

The Influence of School Infrastructure on Student Learning Activeness: A Research Study

Anang Amiruddin Nugroho¹, Udik Budi Wibowo²

¹ Graduate Program of Primary Education, Yogyakarta State University

² Graduate Program of Primary Education, Yogyakarta State University

¹ anang.amiruddin2016@student.uny.ac.id, ² udik_bw@uny.ac.id

Abstract: Implementation of learning should ideally not only pursue learning outcomes but also pay attention to student learning process. Students activities and creativity are developed through various interactions and learning experiences. As a basic element of learning that needs to be developed is student learning activeness. School infrastructure is a facility that influences student learning so that it can run optimally. This study discusses that school infrastructure can affect student learning activeness. This study explains the influence of school infrastructure in learning, the development of school infrastructure in improving learning outcomes and their utilization in order to increase the intensity of student learning activeness which include physical and psychological involvement.

Keywords: learning, school infrastructure, activity

INTRODUCTION

Entering the 21st century, the wave of globalization is felt to be strong and open, as is the demand for education in life to be higher. The progress of this era has a big impact on life. In addition, the quality of education is required to be able to compete with and meet the needs of life. It describes the abilities needed in life in the 21st century: 1) skills to learn and make innovations; 2) ability to work and survive 3) the ability to obtain information through media, and access technology (Anthony, M., & Pa-Alisbo, 2010). So, to achieve this needs supporting infrastructure facilities as part of supporting needs in the era of globalization.

The procurement of school infrastructure must be pursued through educational institution policies. Through school infrastructure that ensures that it is able to facilitate student learning. Learning in the classroom and outside the classroom can run optimally, especially supporting teachers and students in learning. As a basic element of learning that needs to be developed is student learning activeness.

Some experts revealed that student learning activeness consists of students' physical and psychological involvement. This is because the existence of student learning activities can later increase academic involvement. Active learning is intended to be able to help students to be active during learning, so as not to be passive. Students are said to be active because the physical part and mind are involved in the learning process. Increased academic involvement invites students to take part in the process of improving their intellect, while at the same time being closely related to the emotional comfort that is built in the classroom (Wandberg & Rohwer, 2009).

Active learning as a teaching method in schools, students take part in learning. Active learning emphasizes that the teacher in his role has an influence on the activity carried out by students in the teaching and learning process in school. This can foster the activeness of students and teachers in packaging and managing learning to provide support so students can be active in the learning process (Hyun, Ediger, & Lee, 2017).

This article aims to understand the influence of school infrastructure on student learning activeness in learning and its application, so that the influence of facilities and infrastructure, especially in student learning processes, can be revealed. Furthermore, the definition of school infrastructure will be explained further, this article will offer several solutions that can be used as support to optimize student learning. Strengths and weaknesses in each component will be discussed to see conformity to school conditions.

RESEARCH METHODS

This research is a study of literature study by examining various journals related to school infrastructure and relation to student activity. The results of this literature review will be used to identify the effect of infrastructure on student activity in the learning process.

RESULTS AND DISCUSSION

Definition of Infrastructure

In general, infrastructure facilities are interpreted as a central point in a community's social development. Infrastructure facilities are the drivers of the overall activities carried out by the community. This shows that infrastructure is a very influential part of support, especially in various activities. As a follow up to the influence of facilities and infrastructure, the output can be seen from how a system is able to run well, because the support of system activities is based on how the infrastructure works optimally in accordance with its portion (Stevens, 2006).

In the world of education infrastructure facilities are identified as one of the effects of the results of an education. The main factors that have an impact on educational goals are curriculum, teacher quality, public relations, and school organization (Keating, 2003).

School infrastructure facilities have an influence on student teaching and learning activities, for example the state of the classroom which is part of the school building when in good condition will support the continuity of learning. Students will feel comfortable, excited and facilitated in the learning process (Lawanson & Gede, 2011). So in this case, the mechanism of control of facilities and learning infrastructure very necessary in order to judge optimizing the management of existing infrastructure (Pearson & Thomas, 2010).

From the various explanations of the experts above, it can be concluded that educational facilities and infrastructure are facilities to support the learning process to run optimally, especially in achieving learning objectives. If the infrastructure provided is not adequate, then later students will become less enthusiastic and less interested so that it can affect the activity of students in following the learning process.

Principles for Management of School Infrastructure

In the management of school infrastructure, Stewart (2007) analogues the construction of schools like a car, in the sense that it consists of a series of components or systems. The construction of schools certainly cannot be separated from the role of management of infrastructure and its principles. Management of school facilities and infrastructure uses several principles that need to be considered so that the goals can be achieved optimally. In Barnawi & Arifin (2012) the principles are explained as follows:

1. Building land and equipment for school furniture must portray the mind and image of the community as stated in the philosophy and purpose of education.

2. Planning of building land, and equipment for school furniture should be a picture of shared desires and with consideration of a team of experts who are quite competent in the community.
3. Building land and equipment for school furniture should be adapted adequately for the interests of students, for the sake of the formation of characters who can serve and guarantee that they will learn, act and play according to their talents.
4. Building land and equipment for school furniture and tools, should be adapted to the interests of education that come from interests and virtues or benefits for students and teachers.
5. As the person in charge must help the school program effectively, train mentors and choose tools and how to use them so that they can adjust themselves in carrying out their duties according to their functions and profession.
6. A person in charge of a school must have the skills to recognize, both qualitatively and quantitatively and to properly use the functions of the building and its equipment.
7. As the person in charge must be able to maintain and use the building and surrounding land so that it can help realize health, safety, comfort and the beauty and progress of the school and the community.
8. As the person in charge, the school not only knows the wealth of the school entrusted to it, but must pay attention to all the educational tools needed by the students.

Student Learning Activeness

Student learning activeness is the key to how the learning process can work ideally. Supporting aspects for active students during the learning process cannot be separated from environmental factors, which in this case are schools as providers of educational institutions.

Learning can occur when students actively experience themselves, have an urge to do something and have aspirations, because learning cannot be delegated or forced upon others. (Dimiyati & Mudjiono, 2013). The condition of active students can increase academic involvement. Active learning is intended to be able to help students to be active while learning, so that they are not passive (Wandberg & Rohwer, 2009)

In increasing student activeness, Bruff (2009) explains that classroom response systems can be used for variety of ways, including classwide and small group discussions, which can be active learning in the classroom. The active learning is needed in order to develop an active learning process, both in the classroom and outside the classroom with the learning infrastructure provided by the school.

Active learning emphasizes the focus on students on their pedagogical patterns, while the flow in the traditional forms of learning students only actively participates in class activities. Thus the role of the teacher is very important in the teaching and learning process, so students can take part in each session of the learning process. The teacher has a vital role in the processing of information that takes place in the classroom, especially for students (Conolly & Lampe, 2016)

Based on the explanation of the experts above, it can be concluded that student learning activeness is the involvement of students in the learning process both physically (physically) and spiritually (mentally) to achieve learning goals. Student learning activeness provides an overview of the influence of the mind and mood in a learning process. The teacher has the task of concocting the learning process into an interesting new thing. Students are involved in

learning activities both verbally, visually, psychomotor (listening, writing) to emotional activities in the classroom.

Student Activity Indicator

The level of activity of students in the learning process can be seen in the dimensions of students, namely learning that has the level of active students will be seen in students. The growth of courage to express his thoughts, feelings, desires and wishes. In this dimension the students will eventually grow and develop their abilities and creativity. To see the realization of student activity in the learning process, there are several indicators of the characteristics of active student learning.

Lazuardi (2017) states that there are seven indicators, namely: 1) paying attention to the explanation from the teacher, 2) answering each question contextually, 3) solving each problem, 4) interacting with the teacher and other students, 5) following the class discussion forum active, 6) able to present the results of group discussions, and 7) make conclusions or summaries.

The Importance of Student Activity in Learning

In the learning process, the active aspects of student learning are necessary. Learning activities carried out with the activity of students are expected to improve motor skills and academic abilities. Active learning emphasizes that the teacher in his role has an influence on the activity carried out by students in the teaching and learning process in school. This can foster the activeness of students and teachers in packaging and managing learning to provide support so students can be active in the learning process. (Hyun, Edgier & Lee, 2017).

The opinion above explains that student learning activeness is an important element in learning so it must always be improved. The presence of active students in playing a role in building attachments in the learning process. (Dimiyati & Mudjiono, 2013)

Another reason students' learning activeness is presented in the learning process is that increasing academic involvement invites students to take part in the process of increasing their intellect, as well as closely related to the comfort of emotions built in the classroom (Wandberg & Rohwer, 2009)

Effects and Challenges of Infrastructure in Learning in the 21st Century

The influence of facilities and infrastructure in learning in the 21st century can be said to be very significant, considering that learning infrastructure facilities are now beginning to vary with the development of their functions adapted to the methods and strategies used.

Learning will run even more optimally if it is supported by the support of the availability of school infrastructure or facilities. Availability of facilities affects productivity efficiency (learning process), so students can learn easily and improve overall academic performance. (Owoeye, 2011)

Effective or not the use of infrastructure is determined by the interaction between teacher and student and also the activity of students in the learning process. In a study conducted, it was explained that infrastructure in the 21st century must prioritize matters aimed at improving infrastructure factors that are more related to learning, building libraries, science laboratories, computer laboratories, or public use spaces.

CONCLUSIONS AND RECOMMENDATIONS

1. Educational facilities and infrastructure are facilities to support the learning process to run optimally, especially in achieving learning objectives.
2. The principle of management of infrastructure in essence is to maximize the potential that exists in schools and outside schools, in terms of the vision and goals of the school combined with the conditions that exist outside the school which in this case are the community.
3. Student learning activeness is the involvement of students in the learning process both physically (physically) and spiritually (mentally) to achieve learning goals.
4. Student learning activity has indicators, namely: 1) pay attention to the explanation from the teacher, 2) answer each question contextually, 3) solve each problem, 4) interact with the teacher and other students, 5) actively participate in class discussion forums, 6) able to present the results of group discussions, and 7) make conclusions or summaries.
5. School infrastructure facilities have a significant influence on the effectiveness of the learning process in the classroom. Behind that influence, infrastructure also has challenges that in this case are adjusting learning methods and strategies that are increasingly developing in the 21st century. The involvement of teachers and students has a significant impact on the effectiveness of the ongoing learning process.

In the learning process, it would be better if school infrastructure could function optimally in order to improve the quality of learning. This learning is also supported by the involvement and activity of students. Teachers are required to be more active and provide maximum stimulus.

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