., 2025).

Based on the results of initial observations at TKN 1 Plus Banyuasin III, several problems were found related to the management of school facilities and infrastructure. Some educational facilities have not been utilized optimally, there are facilities that are still limited, and some learning media that are not in accordance with the needs of students. In addition, budget limitations are also an obstacle in the procurement and maintenance of educational facilities (Ngasifudin, 2024).

Based on these problems, this study aims to analyze the implementation of policies for the procurement and utilization of school infrastructure facilities based on the needs of students in TKN 1 Plus Banyuasin III. This research is expected to contribute to the development of the management of educational facilities and infrastructure and become an evaluation material for schools in improving the quality of educational facilities and learning processes (SILVIA, 2024).

## **B. Methods**

This study uses a qualitative descriptive approach to analyze the implementation of policies for the procurement and utilization of school facilities and infrastructure based on the needs of students in TKN 1 Plus Banyuasin III. The research was conducted at TKN

1 Plus Banyuasin III, Banyuasin Regency, South Sumatra. The research subjects consist of school principals and teachers involved in the management of school infrastructure.

Research participants consisted of the school principal, teachers, and other stakeholders directly involved in planning, procuring, and utilizing school facilities selected through purposive sampling. Data credibility was established through source triangulation, method triangulation, prolonged engagement, and member checking. Data analysis followed the interactive model of Miles, Huberman, and Saldaña consisting of data condensation, data display, and conclusion drawing.

Data collection techniques are carried out through interviews, observations, and documentation. Interviews are used to obtain information about the process of planning, procurement, and utilization of infrastructure facilities. Observations were made to see firsthand the condition of school facilities and their use in learning activities. Documentation is used to complete data in the form of inventory documents, school reports, and photos of activities (Nurmalasari, 2022).

The research instruments used included interview guidelines, observation sheets, recording devices, field notes, and mobile phone cameras. The data obtained was analyzed using the Miles and Huberman model which consisted of data reduction, data presentation, and conclusion drawn. To maintain the validity of the data, this study uses source triangulation and triangulation techniques by comparing the results of interviews, observations, and documentation.

## **C. Results and Discussion**

### **Research Results**

Based on the results of research conducted at TKN 1 Plus Banyuasin III, the implementation of the policy of procurement and utilization of school infrastructure facilities has been carried out through several stages, namely planning, procurement, utilization, and maintenance of educational facilities. The process of managing infrastructure facilities is carried out by the principal and teachers by considering the needs of students and learning activities at school.

#### **1. Planning for the Procurement of Facilities and Infrastructure**

Planning for the procurement of facilities and infrastructure is carried out through school meetings involving school principals and teachers. In this activity, teachers conveyed the need for the necessary facilities to support the learning process. Prioritized needs include educational game equipment, learning media, students' desks and chairs, and play facilities outside the classroom (Saadah & Harsiwi, 2024).

The results of the interviews show that the planning of the procurement of facilities is carried out based on the condition of the available facilities and the needs of the students. However, budget constraints mean that not all facility needs can be met at the same time.

## **2. Utilization of Facilities and Infrastructure**

The facilities and infrastructure available at TKN 1 Plus Banyuasin III are used to support active and fun learning activities. Facilities such as educational game tools, visual learning media, classrooms, and play areas are used to improve students' motor, social, and cognitive abilities (TASYA FARAH, 2023)

Teachers use learning media and educational game tools to create a more interactive learning atmosphere. In addition, comfortable classroom facilities help students focus more on participating in learning activities.

However, the results of observations show that some facilities have not been utilized optimally. There are some learning media that are rarely used because they are limited in number and some facilities have minor damage to reduce the effectiveness of their use

## **3. Maintenance of Facilities and Infrastructure**

Maintenance of infrastructure facilities is carried out periodically by the school. Teachers and school staff work together to maintain the cleanliness and condition of the facilities so that they can continue to be used properly. However, the limited cost of maintenance is an obstacle in repairing several damaged facilities. In addition, the school also conducts an inventory of facilities to facilitate supervision of the condition of available infrastructure. Inventory activities assist schools in determining the procurement and improvement of educational facilities.

## **Discussion**

The results of the study show that the implementation of the procurement and utilization policy of infrastructure facilities in TKN 1 Plus Banyuasin III has gone quite well. The planning process is carried out in a participatory manner by involving teachers in determining the needs of learning facilities. This shows that the school has tried to implement the management of infrastructure facilities based on the needs of students.

The findings of this study are in line with research (Dila et al., 2024) which states that good management of infrastructure facilities can improve the quality of learning in schools. The availability of adequate educational facilities can help teachers create active, creative, and fun learning for students.

The use of facilities and infrastructure at TKN 1 Plus Banyuasin III also shows that educational facilities have an important role in supporting the development of students. The use of educational game tools and visual learning media can improve children's motor, social, and cognitive abilities. This is in accordance with the opinion of Erroyani (2022) who states that adequate educational facilities can increase the effectiveness of the learning process (Gusniati et al., 2024)

However, this study also found several obstacles in the implementation of policies on procurement and utilization of school infrastructure facilities. Budget constraints are the

main factor that affects the fulfillment of the needs of educational facilities. In addition, some facilities have not been utilized optimally due to the limited number and condition of facilities that have begun to deteriorate.

These findings are supported by research (Habati et al., 2026) which explains that limited infrastructure facilities can hinder the learning process and reduce the quality of education. Therefore, more optimal management is needed, especially in the aspect of maintenance and procurement of educational facilities in a sustainable manner.

These findings are supported by research (Soleha et al., 2025) which explains that limited infrastructure facilities can hinder the learning process and reduce the quality of education. Therefore, more optimal management is needed, especially in the aspect of maintenance and procurement of educational facilities in a sustainable manner.

The participation of principals and teachers in the management of infrastructure facilities is one of the supporting factors for the successful implementation of policies in schools. Cooperation between schools in determining the needs of facilities helps create more effective management and in accordance with the needs of students (Nasir et al., 2023)

Overall, the implementation of the procurement and utilization policy of infrastructure facilities at TKN 1 Plus Banyuasin III has had a positive impact on the learning process. However, schools still need to improve the management of educational facilities through more effective planning, regular maintenance of facilities, and increased budget support to meet the needs of school infrastructure.

**Table 1. Summary of Key Findings on Educational Facilities and Infrastructure Management**

<b>Research Aspect</b>	<b>Main Findings</b>
Planning	Procurement planned collaboratively based on students' needs
Procurement	Prioritized according to budget availability
Utilization	Facilities support active, creative, and enjoyable learning
Maintenance	Conducted periodically through inventory and monitoring
Supporting Factors	Principal leadership, teacher participation, school committee involvement
Inhibiting Factors	Budget limitations, damaged facilities, limited HR competencies

The findings indicate that effective implementation of school facilities policies depends not only on adequate financial resources but also on participatory governance, leadership commitment, and continuous evaluation of students' needs. Schools that involve teachers and other stakeholders in procurement planning are more likely to provide learning facilities that effectively support children's development. These findings reinforce educational management theories emphasizing that participatory policy implementation enhances accountability, resource efficiency, and educational quality.

## **D. Conclusions**

This study concludes that the implementation of procurement and utilization policies for school facilities and infrastructure plays an important role in supporting effective learning and students' development in early childhood education. Participatory planning, appropriate utilization, and continuous maintenance contribute to improving educational quality. However, budget limitations, inadequate facilities, and limited human resource competencies remain major challenges. Therefore, strengthening institutional planning, increasing investment in educational facilities, improving stakeholder collaboration, and enhancing school management capacity are essential to optimize facilities management. Future studies are recommended to involve multiple educational institutions and comparative research designs to broaden the applicability of the findings.

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